



Texas

Decision Making in U.S. History



Kevin O'Reilly



Social Studies
SCHOOL SERVICE

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This book is dedicated to Lena.

PREFACE:

HINDSIGHT VS. FORESIGHT

When we study history, it is all too easy to sit in judgment of those who came before us. We read it after the fact; we see it in hindsight. Given the benefit of such 20/20 hindsight, some historical figures seem to have been very misguided or downright silly in their decisions. Why could they not anticipate the consequences of their choices? How could they have been so shortsighted? Sports enthusiasts call this sort of hindsight analysis “Monday-morning quarterbacking.”

However, it is not as easy to laugh at the follies of past decision-makers if we are confronted with the same decisions in history *before* we learn the actual results. In such a situation, we find ourselves making some of the same mistakes that historical figures made, and we sometimes commit new errors they did *not* make. This method of studying history, which we might call “foresight history,” is far more challenging—and engaging—than the traditional retroactive method to which we are inured.

In short, when we learn history by hindsight, we risk becoming more arrogant and complacent. If, on the other hand, we learn history by *foresight*, by casting ourselves in the role of those historical figures and making decisions as they did, in ignorance of the outcome, we can learn humility and gain a great deal of empathy for historical decision-makers. Students in my classes are constantly exclaiming, “This is hard!” as opposed to, “This is boring!”

Foresight history also helps students improve key skills they will use again and again as citizens—decision-making skills. Schools of law, medicine, business, nursing, the military, and many other institutions use case-study methods that require students to make decisions on a particular case and then analyze their thinking. If each of these varied disciplines values decision-making so much, should we not be training all our future citizens how to make good decisions?

History provides many benefits for those who study it. Historical knowledge is liberating all by itself, letting us draw back the veil of ignorance and see the present from a perspective enlightened by the past. The more knowledge of history we possess, the better we understand our societies and ourselves. Study and evaluation of primary sources, discussions of motives, debates about significance, analyzing causes and effects, and many other strategies are vital to history courses. The lessons here on decision-making support and enhance these other methods of studying history, rather than replacing them with a more “practical” type of history.

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INTRODUCTION

OVERVIEW

There are eight lessons in this volume on Texas's history: Spanish colonization, Stephen Austin, where to settle, independence, Republic of Texas, sectional politics and secession, ranching and farming, and civil rights. As in the other volumes in the series, no effort is made to cover all the major topics in this time period. Rather, lessons were chosen around interesting decision-making problems.

THE *DECISION MAKING IN U.S. HISTORY* SERIES

The lessons in *Texas: Decision Making in U.S. History* are meant to be used independently in the year-long Texas History course. The lessons have four main goals:

1. **Make History More Interesting.** Simply giving students the problems, having them make decisions, and then telling them what the people involved actually did will keep student interest high. It is exciting to make decisions before you know what the historical characters actually did. It is dynamic learning and it is open-ended. Students enjoy comparing their decisions to those of their classmates and to the decisions actually made by the historical figures. Even if you decide to use the lessons without giving instruction on how to perform the skills involved in decision-making, students will still enjoy learning history this way.

This increased interest should also lead to increased reading comprehension. After all, when students read their texts, they will be actively searching for what actually happened and how it compared to what they chose.

2. **Improve Decision-Making through Experience.** The primary way people learn to make better decisions is by making them, both good and bad. Students therefore become more sophisticated decision-makers with every positive or negative outcome of their choices, especially the surprising ones. By giving students many chances to make decisions where they can learn from mistakes and surprises, we are speeding up the process of making them savvy decision-makers. For example, students who decide to have a foreign government overthrown and see many negative consequences will think twice before trying that again, and will be skeptical of such a plan if proposed in the present day. Experience itself is the teacher.

3. **Develop More Complex Ethical Thinking.** Ethical questions will arise regularly, and by discussing their positions students will develop more complex moral arguments and understandings. Please note, however, that these lessons are not aimed primarily at ethical reasoning. Teachers who want to focus primarily on those types of lessons should consult *Reasoning with Democratic Values*, by Alan Lockwood and David Harris (New York: Teachers College Press, 1985).

4. **Improve the Use of Decision-Making Skills and Reflection on Those Skills.** As much as students can improve their decision-making through experience, they will develop it that much more if they learn specific subskills, which can then become guidelines for thinking through decision-making problems more carefully. The instruction in these books is based on the skills of the **P-A-G-E** model. The specific elements of **P-A-G-E** are described in the section “Guide to Thoughtful Decision-Making,” and the strategies for teaching those skills are explained in the section “P-A-G-E Explanations and Examples.”

One of the teaching strategies in this book emphasizes journal writing, in which students reflect on the problems they encounter, including how they could improve their own decision-making. Teachers who succeed in getting students to reflect on how they could improve on the decisions they just made will help them be more reflective in general. Ideally, we want to train our future citizens to approach decision-making problems by asking insightful questions, carefully probing for underlying problems, seeing the problem from a variety of perspectives, setting clear and realistic goals, and imagining consequences.

HOW TO USE THIS BOOK

Before you take a closer look at the lesson components, take a moment to consider the following points. It is best to use these lessons:

1. **Before students read about or study the topics.** If students read about the topics before they do the problems in each lesson, they may know which options worked well or poorly. That will spoil the whole decision-making experience!
2. **Individually.** These are stand-alone lessons. They are meant to be plugged into your U.S. history curriculum wherever you see fit. They are not intended as part of a sequence.
3. **Flexibly.** Each lesson can be used either as a quick introduction to a historical topic or unit, or, alternatively, as a lengthier in-depth study of the topic.
4. **To teach skills as well as history content.** These lessons focus on real, historical problems and are often accompanied by pages of historical context; as such, they provide both challenges to students’ decision-making skills and the historical backdrop that will allow them to understand those situations.

LESSON COMPONENTS

Each book in this series has seven lessons. Each lesson includes the following:

1. **Introduction.** The first section of each lesson includes an overview of the topic, defines content vocabulary, and identifies the decision-making skills emphasized in the lesson.
2. **Lesson plan.** The main part of each lesson offers suggestions for how to use the handouts, how to focus on decision-making skills, how to connect the decision problem to the

larger historical context, how to use video and other supplementary sources, and how to troubleshoot problems should any arise.

3. **Teacher notes.** This section includes notes for expanding discussion, along with information about outcomes (versions for students are also provided—see item 6 below), references to historians, interpretations of the topic, decision-making analysis, and in some lessons suggestions for further research.
4. **Sources.** This section includes the specific publications and other sources of information used in the lesson.
5. **Problem(s).** Each lesson includes reproducible handouts used by students to read and analyze the problem, including a vocabulary list of relevant terms and concepts.
6. **Historical outcome of the problem.** In this section, students can read about what people in history actually did to solve the problem(s), along with the consequences of their decisions.
7. **Primary sources and visuals.** These resources are integrated into several of the lessons themselves, not included merely as window dressing.

Each individual decision-making challenge is referred to as a “problem.” Some lessons have one problem to challenge students, while others contain numerous problems. The basic format of each lesson is problem, decision, outcome, discussion. The handouts for each lesson are designed to be photocopied or scanned, the teacher selecting which parts of handouts to use to advance the lesson.

While decision-making is the main focus of the books, historical content is also very important. These lessons emphasize real historical problems that convey powerful lessons about U.S. history—issues concerning taxation, regulation of business or individuals, welfare, war, and so forth. In addition, the problems are not all approached from the perspective of political leaders; many problems ask students to take the perspective of ordinary people. Including problems from the perspective of ordinary people prepares students for their roles as citizens in a democracy and encourages empathy for unfamiliar groups.

Most of the problems are brief—some as short as one paragraph. They could be used as class warm-ups that last no more than ten minutes. Even the short problems, however, can be quite complex and can draw forth some sophisticated analyses. You are the best judge of how much analysis should be included for each problem and for how long to run each problem and discussion.

On the other hand, some problems are obviously more complicated. These problems deal with crucial turning points in U.S. history. For these problems, students will almost certainly need more background information before making decisions, and analysis of these problems could take several class periods. These more involved problems could form the basis for an entire unit of study. For example, the fourth lesson in the book could serve as an organizing device for a whole unit on industrialization.

WHAT IS DECISION-MAKING? *(Student Handout 1)*

Because making decisions is the focus of the lessons, it is important to look at what happens in the process of decision-making. As explained in Handout 1, decision-making involves making a choice when there is no one clearly right answer (Halpern 1984). Students can derive important lessons about decision-making from encountering “messy” decision problems. Even where outcomes do not show a particular choice to be clearly right or wrong, students will still be surprised by some aspects of the outcomes and thereby gain insight into decision-making.

■ Decision-Making as Experience

As argued in Handout 1, the most powerful teacher of good decision-making is experience. People learn to make good decisions by making decisions. Bad decisions are more instructive, perhaps, in making us more skeptical decision-makers, but that is not stressed to students in Handout 1. The teaching profession illustrates the negative-reinforcement aspect of decision-making. Teachers who just put students into groups without giving specific directions quickly learn not to do that again. Lessons that do not work well are dropped or modified the next time around. Good teaching is basically good decision-making, and good decision-making is shaped rapidly by previous decisions.

Ordinary people, including students, have an optimistic tendency simply to assume their decisions will result in positive outcomes, rather than calculating the probabilities of certain outcomes. Decision-making experts, on the other hand, have a much more realistic view of probabilities, in part as a result of their greater experience with the type(s) of problem with which they often deal (Klein 1998). Experience teaches us to be more realistic about outcomes.

Just encountering the decision-making problems and outcomes in these books, therefore, will help students improve their decision-making.

■ Targeting Decision-Making Skills

As mentioned in Handout 1, these books go beyond just the decision-making problems and their outcomes. They also provide a decision-making model and strategies for teaching the skills involved in decision-making. Students learn a simple model of guidelines for making decisions—represented by the acronym **P-A-G-E** (explained in a later section and in Handouts 2 and 3). This model gives support and guidance for student decisions, allows for communication built around specific skills and a common vocabulary, and provides specific criteria for teachers to evaluate student progress on those skills.

You are crucial in this process; your role is to guide students as they encounter the decision-making problems in what Reuven Feuerstein (1980) refers to as “mediated learning.” Your guidance and questions can help students make sense of what they are thinking when they make decisions about historical situations.

The debate among researchers about the relative power of experience versus instruction on decision-making (Dean and Kuhn 2007) is not crucial to these books. Rather, the problems

and lessons in these books allow teachers to combine experience and instruction in the form of mediated learning (coaching).

■ Repetition in Order to Master Skills

These lessons are organized based on the hypothesis that several repetitions of decision-making problems and outcomes are an important factor in improving decision-making (Klein 1998, 1995). That is, a person who has tried fifty problems will most likely have improved his or her decision-making skills more than a person who has tried only ten problems, simply because he or she has had more experiences making decisions. There are many problems included in these books, and you are encouraged to use them regularly (once or twice per week, perhaps) as warm-ups to start classes or units. It is not expected, however, that you will necessarily use all the problems. The time you do spend on the problems will enhance students' experiences in problem solving and decision-making.

Having experience with a large number of problems also provides students with more historical analogies on which they can draw. It is striking how often decision-makers base their thinking on an analogy (usually a recent one) in looking for ideas to help decide a problem (Klein 1987). Having a broader range of analogies allows students to be more skeptical of any analogy suggested, since students are more likely to think of analogies that are different from the ones offered.

Though many experiences with decision-making will help, it is essential that you coach students (use mediated learning) and offer them time to reflect on their thinking during decision-making problems. Metacognition (thinking about our own thinking) is vital to improving thinking skills, according to numerous writers (Cohen, Costa, O'Reilly, Paul, and Swartz). You should therefore allow "postmortem" time for students to reflect on their thinking either verbally or in writing after each experience (see the section "Evaluating Students" for ideas). You are also encouraged to use some of the lessons for lengthier (one to three class periods), more in-depth analysis of student thinking and the historical topics involved; perhaps two or three lessons per semester could be used for in-depth analysis.

■ Individual Choice versus Historical Context

Research indicates that students generally view the role of individual choices as critical to historical events; for example, Rosa Parks is seen as an important catalyst of the civil rights movement. Professional historians, by contrast, stress underlying forces as more important; for example, African Americans fighting in World War II, the Cold War, and other conflicts have been identified as significant precursors of the civil rights movement (Kuhn, Weinstock, and Flaton 1994). Historical actors are constrained by historical context, researchers argue, much more than students probably think.

By focusing on decisions by individuals and by groups, the books in this series may seem to aggravate the overemphasis on the individual versus historical forces. The lessons in these books, however, help students see more historical context, not less. In order to make good decisions,

students need to learn a great deal of historical context. They are required in all lessons to ask questions about context. Each lesson includes a short outcome and a question about what historical forces, in hindsight, made it difficult for the individual to make a good decision. In addition, many problems include multiple points of view, which enrich student understanding of context. Finally, students discuss why the actual decision made historically was similar to or different from the decision they made, emphasizing context in shaping choices.

P-A-G-E (*Student Handouts 2 and 3*)

Good decision-making involves a number of subskills. The more students can use the subskills, the more complex their thinking will be when they make decisions. In order to help students recall the subskills involved in decision-making, these books offer them a simple acronym—**P-A-G-E**. The acronym is meant to help students recollect the subskills rather than provide an actual formula for deciding. Decision-making problems are too complex and varied for step-by-step formulas, and research indicates that expert decision-makers do not follow step-by-step models (Klein 1998). For instance, in one problem, seeing unintended consequences will be dominant, while in another, historical context will be more important. The **P-A-G-E** acronym consists of guidelines only, not specific steps or points that should or must be followed.

■ **The Problem**

The specific parts of **P-A-G-E** are explained in Handout 1 in the “Guide to Thoughtful Decision-Making.” The first section focuses on analyzing the problem, explaining what some experts call “framing.” Framing seems to have a variety of meanings for different people. The guide emphasizes finding the underlying problem in an attempt to keep things simple for students. It also asks, “What is really going on here?” to help students uncover underlying problems.

According to Klein (1998), experts (people with a great deal of experience in a particular field, such as nursing, firefighting, or chess) “recognize” particular problems as being of one type or another. Once they make this recognition (frame it or represent it a particular way), experts can make very quick and successful decisions—that is why they are experts! Experts make these recognitions based on the large numbers of analogies they possess in their area of expertise. Thus, the section on framing is related to the section on analogies. Experiments with expert chess players have shown that recognition is extremely important. When pieces were placed on a chess board in completely random fashion, experts could remember the placement no better than nonexperts. But when the pieces were arranged as they would be in a game, experts could remember the placements with a single glance and project several possible moves.

How students see or frame a problem is partly dependent on how the problem is worded. To help students become more aware of wording, some problems are worded two different ways; for example, half the class could get the problem worded in a positive way while the other half gets negative wording. After students make their decisions, the class could discuss the effects of different wording on their decisions. Was it a big factor?

Political scientist James Voss (1998) believes that the way people perceive problems in foreign policy acts as a key variable in the decisions they make. He writes that problem representation, similar to framing, constrains what we do thereafter. For example, if we see a problem as a typical case of terrorist aggression, we will make choices that are different from those we would make if we saw the problem as a typical boundary dispute between neighboring countries. Questions included with some problems help students become more attuned to problem representation.

The section on assumptions is greatly simplified compared to the literature on assumptions, which delineates different types of assumptions (such as presuppositions and working assumptions). The primary method this book uses to teach students to recognize their own assumptions is to ask them to identify which of a specific menu of assumptions they made. When they see possible assumptions, they are better able to recognize those they have made. This strategy seems more effective than having students read a lengthy explanation on types of assumptions.

■ Ask for Information

Asking questions is crucial for good decision-making. The more people know about background and context, the better they will understand the real problem. The guide emphasizes asking questions about analogies (“How is the historical case different from this decision-making problem?”), but you should also encourage students to think of historical analogies in the first place. Students will often think about a problem in terms of a personal analogy: “I don’t like it when people criticize me, so it’s wrong for a country to make a harsh speech against another country.” Ask students where they got their ideas about what is really going on in a problem, probing for personal or historical analogies.

■ Goals

This section of the handout includes setting clear, realistic goals and generating numerous options for accomplishing those goals. Questions about ethics were also included in this section because ethics is related to setting goals.

■ Effects

The section on effects/consequences includes both long-term unintended consequences and short-term possibilities of what could go wrong. Klein (1998) argues that the ability to run mental simulations—that is, to imagine what could go wrong and to imagine positive and negative consequences—is a vital skill in decision-making. Every decision-making problem in this series emphasizes things that could go wrong.

STRATEGIES

The basic format of the lessons, as explained previously in the section “Lesson Components,” is: problem, decision, outcome, discussion. Many of the subskills of decision-making, however, are difficult for students to master. In order to assist students, subskills are sometimes included in

what might be referred to as a multiple-choice format in many lessons. For example, to improve the “asking for more information” skill, some lessons include a list of questions from which students can select those they wish to ask. To improve “identifying underlying problems,” some lessons include possible underlying problems. To improve “considering other points of view,” some lessons include handouts that put students into different roles (for example, not just looking at labor/strike problems from the point of view of the workers but also including the point of view of the owners), helping them see the problem from a different point of view.

EVALUATION TIPS FOR STUDENT HANDOUT 5 *(Pages 24–25)*

Here are some criteria to consider in grading the decisions students make on whether to prohibit the sale of alcohol in Texas. Students need only get five criteria and need only to suggest ideas for each criterion. So, for example, you may give full credit to students who suggest any possible underlying problem or ask any reasonable question.

■ Recognize the Underlying Problem

1. One underlying problem is the conflict between rural, white, Protestant areas and urban, ethnic, non-Protestant areas. Is there a way to reduce that conflict? Will prohibition help or aggravate it?
2. Rapid change is a second underlying problem in Texas (as in all of America at this time), especially in terms of industrialization and urbanization. Many people are fearful of all these changes, and some support prohibition in order to slow down these changes.

■ See the Problem from Other Points of View

1. How would an ordinary farmer or worker see this problem? (Those who drink alcohol might be upset by prohibition. Farmers who are religious, but who drink alcohol, would be conflicted about the law. Workers who drink as part of their ethnic identity and who are Catholic or are not very religious would be opposed to the law.)
2. Beer, wine, and whiskey companies would hate the law.
3. Since alcohol sales will be illegal, those involved in organized crime would love the law.
4. Factory owners would love the law, since it would diminish the problem of workers coming to factories drunk.

■ Assumptions/Emotions

1. Students begin the problem with assumptions about the role of government. For example, some may feel that government runs things ineffectively and would not effectively enforce the law. They might think the government would be subject to corruption. Other students may feel that government actions are often the best way to address problems.
2. Students will bring assumptions about drinking alcohol to the decision.

■ Ask Questions about Context

1. Were local prohibition laws in Texas effective? (Yes. Alcohol consumption fell. However, the areas that passed prohibition were in favor of it; otherwise they would not have passed it. A statewide law would be forcing prohibition on areas that are opposed to it, so it might be much harder to enforce.)
2. Have other states passed prohibition, and were they effective? (Yes. Maine passed prohibition in 1851 and other states passed it later. Maine's law was not well enforced, and it led to a riot in 1855 by Irish immigrants. It was later repealed and then reinstated.)

■ Ask about Sources

1. How reliable is the information by supporters that drinking alcohol is against Christian values? (Opponents of prohibition say that the Bible supports drinking of alcohol, as in John 2:3–11, when Jesus turned water into wine at the wedding feast at Cana. Supporters of prohibition argue that the Bible is opposed to drinking, or at least getting drunk, for example, when it says in Ephesians 5:6, "Do not get drunk on wine, which leads to debauchery. Instead, be filled with the Spirit.")
2. How reliable is the information that argues that alcohol use is an ordinary part of life for many ethnic groups? (There is a great deal of evidence that drinking alcohol is an ordinary part of daily life among some immigrants.)

■ Ask about Analogies

Other states, such as Maine, tried prohibition with mixed results. It was very difficult to enforce, and ethnic groups fought against and generally successfully evaded the law. How are the two cases different? (The cases may be different in that Texas might have a higher percentage of Protestants who would be in favor of prohibition. On the other hand, there are strong similarities. One could predict that there will be trouble enforcing prohibition in the urban, ethnic areas of the state.)

■ What Are My Goals, and Are They Realistic?

1. Is it realistic to reduce alcohol consumption and drunkenness through prohibition? (Yes. It is realistic to expect drinking to drop, at least somewhat. Many people will not like the law, but most people are inclined to obey the law.)
2. Is it realistic that the government can effectively enforce prohibition? (No. Based on what happened in Maine, it is unlikely that the government can watch all people in the state to make sure they do not sell or buy alcohol.)

■ Generate Alternative Options

Only two options are offered in Handout 5: support or oppose prohibition. Students who think of a different alternative should tell you and you could add that option to the list of choices.

■ Play Out the Options

1. How will the law be enforced? (Enforcement will be a major problem. The number of state government workers in Texas is small. Many more government agents would need to be hired, costing a great deal of taxpayer money, or workers would have to be taken from other state duties, hurting the service done in those other areas. Even with many more state officials to enforce the law, there would not be enough. There are just too many people in Texas to enforce the law everywhere. If it is not enforced on everyone equally, it will be seen as fundamentally unfair.)
2. How will enforcement of the law be coordinated between state and local governments? (For example, what will the state do if a local area, such as the highly ethnic areas of Houston, decides not to enforce the law?)

■ Anticipate Consequences/Effects (Long-Term)

1. Since alcohol sales will be illegal, criminals will become involved in selling illegally. With legal sales restricted, profits will soar for illegal sales, which will attract organized crime.
2. People who drink alcohol as a normal part of their daily lives will very likely disobey the law.
3. Since the law will not be effectively enforced (see Play Out the Options, #1), people will see that laws passed are not enforced. That may lead to less respect for laws in general.
4. People who see the law as unfair and see that it is not enforced fairly will lose respect for Texas government.
5. There may be corruption in the government as government officials are paid off to look the other way during alcohol sales.
6. The law might lead to increased tension and disunity between white, rural, Protestant parts of the state and ethnic, urban, non-Protestant parts of the state.

Actual decision:

The prohibition law was defeated in Texas in 1911. However, when the United States joined the Great War, refraining from drinking became identified with patriotism. After all, Germans, who were the enemy of Americans in the Great War, were drinkers who opposed prohibition. When national prohibition went into effect in January 1920, the many problems outlined above became obvious. Enforcement was unmanageable, crime increased, lawlessness increased, and respect for government dropped as corruption increased. Prohibition was repealed in 1933 by the Twenty-first Amendment.

EVALUATING STUDENTS

There are numerous ways to evaluate student progress in both content and decision-making skills. A few examples are listed here:

- Quiz students on the vocabulary included in the relevant lesson(s).
- Have students keep a decision-making log, as outlined in Student Handout 4. Try distributing copies of the handout on colored paper so you can tell students to turn to their “green” (for example) decision-making log sheet and fill it in after they have analyzed the outcome of a problem. The right-hand column requires students to reflect on their thinking.
- Have students keep a journal wherein they comment on several aspects of the decision-making problems:
 - the decision actually made in history
 - what the actual decision-makers did well or poorly
 - the historical constraints on the decision-makers
 - what the outcome of the decision shows about that time period
 - the decision made by the student and what he/she did well or poorly
 - the “lessons” of this decision-making problem
- After the class has participated in a decision-making problem and discussed the outcome of the historical event, have students write a “history” of that event. Require students to include at least two elements of **P-A-G-E** in their historical analysis.
- As a test question, have students make a decision about one of the problems you do not use in class. Give them the problem and instruct them to make a decision and explain their thinking according to **P-A-G-E**. Each lesson has suggested answers with which you can grade their work.
- Have students evaluate the thinking given in the student handout in Student Handout 5, “Evaluating Decision-Making.”

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GUIDE TO THOUGHTFUL DECISION-MAKING

WELCOME TO “FORESIGHT” HISTORY!

The problems in the series *Decision Making in U.S. History* will challenge you to make decisions about events in U.S. history *before* you know what actually happened during those events. This is learning history in a foresighted way—first you decide, then find out what really happened—rather than hindsight history, where you just find out what happened. You will get at least two benefits from this method of learning history: First, you will improve your decision-making skills. Someday, when you avoid buying a “lemon” of a used car that would have wasted thousands of dollars, you should thank your history teacher for building up your decision-making skills. Second, it is fun to learn history as though it is a cliffhanger mystery, where you are eager to find out if your decision helped the country or ended in disaster. But do not forget to concentrate on the decision that was actually made in history and how it turned out. You can learn a lot about your own decision-making through these problems, but you are mainly in class to learn history, what really happened, not what could have happened.

WHAT IS DECISION-MAKING?

You have learned about problem-solving in other courses such as math and science, and you have encountered problem-solving when you have tried to build something or fix something. Decision-making is like problem-solving in some ways (it involves defining the problem and thinking of alternatives), but it is different from problem solving in that there is no one right answer. These are “messy” problems; even long after the event, people often disagree about what the best decision was or should have been.

DECISION-MAKING AS EXPERIENCE

The most powerful teacher of good decision-making is experience. People learn to make good decisions basically by making decisions, both good and bad. For example, you would probably feel safer if you were being treated by a doctor who had a lot of experience rather than by a brand-new doctor. The historical problems your teacher gives you will provide you with experience in making decisions that should help you be a better decision-maker in your role as a citizen. You will not just have learned about history; you will have experienced it. After some of these lessons, you will feel like you made good decisions; for others, you may feel you have made errors in judgment. As you go along, try to reflect on your experiences as well as on your thinking about decision-making.

THE PAGE GUIDE TO DECISION-MAKING

While experience is the most important way to learn to make better decisions, it is also helpful to learn some basic decision-making skills so you know what areas to target in order to improve your overall decision-making. Handout 2 contains an acronym, **P-A-G-E**, to give you guidelines for making better decisions. These are not rules you have to follow; they are just meant as helpful tips to improve your thinking about decision-making.

Handout 3 explains and gives examples for each part of the **P-A-G-E** guide to decision-making. Keep it in your notebook for reference as you make decisions about situations in eighteenth-century history. Not every **P-A-G-E** guideline will apply to each decision-making problem you encounter. You (with the assistance of your teacher) will have to determine which guidelines work best with which problems.

P-A-G-E ANALYSIS FOR DECISION-MAKING

DECISION-MAKING ANALYSIS

■ P = PROBLEM

- Identify any **underlying problem**: What's really going on here?
- Consider **other points of view**: How do others see this situation?
- What are my **assumptions**? **Emotions**?

■ A = ASK FOR INFORMATION (ABOUT)

- **Historical context**: What is the history and context of this issue?
- **Reliability of sources**: Does my information come from experts on this topic? Do the sources have a reason to lie? Is the information supported by evidence?
- **Historical analogies**: What has been done in the past about situations like this? In what ways are these other situations different from this situation?

■ G = GOALS

- What are my main **goals**? Are they **realistic**?
- What are my **options** to achieve my goals? Are they **ethical**?

■ E = EFFECTS

- **Predict unintended consequences**: What are some long-term effects?
- **Play out the options**: What could go wrong?

P-A-G-E EXPLANATIONS AND EXAMPLES

PROBLEM

■ Underlying Problem

Sometimes, a decision-making situation will seem very difficult until you recognize that an underlying problem exists. For example, suppose two people come in for marriage counseling because they have been arguing about money. The counselor is going to look for an underlying problem (such as unfulfilled needs) that might have led to overspending. A student doing poorly in school might turn things around by discovering she needs glasses—the underlying problem. Please remember that you should not just repeat or rephrase the “surface” or current problem. Instead, you are looking for what is behind it, what is causing it. Underlying problems are not openly given as part of the decision-making situation—you have to figure them out on your own.

Another way to think of this skill is “the ability to see what is really going on.” Some people call this “framing” the problem: In other words, by putting a frame around the current problem and excluding unimportant parts, you discover what is really important. You need to call on your experiences in order to see what is really going on. In history, this is done through analogies. You need to say, “The problem we are facing now is like a problem people faced before [this is an analogy], so I’d better do this.” The way you see (or frame, or represent) a problem is very important to the decision you eventually make.

Example:

Bob’s grades have been much lower for the last three months in history class. He says he’s bored in class, and he’ll improve his grades when he really needs to.

List at least two possible underlying problems for Bob’s lower grades. What is really going on?

■ Other Points of View

There is always more than one person involved in decisions in history. We need to consider all points of view as we make decisions in history, just as we need to consider other points of view in our own lives today.

Example:

My brother Mark is angry at me for borrowing his car three times. But he’s wrong to be angry. I needed to get to work each time I borrowed the car.

Rewrite this problem from Mark’s point of view.

■ What Are My Assumptions? Emotions?

Sometimes after we make a decision, we realize that we made an assumption that we didn't even know we were making until it was too late. Emotions are part of being human, so they are a legitimate part of making decisions. We do, however, need to be aware of our emotions during the decision-making process. Emotions, especially frustration and anger, can sometimes lead us to make irrational choices. People frequently become frustrated and say, "I've had enough of this situation. Let's just do *something*!" But they often come to regret the rushed choices they made under such circumstances. They would have benefited from saying to themselves, "Okay. I'm getting frustrated, but I still need to take the time necessary to make a good decision."

Studies have shown that when people are feeling pessimistic or when they are in a bad mood, they exaggerate the possible negative consequences of decisions; similarly, when they are feeling optimistic or are in a good mood, they overestimate positive consequences. Emotions and gut feelings are unavoidable and natural, but thinking the situation through is crucial to making good decisions. We would not want the president to think about aiming nuclear missiles at Cuba based solely on his gut feeling—we would want the president to gather information, consider several options, predict the possible consequences for millions of people, and calmly move toward a decision. As decision-makers, we need to account for the role of emotion and gut feelings in our decisions and be aware of our emotions as we choose.

Example for assumptions:

Player to teammate: "We'll have no trouble beating Central. After all, Central lost to Suburban, and we beat Suburban the first game of the year."

What is the player assuming?

Example for emotions:

Suppose you have two children, and are trying to decide whether to buy life insurance. An insurance ad shows a boy who cannot go to college because his father died and had no life insurance.

To what emotion does the ad appeal?

ASK

■ Ask about Historical Context (History of This Issue; Context in the World)

Asking questions about the historical background and the present context of a problem is essential to getting the information necessary to make a good decision. If you do not know the background, you will have difficulty deciding on the best solution. Every problem has a backstory, and we need to find out what that story is. The key is to ask good questions that will help you obtain the necessary information.

Example:

You are seventeen years old, and you have been thinking about buying a car. You work part-time after school, about ten hours per week. Your parents have told you that you will have to pay for the car yourself. You go to a used-car dealership and the salesman shows you a used car that costs two thousand dollars.

What questions should you ask before you buy it?

■ **Ask about Reliability of Sources**

Information is crucial to making good decisions. But we need to be aware of the sources of our information and consider the reliability of those sources. Basing a decision on bad information from questionable sources is a recipe for disaster. You can evaluate sources by asking if the person giving the information has a reason to lie, if the person is a primary source, if other sources support this information, if the person is an expert on the topic, what the person's bias is on the topic, or if the person has been reliable in the past.

You should always be probing for disagreements among sources. Be wary if it appears that there are no disagreements. It might mean your advisers are engaging in "groupthink," where they are all pulled to the same option without thoroughly thinking through other options or considering what could go wrong. Always try to find someone who disagrees with a proposed option. If you cannot find one, ask tough questions yourself.

Example:

The car salesperson says this used car is in perfect condition.

How reliable is the salesperson? What reasons might you have to distrust the person?

■ **Ask about Historical Analogies**

It is natural to compare the problems we encounter to similar situations that have occurred in the past. In fact, one reason we study history in the first place is to build a deeper understanding through learning about historical events/analogies. You should try to think of analogies to the problems you encounter. As mentioned above, you derive your understanding of what is important in a problem (framing) from analogies. (Example: "This problem is like the one George Washington faced at Trenton during the American Revolution.") The more you draw on your knowledge of history, the more likely you are to be able to understand a decision-making problem fully.

Analogies are tricky, however, because important differences often exist between the problems we encounter now and the historical cases we use to guide our decisions. We should always evaluate the analogies by asking, "How do the two cases differ? In what ways are they similar? Are they similar enough to justify the conclusion?" We should also consider whether other, more appropriate analogies could provide us with better guidance.

Example:

Suppose you drove in a race at the parking lot near a mall a month ago. You drove your five-year-old Toyota Corolla, and your time was 36.8 seconds. Margaret told you that she had driven in a race the previous Sunday and her time was 28.2 seconds. She says this proves she is a better race driver than you are.

What are two questions you would ask to see if Margaret is really a better driver?

GOALS

■ What Are My Main Goals? Are They Realistic?

We cannot make good decisions if we are unclear about our goals. Once we establish goals, we can more easily set priorities and use them as a basis for choosing options.

Establishing goals, however, is not enough. The goals we set need to be realistic. Some decisions in history have been catastrophic because the decision-makers didn't notice that they had unrealistic goals. It did not matter how careful they were with the other decision-making skills—because their goals were unrealistic, they could never achieve them.

Example:

You are out of school and need a job because you live on your own and have expenses (rent, car payments, food, heat, and insurance). You've got two offers. The first one is close to where you live and pays a lot more money, but it's doing work you wouldn't like. The second job is farther away and pays less money (although enough to cover your expenses), but it is doing something that you really like. What do you do?

After you decide, list your goals and ask how realistic they are.

■ Generate Options to Help Achieve My Goals. Are They Ethical?

After you have made a decision, you do not want to be stuck thinking, "Oh, I wish I thought of that option before I decided!" At the same time, though, you do not want to become paralyzed trying to think of every possible option, no matter how remote. Important decisions, however, should spur us to take the time to ponder a number of options.

Example:

You are twenty-five years old, single, work full-time ten miles from where you live, and drive your compact car to work. In recent months, gas prices have risen to very high levels. Your main goal at this point is to save money.

What options do you have for coping with these price increases?

EFFECTS

■ Predict Unintended Consequences

Most of the time, predicting unintended consequences will be more important than any other thinking you do about a problem. For some problems, it may be enough just to see the situation from other points of view or to ask questions about background or context. But considering consequences will do more to help avoid that awful feeling you get when you have made a bad decision.

Example:

Suppose you are thirty-five years old and have a son and a daughter, ages five and two. The company you work for is asking you to move to a different state. You can refuse and take a pay cut but keep your job.

If you make the move, what unintended consequences might you and your family experience in ten years? Guess at what the effects of the move might be.

■ Play Out the Options. What Could Go Wrong?

Here, you need to think about the short-term effects as opposed to long-term, unintended consequences. For example, say you are playing the role of president and decide to try to get a law passed to help solve a problem. You have to take into account the fact that Congress has the constitutional power to pass laws; thus, to get your law enacted, you need to convince Congress to approve it. By noticing that the approval of Congress is vital to the success or failure of your decision, you have identified something that could go wrong and need to plan accordingly (for example, overcoming congressional opposition by talking to individual Congress members or thinking of another legislative option as backup).

Example:

Suppose you are thirty years old and working at a job you like. You get a job offer to work at a job for higher pay that is farther away from where you live now.

If you take the job, what could go wrong? List two or more things that could go wrong.

DECISION-MAKING LOG

■ What I Learned about
the P-A-G-E Topic

■ Actual Decision

■ My Decision

■ Why Different from/
Similar to This
Topic? (2 Examples)

EVALUATING DECISION-MAKING

The year is 1911, and as a political leader in Texas you must decide whether the state of Texas will prohibit the sale of alcohol. For the past decade, some parts of Texas have passed prohibition laws in their local areas. Most of these areas are rural and very religious. Supporters of prohibition argue that alcohol use is against Christian religious values. Women's groups argue that drunkenness sometimes leads to violent abuse of women.

Opponents of prohibition argue that the government has no right to tell people what they can do in their private lives. Alcohol use is an ordinary part of life for many ethnic groups, such as Germans, Irish, and Italians. Opponents understand that the government will not be coming into their homes to prevent them from drinking alcohol. But it will be preventing them from buying alcohol, so they will not be able to drink it.

If the law passes, the sale of alcohol will be illegal throughout the whole state of Texas, not just in the local areas that have passed prohibition up to this point.

Decide what your policy will be on whether to pass the law prohibiting the sale of alcohol in Texas, using at least five of the criteria from **P-A-G-E** (Handout 2). Note that these are not the main letters of **P-A-G-E**, but the ten criteria under the main letters. So, for example, you would not be using "Problem," but one of the three criteria under "Problem," such as "What are my assumptions?" Write each of the criteria as a separate paragraph.

After you have written your analysis according to five or more criteria, write your overall decision on whether to pass prohibition in Texas and explain your reasoning.

- **P:**

- **A:**

- **G:**

- **E:**

Your decision: Will you vote in favor of prohibiting the sale of alcohol in Texas?

LESSON 1: SPANISH COLONIZATION IN TEXAS

Teacher's Guide

INTRODUCTION

■ Overview

The Spanish claimed Texas as part of their empire starting in 1519. But until they saw a French threat to their claim in the late seventeenth century, they largely ignored the territory. In this lesson, students must decide how to respond to the French “threat” to the Spanish Empire on the northern frontier. They then switch perspectives in order to compare that decision to the one faced by Native Americans dealing with the Spanish threat to their way of life and their very existence.

■ Texas Essential Knowledge and Skills

- History 2C: Identify important events and issues related to European colonization of Texas, including the establishment of missions, towns, and ranches.
- SS Skills 21B: Analyze information by identifying cause-and-effect relationships, comparing, contrasting, making generalizations and predictions, and drawing inferences and conclusions.
- SS Skills 21C: Organize and interpret information from maps.
- SS Skills 21D: Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
- SS Skills 21F: Identify bias in written, oral, and visual material.
- SS Skills 23B: Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

■ Decision-Making Skills Emphasized

- Identify underlying problem(s)
- Consider other points of view
- Identify assumptions
- Evaluate the reliability of sources
- Evaluate analogies
- Consider realistic goals
- Generate ethical options
- Play out options
- Predict unintended consequences

■ Vocabulary

- Aztecs—Native American group dominant in Mexico before the Spanish
- Catholic Church—Christian church in Rome, headed by the pope
- colonize—to send settlers to take control over an area
- convert—to change religious faith
- *encomiendas*—Spanish farms in America that used forced labor by Native Americans
- Incas—Native American empire in Peru
- missionary—person sent out to convert people to a religion
- nomads—people having no permanent home
- *presidio*—a Spanish fort and settlement
- Spanish Armada—Spanish fleet sent to help invade England, defeated by the English
- *tejas*—Native American word for friend
- viceroy—a governor of a colony

LESSON PLAN

■ Points to Keep in Mind

1. These lessons are designed to be used BEFORE students study a topic. They are introductory to a unit and are meant to provide students with an opportunity to actively learn. They are likely to stimulate student interest and questions for the rest of the unit.
2. Avoid giving students too much background before starting the lesson. Doing so can lead to the teacher lecturing while students simply listen, the opposite of the active learning envisioned for these activities. The handouts explaining the problem are designed to give students enough background to make decisions, while prompting them to ask questions to gain more information about location, context, and vocabulary.
3. The object of these lessons is to give students the opportunity, tools, and knowledge to make informed decisions. Skills involved with decision making (organized by the acronym PAGE) are outlined in the section Decision-Making Analysis. As students make each decision, they will learn to be a little more thoughtful about context, possible negative consequences, and other points of view.

■ Planning the Lesson

1. Decide how much time you can devote to this introduction to your unit.
2. If you have very limited time, choose Handout 1. The lesson will go faster if you have students read it for homework, but then you face the problem of what to do with students who were absent or didn't do the assignment.
3. If you have more time and would like to go into more detail on the problem, use Handout 3 instead of Handout 1.
4. If you would like students to see the Spanish period in Texas from the Native American point of view in addition to the Spanish perspective (Handouts 1 or 3) use Handout 5.

■ In Class

1. Distribute Handout 1 or Handout 3. Have students read it and decide individually which of the options they will choose. Remind students that they can pick as many of the options as they would like.
2. After they have written their selections down, tell students to pair up and discuss their choices. Circulate around the room to answer questions or to clear up misunderstandings.
3. Bring the class back together and ask them for a show of hands on which options they chose. After a discussion of the pros and cons of various choices, have students revote. Did many students change their votes because of the discussion? If so, why?

4. When Handout 1 or Handout 3 has been discussed and voted on, distribute Handout 4, the outcomes of Spain's actions in Texas. Answer the Questions for Analysis at the end of the sheet or have a group discussion about what students learned from the activity.
5. Handout 5 presents the situation in Texas from the point of view of Native Americans. Follow the procedure outlined above for Handout 1: Students make individual decisions, discuss their choices in pairs, show their decisions by raising their hands, discuss the choices as a class, and revote.
6. When students have gone through the process with Handout 5, distribute Handout 6, which explains the outcomes. Have students read Handout 6 and answer the Questions for Analysis at the end of the sheet.
7. *Option for Primary Sources:* When students finish discussing the outcomes in Handout 6, distribute Handout 7 and have students answer the questions. Move around the room to answer questions about meaning or vocabulary.

■ Suggested Answers

Handout 2 "Questions for Analysis":

1. Q: Did Spanish leaders make good decisions regarding Texas? Explain what they did well or where they went wrong.

A: Students might mention that the Spanish should have questioned the faulty belief that, since the *encomienda* system was working well in central Mexico, it would work in Texas. In addition, the Spanish should have questioned their assumption that they were superior to the Native Americans. The Spanish should also have questioned whether colonizing Texas was even realistic. See Decision-Making Analysis.

2. Q: What did you do well or poorly in these decision-making problems?

A: Answers will vary. See the suggested answer to #1 and the Decision-Making Analysis.

3. Q: What was the most important decision-making skill in this problem?

A: Specific decision-making skills (PAGE) are explained in the section Decision-Making Analysis. Answers will vary, but questioning whether a goal is realistic is important in this problem, as explained in Handouts 2 or 4.

Handout 4 “Questions for Analysis”:

1. Q: Did Spanish leaders make good decisions regarding Texas? Explain what they did well or where they went wrong.

A: Answers will vary, but students might mention that the Spanish should have questioned the faulty connection between the *encomienda* system working well in central Mexico and it being applicable in Texas; that the Spanish should have questioned their assumption that they were superior to the Native Americans; that the Spanish should also have questioned whether colonizing Texas was realistic. See Decision-Making Analysis.

2. Q: What did you do well or poorly in these decision-making problems?

A: Answers will vary. See the suggested answer to #1 and the Decision-Making Analysis.

3. Q: What was the most important decision-making skill in this problem?

A: Specific decision-making skills (PAGE) are explained in the section Decision-Making Analysis. Answers will vary, but questioning whether a goal is realistic is important in this problem, as explained in Handout 3.

Handout 6 “Questions for Analysis”:

1. Q: Did Native American leaders make good decisions regarding the Spanish in Texas?

A: Answers will vary, but students might mention that the Native Americans should have established realistic goals, as explained in Handout 6.

2. Q: What did you do well or poorly in this decision-making problem? Explain what you did well or where you went wrong.

A: Students should also have considered establishing realistic goals.

3. Q: What was the most important decision-making skill in this problem?

A: Answers will vary, but identifying the underlying problem and establishing realistic goals are very important.

Handout 7 “Questions for Analysis”:

1. Q: According to this Spanish missionary, what are the difficulties in trying to convert Native Americans to Catholicism?

A: He cites several problems: Some Spaniards set bad examples, which alienates Native Americans; Native Americans are mostly interested in getting presents; many Native Americans are dying from diseases.

2. Q: What do you think is the purpose of this letter to the Spanish king? What is the missionary's motive for writing it?

A: Answers will vary, but students may mention that one possible motive is just to report on the status of the Native Americans and Spanish missionaries. Students may point out that a more likely motive is to gain more support for the missionaries, since he says that if he only had more presents to give, he could convert more Native Americans and gain even more wealth from the items these industrious people make. Students may also point out that he says that despite many Native Americans dying, there is great opportunity for converting the Native Americans, and that his only motive is saving souls. A king would be more likely to support someone with such a pure motive.

3. Q: How reliable is this letter as a source?

A: It is a primary source, as he was a missionary among the Native Americans. He has most likely seen the events reported in the source. This is a public source, as he is trying to persuade the king. It is not public in the general sense, so it may have a degree of candor that would be lacking if it were sent to newspapers, for example. The missionary has a reason to exaggerate as explained in the answer to #2 above. His effort to persuade the king weakens the reliability of the source. There are other sources that support the points that Native Americans were mostly interested in presents and were dying from diseases, and that corroboration strengthens the reliability of those parts of the document.

TEACHER NOTES TO EXPAND DISCUSSION

(For outcomes for students, see Handouts 2, 4, and 6.)

Some Spanish people sought to emigrate to Texas to escape from high taxes, ethnic prejudice, class oppression, or the law. The frontier offered a fresh start. Nevertheless, migration into Texas was characterized by historians as a trickle (see Calvert). The Spanish government was able to recruit about 55 people from the Canary Islands, which had been settled by the Spanish, to move to Texas. The Spanish had been hoping for 400 people but even this small number had a significant impact on the culture of San Antonio, where they settled.

Native American trade with the French also involved them capturing enemies to be sold into slavery. But this subplot would have complicated the lesson, so it was not included.

The book *Lone Star* outlines the various historical interpretations of why the Spanish missions in Texas failed (see Fehrenbach, pp. 57–73).

The movement to pull back the missions and *presidios*, as described in Handout 2, is oversimplified. Pedro de Rivera y Villalon, the Spanish leader who toured Texas in 1728, recommended closing the presidio in east Texas and reducing the number of soldiers in the rest. The viceroy made deeper cuts to the *presidios*. Without protection, three missions in eastern Texas closed and moved back to safer areas. (See Campbell for a description.) The second recommendation, made by Marques de Rubi in 1772, recommended closing all the missions except in San Antonio and Goliad. This longer explanation was not needed for the problem, so it was left out.

In the 1720s, the Spanish moved into the area of the Caddo tribe in east Texas. The Apache, who were enemies of the Caddos, saw this move as an alliance between the Spanish and their foes. The Apache were also under attack by the Comanche, another nomadic tribe of fierce warriors who had moved into northern Texas. This new threat led the Apaches to increase attacks on the Spanish, primarily to get horses in order to fight more effectively against the Comanches.

The story of Louis Juchereau de St. Denis is fascinating. This Frenchman was recruited by a Spanish priest, arrested by the Spanish government, then asked to help lead the Spanish explorers to defeat the French. He even married the step-granddaughter of a Spanish military leader. The story has intrigue, adventure, and romance, but it is not necessary to the problem of what the Spanish government should do on the frontier, so it was not included.

■ Decision-Making Analysis

P = Problem

Identify any underlying problem(s).

* **Consider other points of view.**

What are my assumptions? Emotions?

A = Ask for information (about)

Historical context (history of this issue; context in the world)

Reliability of sources

* **Historical analogies**

G = Goals

What are my main goals and are they realistic?

Generate options to achieve these goals. Are they ethical?

E = Effects

Predict unintended consequences.

Play out the options: What could go wrong?

Bold denotes topics addressed in this lesson. An asterisk (*) denotes a topic that is especially emphasized.

- **Identify underlying problem(s):** In Handout 1, students should identify and consider the effects of the underlying problem: Spain is becoming weaker compared to some other countries. In Handout 5, students should identify and consider the underlying problem of disease brought to Texas by Europeans.
- **Consider other points of view:** While Handouts 1 and 3 present students with problems on the Texas frontier during the Spanish period and ask them to consider responses from the Spanish perspective, Handout 5 presents students with problems from the perspective of Native Americans.
- **Identify assumptions:** The Spanish assumed that they were superior to Native Americans; they saw the Texas natives primarily as workers on their farms under Spanish supervision. That feeling of superiority influenced their decisions regarding Texas.
- **Evaluate the reliability of sources:** In Handouts 1 and 3, Spanish leaders blindly accepted reports of a large force of French soldiers attacking Spanish missions in eastern Texas without evaluating the reliability of the sources. The actual number of French was much smaller than the reported hundreds, but panic ensued based on this false report and the fear it generated led to Spanish mistakes.

- **Ask about historical analogies:** Students should ask, in Handouts 1 or 3, whether the *encomienda* system would have worked in Texas just because it had worked in southern Mexico. Geography would have made the two cases very different, although the planting system might have worked in *eastern* Texas—and did, for cotton. Disease wiped out the workforce, so the farms could not receive the attention they needed. The *encomienda* system didn't stand a chance on the Texas plains, with its low rainfall and less fertile soil. In the words of one historian, "The dry, mountainous, thinly populated regions of northern New Spain had never been suited for the hoe or for the *encomienda*." The Spanish, and later, the Americans learned that cattle ranches were most suitable to the plains.

The analogy to subduing the Native Americans in Texas as they had those in South America was likewise weak. The Spanish had been successful in South America because they had managed to defeat the most powerful tribes, the Aztecs and Incas, in key areas. These defeats allowed the Spanish to set up their empire. In Texas, the Spanish were never able to defeat the Apaches and Comanches, the most powerful tribes, because they were nomadic. The Spanish should have gathered information about these differences before trying to colonize Texas.

- **Establish realistic goals:** In Handouts 1 and 3, Spanish leaders never faced the truth that their hopes for colonizing Texas were not realistic. The rough terrain, lack of transportation, low number of settlers, and hostility of Native Americans, among other problems, made it a fantasy to think the Spanish could dominate Texas.

In Handout 5, it is difficult to see how settled Native American tribes could survive contact with the Spanish settlers and remain intact in the long term, given the erosion of their societies from warfare and disease.

- **Generate ethical options:** In Handouts 1 or 3, students may ask if it is moral to force Native Americans to work on *encomiendas* or to try and convert them to Catholicism.
- **Predict unintended consequences:** In Handouts 1 or 3, there will be unintended consequences for any of the students' choices. For example, declaring war on France (option A) will cost a great deal of money, requiring higher taxes, more borrowing, or both to pay the costs of the war. Decades from the problem, Spain may be faced with a military threat it is unable to meet due to a weaker economy from the expenses of this war. (Note that the unintended consequences are long-term effects.)
- **Play out option:** In Handouts 1 or 3, students need to play out whatever decisions they reach. For example, what will happen if they declare war on France? Where will they get the money to fight? Will France retaliate in Spain? How will they get more soldiers to the New World to fight? If they set up presidios in Texas, what will happen to the morale of soldiers stationed in this barren area with nothing to do?

In Handout 5, if the Native Americans decide to fight the Spanish, will all the warriors support conflict or will there be a division within the tribe?

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LESSON 1: SPANISH COLONIZATION IN TEXAS

VOCABULARY

- Aztecs—Native American group dominant in Mexico before the Spanish
- Catholic Church—Christian church in Rome, headed by the pope
- colonize—to send settlers to take control over an area
- convert—to change religious faith
- *encomiendas*—Spanish farms in America that used forced labor by Native Americans
- Incas—Native American empire in Peru
- missionary—person sent out to convert people to a religion
- nomads—people having no permanent home
- *presidio*—a Spanish fort and settlement
- Spanish Armada—Spanish fleet sent to help invade England, defeated by the English
- *tejas*—Native American word for friend
- viceroy—a governor of a colony

SPANISH GOVERNMENT PERSPECTIVE

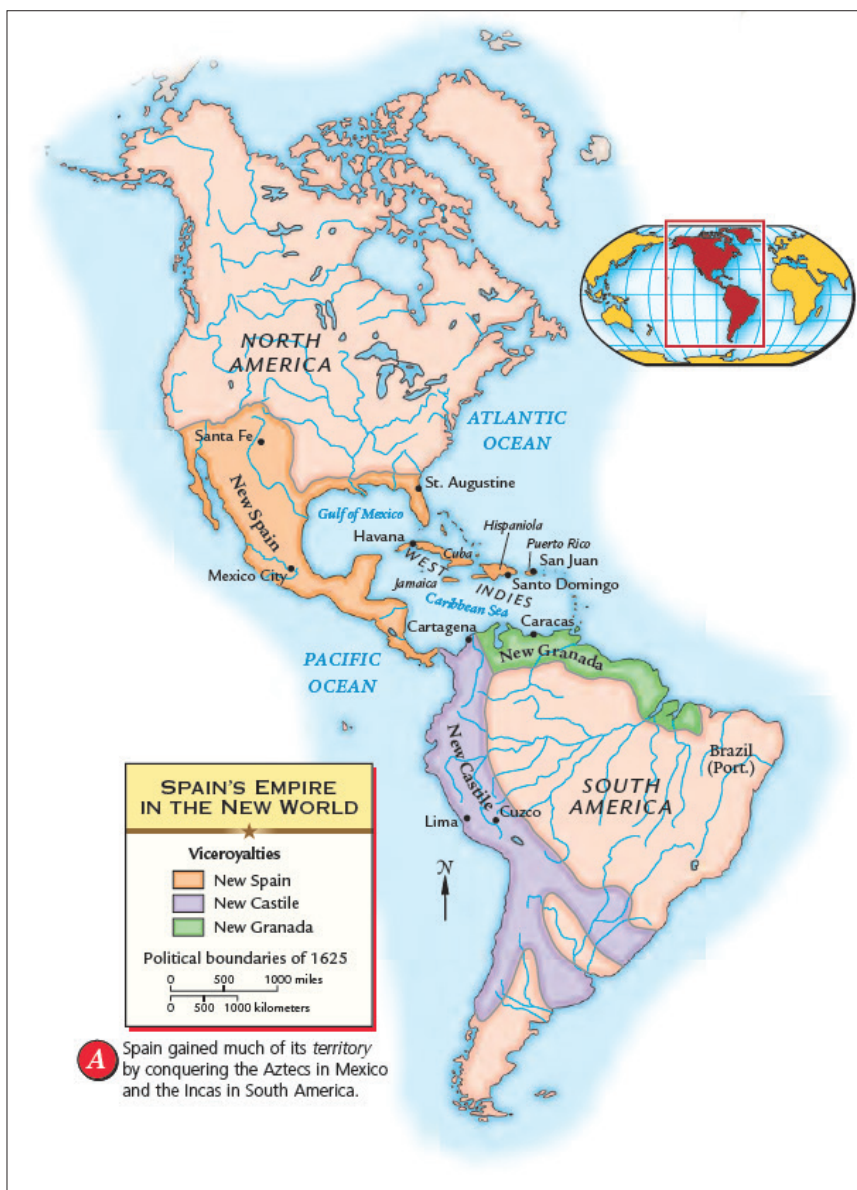
Short

France Challenging Spain in Texas



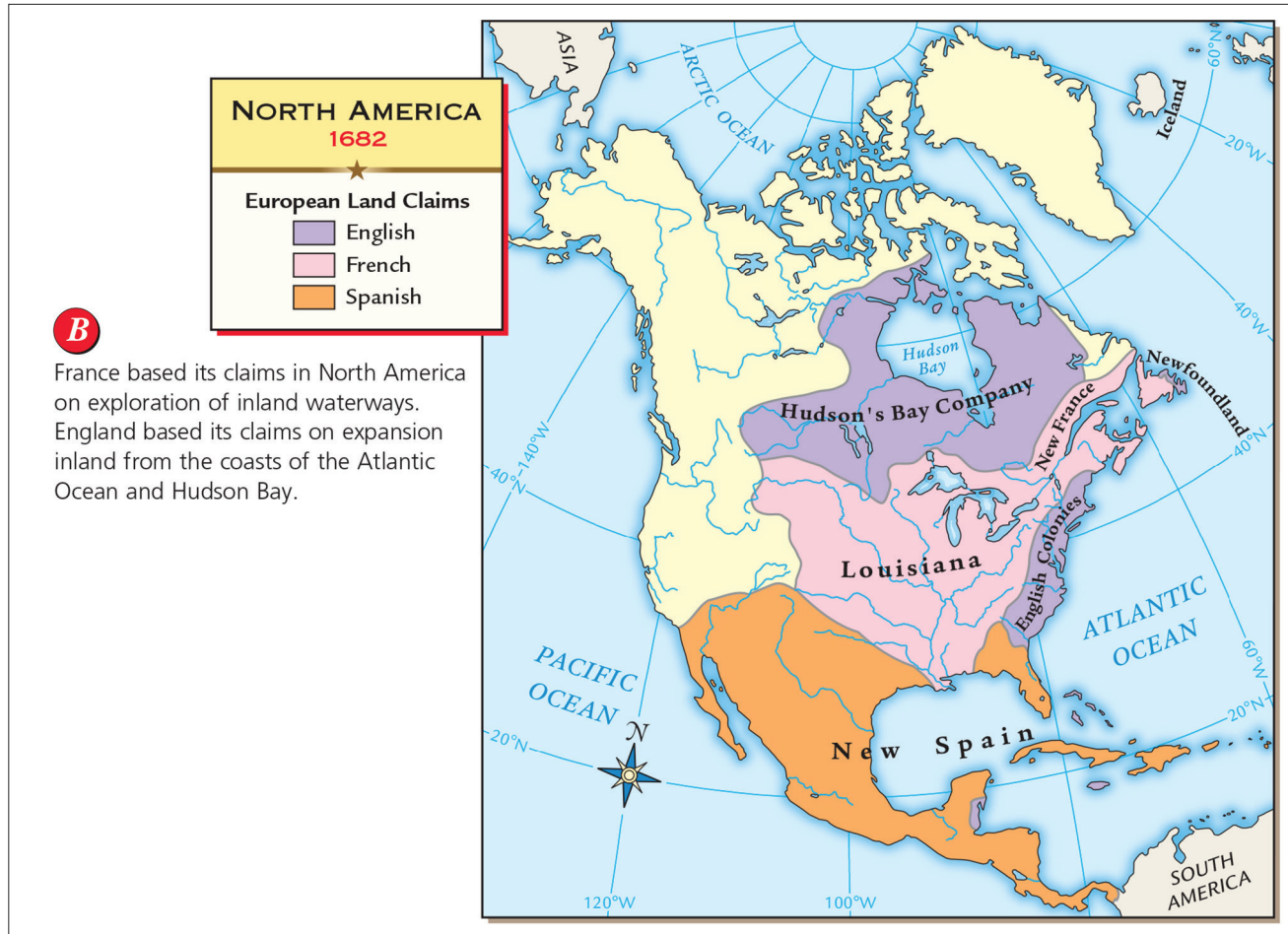
The year is 1721 and you are the viceroy (leader) of the Spanish Empire in America. This expansion into the “New World” (see Map A) has brought great wealth to Spain starting with the conquest of the Aztecs, Incas, and Mayans in Central and South America. Ships carry gold, silver, and other precious metals across the Atlantic Ocean. The Spanish have also gained great wealth from their farming system. Large farms called *encomiendas* are located in areas of Mexico with excellent soil and copious rainfall. They are well organized, with Native Americans working in the fields and Spanish supervisors and owners watching over them.

In the northernmost part of Mexico, the Spanish empire runs up against the French (see Map B). This area is called Texas, from the Native American word *tejas*, meaning “friend.”



Map A: Spanish Empire in America

Spain has claim to the area because Spanish adventurers explored it, but at this point there are very few Spanish settlers there. People would rather stay in other parts of the empire, where they are already prosperous and living very well. Why move to the frontier area of Texas, where life is dangerous and more difficult?



Map B: The Texas area and the French threat

Now there is a problem in Texas. Some Frenchmen moved into the area as traders and missionaries. There was an attack on a Spanish mission. Some Spanish leaders are concerned that the French are trying to dominate the area. They are concerned that Spain might lose part of its empire to the French.

What will you do about the French threat to Spanish control of Texas? You can pick as many options (or none of them) as you would like.

- Declare war on France. Move a large army to Texas and attack the French there (see Map B).
- Set up a ring of missions and *presidios* (forts) in Texas to protect the Spanish territory there. The presidios could defend the missionaries from attack. The missionaries could convert the Native Americans to the Catholic faith. As the Native Americans become more settled and

used to Spanish civilization, they could become more useful as workers on Spanish farms, as with the *encomiendas* in southern Mexico. These missions/presidios could be a deterrent against French expansion.

- C. Encourage Spanish settlers to move to Texas in large numbers to claim and colonize the area. The Spanish government could encourage this immigration by offering free land to each settler. After all, there is a large amount of land available in Texas. The settlers could create *encomiendas* (large farms) to produce crops with the help of Native Americans to do the field work, just like they did farther south in Mexico.
- D. Make a deal with the French to share the area of Texas. Both Spain and France are interested in trading with Native Americans and converting them to Catholicism. Spain can accomplish both of those goals by cooperating with the French. Why struggle to control an area that we do not need to control?

OUTCOMES OF SPANISH GOVERNMENT POLICIES

Spain sets up missions and presidios

1680 1690 1700 1710 1720 1730 1740 1750 1760



A Spanish mission in Texas

Spanish leaders chose Option B, setting up a ring of *presidios* (forts) and missions in eastern Texas, where the French were closest. The missions were a failure. Very few Native Americans were converted, and the natives in settled areas resented both the changes that the Spanish brought to their way of life and that they were forced to work on missionary land. Some Native Americans were even kidnapped by Spanish soldiers and forced to work on the farms.

The Catholic faith conflicted with their religious beliefs. Some missionaries ended up despising the Native Americans they had tried to convert. One missionary described the natives in his area as “vile, cowardly, treacherous, and lazy.” Although some Native American tribes became used to



A Spanish presidio in Texas

Spanish civilization, there were few left to work on farms after diseases wiped out many people. The missions themselves suffered from poor sanitation and a lack of medical care, and the *presidios* were also a failure. Many of the soldiers were bored by frontier life. Budget cuts denied them the supplies they needed. Their weapons were sometimes not as good as weapons used by Native Americans, who bought guns from French traders. Morale in the Spanish presidios was poor.

The Spanish made some effort to move settlers to Texas (Option C), but it did not work. Spaniards in other parts of Spanish-controlled America lived too well for them to want to move to the harsh environment of frontier Texas. There did not seem to be any gold or silver there, the discovery of which was one of the main goals of Spanish explorers. Terrible transportation made it very difficult to get anything to a market to sell, to get supplies including farm equipment, or to get together with other people. Settlers were isolated. And there was the constant threat of Native American attack. By 1731, the total non-Native American population of Texas was only 500 people.

Declaring war on France (Option A) would have been a very bad idea. Fighting a war would have cost Spain a fortune, and an incredible number of people would have died. And for what? A few French traders had moved into a remote, largely unsettled area of the Spanish Empire. There is a good reason why these types of small conflicts were usually settled without war: It was not worth the cost in money or lives.

Most of the benefits of Texas came after people from the United States settled it and the United States took control of Texas. But that is a later story.

Sharing Texas with the French (Option D) might have accomplished Spain's main goals without major expenses. In addition, it might have made the missionaries more effective, since they could cooperate with, and learn from, French missionaries. Also, since trade would have been more widespread in Texas, Spanish traders could trade more with the French in Louisiana, increasing trade still further. There would have probably been some negative unintended consequences, however, such as conflicts between Spanish and French traders. The French might have tried to take advantage of a deal by getting the Native Americans to support them against the Spanish. One of the main obstacles to the Spanish picking Option D was they could not claim Texas as exclusively belonging to their empire. Their empire would look smaller on a map. It did not even

occur to Spanish leaders to share the area with the French because of the colonizing mindset by leaders in European countries at that time. Powerful countries like Spain were supposed to grab all the territory they could for their own benefit and to keep it from rival powers, such as France.

In making this decision, you should have asked questions about geography. What does the area produce? Is it valuable? Could it produce valuable products? How large is this area? How large an army would be needed to really protect it? Texas is very large indeed. There was no way that the Spanish would have paid for a large army needed to fight such a war. Other areas and priorities were much more important than defending Texas.

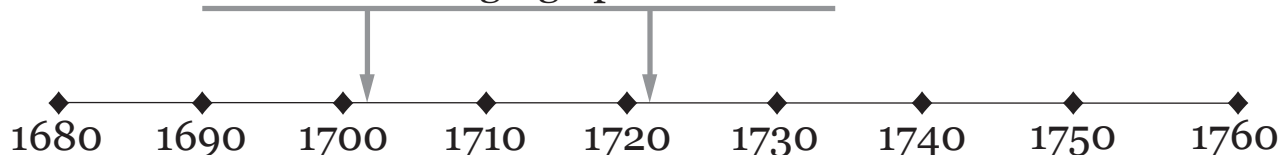
QUESTIONS FOR ANALYSIS

1. Did Spanish leaders make good decisions regarding Texas? Explain what they did well or where they went wrong.
2. What did you do well or poorly in this decision-making problem about Texas? Remember, just because you got a positive outcome does not mean you decided well. Maybe you were just lucky.
3. What was the most important decision-making skill in this problem (for example, identifying assumptions or setting realistic goals)? Explain your answer.

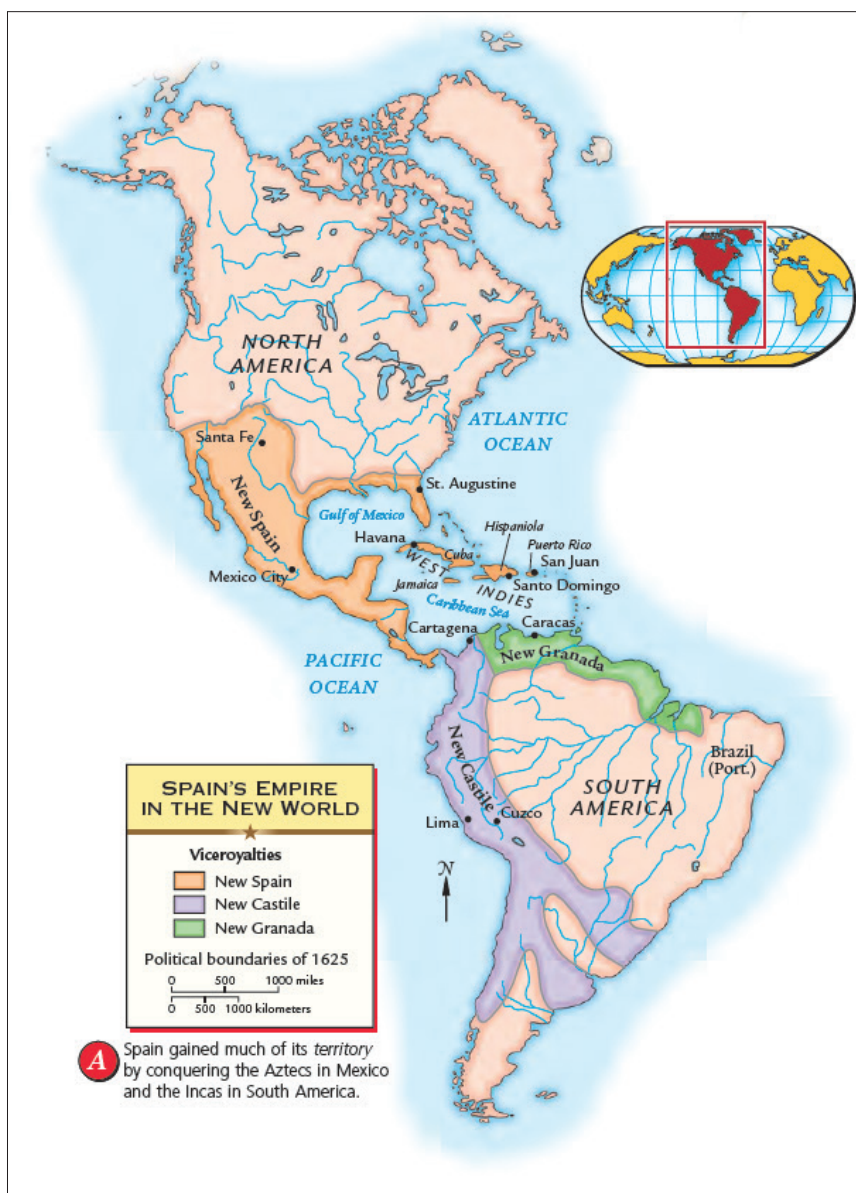
SPANISH GOVERNMENT PERSPECTIVE

Complex

France Challenging Spain in Texas



The year is 1721 and you are the viceroy (leader) of the Spanish empire in America. This expansion into the “New World” (see Map A) has brought great wealth to Spain starting with the conquest of the Aztecs, Incas, and Mayans in Central and South America. Ships carry gold, silver, and other precious metals across the Atlantic Ocean. The Spanish have also gained great wealth from their farming system. Large farms called *encomiendas* are located in areas of Mexico with excellent soil and copious rainfall. They are well organized, with Native Americans working in the fields and Spanish supervisors and owners watching over them. In the southern part of Mexico, the fertile soil (good for growing crops) and abundant rainfall means that the 500 largest *encomiendas* produce crops worth over 400,000 pesos each year.



Map A: Spanish Empire in America

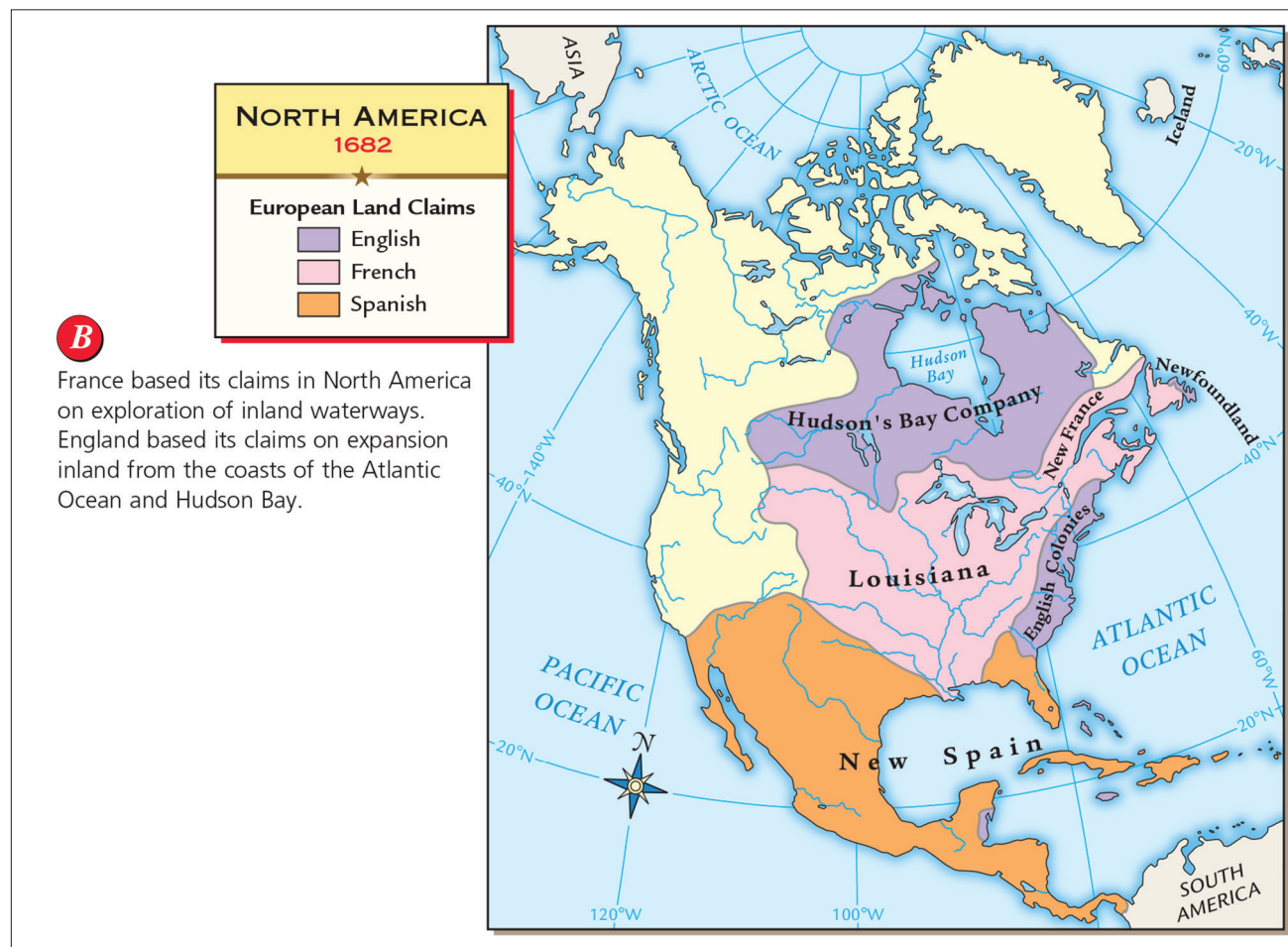


Spanish missionaries in Mexico

Unfortunately, after losing most of its navy in the Spanish Armada disaster of 1588, Spain has been in decline. The country is still wealthy, but others such as England and France have become militarily stronger than Spain.

The Catholic Church is an important part of the Spanish Empire, and Catholic missionaries are part of the Spanish communities in Mexico. These missionaries are interested in converting Native Americans in

Texas to Catholicism, which would be helpful to the Spanish government. As Native Americans convert, they are more open to Spanish culture in general, including working on Spanish farms.



Map B: The Texas area and the French threat

Image source: Franciscans of the California missions, from Zephyrin Engelhardt, San Juan Capistrano Mission, Cornell University Library, 1922.

Map: © Nystrom Education

In the northernmost part of Mexico, the Spanish Empire runs up against the French (see Map B). This area is called Texas, from the Native American word *tejas*, meaning “friend.” Spain has claim to the area because Spanish adventurers explored it, but at this point there are very few Spanish settlers there. People would rather stay in other parts of the empire, where they are already prosperous and living very well. Why move to the frontier area of Texas, where life is dangerous and more difficult? As Hernan Cortes stated, “I did not come to the New World to till the soil (farm) like a peasant.” The Spanish government does not normally allow large numbers of people to move from Spain to the New World. The goal for Spain is to claim an area and make money from it, not to settle it with large numbers of Spanish colonists.

There have been missionaries in the frontier areas of eastern Texas, but there were conflicts between Native Americans and the missionaries over thefts, especially of horses, and Native Americans resented the harsh treatment by Spanish soldiers. When Native Americans were dying, missionaries often baptized them, resulting in the belief among some Native Americans that baptism equated death. (“Why did so many people die after being baptized?”) Many missions were abandoned.

For the past twenty years, the situation has been changing in Texas. First, the French attempted to set up a mission in Spanish territory. It was a failure and was eventually destroyed, but it was the start of the French taking steps into Texas. Second, a Frenchman began to trade



A Spanish mission in Texas

with the Native Americans in eastern Texas. The French were popular with natives in that area because they didn't bring soldiers or set up farms; they were only looking to trade. Third, there were reports of hundreds of Frenchmen attacking a Spanish settlement and driving the people out of eastern Texas. Some Spanish leaders are concerned that the French will come to dominate the area and that Spain might lose part of its empire to the French.

What will you do about the French threat to Spanish control of Texas? You can pick as many of the other options as you would like.

- A. Declare war on France. Move a large army to Texas and attack the French there (see Map B).
- B. Do not declare war but still move a large army to Texas to protect the Spanish Empire there.

- C. Set up a ring of missions and *presidios* (forts) in Texas to protect the Spanish territory there. The *presidios* could defend the missionaries from attack. The missionaries could convert the Native Americans to the Catholic faith. As the Native Americans become more settled and used to Spanish civilization, they could become more useful as workers on Spanish farms, as with the *encomiendas* in southern Mexico. These missions/*presidios* could be a deterrent against French expansion.
- D. Encourage Spanish settlers to move to Texas in large numbers to claim and colonize the area. The Spanish government could encourage this immigration by offering free land to each settler. After all, there is a large amount of land available in Texas. The settlers could create *encomiendas* (large farms) to produce crops with the help of Native Americans to do the field work, just like they did farther south in Mexico.
- E. Move missions and soldiers to the southern part of Texas. It will be easier and cheaper to defend, since it is a much smaller area. Even if the Spanish do not move missions/*presidios* north, the French may leave northern Texas as an unsettled area dominated by Native Americans. After all, the French are mainly interested in trading with the Native Americans; if they do try to move in and take over, they will face the same problems the Spanish have in the area: hostile tribes and a difficult environment.
- F. Do nothing. Spain will lose more than it gains if it does anything to protect Texas. The area is not vital to the Spanish Empire, so why pay large amounts of money to protect it? Even if it is not defended, the French may not move into the area; they are more interested in trading with Native Americans than in taking over the land.
- G. Make a deal with the French to share the area of Texas. Both Spain and France are interested in trading with Native Americans and converting them to Catholicism. Spain can accomplish both of those goals by cooperating with the French. Why struggle to control an area that we do not need to control?

OUTCOMES OF SPANISH GOVERNMENT POLICIES

Spain sets up missions and presidios

1680 1690 1700 1710 1720 1730 1740 1750 1760



A Spanish mission in Texas

Spanish leaders chose Option C, setting up a ring of *presidios* (forts) and missions in eastern Texas, where the French were closest. The missions were a failure. Very few Native Americans were converted, and the natives in settled areas resented both the changes that the Spanish brought to their way of life and that they were forced to work on missionary land. Some Native Americans were even kidnapped by Spanish soldiers and forced to work on the farms.

The Catholic faith conflicted with their religious beliefs. Some missionaries ended up despising the Native Americans they had tried to convert. One missionary described the natives in his area as “vile, cowardly, treacherous, and lazy.” Although some Native American tribes became used to Spanish civilization, there were few left to work on farms after diseases wiped out many people. The missions themselves suffered from poor sanitation and a lack of medical care, and the presidios were also a failure. Many of the soldiers were bored by frontier life. Budget cuts denied them the supplies they needed. Their weapons were sometimes not as good as weapons used by Native Americans, who bought guns from French traders. Morale in the Spanish presidios was poor.

The Spanish made some effort to move settlers to Texas (Option D), but it didn’t work. Spaniards in other parts of Spanish-controlled America lived too well for them to want to move



A Spanish presidio in Texas

to the harsh environment of frontier Texas. There did not seem to be any gold or silver there, the discovery of which was one of the main goals of Spanish explorers. Terrible transportation made it very difficult to get anything to a market to sell, to get supplies including farm equipment, or to get together with other people. Settlers were isolated. And there was the constant threat of Native American attack. By 1731, the total non-Native American population of Texas was only 500 people.

Declaring war on France (Option A) would have been a very bad idea. Fighting a war would have cost Spain a fortune, and an incredible number of people would have died. And for what? A few French traders had moved into a remote, largely unsettled area of the Spanish Empire. There is a good reason why these types of small conflicts were usually settled without war: It was not worth the cost in money or lives. Moving a large army (Option B) would have been a bad idea for the same reasons: It would have been costly and difficult to supply. If there was no real fighting to be done, the soldiers would have been bored and homesick, lowering their morale.

Doing nothing (Option F) would have avoided a lot of costs for the Spanish government. The Spanish may not have lost any valuable territory; they ran more of a risk of losing areas that really didn't benefit the Spanish Empire, costing more money to protect than was brought in from farming or other activities. Why pay high costs to try to hold onto such an area?

The Spanish eventually sent out a leader to investigate the situation in Texas. He came back and said that the Spanish government was wasting its money on presidios and missions. The leaders accepted his recommendation to close the presidios and missions in the northern part of Texas and

pull back the settled areas to southern Texas (Option E). Four decades later, after more of the territory had been settled, a second person was sent out. He, too, recommended pulling back the missions and presidios to settled areas in southern Texas. Twice, observers sent by the government felt that Spain was wasting money trying to hold the frontier area of Texas.

Eventually, of course, Texas became valuable and productive. The Spanish could see that cattle were better suited to the plains than were farm plants, and they set up ranches. The people on these ranches



A Texas longhorn

still had difficult lives and struggled against a harsh environment. This switch in emphasis from farming to cattle ranching shows the Spaniards' ability to adapt to the geography of Texas.

It was not until the United States settled and took control of Texas, first as a republic and then as a state, that the benefits of the area came to light. But that is a later story.

Sharing Texas with the French (Option G) might have accomplished Spain's main goals without major expenses:

- It might have made the missionaries more effective, since they could cooperate with and learn from French missionaries.
- Spanish traders could have had further trade with the French in Louisiana, increasing trade past the Texas borders.

There would probably have been some negative unintended consequences, however, such as:

- Conflicts between Spanish and French traders.
- The French might have tried to take advantage of the deal by getting the Native Americans to support them against the Spanish.
- The Spanish Empire would have looked smaller on a map, since the Spanish would not have been able to claim Texas as a territory that was exclusively theirs.

It did not even occur to Spanish leaders to share the area with the French because the colonizing mindset of leaders at the time meant that powerful countries like Spain were supposed to grab all the territory they could for their own benefit and to keep it from other, rival powers.

QUESTIONS FOR ANALYSIS

1. Did Spanish leaders make good decisions regarding Texas? Explain what they did well or where they went wrong.
2. What did you do well or poorly in this decision-making problem about Texas? Remember, parts of your process may have gone poorly even if your decision resulted in a positive outcome!
3. What was the most important decision-making skill in this problem (identifying assumptions, setting realistic goals, etc.)? Explain your answer.

NATIVE AMERICAN PERSPECTIVE

Spanish move to Native American areas

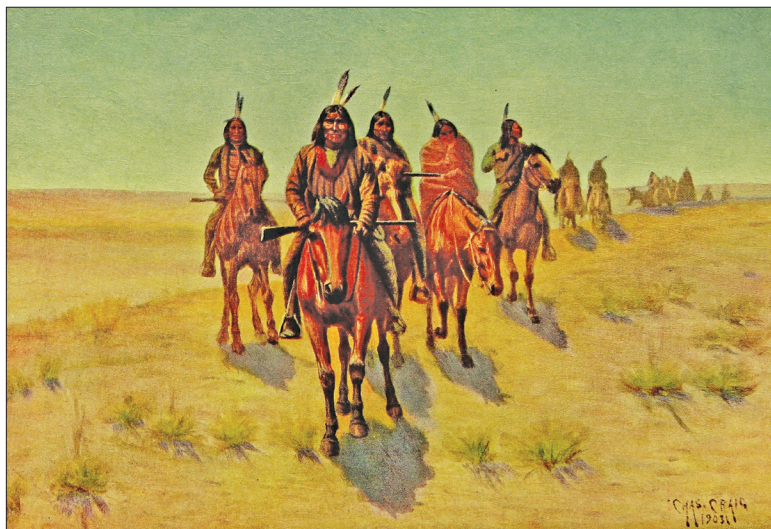


The year is 1721 and you are the leader of a Native American tribe in eastern *Tejas* (Texas) near the Trinity River. Over the past few years, traders, soldiers, missionaries, and settlers from the Spanish empire have settled in your area, set up missions, and tried to convert your people to Catholicism. These Spanish people live very differently from you: They eat different foods, play different games, and believe they are better than Native Americans. They even order Native Americans to work for them! The French, on the other hand, do not make Native Americans work for them and they do not seem to think they are superior. They just want to trade. But the Spanish bring more wealth and could be helpful in fighting and defeating other tribes that are your enemies.

What will you do about the Spanish coming into your area? You can choose as many options as you would like.

- A. Fight them. They are not going to be good for your tribe, so you must drive them away.
- B. Do not fight them, but do not cooperate much with them. Take what you can from them, but otherwise avoid them as much as possible.
- C. Welcome them. Work with them to build their missions and churches, trade with them, and help them plant and harvest crops.
- D. Make a military alliance with them. That will help make your tribe stronger than other tribes.

OUTCOMES OF NATIVE AMERICAN DECISIONS



A painting of Apache Native Americans

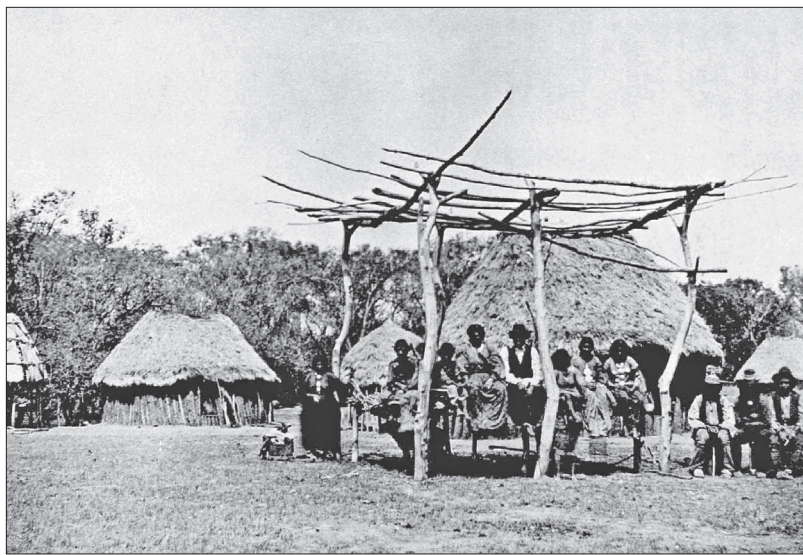
When it came to the Spanish, the decisions of Native American tribes depended on their location and lifestyle. Nomadic tribes located far from the larger Spanish settlements were much more successful in fighting the Spanish (Option A). In these areas, the Spanish were fewer in number, poorly supplied, and weaker. A nomadic lifestyle, in which the tribes moved often, made it more difficult for the Spanish to find and defeat them in battle. Nomads such as the Apache and Comanche tribes

were great riders, fierce warriors, and effective in using hit-and-run tactics. Their villages moved frequently, making them easier to hide. All these things meant that these Native Americans could pick and choose when to fight. Since the Spanish were never able to subdue them, these nomads were able to preserve their freedom and way of life for much longer than other, settled Native American tribes could.

The more stationary Native American tribes were not so lucky. Some decided not to cooperate with the Spanish (Option B), while others welcomed these newcomers (Option C). Some Native Americans were genuinely interested in the Catholic faith; others cooperated with the missionaries to get food, medical care, or protection from hostile tribes. One missionary stated, “They [Native Americans of the Coahuiltecan tribe] are more concerned about



A painting of a Comanche war party



A more recent photograph of a Caddo village (note the housing)

having food in abundance than with any fear of life eternal [heaven].” Converts also learned useful skills such as farming, herding, and making items like bricks and soap.

Some tribes even made alliances with the Spaniards against other tribes (Option D). This option worked well for the Apaches, for example, in their fight against the Comanches—at least for a few years. The results were generally the same no matter which option

the settled Native Americans chose: Over time, diseases brought by the Spanish reduced or wiped out almost all of the Native American tribes with which they came into contact. As large numbers of Native Americans died, other Native Americans began to stay away from the missions. Even the Caddo, who traded with the French for weapons and survived longer than other settled tribes, were almost eliminated by disease.

The best option may well have been to fight (Option A), with the hope of driving the Spanish away. But settled Native Americans had much less chance than did nomads of defeating Spaniards militarily, as explained in the previous paragraph.

QUESTIONS FOR ANALYSIS

1. Did Native American leaders make good decisions regarding the Spanish in Texas? Explain what they did well or where they went wrong.
2. What did you do well or poorly in this decision-making problem about the Spanish? Remember, parts of your process may have gone poorly even if your decision resulted in a positive outcome!
3. What was the most important decision-making skill in this problem (identifying assumptions, setting realistic goals, etc.)? Explain your answer.

PRIMARY SOURCE

Description of Asinai Native Americans in 1722 to the Spanish king by a Catholic missionary:

I trust that by the grace of the Most High [God], through the protection of our Most Holy Mother and the good wishes of our Catholic Majesty and of your Excellency [the Spanish king], all these tribes will be subdued. This will be true if those who come from Spain to this country to live will furnish a good example. This done, and the spirit of the evangelical ministers being joined therewith, it is inevitable that much glory and fruit for the two Majesties [God and king] can be expected. . . .

The Lord knows that in this whole matter I am inspired only by the desire I have that not a single soul shall be lost and that these poor miserable people may die only after receiving the holy baptism. . . .

They are an industrious [hard working] people and apply themselves to all kind of work. Indeed, if during the year and three months I have been among them if I had had some bells, some small clasp knives, some glass beads, and some blue cloth—which they greatly prize—some blankets, and other little things to exchange with these Native Americans, I could have started a convent with the articles it would have been possible to make from the best materials that are abundant here. I, therefore, declare that it will be well for the ministers [missionaries] to have some of these things—not that one person only should have them—because the Native Americans are of such a nature that they have no love save [except] for the person who gives them something. So strong is this characteristic that only the person who gives them something is good while all others are bad. They do not even want to receive the holy sacrament of baptism except from some person who has given them a great many things. Even the ministers are not able to persuade them, nor will it ever be possible to develop the mission without these presents. . . .

Most Excellent Sir, according to the information I have received about three thousand persons among all the friendly tribes of the *Tejas* must have died during the epidemic which the Lord sent during the month of March, 1691. The disease was worse in some provinces than in others. As to our own province, I have already stated that the deaths probably reached the number of three hundred—in other provinces the number was sometimes greater, sometimes less.

I have information that the *Cadaudacho* [Native Americans] have hopes that the French will return, because they promised when leaving the country that they would return when the cold season again set in, and that a great many of them would have to come in order to occupy the country completely. This is nothing but Native American gossip, though for several reasons it is to be feared that they speak as they are instructed to speak. . . .

Most Excellent Sir, I know well that much of what I have related does not concern me, but I have had no motive in so doing save the desire I have of bringing souls to the Lord. Although there are many of the tribes who have died, there is no lack of material for conversion for all the ministers who may come. In the name of our Saviour and that of the blessed Mary, prostrate at their feet, I pray for aid and protection and that His Divine Majesty may grant you good health in order that Your Excellency may be the patron of a work which is so pleasing to God.

Source: "Description of the Tejas or Asanai Native Americans, 1691–1722." Quoted from Sam Haynes and Cary Wintz, eds. *Major Problems in Texas History*. Boston: Wadsworth, 2002, pp. 33–35.

QUESTIONS FOR ANALYSIS

1. According to this Spanish missionary, what are the difficulties in trying to convert Native Americans to Catholicism?
2. What do you think is the underlying purpose of this letter to the Spanish king? That is, what is his motive in writing it?
3. How reliable is this letter as a source?

LESSON 2: STEPHEN AUSTIN

Teacher's Guide

INTRODUCTION

■ Overview

The period when Stephen Austin settled Americans in Texas presents interesting dilemmas for students, such as who should be allowed to settle and whether slavery should be allowed. It is also interesting to see those same dilemmas from the point of view of the Mexican government.

■ Texas Essential Knowledge and Skills

- History 2E: Identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguin, Martín De León, and Green DeWitt, during the Mexican settlement of Texas.
- SS Skills 21B: Analyze information by identifying cause-and-effect relationships, comparing, contrasting, making generalizations and predictions, and drawing inferences and conclusions.
- SS Skills 21C: Organize and interpret information from maps.
- SS Skills 21D: Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
- SS Skills 21F: Identify bias in written, oral, and visual material.
- SS Skills 23B: Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

■ Decision-Making Skills Emphasized

- Identify underlying problem(s)
- Consider other points of view
- Identify assumptions
- Evaluate the reliability of sources
- Evaluate analogies
- Consider realistic goals
- Generate ethical options
- Predict unintended consequences
- Play out options

■ Vocabulary

- Adams-Onís Treaty—treaty signed in 1819 to set the boundary between the Spanish Empire in Mexico and the United States
- empresario—a person approved by a government to bring settlers to an area
- filibuster—a person who engages in a private rebellion in a foreign country
- GTT—“Gone To Texas” sign left when people went to Texas to start a new life
- lease—something that is rented temporarily rather than bought
- Manifest Destiny—belief that Americans were destined to spread their democracy throughout the continent
- Moses Austin—the person who agreed to settle Americans in Texas in exchange for land
- Old 300—the first 300 families to settle in Texas under Stephen Austin
- squatters—people who live on land illegally
- Stephen Austin—an empresario who settled hundreds of families in Texas

LESSON PLAN

■ Points to Keep in Mind

1. These lessons are designed to be used BEFORE students study a topic. They are introductory to a unit and are meant to provide students with an opportunity to actively learn. They are likely to stimulate student interest and questions for the rest of the unit.
2. Avoid giving students too much background before starting the lesson. Doing so can lead to the teacher lecturing while students simply listen, the opposite of the active learning envisioned for these activities. The handouts explaining the problem are designed to give students enough background to make decisions, while prompting them to ask questions to gain more information about location, context, and vocabulary.
3. The object of these lessons is to give students the opportunity, tools, and knowledge to make informed decisions. Skills involved with decision making (organized by the acronym PAGE) are outlined in the section Decision-Making Analysis. As students make each decision, they will learn to be a little more thoughtful about context, possible negative consequences, and other points of view.

■ Planning the Lesson

1. You have several choices for the lesson. Handouts 1–3 approach the problem of settlement from the point of view of the Mexican government. Handouts 4–5 use Stephen Austin's point of view to explore the same problems. Handouts 6–7 bring both those points together to question how Stephen Austin should negotiate with the Mexican government. You could choose to focus the lesson on just one of these problem sets—for example, on settlement by Stephen Austin (Handouts 4–5)—if you have less time available. With more time, you could explore all three problems (Handouts 1, 3, 4–7).
2. If you pick the Mexican point of view and you have very limited time, choose Handout 1, which is a short version of the problem. The lesson will go faster if you have students read it for homework, but then you face the problem of what to do with students who were absent or didn't do the assignment.
3. If you have more time and would like to go into more detail on the problem, use Handout 2 instead of Handout 1.

■ In Class

1. Distribute Handout 1 or Handout 2. Have students read it and decide individually which of the options they will choose. Remind students that they can pick as many of the options as they would like. Use the graphic organizer (Handout 9) if you feel that students need help organizing their thoughts.

2. After they have written their selections down, tell students to pair up and discuss their choices. Circulate around the room to answer questions or to clear up misunderstandings.
3. Bring the class back together and ask them for a show of hands on which options they chose. After a discussion of the pros and cons of various choices, have students revote. Did many students change their votes because of the discussion? If so, why?
4. When Handout 1 or Handout 2 has been discussed and voted on, distribute Handout 3, with the outcomes of Mexico's actions in Texas. Answer the Questions for Analysis at the end of the sheet or have a group discussion about what students learned from the activity.
5. Handout 4 presents the issue of settlements in Texas from the point of view of Stephen Austin. Follow the procedure outlined for Handout 1: Students make individual decisions, discuss their choices in pairs, show their decisions by raising their hands, discuss the choices as a class, and revote.
6. When students have gone through the process with Handout 4, distribute Handout 5, which explains the outcomes. Have students read Handout 5 and answer the Questions for Analysis at the end of the sheet.
7. Handout 6 introduces the question of conflict between the Americans and the Mexican government. Follow the procedure outlined for Handout 1: Students make individual decisions, discuss their choices in pairs, show their decisions by raising their hands, discuss the choices as a class, and revote.
8. When students have gone through the process with Handout 6, distribute Handout 7, which explains the outcomes. Have students read Handout 7 and answer the Questions for Analysis at the end of the sheet.
9. *Option for Primary Sources:* When students finish discussing the outcomes in Handout 7, distribute Handout 8 and have students answer the questions. Move around the room to answer questions about meaning or vocabulary.

■ Suggested Answers

Handout 3 "Questions for Analysis":

1. Q: Did Mexican leaders make good decisions regarding Texas? Explain what they did well or where they went wrong.

A: Answers will vary, but students may mention that, under the circumstances, Mexican leaders hit on an option that had a reasonable chance of success. The settlers who came through the empresario system helped Texas without causing too much trouble. The flood of American settlers outside the empresario system was probably beyond the control of Mexican leaders.

2. Q: What did you do well or poorly in these decision-making problems?

A: Answers will vary.

3. Q: What was the most important decision-making skill in this problem?

A: Specific decision-making skills (PAGE) are explained in the section Decision-Making Analysis. Answers will vary, but identifying the underlying problem is important in this problem, as explained in Handout 3.

Handout 5 “Questions for Analysis”:

1. Q: Did Stephen Austin make good decisions regarding the settlements in Texas?

A: Answers will vary, but students might mention that he did an excellent job in playing out the option. He anticipated possible problems and acted to prevent those problems. For example, he required settlers to have witnesses to their good character.

2. Q: What did you do well or poorly in this decision-making problem? Explain what you did well or where you went wrong.

A: Answers will vary.

3. Q: What was the most important decision-making skill in this problem?

A: Answers will vary, but identifying the underlying problem is very important.

Handout 7 “Questions for Analysis”:

1. Q: Did Stephen Austin make good decisions regarding disputes with the Mexican government about Texas?

A: Answers will vary, but students may mention that Stephen Austin did well when it came to not exacerbating situations that had already been decided in the settlers’ favor. Arguments can be made that he did well or poorly by not pushing for independence in 1827 depending on one’s point of view.

2. Q: What did you do well or poorly in this decision-making problem? Explain what you did well or where you went wrong.

A: Answers will vary.

3. Q: What was the most important decision-making skill in this problem?

A: Answers will vary, but playing out the option is very important.

Handout 8 “Questions for Analysis”:

1. Q: Why do you think Stephen Austin did not allow hunters with no other occupation (such as farming) into his colony?

A: He seems to have wanted settlers who would lay down roots in Texas. Farmers, for example, would be more permanent settlers and would lead to towns and a growth of civilization.

2. Q: Based on this document, how do you think Stephen Austin felt about single men settling in his colony?

A: He seemed to favor men with families, as he said that single men would be assessed on their character more closely. He is not preventing single men from being in the colony. Rather, he wants them to settle in families, which again shows that he is interested in people settling in whole communities.

3. Q: How reliable is this document as a source?

A: It is a primary source, as it seems to be Stephen Austin describing his own terms for settlement. But the circumstances of the document are unclear. Was it a letter? Was it from Austin himself? Who was the intended recipient? It is likely a public source, since Austin would want prospective settlers to know his conditions. On the other hand, we know from other sources that Austin did not enforce the rule that every settler had to be a Catholic, so maybe he did not intend to enforce the other rules outlined in the document.

TEACHER NOTES TO EXPAND DISCUSSION

(For outcomes for students, see Handouts 3, 5, and 7.)

The term *empresario* is sometimes spelled *impresario*. The majority of empresarios failed. Most were denied contracts by the Mexican government. Many were dreamers who did not have the drive or organizational skills to make their settlements work; others got into legal battles with nearby empresarios over land claims. For others, the costs were too high or the terrain was too difficult. Stephen Austin was successful partly because he was the first and therefore had undisputed claim to land, but also because of his dedication, organizational skills, and leadership. In 1823, Austin wrote: “I feel almost the same interest for their [settlers’] prosperity that I do for my own family—in fact, I look upon them as one great family who are under my care.”

The terms of the settlement agreement between Stephen Austin and the Mexican government kept changing. The first agreement was with the Spanish government. Its termination prompted Austin to travel to Mexico City and successfully have the agreement reinstated. Later versions changed the number of permitted settlers and the size of the land granted to Austin. These complicated details are omitted in the lesson. The focus in Handout 4 is that the Mexican government was giving land to Austin in exchange for bringing settlers to Texas.

The swirling politics of Mexico City (monarchists versus republicans, centralists versus federalists, rebellion in Vera Cruz) is omitted from the lesson so as to not make the decision's background unnecessarily complex.

Settlers were exempt from duties (tariffs) for seven years and from general taxation for ten years. This complication was simplified to seven years' exemption from taxes in the lesson.

One of Stephen Austin's ads in a New Orleans newspaper stated, "The richness of the soil, healthfulness of the climate, contiguity to the sea and other natural advantages" promised Americans who came to Texas "a reward to our labors, which few spots on the globe could furnish to an equal extent." On the other hand, there were regular newspaper reports that emphasized murderers, horse thieves, starvation, floods, disease, drought, Indian attacks, and bad government.

Not mentioned in the lesson is a temporary advantage of the cotton growing in Texas: Mexican cotton. Resistant to a fungus that was rotting plants in other parts of the south, this cotton quickly spread throughout the region.

There is some difference of interpretation over how many settlers came to Texas to escape the law or the debt collector. Historian James Haley (see Sources) says that the percentage was quite high, while T. R. Fehrenbach (see Sources) emphasizes the predominance of middle class settlers. An inspector sent by the Mexican government to report on the situation in Texas, Mier y Teran, stated that of Stephen Austin's settlers, "they are for the most part industrious and honest, and appreciate this country." Among the newcomers, however, "are fugitives from justice, honest laborers, vagabonds and criminals." Some people joked that the United States chose "to vomit the dregs [undesirable people] of the land" on Texas.

James Long was a famous Texan filibuster who felt that Secretary of State John Adams had given away Texas in the Adams-Onís Treaty. In 1819, Long led an invasion force of 300 men into Texas to take it back for the United States and end the "surrender of Texas." He was captured and killed by the Mexicans in 1821. His wife, Jane, gave birth to the first documented Anglo-American baby born in Texas, leading some people to ignore all the previous infants born to Native American, French, Spanish, and mixed-blood women and call her the mother of Texas. There were other famous filibusters such as Philip Nolan, Augustus Magee, and Bernardo Gutierrez, but the particulars of their activities and fates was not relevant to the lesson and they were not included.

The Napoleonic invasion and fighting shook Spain. Even after the defeat of Napoleon in 1815, the country continued to be rocked by fighting between royalists and constitutionalists. Ferdinand VII, the Spanish king, tried to take back absolute power but was defeated in 1821. In the absence of Spanish rule, the leading royalist military commander in America agreed to make Mexico an independent constitutional monarchy. The agreement was popular in Mexico, which ended opposition. Mexico became independent without further strife.

Stephen Austin was strict when it came to enforcing his rules, but he was also flexible when necessary. He considered horse racing a vice, for example, but allowed it because it improved ranching and cattle breeding. He followed Mexican law but also made room for American

democracy by allowing settlers to make many decisions. Unfortunately, that also meant allowing local slave-code laws, such as whipping the enslaved people and preventing runaways. Austin's flexibility even extended to his dealings with Native Americans. He realized that he could not defeat them with the forces at his disposal, so he used a two-step strategy of fighting and then negotiating, keeping the Native Americans away from the settlements long enough for them to root and grow. Moving onto Native American land was morally questionable, but the strategy shows adaptability.

According to historian T. R. Fehrenbach, Stephen Austin was a great politician:

He was the greatest colonial proprietor in North American history. But he was also something more. He was a politician of exquisite skill, who seemed to understand almost any kind of mind he came in contact with—Mexican, planter, or the various frontier types. He found out people's weaknesses and worked on them, with the utter pragmatism the Anglo-American frontier mentality called forth. Austin had no ideology, and he was entirely sincere; otherwise he could not have survived an incredible succession of Mexican Royalists, Imperialists, Republicans, and dictators.

Although the Mexican government wanted to require settlers to be Catholic, they did not provide priests to the area to support American settlers who wanted to convert to the Catholic faith. Eventually they sent Father Muldoon, who was nonjudgmental about whether settlers went to church or how they lived. Personally, he had an alcohol problem and was said to “not always live up to the standards of piety which Anglo-Americans held up for the ministry.”

Many of the settlers in Texas were well educated, and their number included doctors and lawyers. One visitor was astounded to hear a farmer reciting Tacitus in Latin while slopping his pigs; another heard a farmer's son reciting a speech that had been given by Alexander the Great.

■ Decision-Making Analysis

P = Problem

Identify any underlying problem(s).

* **Consider other points of view.**

What are my assumptions? Emotions?

A = Ask for information (about)

Historical context (history of this issue; context in the world)

Reliability of sources

* **Historical analogies**

G = Goals

What are my main goals and are they realistic?

Generate options to achieve these goals. Are they ethical?

E = Effects

Predict unintended consequences.

Play out the options: What could go wrong?

Bold denotes topics addressed in this lesson. An asterisk (*) denotes a topic that is especially emphasized.

- **Identify underlying problem(s):** An underlying problem for the Mexican government (in Handout 1 or Handout 2) was the power disparity between Mexico and the United States that shaped their interactions. Another was the cheap (or free) land available in Texas that drew Americans like a magnet.
- **Consider other points of view:** Handouts 1 and 2 put students in the shoes of Mexican leaders, while Handout 6 asks them to look at the same problem from the perspective of American leaders so they can understand both points of view.
- **Identify assumptions:** Many Americans assumed that they were superior to Mexicans and Native Americans and felt, for example, that Americans worked harder than the “lazy” Mexicans and Native Americans.
- **Evaluate the reliability of sources:** The Mexican government sent government agents into Texas several times to assess the situation there. These officials were eyewitnesses; the locations to which they traveled would have limited what they could see, but their multi-month stays in the territory would have allowed them to witness quite a bit. The conclusions they reported to the government seem to have been negative ones, which tells us that they were unlikely to hide or sugarcoat the truth as they say it. It is important to keep in mind,

however, that their prejudices, such as their supposed superiority over Native Americans, would have distorted their reports.

- **Ask about historical analogies:** The analogy to the Roman Empire in Handouts 1 and 2 should be assessed by considering similarities and differences. In both cases, the Roman and Spanish Empires were in decline and both were threatened by dynamic outside groups. In the case of the Spanish, however, the threat was to a territory on the edge of the empire, whereas in the case of the Romans the whole empire was threatened. The Spanish empire was threatened by a group more advanced than themselves in some ways, whereas the Romans were more advanced than their attackers in technology, engineering, and other respects.
- **Establish realistic goals:** In Handouts 1 and 2, Mexican leaders needed to grapple with three questions: whether it was realistic to attempt to prevent American domination of Texas; whether it was possible to keep slavery out of Texas; and whether it was feasible to bring a large number of settlers from Ireland and the Canary Islands to Texas (Option G).
- **Generate ethical options:** Slavery raised difficult ethical questions for all sides in the settlement of Texas. Was it ethical to base economic growth in Texas on the oppression of enslaved people?
- **Predict unintended consequences:** The cultivation of cotton had the unintended consequence of increased Native American raids. Plantation owners wanted to trade with the Native Americans for horses; in order to meet the farmers' demand, tribes began to raid other settlers for their horses, as explained in Handout 5.
- **Play out the options:** In Handouts 1 and 2, a key question was how Mexican leaders could enforce any regulations on American settlers. These leaders considered the number of officials and soldiers it would take to strictly enforce immigration rules, thereby playing out that option, and decided that it was much too expensive. Instead, they decided to use the empresario system to control immigration. This option was much more practical, as it fell upon the empresarios such as Stephen Austin to handle the headache of rule enforcement. In Handout 4, Stephen Austin assumed the responsibility of anticipating possible problems in terms of the character of potential settlers (making settlers get references to good character) and getting sufficient funding (he let settlers pay over three years and he lent money to some settlers).

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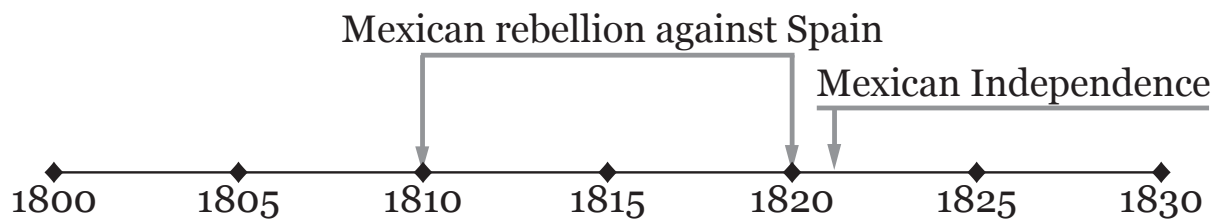
LESSON 2: STEPHEN AUSTIN

VOCABULARY

- Adams-Onís Treaty—treaty signed in 1819 to set the boundary between the Spanish Empire in Mexico and the United States
- empresario—a person approved by a government to bring settlers to an area
- filibuster—a person who engages in a private rebellion in a foreign country
- GTT—“Gone To Texas” sign left when people went to Texas to start a new life
- lease—something that is rented temporarily rather than bought
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- squatters—people who live on land illegally
- Stephen Austin—an empresario who settled hundreds of families in Texas

MEXICAN GOVERNMENT POLICIES

Short



The year is 1821 and you are a leader of the Mexican government. Mexico has just become independent of Spain. Independence is great but also scary, since now you face some major problems. One of those problems is in Texas, which is a frontier area bordering Mexico (see Map A). Spain never settled many people in Texas, so it remains wild and untamed. The Native Americans in Texas regularly attack settlements, killing settlers and stealing horses, which drives settlers out. The Spanish population in Texas has, in the past 20 years, dropped from 4,000 people



Map A

to 3,000. The United States, a strong and wealthy country, also borders Texas and you fear that it may try to take the territory away from Mexico. Some American settlers have already moved into eastern Texas and set up farms. They are not in Texas legally, but they and their families live quietly and do not cause trouble.

Some of the American settlers have brought slaves with them to more easily grow large fields of cotton. Selling cotton has brought prosperity to that part of Texas, and there is no doubt that much more cotton can be profitably sold to the textile factories in England. Mexico has outlawed slavery, however, and most of the Mexicans Catholics are morally opposed to slavery.

The Mexican government set up a commission to study the question of immigration to Texas. Without increasing the population of the territory, the head of the commission has argued, the area will be overrun by Americans, just as the Roman Empire was overrun by uncivilized German tribes. He recommends a controlled migration in which the Mexican government gives contracts for Americans of good character to settle in Texas. That way, they can limit the number of American settlers while still improving the frontier defenses against Native Americans.

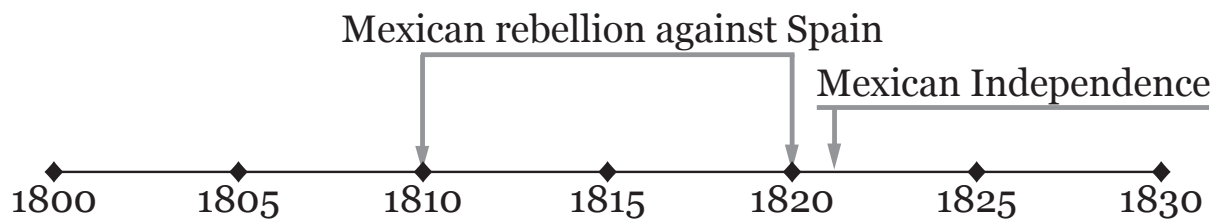
At the same time, three leaders have come to the Mexican government and asked to be allowed to settle 10,000 people from Ireland and the Canary Islands—Catholics, like the Mexicans. This option would help settle Texas without giving dominance to Americans.

As a political leader in Mexico, what will you do about Texas? You can pick as many options as you would like. Explain the reasons for your choices.

- A. Allow any Americans who want to make the trip into Texas. We need people to settle in Texas to stop the Native American attacks; the more immigrants the better.
- B. Only allow Americans who are settled by Mexican government-authorized agents to move to Texas. The agents would settle only Americans who have witnesses stating that they are of good character.
- C. Only allow Catholic settlers into Texas.
- D. No slaves will be allowed in Texas.
- E. Encourage Mexicans to settle in Texas.
- F. Prohibit Americans from settling in Texas; Texas is part of Mexico, after all, and we need to control our border.
- G. Encourage families from Ireland and the Canary Islands to settle in Texas. The Mexican government would appoint agents to organize and supervise these settlements.

MEXICAN GOVERNMENT POLICIES

Complex



The year is 1821 and you are a leader of the Mexican government. Mexico has just become independent of Spain. Independence is great, but also scary, since you face some major problems. One of those problems is in Texas, which is a frontier border area of Mexico (see Map A). The French used to own the territory bordering Texas and had been a mild threat to the territory, but they recently sold their claim to the United States. Now that a powerful country borders Texas, the threat is much more serious.



Map A

For more than 20 years, numerous expansion-minded American adventurers, called filibusters, have been entering Texas with the goal of making it part of the United States. They are troublemakers. At the same time, American settlers have moved into eastern Texas and set up farms. They are not in Texas legally, but unlike the filibusters, they live in families and do not cause trouble.

Some of the American settlers have brought enslaved people with them to more easily grow large fields of cotton. Selling cotton has brought prosperity to that part of Texas, and there is no doubt that much more cotton can be profitably sold to the textile factories in England. Mexico has outlawed slavery, however, and most of the Mexicans Catholics are morally opposed to slavery.

The Spanish and Americans first tried to settle their problems in 1819 by signing the Adams-Onís Treaty (see Map B). The treaty set a clear boundary between the Spanish Empire in Mexico and the United States but it upset southern slaveholders, who wanted to expand their cotton production into new lands. They sent a filibuster to lead an armed group and take Texas from the Spanish. Now that Mexico is independent, the American settlers and filibusters are a Mexican problem.



Map B

The revolution to break Mexico from Spanish control weakened Texas. According to the Spanish governor of Texas in 1817, the fighting in Texas brought “chaos and misery.” The Spanish population in Texas has dropped in the past 20 years, from 4,000 people to 3,000. The regular attacks from Native Americans are the main cause of the population decline. Warriors from the Comanche and Apache tribes regularly attack, killing farmers and stealing horses. According to some advisers, Mexico must populate Texas in order to govern it. American settlers can provide a counterweight to Native Americans: As more settlers come, Native Americans will be forced to move out. If Mexico doesn’t populate the territory and instead allows Americans to move in, Mexico will have no real control over the area and the Americans will dominate Texas.

The Mexican government set up a commission to study the question of immigration to Texas. Without increasing the population of the territory, the head of the commission has argued, the area will be overrun by Americans, just as the Roman Empire was overrun by uncivilized German tribes. He recommends a controlled migration in which the Mexican government gives contracts for Americans of good character to settle in Texas. That way, they can limit the number of American settlers while still improving the frontier defenses against Native Americans.

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- C. Only allow Catholic settlers into Texas.
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- E. Encourage Mexicans to settle in Texas.
- F. Prohibit Americans from settling in Texas; Texas is part of Mexico, after all, and we need to control our border.
- G. Encourage families from Ireland and the Canary Islands to settle in Texas. The Mexican government would appoint agents to organize and supervise these settlements.

OUTCOMES OF MEXICAN GOVERNMENT POLICIES

Mexican leaders decided to allow immigration to Texas by Americans—as long as they were settled by Mexican government-authorized agents to ensure good character (Option B) and to control the number of settlers. The government granted over 4,000 acres to each family that wanted to go into ranching and 177 acres to each family that was interested in farming. Settlers were to be Catholic (Option C) and were required to become Mexican citizens. The fees for the land were not due until four years later and could be paid over several years. Settlers were exempt from taxes for seven years.

The law stated that enslaved children were to be free at age 14, implying that slavery was allowed (not Option D). Mexican leaders saw slavery as evil, but they had respect for private property and they saw slavery as important for economic growth. They took positions verbally against slavery, which alarmed American settlers, but did not enforce them, which undermined their authority.

Although the Mexican government also tried to encourage Mexicans to settle in Texas by selling each potential settler huge amounts of land for very low prices (Option E), the enticement did not work. Mexicans had little reason to move to Texas. There was plenty of land to farm in Mexico. These areas had excellent soil and peaceful natives willing to help work the fields and tend the cattle. Texas had poorer soil and hostile Native Americans.

Ambitious Mexicans who were not farmers stayed in Mexico City and quickly figured out how to get ahead: They bought land in Texas cheaply from the Mexican government and never intended to settle there. Instead, with a few exceptions, they sold the land to Americans for higher prices and made a big profit.

Mexican leaders felt that barring American immigrants (Option F) would keep the population of Texas low, eventually leading to the United States taking over the territory. Without many Mexican settlers populating the area, the Mexican government had little control over Texas. Allowing any Americans who wanted to make the trip into Texas (Option A) was also rejected, since a flood of American immigrants would effectively give control of Texas to the United States. It did not matter: In the end, American settlers flooded Texas anyway, many through the agents (Option B), but many others by just moving in illegally and setting up farms.

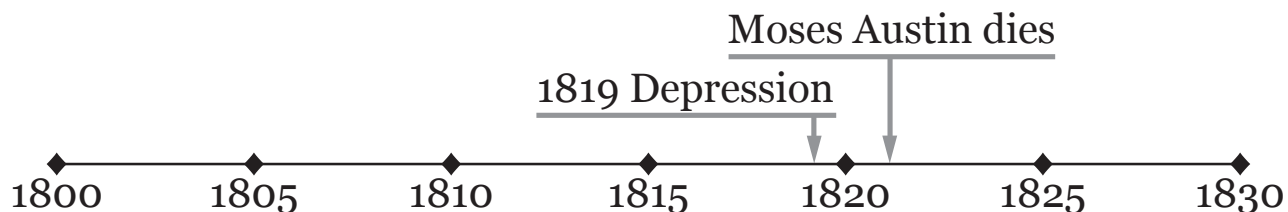
The best choice was probably Option G. Settling people from other areas, such as Ireland and the Canary Islands, would have accomplished the goal of settling Texas and avoided dominance by American settlers. The Mexican government was favorable to the proposed settlement of Irishmen and Canary Islanders, but the large-scale settlement of 10,000 people never took place. A key

Mexican official said that bringing so many people across the ocean and settling them in a frontier area was not practical. In the meantime, the flood of American settlers continued.

QUESTIONS FOR ANALYSIS

1. Did Mexican leaders make good decisions regarding Texas? Explain what they did well or where they went wrong.
2. What did you do well or poorly in this decision-making problem about Texas?
Remember, parts of your process may have gone poorly even if your decision resulted in a positive outcome!
3. What was the most important decision-making skill in this problem (identifying assumptions, setting realistic goals, etc.)? Explain your answer.

STEPHEN AUSTIN AND AMERICAN SETTLERS



Stephen Austin

The year is 1821 and you are Stephen Austin. Your father, Moses Austin, had a dream of settling Americans in Texas. Moses had lost his business in the depression of 1819 and was hoping to make money as an empresario. He made an agreement with the Spanish government to get a huge amount of personal land (67,000 acres) in exchange for every 300 families he could convince to move to Texas. This land would be his personal property, which your father could then sell to make a profit. Unfortunately, Moses died before he could start the settlement process.

Your father's death leaves the question of settlements in Texas up to you. You have always felt that your father was a dreamer whose schemes sometimes collapsed and hurt his family. You have been somewhat involved in his Texas plan but now you must decide if you want to fully take over his

effort to settle Americans in Texas. You have large debts, now including your father's debts, that are a burden to you; the profits from being an empresario could pay those off. Settlers would pay you a fee for their land in Texas and you could also sell them supplies, making more of a profit. But you will have to borrow a large amount of money at the beginning, which makes the settlement project a big financial risk. The whole project could collapse, which would leave you in even greater debt. Committing to the Texas settlement project would also mean working in Texas for years, leaving your widowed mother alone in Missouri.

However, the benefits of Americans settling in Texas would go well beyond personal financial gain. The settlers would have the opportunity to improve their lives by moving to Texas, bringing American



A cotton plant



A cotton textile mill in England

democracy to an unsettled area. Americans would set up farms, towns, churches, and other elements of civilization and bring creativity, problem-solving, and the American ethic of hard work. Texas would benefit from American settlers.

Mexico became independent from Spain this year, so Texas is now part of Mexico instead of being part of the Spanish Empire. The Mexican government's conditions for empresarios and settlers are like those that had

been set by Spain. The Mexicans only want Catholic settlers and people of good character, and they generally oppose slavery.

You must keep in mind, however, that cotton is a major reason for many people who move to Texas. Cotton prices doubled about six years ago, and people in the South have made a fortune selling cotton, mostly to textile, or cloth, mills in England.

On the other hand, the wealth from cotton has also driven land prices up as high as \$50.00 per acre in the South! People who do not already own land there cannot afford those high prices. Meanwhile, land in Texas costs just \$0.12 per acre. The demand for cotton is constantly increasing, and the land along the coast in southern Texas is ideal for growing it. The soil is fertile, the weather and growing season are the same as in the southern states, and the ports for shipping cotton are close to the plantations. People are going to jump at the chance to move to Texas! Unfortunately, enslaved workers are thought to be required for the cotton plantations to be successful. There just are not enough non-slave workers to plant and harvest all that cotton.



A cotton plantation from a later time (1880s) in the South

What will you do about bringing settlers into Texas? You can pick as many as you would like. Explain the reasons for your choices.

- A. Do not get involved. This settlement plan is just another one of your father's impractical dreams and is too risky.
- B. Go ahead with the settlement deal (67,000 acres of land to you for every 300 families moving to Texas). Limit settlers to good people without criminal records.
- C. Go ahead with the settlement deal. Limit settlers to Catholics.
- D. Go ahead with the settlement deal. Allow settlers to be slaveholders.
- E. Go ahead with the settlement deal. Allow anyone to be a settler; Texas should be a place for people to get a second chance.

OUTCOMES OF STEPHEN AUSTIN AND SETTLERS

Stephen Austin did go ahead with the settlement deal, bringing almost 300 families to Texas by 1824. These families went down in Texas tradition as the “Old 300.” He eventually made enough money to pay off his debts, and he held land worth \$500,000 when he died in 1836. But he did not make money in the first few years; while he had a great number of expenses, including paying about \$100 to survey each large farm, many settlers refused to pay him 12.5 cents per acre. Settlers were not his only difficulty with the settlements: There were also attacks by Native Americans, and droughts.

Gradually, Stephen Austin moved his focus from restoring family wealth and respectability to taking care of his settlers. He wanted to help the settlers achieve a better life, and his tireless work meant that he was successful with most of them! He was also devoted to spreading American civilization and worked under the assumption that American democracy, economy, and society were superior to the underdeveloped area of Texas. Historians have called this idea Manifest Destiny. In his view, Americans would bring a better civilization to the Native Americans and Mexicans.

Austin tried to limit settlers to good, middle-class people (Option B), and he was successful within his settlements: Many, if not most, of the families in his settlements were middle class. A good administrator who was fair but strict, he required a statement of good character supported by a witness. His settlers had to pledge their loyalty to Mexico and be able to show that they could support themselves. He put ads in the newspapers in southern states, one of which said, “no drunkard, no gambler, no profane swearer, no idler” would be allowed in his colony. As he told the commissioner, “I also expect . . . that all the families you introduce shall be honest and industrious.” He took time and expense conducting land surveys, preparing titles and records, purchasing ads to attract new settlers, and traveling to discuss business with government officials. He also took steps to defend his settlements against Native Americans.

Several factors made it easy for Austin to attract middle-class families to Texas. An economic depression in the United States only two years before he started recruiting had taken everything from many farmers. Why not move to Texas and start over? The prospect was promising. The sale price for land was also much lower in Texas than in the United States. In America, land was \$1.25 per acre and could be bought in lots no smaller than 80 acres—a minimum of \$100 per purchase. Few farmers had that much money. In Texas, however, land only cost about 12 cents per acre, and farmers could borrow the money or pay it off after a grace period of a few years. Austin allowed his settlers to pay for their land over three years and to pay in crops, cattle, or enslaved people instead of cash.

Most settlers moving to Texas were families trying to make a living by farming, but there were also criminals who were running from the law, leaving financial debts behind, or hoping for a second chance (Option E). There were so many people fleeing from debts to start over in Texas that a phrase became shorthand for it: “Gone to Texas,” or GTT. People put a GTT sign on their doors when they left their homes and headed to this new frontier.



A cotton field

Most settlers from America were Protestant, but to settle in Texas the Mexican government required that they agree to eventually become Catholic. Austin, who was Protestant himself, did not enforce the ban on non-Catholic settlers, instead allowing his settlers to worship however they chose, rather than force them to convert to the Catholic faith (Option C).

The Mexican government put restrictions on slavery but did not enforce them. Settlers planted cash crops such as cotton from the beginning—but the amount of land and lack of hands meant that a labor shortage quickly followed.

Why would settlers work for someone else when they could get their own land? Slavery solved the labor problem for cotton farmers. Every slave increased the production and value of many acres of land. Cotton growing did not just enrich plantation owners, however; the industry created a huge number of jobs. Other farms leased their enslaved workers to help with fences and other work, and expansion and improvements to ports were necessary to get cotton to British markets.

Austin believed that slavery was necessary for economic growth in Texas (Option D). He argued, “The primary product that will elevate us from poverty is Cotton and we cannot do this without the help of slaves. . . . If the colonists are permitted to bring slaves we will have workers to cultivate the land, but without this [slavery], we will have nothing but poverty.”

With all the good it did for the economy of Texas, cotton growing had an unintended consequence: a horse shortage. Cotton was so profitable a crop that it spread very quickly. Since horses were a necessity for all kinds of plantation work, the demand for these animals increased and plantation owners wanted to get them in trade from Native Americans. The Apache and Comanche tribes reacted by increasing their raids on other farms to acquire more horses. Plantation owners were making the raids worse for other settlers!

By the 1830s, Texas had almost 20,000 people. Almost all of them were Americans and many of them had been settled by the efforts of Stephen Austin.

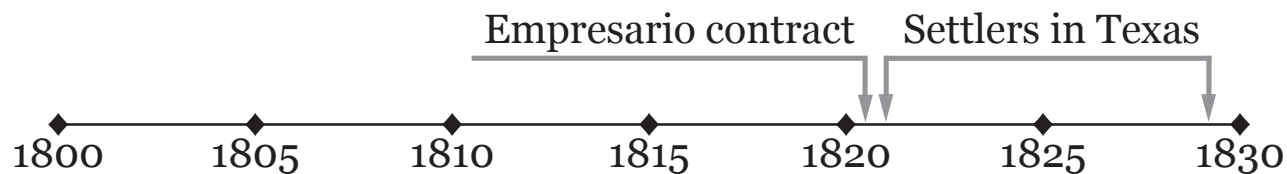


A plantation home in Texas built by one of the "Old 300"

QUESTIONS FOR ANALYSIS

1. Did Stephen Austin make good decisions regarding Texas? Explain what he did well or where he went wrong.
2. What did you do well or poorly in this decision-making problem about Texas? Remember, parts of your process may have gone poorly even if your decision resulted in a positive outcome!
3. What was the most important decision-making skill in this problem (identifying assumptions, setting realistic goals, etc.)? Explain your answer.

STEPHEN AUSTIN AND DISPUTES WITH MEXICO



The year is 1827 and you are Stephen Austin. You have been able to get hundreds of Americans to settle in Texas but there are still disputes between the settlers and the Mexican government. On the one hand, the government still prefers only Catholic settlers, wants to limit the number of settlers, and opposes slavery in Texas. On the other hand, most American settlers reject these Mexican policies. There are very few Catholics and many slaveholders among the American settlers. They want open immigration to Texas, without limited numbers.

One of the biggest problems is that many Americans came to Texas without going through an empresario to get permission from the Mexican government. These people are squatters, but there are many of them and they do not want the Mexican government telling them what to do. These settlers conduct themselves according to American ways of doing things, and some of them are engaged in smuggling and other illegal acts. Almost all American settlers, whether they were settled by Stephen Austin or came to Texas on their own, have no intention of becoming Mexican citizens.

Many American settlers want to force the Mexican government to back down and show them who is boss in Texas. If the government will not back down, the settlers want to fight and make Texas independent. After all, the number of Americans in Texas is far greater than the number of Mexicans, so the Americans will probably win in a fight.

You are the leading American figure in Texas, so what you decide will have great importance.

What will you do about the disputes with the Mexican government? You can pick as many of the options (or none of them) as you would like. Explain the reasons for your choices.

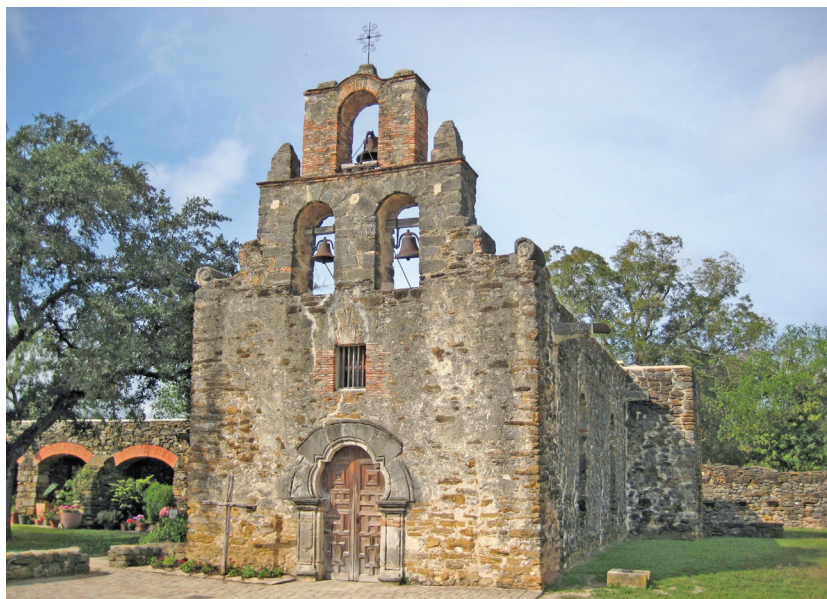
- A. Demand that the Mexican government allow slavery to be legal.
- B. Demand that American immigrants to Texas be allowed to make their own laws rather than needing to obey Mexican laws.
- C. Demand that American immigration to Texas be open and unlimited.
- D. Do not make demands; instead, meet with the Mexican government and work out compromises on the issues between them and your settlers.

- E. Start smuggling weapons into Texas to start a rebellion against Mexico.
- F. Ask the United States for help against Mexico. After all, these are American citizens who are being restricted in Texas.
- G. Declare Texas's independence from Mexico.

OUTCOMES OF STEPHEN AUSTIN AND DISPUTES

Stephen Austin chose to meet with the Mexican government to work out compromises (Option D). He didn't feel he needed to make demands because slavery was already spreading through eastern Texas (Option A), settlers were already making up their own laws (Option B), and settlers were already streaming into Texas in large numbers (Option C). Why get into an argument with the Mexican government about disputes that were working themselves out in favor of American settlers?

While some Americans were looking to declare Texas independent of Mexico, Stephen Austin was not one of them (Option G). He did not see the disputes with the Mexican government as serious issues, so he was not interested in smuggling weapons (Option E) or asking for help from the United States (Option F). In 1827, Austin actually sided *with* the Mexican government against the American rebels who started the Fredonian rebellion in Texas. He went so far as to say



A Spanish mission set up in Texas

that the rebels were endangering the prospects of innocent settler families, and he called the rebels “madmen.” Years later, the conflict between the Americans and the Mexican government would become much more serious, but Stephen Austin was not yet pushing for an independent Texas.

QUESTIONS FOR ANALYSIS

1. Did Stephen Austin make good decisions regarding disputes with the Mexican government about Texas? Explain what they did well or where they went wrong.
2. What did you do well or poorly in this decision-making problem about Texas? Remember, parts of your process may have gone poorly even if your decision resulted in a positive outcome!
3. What was the most important decision-making skill in this problem (identifying assumptions, setting realistic goals, etc.)? Explain your answer.

PRIMARY SOURCE

The terms on which Settlers are admitted into the Colony forming by Stephen F. Austin in the Province of Texas are as follows—

No one will be received as a Settler, or even be permitted to remain in the country longer than is absolutely necessary to prepare for a removal who does not produce the most unequivocal and satisfactory evidence of unblemished character, good Morals, Sobriety, and industrious habits, and he must also have sufficient property to begin with either as a farmer or mechanic besides paying for his land—No frontiersman who has no other occupation than that of a hunter will be received—no drunkard, nor Gambler, nor profane swearer no idler, nor any man against whom there is even probable grounds of suspicion that he is a bad man, or even has been considered a bad or disorderly man will be received. Those who are rejected on the grounds of bad character will be immediately ordered out of the County and if the order is not obeyed they will be sent off under guard and their property seized and sold to pay the expences, and should forcible resistance be made by them, the guard will be ordered to fire on and kill them—

Those who are received as Settlers will get one league of land if so much is wanted, to be chosen by the emigrant, which land will cost at the rate of twelve Dollars and fifty cents pr. hundred acres payable in cash or Spanish Cattle or negros on receipt of title, which will be in full for surveying, title deeds, recording, and all other charges.

The above only applies to men of families—Single men will be examined as to character more particularly than men of families and ten of them must unite to form a family and they will be entitled to one League of land to be divided between them. An exception will be made to this rule in favor of single men who bring a considerable capital into the country all such will be ranked as a family and draw one League—

A person who brings in a large capital and who has a large family will draw more than a league should he wish it. The head of each family will be held personally responsible for the good conduct of every member of his family.

The Roman Catholic is the established religion of the Mexican nation and the law will not allow of any other in this Colony— October 30 1823—

Source: Eugene Barker, ed., *Annual Report of the American Historical Association for the Year 1919: The Austin Papers* (Washington, D.C.: Government Printing Office, 1924), 3 vols., Vol. 1, Part 1, p. 705. <http://digitalaustinpapers.org/document?id=APB0644.xml>.

QUESTIONS FOR ANALYSIS

1. Why do you think Stephen Austin did not allow hunters with no other occupation (such as farming) into his settlement?
2. Based on this document, how do you think Stephen Austin felt about single men settling in his settlement?
3. How reliable is this document as a source?

GRAPHIC ORGANIZER

Use this graphic organizer to weigh the pros and cons of each option for the decisions you are making. Add to your notes as the class discusses the options. Then you can revise your initial decision.

Decision problem: _____

OPTION (Summary of each option)	PROS	CONS
A.		
B.		
C.		
D.		
E.		
F.		
G.		

List the options you favor and why:

LESSON 3: WHERE TO SETTLE IN TEXAS

Teacher's Guide

INTRODUCTION

■ Overview

It is interesting to think about who would likely settle Texas in the 1820s and where they would settle. These questions also help students focus on elements of human and physical geography and how they shape history.

■ Texas Essential Knowledge and Skills

- History 2F: Contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.
- Geography Skills 11A: Analyze why immigrant groups came to Texas and where they settled.
- SS Skills 21B: Analyze information by identifying cause-and-effect relationships, comparing, contrasting, making generalizations and predictions, and drawing inferences and conclusions.
- SS Skills 21F: Identify bias in written, oral, and visual material.
- SS Skills 23B: Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

■ Decision-Making Skills Emphasized

- Ask questions about historical context
- Consider realistic goals
- Generate ethical options
- Play out options

■ Vocabulary

- abolitionist—a person who wants to end slavery
- depression—a large decline in the economy
- emigrate—to leave one's country
- empresario—a person approved by a government to bring settlers to an area
- enslave—to reduce a person to be owned by another person
- nomads—people who move from place to place, rather than staying in a permanent location
- plantation—a large farm that grows crops for sale, such as cotton or tobacco
- speculator—a person who buys something to sell it at a higher price, rather than to use it

LESSON PLAN

■ Points to Keep in Mind

1. These lessons are designed to be used BEFORE students study a topic. They are introductory to a unit and are meant to provide students with an opportunity to actively learn. They are likely to stimulate student interest and questions for the rest of the unit.
2. Avoid giving students too much background before starting the lesson. Doing so can lead to the teacher lecturing while students simply listen, the opposite of the active learning envisioned for these activities. The handouts explaining the problem are designed to give students enough background to make decisions, but not enough to give away the best decisions. If teachers rely only on the problem handouts to give students background, students will be encouraged to ask questions to get more information, including about location, context, and vocabulary.
3. The object of these lessons is to give students the opportunity, tools, and knowledge to make informed decisions. Skills involved with decision making (organized by the acronym PAGE) are outlined in the section Decision-Making Analysis. As students make decisions they will learn, by trial and error, to be a little more thoughtful about context, possible negative consequences, and other points of view.

■ Planning the Lesson

1. Decide how much time you can devote to this introduction to your unit.
2. If you have very limited time, choose the problem in Handout 1 or Handout 3. The lesson will go faster if you have students read it for homework, but then you face the problem of what to do with students who were absent or did not do the assignment.

■ In Class

1. Distribute Handout 1, have students read it and decide, individually, which of the people they think would move to Texas.
2. After they have written their selections, tell students to pair up and discuss their choices. Circulate around the room to answer questions or to clear up misunderstandings.
3. Bring the class back together and ask them to vote on which people they chose. After discussing the various people, have students revote. Did many students change their votes because of the discussion? If so, why?
4. When Handout 1 has been discussed and voted on, distribute Handout 2, with the outcomes of who would likely have moved to Texas. Answer the Questions for Analysis at the end of the sheet or have a group discussion about what students learned from the activity.
5. Handout 3 shifts the focus to where in Texas people might have settled. Follow the procedure outlined for Handout 1: Students make individual decisions, discuss their choices in pairs, vote, discuss the choices as a class, and revote. One difference will be the focus on the pros and cons of each location.
6. Use Handout 4 if you think students will benefit from taking notes regarding pros and cons on a map next to each location. Alternatively, use the graphic organizer in Handout 5 for students to take notes in chart form.
7. When students have gone through the process with Handout 3, distribute Handout 6, which explains the outcomes. Have students read Handout 6 and answer the Questions for Analysis at the end of the sheet.
8. *Option for Primary Sources:* When students finish discussing the outcomes in Handout 6, distribute Handout 7 and have students answer the questions. Move around the room to answer questions about meaning or vocabulary. This primary source could be helpful in reexamining the question at the end of Handout 5 about challenges settlers would face in moving to Texas. Have students answer the Questions for Analysis at the end of the sheet.

■ Suggested Answers

Handout 2 “Questions for Analysis”:

1. Q: What did you do well or poorly in these decision-making problems?

A: Students will be judging their choices against who actually would have been likely to migrate to Texas.

2. Q: What was the most important decision-making skill in this problem?

A: Specific decision-making skills (PAGE) are explained in the section Decision- Making Analysis. Answers will vary, but consider playing out the option an important skill, as shown in Handout 2.

Handout 6 “Questions for Analysis”:

1. Q: What did you do well or poorly in these decision-making problems?

A: Students will be judging their choices against the pros and cons listed in Handout 6.

2. Q: What was the most important decision-making skill in this problem?

A: Specific decision-making skills (PAGE) are explained in the section Decision- Making Analysis. Answers will vary, but consider playing out the option an important skill, as shown in Handout 6.

Handout 7: Primary Source “Questions for Analysis”:

1. Q: What challenges did Caroline and her family face?

A: Caroline mentions numerous problems, some of which students may not have listed in their answers to Part 3 of Handout 5: leaky roof, poor shoes and clothing, fire, sleep on the floor, cold, lack of food, monotonous food, lack of hunting skills, lack of other pioneering skills (spinning), sickness, no money, no stove to cook food, no market for crops, no door, no windows, no neighbors close to them, boredom, loneliness.

2. Q: How representative do you think Caroline’s experience was of the experiences of settlers in Texas in general in the 1820s and 1830s?

A: It is hard to tell. She talks about how they had better resources than some of their neighbors, and on the other hand she talks about larger, more prosperous farms. In addition, Caroline and her family are German, a minority of American settlers to Texas. Still, some of the conditions faced would likely have been similar to other rural areas in Texas.

3. Q: How reliable is this article as a source?

A: It is a primary source, as she was a settler in a settler family. She has a reason to exaggerate to show the difficult conditions that she and her family overcame. The possibility that she was exaggerating is supported by her statement that, “No one can imagine what a degree of want there was of the merest necessities of life, and it is difficult for me now to understand how we managed to live and get along under the circumstances.” This is a public source, written for a journal that the public would be reading. There are other sources supporting the claim that in general there were many challenges to living on the frontier in Texas. The source was written more than 65 years after the events described, so it is certainly less reliable than if it were written at the time of settlement.

TEACHER NOTES TO EXPAND DISCUSSION

(For outcomes for students, see Handouts 2 and 6.)

Historian T. R. Fehrenbach distinguishes between frontiersmen and settler-farmers. The latter were “more industrious than adventurous. . . . They tended to move into an area after the Indians had been crushed. . . . They came for opportunity, which meant land to clear and to hold. Their outlook and reason for existence were almost wholly economic.”

There was an interesting exception to the prohibition of free black men settling in Texas that you might want to share with your students. Sam McCulloch fought in the Texas revolution to gain independence from Mexico, and may have been the first Texan wounded in battle. The Texas Congress passed an exception for Sam to stay a citizen of Texas and eventually, years later, granted him land for his service. You can find a lesson plan for the saga of Sam at <http://www.glo.texas.gov/education/texas-history/files/sam-mcculloch/glo-lesson-plan-saga-of-sam-mcculloch.pdf>.

■ Decision-Making Analysis

P = Problem

Identify any underlying problem(s).

Consider other points of view.

What are my assumptions? Emotions?

A = Ask for information (about)

* **Historical context (history of this issue; context in the world)**

Reliability of sources

Historical analogies

G = Goals

* **What are my main goals and are they realistic?**

* **Generate options to achieve these goals. Are they ethical?**

E = Effects

Predict unintended consequences.

* **Play out the options: What could go wrong?**

Bold denotes topics addressed in this lesson. An asterisk (*) denotes a topic that is especially emphasized.

- **Ask about historical context:** Students should ask questions about information not given in Handout 3. For example, they could ask: In what areas of Texas are there mosquitos? What tools are available for plowing, harvesting, and other farming tasks? Have other pioneers tried to settle these areas? If they did not succeed, why? What is the crime rate in these areas? How cold does it get in winter? How hot in summer?
- **Establish realistic goals:** What are your goals in going to Texas? How well could each area of Texas meet your goals? Is it realistic that you could accomplish your goals in each area?
- **Generate ethical options:** Is it right for the head of the family to decide to move to Texas? How much say should the other family members have in the decision? Is it right to take enslaved people with you to Texas? Is it right to buy people in order to grow cotton?
- **Play out option:** Most of the problem in Handout 3 of where to settle is related to anticipating what could go wrong in each area. These possible consequences are covered in the pros and cons in Handout 6.

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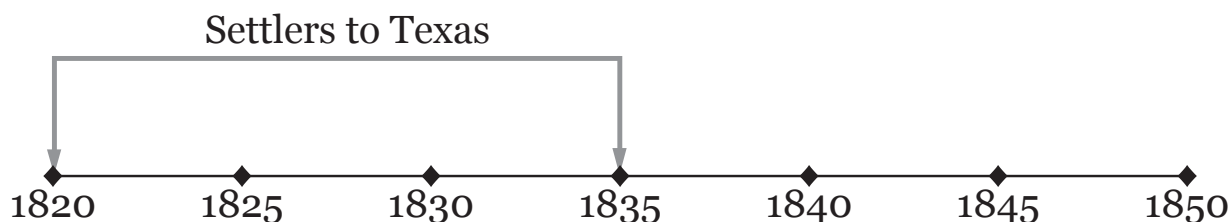
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LESSON 3: WHERE TO SETTLE IN TEXAS

VOCABULARY

- abolitionist—a person who wants to end slavery
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WHO WILL SETTLE IN TEXAS?



The year is 1822 and you are a person who might be interested in emigrating (moving out) from where you live now to Texas and settling there. Texas had been part of the Spanish Empire until last year when Mexico became independent of Spain. Texas is one of the states in Mexico. It is located on the northern frontier of Mexico, so there is not a lot of control over the people of Texas by the Mexican government, which is far away in the capital, Mexico City. Some of the land in Texas is being sold for 12.5 cents per acre by empresarios, which is extremely cheap compared to land sold in the United States (where it is about ten times more expensive). In addition, settlers do not have to pay most taxes for ten years, they do not have to pay for the land until three years after they get the deed, and they can pay for the land in crops instead of cash. In return, the settlers have to show improvement on the land within two years.

The other way to get land is to simply move to it and start farming. Then the land is free! However, this is technically illegal to do and you would not have the empresario and his resources to defend you from Indian attacks.

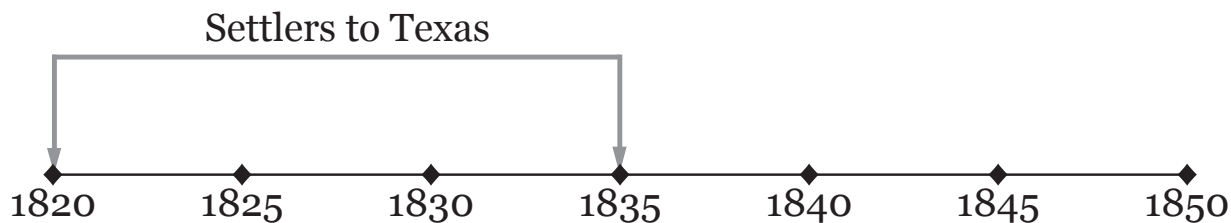
Meanwhile, in the United States there was a severe economic depression a couple of years ago in which many people lost their farms and their money. In the South, cotton growing is very profitable. It is spreading rapidly, which means slavery (on which cotton growing depends) is spreading rapidly also. Slavery is opposed by many people in the North.

Which of the following people do you think would move to Texas? Explain why or why not for each person.

- A. The owner of a cotton plantation in Louisiana who has plenty of land and is making huge profits selling cotton.
- B. The owner of a plantation in Mississippi who has worn out the soil growing cotton. He needs to move, but the price for good cotton farmland in the United States is fifty dollars per acre.
- C. The owner of a small farm in the South who would like to own a cotton plantation and who has enough money to buy enslaved workers.
- D. A lawyer in Atlanta who has a prosperous business.

- E. The owner of an iron factory in Pittsburgh, Pennsylvania.
- F. A farmer in Illinois who lost his farm and almost all his money in the economic depression.
- G. A farmer in Arkansas who went into great debt to buy his farm and to get equipment and seeds. The local police may be coming soon to force him to sell his farm to pay off part of his debt. Even after the sale, he will still owe the bank a great deal of money.
- H. A German immigrant in Philadelphia who is working as a laborer and who lives in a neighborhood with other German immigrants.
- I. A widow in Nashville, Tennessee, who has two children and who works as a domestic servant for a wealthy businessman. The pay is not great, but it is steady.
- J. A teacher in Syracuse, New York, who is an abolitionist (wants to end slavery).
- K. A person in Missouri who has made good money by buying and selling land. Since the land is very cheap in Texas and he has a great deal of money from previous land sales, he could buy a lot of land in Texas and sell it to settlers for higher prices, making large profits.
- L. A free black man in Boston, Massachusetts, who works on the docks loading and unloading ships.

OUTCOMES OF WHO WILL SETTLE IN TEXAS



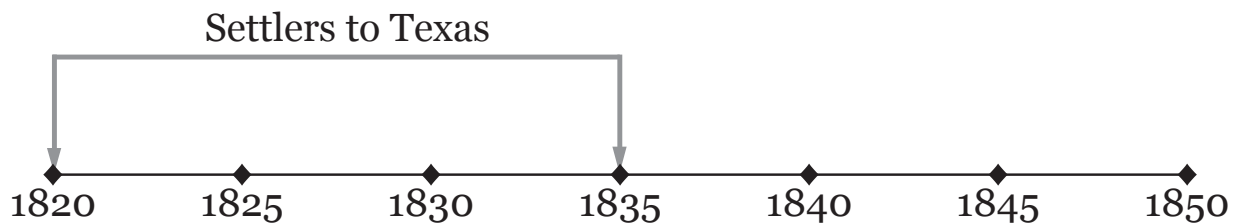
The plantation owner with worn out soil (B), the small farmer who would like to be a plantation owner (C), the farmer who lost everything (F), the farmer who was in great debt (G), and the person interested in reselling the land (K) would more likely have wanted to move to and settle in Texas. Three of the five people (B, F, G) were facing a negative future, so it would have been worth the risk to move and start again. So many people moved to Texas to avoid debt collectors that the phrase “Gone to Texas,” or GTT, became a commonplace expression for Texas settlers. People leaving their home to move to Texas put GTT on their doors, generally so they could avoid paying the debt they owed on their land and home. People with very little to lose are more likely to take risks. The farmer interested in buying a plantation (C) could actually realize his dream (and his slaves’ nightmare) in Texas because the land was so cheap. Likewise, the extremely low prices for land in Texas made it ideal for land speculators (people who buy land solely in the hopes of selling it at a higher price) to make huge profits (K). Since land speculators were not going to be settling in Texas and were making it harder for other people to settle in Texas (due to higher land prices charged by the speculators), the Texas government discussed how to stop or limit them. They never did and lived with the effects of land speculators through most of Texas history.

The other people on the list have little economic reason to move to Texas. The plantation owner in Louisiana (A) is already making great money on the land he now owns. Of course, he could sell some or all of his land in Louisiana and buy the cheaper land in Texas, in the long run making even more money. The lawyer (D) and factory owner (E) are well off already, so they would be risking a great deal. Moreover, neither of them is a farmer and the expertise they have would not be as valuable in Texas. The immigrant (H) would be giving up his community contacts as well as his job. The widow (I) would be facing harsh conditions for herself and her children. However, many women did move to Texas and were successful. More importantly for this woman perhaps is that she has steady employment and is not experienced at farming. An abolitionist (J) would unlikely be interested in settling in a country with slavery, but it is possible. The education system was not as developed as in New York, so it is likely that there would have been fewer good teaching opportunities. Free black people were not allowed in Texas, so the black man from Boston (L) could not have settled in Texas even if he wanted to move there.

QUESTIONS FOR ANALYSIS

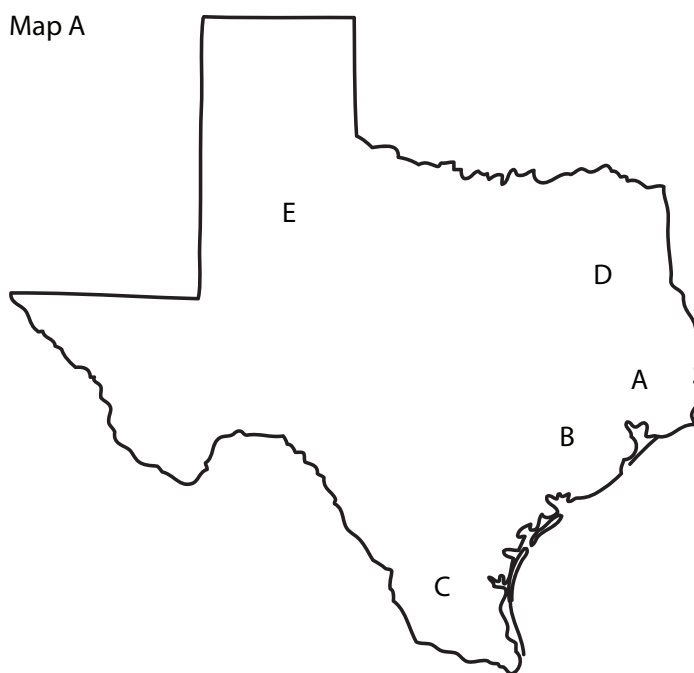
1. What did you do well or poorly in this decision-making problem about where to settle in Texas?
2. What was the most important decision-making skill in this problem (identifying assumptions, setting realistic goals, etc.)? Explain your answer.

WHERE WOULD YOU SETTLE IN TEXAS?



The year is 1822 and you are a farmer in Kentucky. You have a wife and three children. You have decided to move out of Kentucky to Texas because the land is cheap (or free) in Texas and because you are in debt to the bank in Kentucky. If you move to Texas, which is in a different country (Mexico), you can leave your debts behind, since the bank will be unable to find you or send people to collect the debt. It is not right for you to avoid paying your debts, but the falling prices on your crops was not your fault. You can take the money you have and start a new life in Texas.

The question is: Where will you settle in Texas? Map A gives you the choice of five spots. You will be gathering information to answer this question from a variety of sources in this handout, such as maps, photographs, and writing. Record the information you learn about each spot on the graphic organizer in Handout 5 (or possibly on the map in Handout 4, a duplicate of Map A). After you have filled in the pros and cons of each location in Handout 5, answer the two questions at the bottom of that sheet.

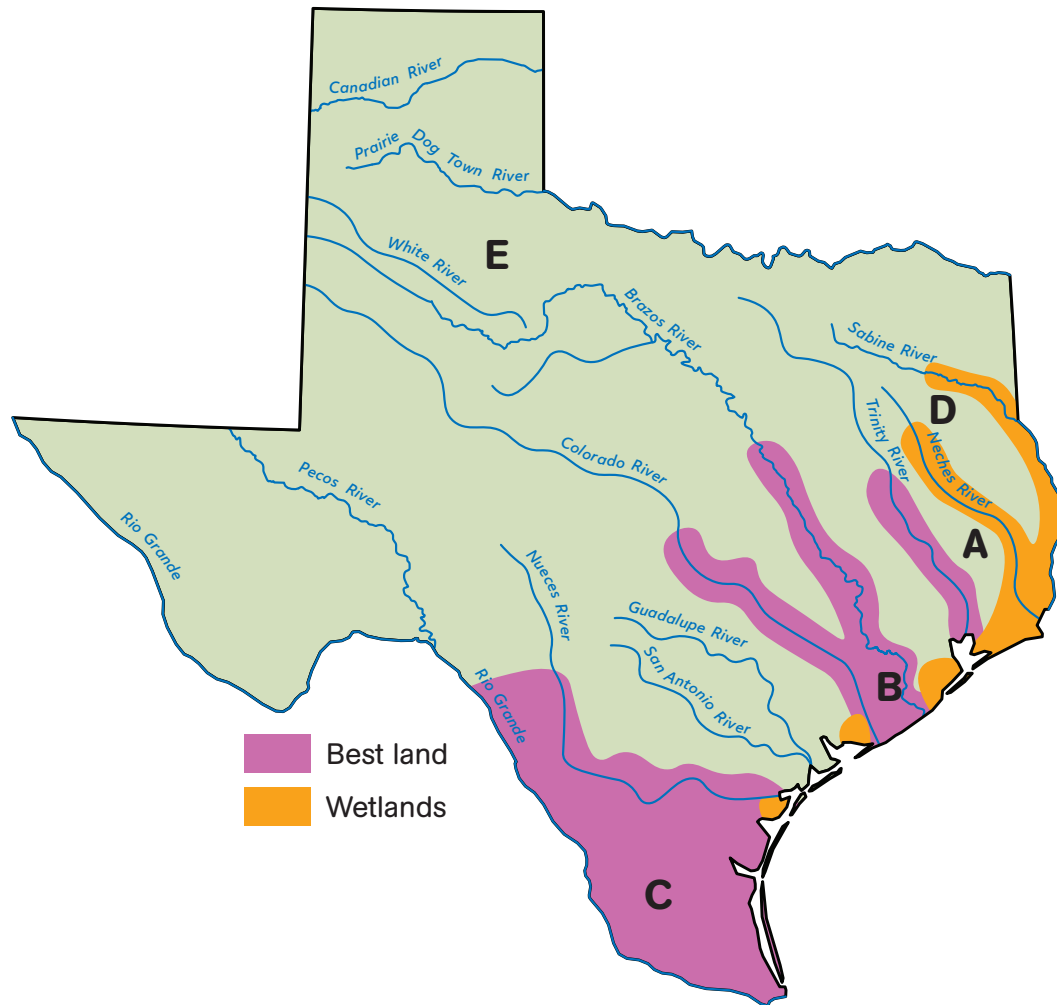


Outline map of Texas

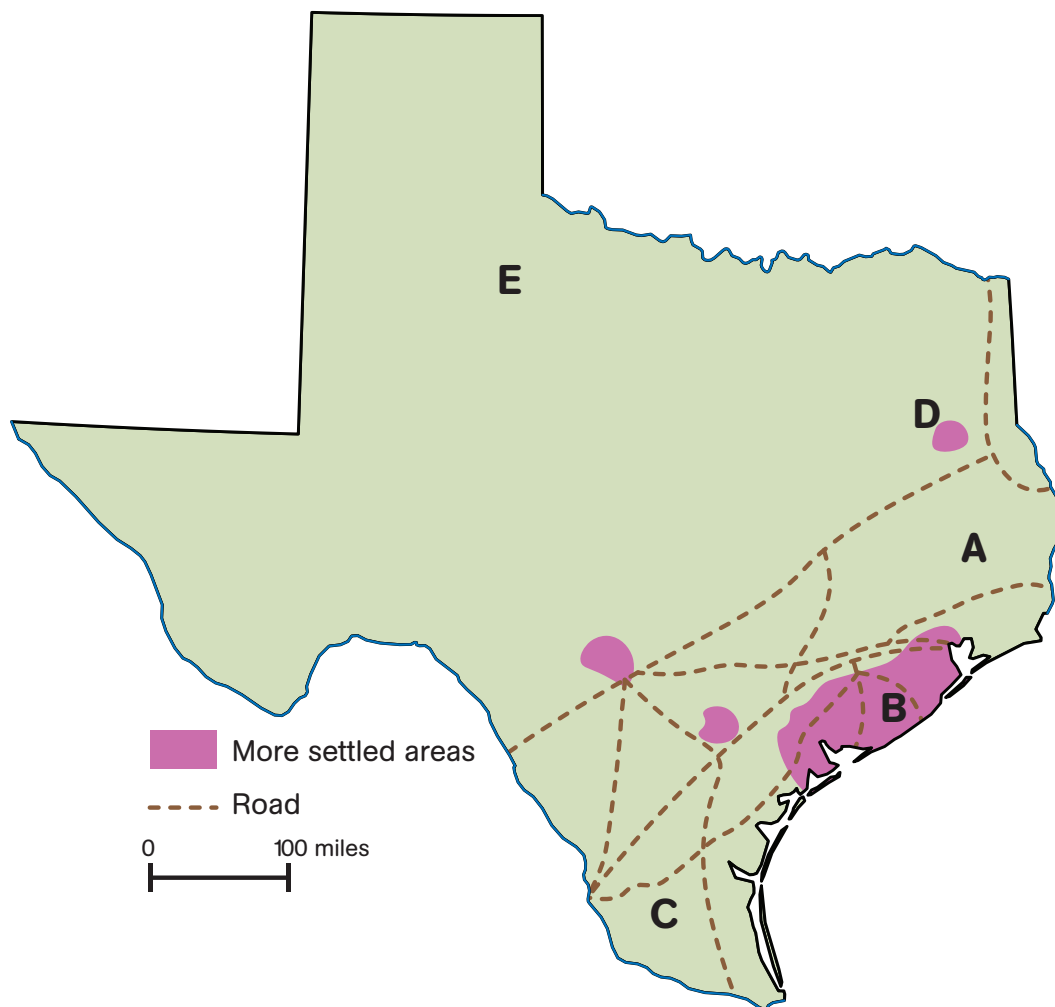
Source 1: Free Land—Cheap Land



Source 2: Rivers—Best Land



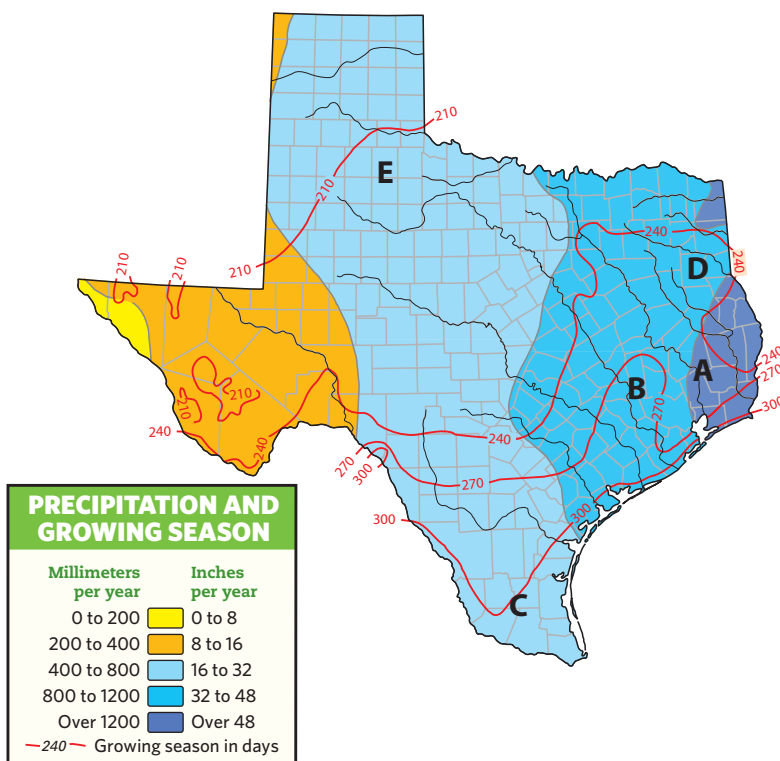
Source 3: Settled Areas and Roads



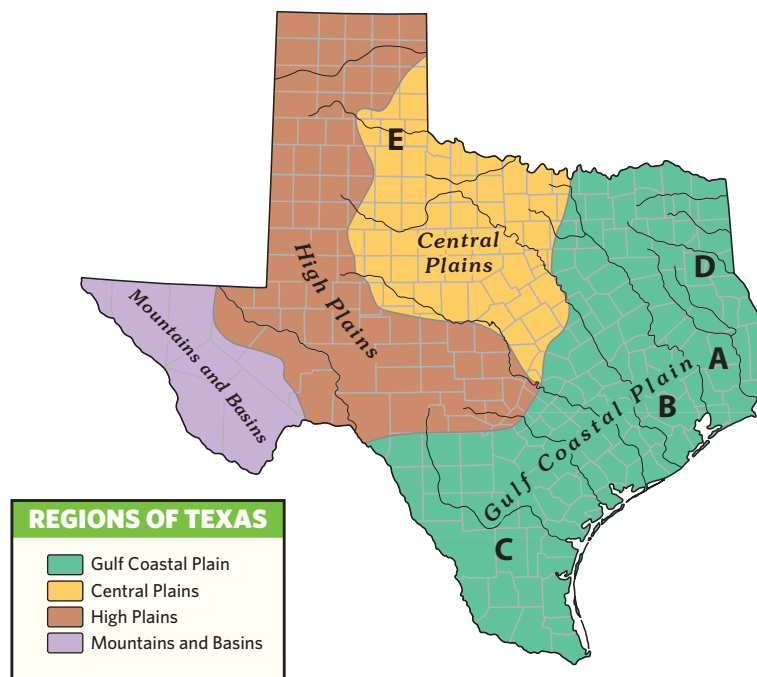
Source 4: Indians



Source 5: Rainfall and Growing Season



Source 6: Regions



Source 7: Photographs



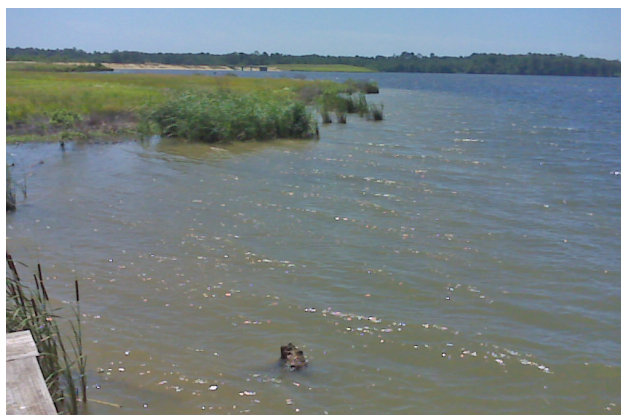
Gulf Coastal Prairie—Near Location A



West of Houston—Near Location B



Rio Grande—Near Location C



Lake Gilmer—Near Location D



North Central Plains—Near Location E

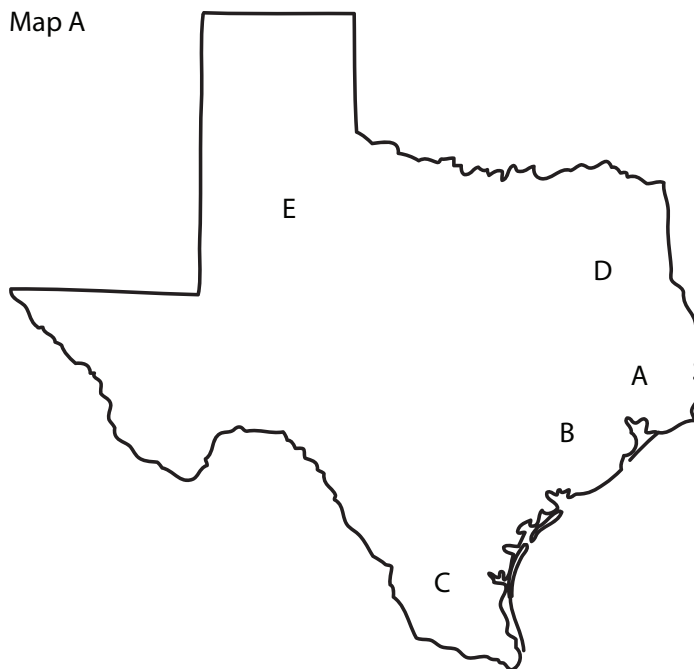
Source 8: Writing

1. Having roads in an area helps with trade, but the roads themselves are just paths. When it rains, the roads become muddy and are impossible to travel.
2. Compared to Indians who have settled in one place, the nomadic Indians (the Apaches, Comanches, and Karankawas) are much more likely to attack settlers. They are fierce warriors.
3. There are cows wandering around parts of Texas that could be used to start new cattle ranches. Since there are already ranches in some places, there are skilled cowboys available who could provide the needed expertise to run a successful cattle ranch. Cows do well on open prairies and they do not need a lot of water.
4. There are animals to hunt in all the locations, but there are fewer in prairies and deserts than in forests.
5. Corn is the leading food other than meat. Vegetables are often dried because vegetables cannot be kept fresh long.
6. Churches are much more likely to be successful where the area is somewhat settled.

WHERE WOULD YOU SETTLE IN TEXAS?

Use the map below to record information from the sources in Handout 3.

Map A



Outline map of Texas

GRAPHIC ORGANIZER

Use this graphic organizer to weigh the pros and cons of each location in deciding where to settle in Texas. Add to your notes as the class discusses each location. Then you can revise your initial decision.

Decision problem: Where will you settle in Texas?

Part 1: Analyzing the Locations

LOCATION	PROS	CONS
A		
B		
C		
D		
E		

Part 2: Your Decision

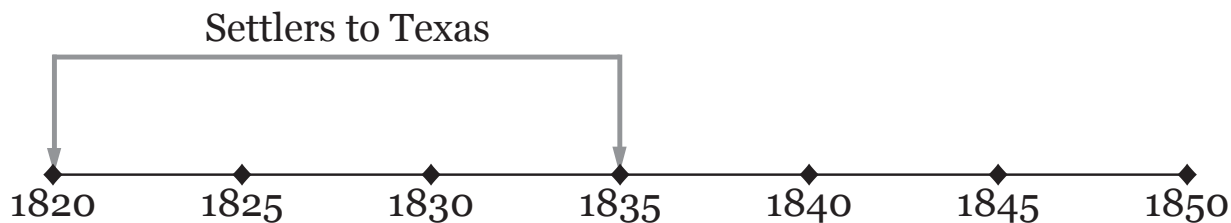
Name the location you favor for settling your family, and explain why:

Part 3: Anticipating Challenges in the Location (playing out the option)

For the location you chose, list at least six challenges you could encounter in settling there:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

OUTCOMES OF WHERE TO SETTLE IN TEXAS



There is no correct or incorrect answer to where to settle. Here are some pros and cons of each location.

Location A

Pros:

1. Land is free.
2. There is good rainfall for growing crops. However, there may sometimes be too much rainfall, which will ruin crops.
3. There are forests nearby for wood for building and fuel.
4. The Indians near you are settled so they may not be as dangerous as nomadic Indians. However, you must defend your family on your own, since you did not buy the land through an empresario.

Cons:

1. You are not very close to a river or road. It might be difficult to sell your crops without good transportation.
2. You are not near a settlement, so if you or your loved ones get sick or injured, it will be very difficult to get medical help.
3. It will be difficult to get education for your children.
4. The land is not the best, but it is still good.
5. You are isolated, so you might get lonely.

Location B*Pros:*

1. There is excellent soil.
2. There is good rainfall for growing crops.
3. You are near a river and a road, which is good for transportation. Since you are near the coast you could ship your crops to other countries, especially to the United States.
4. Trees grow near rivers, so there will be wood for building and fuel.
5. The area is somewhat settled, so you may be able to get help in case of sickness or injury. You may also not be as lonely if you are not as isolated. In addition, you might be able to get education for your children.
6. You have an empresario to help protect you from Indians.

Cons:

1. Land is not free, although it is cheap.
2. The Indians are nomadic, so you are more likely to be attacked than you would be if they were settled.
3. Since you are near a river, there will be mosquitos, so there is more likely to be disease. Moreover, in a more settled area, disease might spread more easily.

Location C*Pros:*

1. Land is free.
2. The soil is excellent.
3. There is a very long growing season.
4. The Indians near you are settled so they may not be as dangerous as nomadic Indians.

Cons:

1. You are not very close to a river or road (about 40 miles). It might be difficult to sell your crops without good transportation.
2. You are not near a settlement, so if you or your loved ones get sick or injured, it will be very difficult to get medical help.
3. It will be difficult to get education for your children.

4. Rainfall is limited, so there would not be enough for some crops.
5. There are not many trees around, so there would be a lack of wood for construction or fuel.
6. The nomadic Apaches are close enough to be a threat. Also, you must defend your family on your own, since you did not buy the land through an empresario.
7. You are isolated, so you might get lonely.



This photograph shows a sod house in 1901. Sod houses were created as a result of lack of wood. What challenges would this type of house cause?

Location D

Pros:

1. Land is free.
2. There is good rainfall for growing crops.
3. You are located in a forest, so there will be plenty of wood for building and fuel.
4. The Indians near you are settled so they may not be as dangerous as nomadic Indians.

Cons:

1. You are not very close to a river or road. It might be difficult to sell your crops without good transportation.
2. The land is not the best, but it is still good.
3. The growing season is shorter than in some other parts of Texas.

Location E*Pros:*

1. Land is free.
2. The land is good for cattle ranching.

Cons:

1. You are not very close to a river or road. It might be difficult to sell your crops without good transportation.
2. The Indians are nomadic, so you are more likely to be attacked. Moreover, you will not have other settlers around to help defend you and your family. Since you did not buy the land through an empresario, you do not have him to help defend you.
3. You are not near a settlement, so if you or your loved ones get sick or injured, it will be very difficult to get medical help.
4. It will be difficult to get education for your children.
5. Rainfall is limited, so there would not be enough for some crops.
6. There are not many trees around, so there would be a lack of wood for construction or fuel.
7. You are isolated, so you might get lonely.
8. The land is not good for growing crops at this time.

General Comments:

1. There are many other factors involved in where people chose to live, including personal circumstances, difficulty getting to some locations, and specific events.
2. Gradually, some farmers turned to cattle ranching, which often included sheep.
3. In the 1820s, the Karankawa Indians attacked the settlers in Location B. After the attack, the empresario, Stephen Austin, organized a force of fighters to attack the Indians. Eventually, the Karankawas were destroyed as a tribe.

QUESTIONS FOR ANALYSIS

1. What did you do well or poorly in this decision-making problem about where to settle in Texas?
2. What was the most important decision-making skill in this problem (identifying assumptions, setting realistic goals, etc.)? Explain your answer.

PRIMARY SOURCE

“Life of German Pioneers in Early Texas,” an article written by Caroline von Hinueber in 1899 for *Quarterly of the Texas State Historical Association*, in which she describes her life as a German immigrant in Texas in 1831.

After we had lived on Fordtran’s place [in Texas] for six months, we moved into our own house. This was a miserable little hut, covered with straw and having six sides, which were made out of moss. The roof was by no means water-proof, and we often held an umbrella over our bed when it rained at night, while the cows came and ate the moss. Of course, we suffered a great deal in the winter. My father had tried to build a chimney and fireplace out of logs and clay, but we were afraid to light a fire because of the extreme combustibility of our dwelling. So we had to shiver. Our shoes gave out, and we had to go barefoot in winter, for we did not know how to make moccasins. Our supply of clothes was also insufficient, and we had no spinning wheel, nor did we know how to spin and weave like the Americans. It was twenty-eight miles to San Felipe, and, besides, we had no money. When we could buy things, my first calico dress cost 50 cents per yard. No one can imagine what a degree of want there was of the merest necessities of life, and it is difficult for me now to understand how we managed to live and get along under the circumstances. Yet we did so in some way. We were really better supplied than our neighbors with household and farm utensils, but they knew better how to help themselves. Sutherland used his razor for cutting kindling, killing pigs, and cutting leather for moccasins. My mother was once called to a neighbor’s house, five miles from us, because one of the little children was very sick. My mother slept on a deer skin, without a pillow, on the floor. In the morning, the lady of the house poured water over my mother’s hands and told her to dry her face on her bonnet. At first we had very little to eat. We ate nothing but corn bread at first. Later, we began to raise cow peas, and afterwards my father made a fine vegetable garden. My father always was a poor huntsman. At first, we grated our corn until my father hollowed out a log and we ground it, as in a mortar. We had no cooking-stove, of course, and baked our bread in the only skillet we possessed. The ripe corn was boiled until it was soft, then grated and baked. The nearest mill was thirty miles off.

As I have already said, the country was very thinly settled. Our three neighbors, Burnett, Dougherty, and Sutherland, lived in a radius of seven miles. San Felipe was twenty-eight miles off, and there were about two houses on the road thither. In consequence, there was no market for anything you could raise, except for cigars and tobacco....

We lived in our doorless and windowless six-cornered pavilion about three years.

Source: Caroline von Hineuber. “Life of German Pioneers in Early Texas.” Internet Archive. https://archive.org/stream/jstor-30242784/30242784_djvu.txt.

QUESTIONS FOR ANALYSIS

1. What challenges did Caroline and her family face? Which were the most difficult?
2. How representative do you think Caroline's experience was of the experiences of settlers in Texas in general in the 1820s and 1830s?
3. How reliable is this letter as a source?

LESSON 4: TEXAS INDEPENDENCE, SANTA ANNA

Teacher's Guide

INTRODUCTION

■ Overview

What do you do when you capture the military leader of an invading army that has committed atrocities such as killing prisoners? This is the decision faced by Texan leaders in 1836 and the subject of this lesson.

■ Texas Essential Knowledge and Skills

- History 3B: Explain the roles played by significant individuals during the Texas Revolution, including Sam Houston and Antonio López de Santa Anna.
- History 3C: Explain the issues surrounding significant events of the Texas Revolution, including the siege of the Alamo and the heroic defenders who gave their lives there, Fannin's surrender at Goliad, and the Battle of San Jacinto.
- SS Skills 21B: Analyze information by identifying cause and effect relationships, comparing, contrasting, making generalizations and predictions, and drawing inferences and conclusions.
- SS Skills 21D: Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
- SS Skills 21F: Identify bias in written, oral, and visual material.
- SS Skills 23B: Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

■ Decision-Making Skills Emphasized

- Consider other points of view
- Identify assumptions
- Ask questions about context
- Consider realistic goals
- Generate ethical options
- Predict unintended consequences
- Play out options

■ Vocabulary

- Alamo—a fort that the Mexican army took, but suffered frightful losses in doing so
- Andrew Jackson—the seventh president of the United States
- annex—to take possession of an area
- federal—a government where states have some powers distinct from the central government
- Goliad—the location where Mexicans slaughtered Texan prisoners
- Sam Houston—a military leader of the Texan army against Mexico
- San Jacinto—a battle in which Texans defeated a Mexican army
- Santa Anna—the president of Mexico and leader of the Mexican army in Texas

LESSON PLAN

■ Points to Keep in Mind

1. This lesson is designed to be used BEFORE students study this topic. It is introductory to the unit and is meant to provide students with the opportunity to actively learn. It is likely to stimulate student interest and questions for the rest of the unit.
2. Avoid giving students too much background before starting the lesson. Doing so can lead to the teacher lecturing while students simply listen, the opposite of the active learning envisioned for these activities. The handouts explaining the problem are designed to give students enough background to make decisions, while prompting them to ask questions to gain more information about location, context, and vocabulary.

3. The objective of these lessons is to give students the opportunity, tools, and knowledge to make informed decisions. Skills involved with decision making (organized by the acronym PAGE) are outlined in the section Decision-Making Analysis. As students make each decision, they will learn to be a little more thoughtful about context, possible negative consequences, and other points of view.
4. This lesson presents students with four possible courses of action. Students may think of options other than those four. If they do think of other options, add them to the list and allow students to choose those extra options when they revote.

■ Planning the Lesson

1. This is a simple lesson in terms of structure, since it has only one problem handout and one outcome handout. As a result, there are few options for shortening the lessons.
2. Nevertheless, if you have very limited time, the lesson will go faster if you have students read Handout 1 and Handout 4 for homework. They could be tasked with filling in Handout 4 as a way to hold them accountable.
3. If you have more time, you can use the pre-mortem strategy explained in the next section.

■ In Class

1. Distribute Handout 1. Have students read it and decide individually which of the options they will choose. Remind students that they can pick only one option. Use the graphic organizer (Handout 4) if you feel students could use help organizing their thoughts.
2. After they have written their selections down, tell students to pair up and discuss their choices. Circulate around the room to answer questions or to clear up misunderstandings.
3. Bring the class back together and ask for a show of hands on which options they chose. After a discussion of the pros and cons of various choices, have students revote. Did many students change their votes as a result of the discussion? If so, why?
4. *Option for Pre-mortem Strategy:* When students have made their decision for Handout 1 (what to do about Santa Anna), focus them on unintended consequences with a pre-mortem strategy. Tell them to imagine that it is two years later and whatever choice they have made (execute, jail for life, make a deal, or make a deal with payments for losses) has been a disaster. Students are to write out what the disaster is and what caused it. After students have written their scenarios, have them pair up again and share their theories. Then bring the class together to discuss their scenarios. Follow this discussion by asking students to review their choices. Did many students change their minds as a result of this activity? You could change the time frame to ten years instead of two in order to get students to consider longer-term unintended consequences.

5. When Handout 1 has been discussed and voted on a second time, distribute Handout 2, the outcomes of what the Texans did about Santa Anna. Have students answer the Questions for Analysis at the end of the sheet or have a group discussion about what students learned from the activity.
6. *Option for Primary Sources:* When students finish discussing the outcomes in Handout 2, distribute the primary source in Handout 3 and have students answer the questions. Move around the room to answer questions about meaning or vocabulary.

■ Suggested Answers

Handout 2 “Questions for Analysis”:

1. Q: Did Texan leaders make good decisions regarding Santa Anna? Explain what they did well or where they went wrong.

A: Answers will vary, but students might mention that Texan leaders chose a reasonable option based on their goals. Santa Anna double-crossed them, but Texas still achieved an end to the fighting and, with that, independence from Mexico.

2. Q: What did you do well or poorly in these decision-making problems?

A: Answers will vary. As mentioned in the Decision-Making Analysis, students should keep their goals in mind.

3. Q: What was the most important decision-making skill in this problem?

A: Specific decision-making skills (PAGE) are explained in the Decision Making Analysis section. Answers will vary, but establishing clear goals and choosing ethical options, which are in conflict in this situation, are important skills, as shown in Handout 2.

Handout 3: Primary Source “Questions for Analysis”:

1. Q: Based on this document, does it look like Santa Anna kept his part of the deal and had Mexican forces stop fighting and withdraw from Texas?

A: It does look like Santa Anna told the other Mexican generals to withdraw, in keeping with the deal.

2. Q: How reliable is this document as a source?

A: It is a primary source, as it was written by Santa Anna himself. We can see him lying to protect his reputation when he says he had inadequate troops, as we already know that he had a larger force than the Texans had. We have evidence, on the other hand, that supports his claim about the Mexican forces withdrawing; this evidence supports the reliability of the source. However, it may be that the withdrawal of the Mexican armies was coincidental, caused by poor supplies, exhaustion, or low morale, rather than because of the letter from

Santa Anna. We know that Santa Anna changed his position in the past, so his reliability is called into question. Overall, this letter provides evidence that Santa Anna stuck to his word that Mexican armies would withdraw from Texas and stop fighting, but we have to be careful about its reliability overall.

TEACHER NOTES TO EXPAND DISCUSSION

(For outcomes for students, see Handout 2.)

Some primary sources, historians, and commentators use the term “Texians,” but the simpler term “Texans” is used in this lesson.

For simplicity’s sake, this lesson frames events as though Sam Houston solely decided what to do with Santa Anna, even though other Texan leaders were involved. Houston made the initial decision but was wounded and went to New Orleans for medical treatment. The president of the Republic of Texas, David Burnet, had a hand in Santa Anna’s fate, along with other Texan leaders. According to historian Randolph Campbell, there were disagreements between Burnet and Houston. They did agree on a key aspect of the decision, however. Burnet stated, “Santa Anna *dead* is no more than Tom, Dick, or Harry *dead*, but living he may avail Texas much.”

The decisions regarding Santa Anna dragged on for months, growing increasingly complicated and nuanced. The scenario has been simplified in this lesson in order to simply focus on the core question of what to do with the Mexican leader.

The Texan navy played an important part in the success of the revolution, including the decision over Santa Anna. The navy was able to cut the Mexican army off from resupplying by sea, and this lack of supplies was a major factor in the withdrawal of the Mexican armies after Santa Anna’s capture.

The annexation of Texas by the United States was opposed by both citizens and leaders in the north, so the president did not push the issue at the time. It was not annexed and made a state until nine years later.

■ Decision-Making Analysis

P = Problem

Identify any underlying problem(s).

Consider other points of view.

What are my assumptions? Emotions?

A = Ask for information (about)

* **Historical context (history of this issue; context in the world)**

Reliability of sources

Historical analogies

G = Goals

* **What are my main goals and are they realistic?**

Generate options to achieve these goals. Are they ethical?

E = Effects

Predict unintended consequences.

Play out the options: What could go wrong?

Bold denotes topics addressed in this lesson. An asterisk (*) denotes a topic that is especially emphasized.

- **Consider other points of view:** In deciding what to do with Santa Anna, students should consider the points of view of various involved groups: ordinary Texans, Texan fighters, President Jackson, American public opinion, ordinary Mexicans, and Mexican government leaders.
- **Identify assumptions:** Emotions could easily sway this decision. Maybe they *should* play a part, but students should also be aware of which emotions are involved and how they affect attitudes toward Santa Anna. In this case the predominant emotion is anger and the sentiment they support is getting revenge for Santa Anna's wartime atrocities.
- **Ask about context:** Texan leaders should ask about the strengths and weaknesses of the Mexican army; the strengths and weaknesses of the Texan army; the position of Andrew Jackson on sending Santa Anna back to Mexico versus keeping him in prison in Texas; public opinion in Mexico; Santa Anna's history of sticking to deals he has made; and other times in history where rebels have captured military leaders, including what they did with their captives and what the results were.

- **Establish realistic goals:** It is very important in this situation to establish clear goals. If the goals are to end the fighting and gain recognition for Texan independence, then each option should be weighed against those goals. Sam Houston and the other Texan leaders were clear about their goals, even though their decisions ended in mixed results.
- **Generate ethical options:** Santa Anna's actions, including killing prisoners and other atrocities, were clearly immoral. That alone raised the question of whether it was ethical to release him back to Mexico (as outlined in Handout 2). Should immoral behavior go unpunished?
- **Predict unintended consequences:** The pre-mortem strategy described above suggests a way to explore the possible unintended consequences of student choices.
- **Play out option:** Students need to think about how they will carry out the option they choose. For example, if they choose to return Santa Anna to Mexico, how will they get him there? This turned out to be a very real problem when soldiers found out Santa Anna was on a ship headed for Mexico and captured him.

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LESSON 4: TEXAS INDEPENDENCE, SANTA ANNA

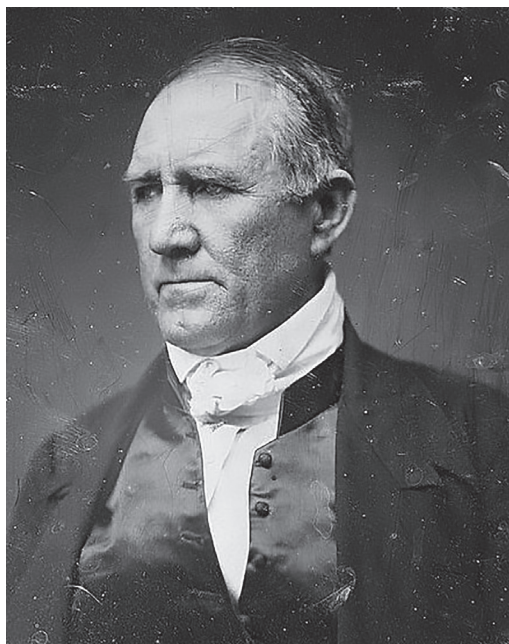
VOCABULARY

- Alamo—a fort that the Mexican army took, but suffered frightful losses in doing so
- Andrew Jackson—the seventh president of the United States
- annex—to take possession of an area
- federal—a government where states have some powers distinct from the central government
- Goliad—the location where Mexicans slaughtered Texan prisoners
- Sam Houston—a military leader of the Texan army against Mexico
- San Jacinto—a battle in which Texans defeated a Mexican army
- Santa Anna—the president of Mexico and leader of the Mexican army in Texas

WHAT TO DO WITH SANTA ANNA

Santa Anna is captured

1820 1825 1830 1835 1840 1845 1850



Sam Houston

The year is 1836 and you are Sam Houston, leader of the Texan independence movement against Mexico. Previously, Texan leader Stephen Austin felt that Texas was better off being part of Mexico. Since Mexico had a federal system, states within Mexico, including Texas, had a great deal of freedom. However, the government in Mexico City changed a few years ago. The new party called for a powerful central government in which states such as Texas had to follow orders from Mexico City. Texans were no longer happy with Mexican leadership.

Santa Anna, the military leader and president of Mexico, invaded Texas with his army when there was a dispute between Texas and Mexico. The Mexican army destroyed property and killed hundreds of Texans. In the battle at San Antonio de Valero, commonly referred to as the Alamo, the Mexicans lost nearly 1,600 men—but when

they broke the fort, Santa Anna ordered that they take no prisoners. They killed every last one of the 182 men defending the fort, only sparing a woman and a slave. The defenders who tried to surrender were shot. The Mexican army likewise slaughtered 340 Texan prisoners after the Battle of Goliad, again on orders from Santa Anna.

However, the Texans just got revenge for those Mexican atrocities today. In the Battle of San Jacinto, a Texan force of about 900 men destroyed Santa Anna's army, killing or capturing almost all of his 1,300 soldiers while losing only about nine Texans. Among the captured is General



A heroic view of the Alamo, painted around 1903, shows Davy Crockett about to be killed, despite historical evidence that Crockett was probably captured and executed.



Painted in 1895, the artist interviewed many soldiers and photographed different angles of the battlefield in order to get the details of the Battle of San Jacinto scene correct.

Santa Anna himself, who tried to escape notice by dressing as a private. His capture raises the question of what to do with him.

Texan soldiers want him to be shot or hanged immediately. They went into battle yelling, "Remember the Alamo! Remember Goliad!" and were fighting to avenge the slaughter of their fellow Texans. They see Santa Anna as a bloodthirsty

dictator who has killed helpless prisoners. Likewise, most people in Texas want this leader to be killed after they fled to get away from the fighting and destruction. If Santa Anna is shot, it will make them feel safe enough to return to their homes. Executing him means not only can Texans have their revenge, but it will be a warning so no one will try this type of attack on Texas again.

On the other hand, U.S. President Andrew Jackson does not want him to be killed. He thinks it might worsen the war between Mexico and Texas, as well as make Texas look bad.

You hate Santa Anna for all the death, destruction, and needless suffering he has caused in Texas. Moreover, Santa Anna is not an honorable person. It is not clear if he can be trusted to keep his word if you make any deal.

On the other hand, there is no law that says a military leader can be tried or punished for his official acts, even the killing of prisoners.

Historical context may be significant to your decision. The Mexican army is shattered by the losses and the drawn-out fighting in Texas. Supplies and morale are low for the Mexican army. As a result, the army may not be able to fight in the near future, no matter what you decide to do with Santa Anna. On the other hand, the Texan army will change very significantly in the near future. Now that they have won a major battle, many Texans are leaving to get back to their farms and families. Many more will be leaving soon. Meanwhile, volunteer soldiers from the United States are starting to flow into Texas. Consequently, if the fighting continues, there will be an army to fight for Texas, but it may not be made up of Texans.



A portrait of Santa Anna

What will you do about Santa Anna? You can pick only one option. Explain the reasons for your choice.

- A. Execute him. After everything he has done in Texas, he deserves it. We need to show that we deal harshly with people who commit atrocities.
- B. Hold him prisoner and throw away the key. Everything he has done means he should never get out of prison.
- C. Make a deal with him. He can go back to Mexico in exchange for Mexican recognition of Texan independence, the end of all fighting, and the withdrawal of the Mexican army from Texas.
- D. Make a deal with him. He can go back to Mexico in exchange for Mexican recognition of Texan independence, withdrawal of the Mexican army from Texas, and payment by the Mexican government for damages in Texas caused by the Mexican invasion.

OUTCOMES OF WHAT TO DO WITH SANTA ANNA

Sam Houston and the Texan government decided on Option C: making a deal with Santa Anna and allowing his return to Mexico in exchange for Mexican recognition of Texan independence and the withdrawal of the Mexican army from Texas. Many Texans were upset that Santa Anna was not executed and felt robbed of their opportunity for revenge. Nevertheless, the victory at San Jacinto and the achievement of independence from Mexico was cause for great celebration.

Executing Santa Anna (Option A) would have been a major mistake, according to many historians. The main goals of the Texans were to gain recognition for Texan independence and to convince the United States to annex Texas as a state. Putting Santa Anna to death would have risked provoking the Mexicans to continue fighting, undermining the goal of immediate independence. President Jackson had specifically asked that Santa Anna not be killed, and so his execution would have made annexation by the United States more difficult to achieve. Sacrificing your goals to get revenge is *not* a good idea.

The Texans did keep Santa Anna as a prisoner for months, but not with the intention of holding him forever, as in Option B. Rather, he was held as a bargaining chip to force the Mexican government to acknowledge Texan independence. In a move that was at least partially made to win diplomatic support for annexation, Texans allowed Santa Anna to go to Washington, D.C., to speak with President Jackson.

Texans could have demanded payments from the Mexican government for damages (Option D), but it would likely have been a needless humiliation of Mexico, breaking off negotiations and continuing the war. This outcome would have undermined the goal of making Mexico recognize Texan independence. On the other hand, further fighting may have offered the Texans opportunities for military victories that would have ensured independence from Mexico. But they would also have risked losing one or more of these hypothetical future battles. It made more sense to take advantage of favorable circumstances and push for independence having just won a major battle.

The decision on which Texan leaders settled (Option C) did not turn out the way they had hoped. Santa Anna was willing to make a deal, but the Mexican government refused to accept the terms and never recognized Texan independence. Only six years later, Santa Anna betrayed the agreement and ordered a Mexican army to invade Texas! The invading force captured the city of San Antonio for a week before withdrawing back to Mexico.

Despite these problems, the initial withdrawal of the Mexican army from Texas did occur. This retreat was partly due to terrible conditions, low morale, and very poor supplies, but the agreement

that bound their top military leader also contributed to ending the fighting. Peacetime meant that Texans were able to move ahead with their independence despite not being recognized by Mexico.

The goal of U.S. annexation also came to pass for Texans, although not in the way they had planned: It would take nine years and different circumstances for Texas to become a state.

Some historians praise the decision to make a deal with Santa Anna and to free him in exchange for action on Mexico's part. They say it is a good example of careful decision making based on establishing clear goals, rather than choosing an action based on the emotion of revenge. Explaining his reasons, Sam Houston said, "My motive in sparing the life of Santa Anna was to relieve the country [Texas] of all hostile enemies without further bloodshed and to secure his acknowledgment of our independence." Critics point out that the decision made Texas unable to punish Santa Anna for his wartime atrocities; he had executed helpless prisoners, so they claim that Texan leaders had an obligation to bring him to justice. By releasing the general, Texan leaders were ignoring an injustice.

QUESTIONS FOR ANALYSIS

1. Did Texan leaders make good decisions regarding Santa Anna? Explain what they did well or where they went wrong.
2. What did you do well or poorly in this decision-making problem about Santa Anna? Remember, parts of your process may have gone poorly even if your decision resulted in a positive outcome!
3. What was the most important decision-making skill in this problem (identifying assumptions, setting realistic goals, etc.)? Explain your answer.

PRIMARY SOURCE

Letter from Santa Anna to Mexican General Filisola:

Having had, with the inadequate troops at my proximity, an unfortunate encounter with the enemy late yesterday which resulted in my becoming a prisoner of war of the enemy, with all possible considerations granted my personage; under these circumstances, I therefore advise Your Excellency to order General Gaona to countermarch to Bejar (retreat) to await further orders. Your excellency and the troops under your command shall carry out the same orders. You will also advise General Urrea to withdraw his division to Guadalupe Victoria since an armistice has been reached with General Houston and further negotiations taking place that will end the war forever.

Moreover, Your Excellency may arrange for the maintenance of the army which is now under your command, plus for the supplies which have arrived at Matamoros, and for the provisions which should exist at said point and at Victoria; and also for the twenty thousand pesos which should be in the treasury and were taken from Bejar.

I expect Your Excellency to carry out my orders to the letter without delay and to reply as soon as these orders and their compliances are put into effect.

God and Liberty - Camp at San Jacinto - April 22, 1836

Antonio Lopez de Santa Anna

To His Excellency: Major General D. Vicente Filisola

Source: Bexar County Archives. Document submitted by Robert L. Tarin, Jr. Original source uncertain. http://www.sonsofdewittcolony.org/adp/archives/translations/san_jacinto/SanJacinto1.html.

QUESTIONS FOR ANALYSIS

1. Based on this document, does it look like Santa Anna kept his part of the deal to have Mexican forces stop fighting and withdraw from Texas?
2. How reliable is this document as a source?

GRAPHIC ORGANIZER

Use this graphic organizer to weigh the pros and cons of each option for the decisions you are making. Add to your notes as the class discusses the options. Then you can revise your initial decision.

Decision problem: What should we do with Santa Anna?

OPTION (Summary of each option)	PROS	CONS
A.		
B.		
C.		
D.		

List the option you favor and why (can be revised as you hear arguments):

LESSON 5: REPUBLIC OF TEXAS

Teacher's Guide

INTRODUCTION

■ Overview

The constitution of the Republic of Texas is a great opportunity for students to consider the elements in designing a government. What powers should government have, how should power be divided, and what rights should citizens have?

■ Texas Essential Knowledge and Skills

- History 3C: Explain the issues surrounding the Constitutional Convention of 1836.
- History 3D: Explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.
- SS Skills 21D: Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
- SS Skills 23B: Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

■ Decision-Making Skills Emphasized

- Ask about historical context
- Consider realistic goals
- Generate ethical options
- Play out options
- Predict unintended consequences

■ Vocabulary

- autocracy—a government in which one leader has all the power
- confederation—a country in which most of the power is in the local governments
- constitution—the rules by which a government is run
- democracy—a government in which the people vote on laws
- due process—fair treatment in criminal cases
- federation—a country in which power is split between the central and local governments
- legislature—a lawmaking body
- oligarchy—a government that is ruled by a few people
- plutocracy—a government that is ruled by the wealthy people
- republic—a government in which representatives of the people vote on laws
- unitary—a country in which most of the power is in the central government
- veto—a rejection of a bill by the president

LESSON PLAN

■ Points to Keep in Mind

1. These lessons are designed to be used BEFORE students study a topic. They are introductory to a unit and are meant to provide students with an opportunity to actively learn. They are likely to stimulate student interest and questions for the rest of the unit.
2. Avoid giving students too much background before starting the lesson. Doing so can lead to the teacher lecturing while students simply listen, the opposite of the active learning envisioned for these activities. The handouts explaining the problem are designed to give students enough background to make decisions, while prompting them to ask questions to gain more information about location, historical context, and vocabulary.
3. The object of these lessons is to give students the opportunity, tools, and knowledge to make informed decisions. Skills involved with decision making (organized by the acronym PAGE) are outlined in the section Decision-Making Analysis. As students make decisions they will learn, by trial and error, to be a little more thoughtful about context, possible negative consequences, and other points of view.

■ Planning the Lesson

1. Decide how much time you can devote to this introduction to your unit.
2. If you have very limited time, skip Handouts 1–4 and use only Handout 5. Some teachers will want to focus discussion mostly on the section affecting people (Handout 5, numbers 7–11) for an even shorter lesson. The lesson will go faster if you have students read it for homework, but then you face the problem of what to do with students who were absent or did not do the assignment.
3. If you have more time, you can use Handout 1 and the outcome in Handout 2, followed by either 3, 4, or 5 and then the outcome in Handout 6.
4. You have three options in the second part of the lesson, as explained below. You might want to look at Handouts 3, 4, and 5 to see which option you prefer.

■ In Class

1. Distribute Handout 1, have students read it, and decide individually which of the options they will choose for Problem 1 (type of government) and Problem 2 (structure of government). Remind students that they can pick only one option for each problem.
2. After they have written their selections, tell students to pair up and discuss their choices. Circulate around the room to answer questions or to clear up misunderstandings.
3. Bring the class back together and ask them to vote on which options they chose for Problem 1 and Problem 2. After a discussion of the pros and cons of various choices, have students revote. Did many students change their votes because of the discussion? If so, why?
4. When both problems in Handout 1 have been discussed and voted on, distribute Handout 2: the outcomes of what Texan leaders chose for type of government (Problem 1) and structure of government (Problem 2). Have students read Handout 2 and answer Questions for Analysis at the end of the sheet and then discuss their answers.
5. As mentioned above under Planning the Lesson, you have three options in the second part of the lesson. Handout 3 gives students no options and no guiding questions. Choosing this handout will focus the class on the skill of generating options. Handout 4 also requires generating options, but gives students guiding questions in various areas of the constitution. Handout 5 gives students options from which to choose.
6. For whichever handout you choose (3, 4, or 5), follow the procedure outlined for Handout 1: students make individual decisions, discuss their choices in pairs, vote, discuss the choices as a class, and revote.

7. When students have gone through the process, distribute Handout 6 with the outcomes. Have students read Handout 6 and answer the Questions for Analysis at the end of the sheet and then discuss their answers.
8. *Option for Primary Sources:* When students finish discussing the outcomes in Handout 6, distribute Handout 7 and have students answer the questions. Move around the room to answer questions about meaning or vocabulary.

■ Suggested Answers

Handout 2 “Questions for Analysis”:

1. Q: Did Texas leaders make good decisions regarding the type of government they set up? Explain what they did well or where they went wrong.

A: Answering this question will force students to think about the philosophy behind writing a constitution.
2. Q: What did you do well or poorly in this decision-making problem on the type of government in Texas?

A: Answers will vary, but the question may get students to reflect on their views about government and constitutions.

Handout 6 “Questions for Analysis”:

1. Q: Did Texas leaders make good decisions regarding the constitution they wrote? Explain what they did well or where they went wrong.

A: Answering this question will force students to think about various specific elements within a constitution, such as powers of branches and rights and responsibilities of citizens.
2. Q: What did you do well or poorly in this decision-making problem on the Texas constitution?

A: Answers will vary, but the question may get students to reflect on their views about specific elements of constitutions.
3. Q: Make a list of at least five problems you think the Texas Republic will face in the decades after this constitution. Explain your answer.

A: Possible problems: Indian attacks, lack of tax revenue leading to big government debt, natural disasters such as drought or flood, defeat by Mexico, spread of disease, poor transportation, economic decline or disaster, slave revolt, invasion by another country besides Mexico, poor medical care, and decline in immigration.

Handout 7 “Questions for Analysis”:

1. Q: Which of these rights do you think was the most controversial or difficult to enforce?

A: All the rights could be difficult to enforce in some ways, as people will disagree where to draw the line on how far a right should extend. Freedom of religion, speech, and search might have been the hardest to enforce.

2. Q: How reliable is this document as a source?

A: It is a primary source, and since our question is about what rights are in the constitution, there is no reason to lie about these rights.

TEACHER NOTES TO EXPAND DISCUSSION

(For outcomes for students, see Handouts 2 and 6.)

The delegates to the constitutional convention in 1836 faced numerous obstacles other than being threatened by the Mexican army. There was no printing press, no library, and no access to books other than those they brought with them. They met in an unfurnished house with door and window frames but no doors or windows. The delegates hung cloth over the openings, but the wind and cold weather—the temperature was 33 degrees when they first met on March 1, 1836—went through the house.

James Madison studied democracies and concluded that a democracy in America would lead to emotional decisions, controlled by populist leaders. He said of the democracy in Athens, “In all very numerous assemblies, of whatever characters composed, passion never fails to wrest the scepter from reason. . . . Had every Athenian citizen been a Socrates, every Athenian assembly would still have been a mob.” This negative point of view about democracies would be interesting to share with students who chose democracy as an option.

The Texas government had a great problem with land speculators, who bought land cheap and sold it at much higher prices for a big profit. As a result, ordinary Texans paid higher prices than they should have for land. Texas leaders tried to deal with the problem, but they never solved it. It would have made the lesson more complicated, so it was not included in the options for the constitution in Handout 5.

■ Decision-Making Analysis

P = Problem

Identify any underlying problem(s).

Consider other points of view.

What are my assumptions? Emotions?

A = Ask for information (about)

* **Historical context (history of this issue; context in the world)**

Reliability of sources

Historical analogies

G = Goals

* **What are my main goals and are they realistic?**

* **Generate options to achieve these goals. Are they ethical?**

E = Effects

* **Predict unintended consequences.**

* **Play out the options: What could go wrong?**

Bold denotes topics addressed in this lesson. An asterisk (*) denotes a topic that is especially emphasized.

- **Ask about historical context:** Students should ask questions such as: (Handout 1) How effective have democracies been in the past? Republics? One-man rule? Oligarchies? Plutocracies? (Handout 5) Has any country in the past been strong without taxing? What has happened when other countries have had or not had imprisonment for debt?
- **Establish realistic goals:** One of the main goals for Texans at this time was to get annexed by the United States. All of their decisions were understandably influenced by that goal. What goals did students have as they made their decisions?
- **Generate ethical options:** Handout 3 gives students no options and no guiding questions for generating those options. As such, it is suited for students to develop their skills in generating options. Will they think about the structure of government? Branches? Rights? The most obvious ethical issue is whether to allow slavery. Ethics is also involved in other areas. For example, who should be allowed to be a citizen of Texas?
- **Predict unintended consequences:** Consequences are described in Handouts 2 and 6. One *unintended* consequence occurred from giving away land to attract immigrants to Texas. As a result, the government lacked the money to pay its bills over the course of the next decade. The government shortfalls caused cuts in services and was a key issue in all the elections

in the period when Texas was a country. The long-term effect of the budget cuts is that Texans became used to living their lives without much government support. Texans tend to emphasize individual initiative over government programs.

- **Play out option:** The Texans needed to consider how writing a new constitution would affect their chances for resisting the Mexican invasion. With the threat of Mexican troops attacking at any time, the Texans wrote their constitution quickly and modeled it after existing constitutions, rather than writing large sections themselves. They also needed to think about how the constitution would work out for their new government. What was needed in the constitution in order for the new government to function in a wartime situation? For example, the constitution gave the government the power to tax and to manage militias. They needed money and soldiers to fight against Mexico.

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LESSON 5: REPUBLIC OF TEXAS

VOCABULARY

- autocracy—a government in which one leader has all the power
- confederation—a country in which most of the power is in the local governments
- constitution—the rules by which a government is run
- democracy—a government in which the people vote on laws
- due process—fair treatment in criminal cases
- federation—a country in which power is split between the central and local governments
- legislature—a lawmaking body
- oligarchy—a government that is ruled by a few people
- plutocracy—a government that is ruled by the wealthy people
- republic—a government in which representatives of the people vote on laws
- unitary—a country in which most of the power is in the central government
- veto—a rejection of a bill by the president

WHAT TYPE OF GOVERNMENT?

Set up a government for Texas



The year is 1836 and you are a leader in Texas, which has just declared independence from Mexico. Texas is an independent country (it is not part of the United States), so it needs to set up a government. You and other Texan leaders are meeting in a town to set up a government for Texas. The Mexican army has invaded Texas to put down the independence movement. It could show up any day in this town and put you all in jail, so you need to decide on a government quickly. What type of government will you set up?



A replica of the house where the first Texas constitution was written

Problem 1: Type of government (choose one):

- A. Democracy: Laws will be proposed and voted on by the people of Texas. If a proposal gets a majority vote, it becomes law and the Texas government enforces the new law.
- B. Republic: Laws will be proposed and voted on by representatives elected by the people of Texas. When the legislature (composed of the representatives) passes a bill, the new law will be enforced by the Texas government.
- C. Single-leader government: There will be a legislature, but it will not be to vote on, but rather just to approve the laws put forth by the president. Having a strong leader gets things done quickly without waiting around for all the long-winded speeches and back-room deals of the legislature. Texas is at war. It needs a strong leader to gain independence and achieve greatness.
- D. Oligarchy: There are a few people in Texas who know what is really happening with government and the conflict with Mexico. Ordinary people are just trying to survive, without taking precious time to learn about all these complicated issues and vote. Let people who know about leadership and politics run the new country.
- E. Plutocracy: Let the rich people run the government in Texas. They have the time and resources to be involved in politics. Ordinary people are just trying to survive, without taking precious time to learn about all these complicated issues and vote. Let people who are wealthy and generally more educated run the new country.

Problem 2: Structure of government (choose one):

- A. Confederation: Give almost all powers to the local (county) governments, such as the powers to tax, raise militias (armies), coin money, punish criminals, and put up tariffs. The central Texas government would be limited to foreign policy, such as sending ambassadors to the United States, Mexico, and other countries. We have seen what happens when the central government gets too much power. Keeping power in local hands will protect people from being oppressed by a government that is too strong.
- B. Federal: The central Texas government and the local governments would share power. For example, the local governments would be able to tax and raise militias, while the central Texas government would coin money, put up tariffs, enforce state laws, and coordinate the militias to defend the new country.
- C. Unitary: The central Texas government would have the power to govern Texas, including taxes, tariffs, coining money, enforcing state laws, and raising an army. The local governments would carry out the day-to-day operation of such areas as local law enforcement and marriage licenses, but the central government would pass the laws about those areas as well.

OUTCOMES OF TYPE OF GOVERNMENT

Set up a government for Texas

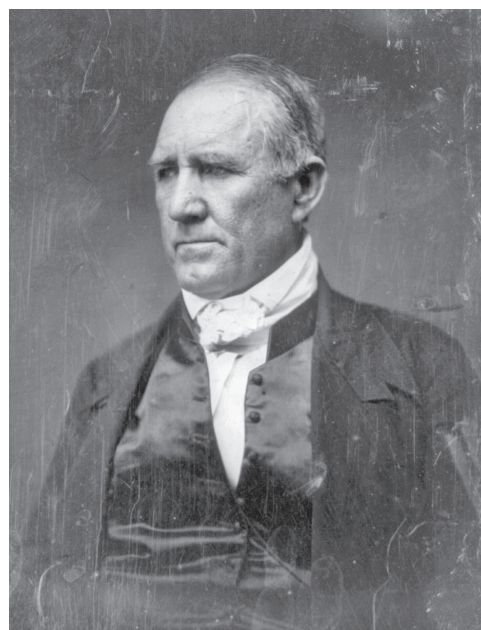


Problem 1:

In Problem 1, Texan leaders chose a republic as their form of government (Option B). Almost all the Texan leaders were from the United States (a few were from Mexico), so they were certainly influenced by the successful republican form of government of the United States. Most Texans wanted to be annexed (taken over and made a state) by the United States, and having a republican form of government similar to the U.S. government would make annexation more likely.

A democracy (Option A) would not have been practical for such a large area and population. People were focused on surviving and prospering, so it was better to have representatives govern the new country, holding them accountable by elections. There are always some people who know better what is happening politically, but Texans didn't want them to run the government (Option D). It is noteworthy how many people, from all income levels, were willing to give their time to represent the people in their community. While a small group of people did have more say (Option D) and many of them were wealthy (Option E), there really was a wide range of people in the Texas legislature.

Some people were attracted to a strong leader, such as Sam Houston. However, very few people were interested in one-man rule (Option C), even though Texas was fighting a war. Texans in 1836 recognized that one-man rule, or autocracy, was giving up on the principles of democracy or republicanism. The strong leader could take all the power, without a check by other branches of the government. Moreover, an autocracy would make it harder for Texas to become part of the United States, with its republican government. Interestingly, six years later, in 1842, the legislature voted to give Sam Houston the powers of a dictator (one-man rule), but he used his power as president to veto the bill!



Sam Houston

Problem 2:

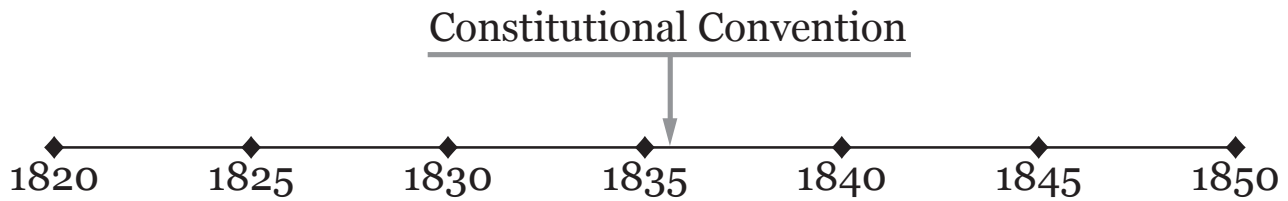
In Problem 2, the Texan leaders chose a unitary government (Option C), with almost all power in the central Texan government. If the delegates to the convention intended to stay permanently as an independent country, then a federal system (Option B) might have been best, similar to the government of the United States. Most delegates and most Texans were hoping to be annexed by the United States. Since they would be a state in the United States, they needed a government similar to the *states* in the United States, not similar to the central government of the United States. Most states had unitary governments. The unitary system made it more likely that the United States would take in Texas as a state.

Given that Texas was at war with Mexico, a confederation (Option A) would probably have been a major mistake. The people and resources of Texas needed to be unified in order to succeed against Mexico. A confederation would have made unity much more difficult.

QUESTIONS FOR ANALYSIS

1. Did Texas leaders make good decisions regarding the type of government they set up?
Explain what they did well or where they went wrong.
2. What did you do well or poorly in this decision-making problem on the type of government in Texas?

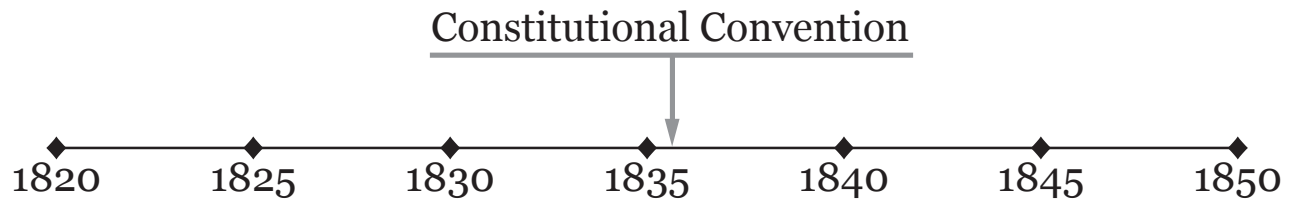
WHAT SHOULD BE IN THE TEXAS CONSTITUTION?



The year is 1836 and you are a leader in Texas, which has just declared independence from Mexico. Texas is an independent country (it is not part of the United States), so it needs to set up a government. You and other Texan leaders are meeting in a town to set up a government for Texas. The Mexican army has invaded Texas to put down the independence movement. It could show up any day in this town and put you all in jail, so you need to decide on a government quickly. The Texan leaders have agreed that the first order of business is to write a constitution, which will set up the rules by which Texans can govern their new country. The question is: What should go into the constitution? Write your ideas here:

WHAT SHOULD BE IN THE TEXAS CONSTITUTION?

with guidelines



The year is 1836 and you are a leader in Texas, which has just declared independence from Mexico. Texas is an independent country (it is not part of the United States), so it needs to set up a government. You and other Texan leaders are meeting in a town to set up a government for Texas. The Mexican army has invaded Texas to put down the independence movement. It could show up any day in this town and put you all in jail, so you need to decide on a government quickly. The Texan leaders have agreed that the first order of business is to write a constitution, which will set up the rules by which Texans can govern their new country. The question is: What should go into the constitution?

What powers should the president have?

What powers should congress have?

What powers should judges have?

How will the new country pay its bills?

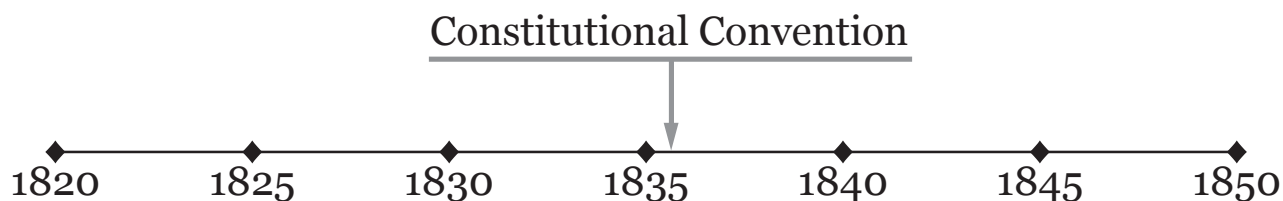
Who should get to be a citizen?

What rights should the people have?

Who should be able to vote?

WHAT SHOULD BE IN THE TEXAS CONSTITUTION?

with options



The year is 1836 and you are a leader in Texas, which has just declared independence from Mexico. Texas is an independent country (it is not part of the United States), so it needs to set up a government. You and other Texan leaders are meeting in a town to set up a government for Texas. The Mexican army has invaded Texas to put down the independence movement. It could show up any day in this town and put you all in jail, so you need to decide on a government quickly. The Texan leaders have agreed that the first order of business is to write a constitution, which will set up the rules by which Texans can govern their new country. The question is: What should go into the constitution? Make your choices in each area:

President:

1. What powers should the president have? Choose as many as you would like.
 - A. Suggest bills to the legislature
 - B. Veto bills passed by the legislature
 - C. Enforce laws passed by the legislature
 - D. Lead the army
2. How long should the president serve? Choose one.
 - A. Three years, and can be reelected for any number of terms
 - B. Three years, and cannot be reelected for the next term, but can run for president and serve again the following term
 - C. Three years, but cannot be reelected. Term limits!
 - D. Five years, but cannot be reelected. Give the president some time to make a difference

Congress:

3. What powers should congress have? Choose as many as you would like.
 - A. Taxation
 - B. Borrow money when needed for war or improvements
 - C. Raise money for the army and navy
 - D. Coin (make) money
 - E. Declare war
 - F. Grant charters for companies to do business in Texas
 - G. Pay off government debts
 - H. Make immigrants into citizens
4. How long should representatives to congress serve? Choose one.
 - A. One year, and can be reelected any number of times
 - B. Two years, and can be reelected any number of times
 - C. Three years, and can be reelected any number of times
 - D. One year, but maximum of three terms (3 years)
 - E. Two years, but maximum of three terms (6 years)
 - F. Three years, but maximum of three terms (9 years)
5. Who can serve as a representative in congress? Choose one.
 - A. Adult, white, male landowners only; no women, Mexicans, African Americans, Indians, or non-landowners
 - B. Adult male landowners
 - C. Adult males
 - D. Adult males and females
 - E. Adult white male landowners, but no clergy (priests or ministers)

Courts:

6. What powers should judges have? Choose as many as you would like.
 - A. Set the punishment when defendants are found guilty in civil and criminal cases
 - B. Hear appeals to decisions made by lower courts
 - C. Decide on the constitutionality of laws passed by the Texas Congress (or actions by the Texas president), based on the Texas Constitution

People:

7. What rights will people have? Choose as many as you would like.
 - A. Freedom of speech
 - B. Freedom of religion—no preference of one religion over any other or no religion
 - C. Due process of law (jury trial, presumed innocence, cannot be forced to testify against oneself, testimony can be cross-examined, etc.)
 - D. Cannot be imprisoned for debt
 - E. Equal education
 - F. Equal treatment regardless of race or gender
 - G. Right to bear arms
 - H. Right to decent housing
8. What responsibilities will people have? Choose as many as you would like.
 - A. None in the constitution; responsibilities have to be voluntary, they cannot be forced
 - B. Vote in each election; heroes are dying for Texas independence and a new government; the least people can do is vote in the elections that are the basis of the government
 - C. Serve in the army or navy for one or two years; with everyone serving, everyone has a stake in the defense of our new country
 - D. Do community service for one or two years; with such community involvement, Texas will be much stronger

9. Voting: Who can vote? Choose one.
- A. Adult, white, male landowners only; no women, Mexicans, African Americans, Indians, or non-landowners
 - B. Adult male landowners
 - C. Adult males
 - D. Adult males and females
10. Should slavery be allowed in Texas?
- A. Yes
 - B. No
11. Texas would like to attract more settlers because they bring hard work and prosperity to the new country. More settlers will also strengthen the chances that the United States will annex Texas, since Texas will have a larger population to increase the power of the United States. In order to increase the number of settlers, should Texas give away land to them?
- A. Yes
 - B. No

OUTCOMES OF THE TEXAS CONSTITUTION

Constitutional Convention



A Spanish mission set up in Texas

The delegates to the Texas constitutional convention wrote a constitution based largely on the United States Constitution, as well as several state constitutions. Most of the delegates were from southern states, so most of the ideas and wording were from southern constitutions.

The constitution empowered the president (Handout 5, #1) to suggest bills (Option A), enforce the laws passed by congress (Option C), and veto bills (Option B). The president

was the head of the army (Option D) but he could not lead the army. The president could serve a three-year term, but could not serve consecutive terms (Handout 5, #2).

Meanwhile, the constitution granted congress all the powers listed in Handout 5, #3: the powers to tax, borrow money, raise money for the army and navy, coin money, declare war, grant charters to businesses, pay off debts, and make immigrants into citizens. Representatives could serve for one year, but they could run repeatedly (Handout 5, #4). In terms of who could be a representative (Handout 5, #5), only adult white males could serve (Option A); priests and ministers could not serve (Option E).

The judicial branch (Handout 5, #6) had all three powers listed. In that way, it was a check on the other two branches and had similar powers to the courts in the United States at the time.

The people would have rights (Handout 5, #7, Options A–D and G). These rights were similar to the rights in the U.S. Bill of Rights. People did not have the right to an education (Option E)

or decent housing (Option H). African Americans and Indians could not become citizens of the Texas Republic, so they did not get equal rights (Option F). Women could not vote, so they also did not have equal rights (Option F). People did not have responsibilities (Handout 5, #8) spelled out in the constitution (Option A). They did not think the government should tell people what to do. There were expectations of what people should do (such as not be disrespectful in their free speech), but they should not be forced. Some countries have forced citizens to serve in the military, through a draft (#8, Option C), and some require community service (#8, Option D). Only adult white landowners could vote (#9, Option A). Thus, many people were excluded from participating in government. Slavery was allowed in the republic (#10, Option A), which meant that thousands of enslaved people were not given citizenship. The republic did give away land in order to attract immigrants (#11, Option A). It worked to attract immigrants, but it reduced the amount of money the government could collect from the land, which led (along with other causes) to a large debt. One unintended consequence of giving away land was inflation in Texas. Since the debt was high, the government printed paper money, which caused prices to rise.

QUESTIONS FOR ANALYSIS

1. Did Texas leaders make good decisions regarding the constitution they wrote? Explain what they did well or where they went wrong.
2. What did you do well or poorly in this decision-making problem on the Texas constitution?
3. Make a list of at least five problems you think the Texas Republic will face in the decades after this constitution. Explain your answer.

PRIMARY SOURCE

DECLARATION OF RIGHTS (Texas Constitution)

This Declaration of Rights is declared to be a part of this Constitution, and shall never be violated on any pretence whatever. And in order to guard against the transgression of the high powers which we have delegated, we declare that every thing in this bill of rights contained, and every other right not hereby delegated, is reserved to the People.

First. All men, when they form a social compact, have equal rights, and no man or set of men are entitled to exclusive public privileges or emoluments [payments] from the community. . . .

Third. No preference shall be given by law to any religious denomination or mode of worship over another, but every person shall be permitted to worship God according to the dictates of his own conscience.

Fourth. Every citizen shall be at liberty to speak, write, or publish his opinions on any subject, being responsible for the abuse of that privilege. No law shall ever be passed to curtail the liberty of speech or of the press; and in all prosecutions for libels, the truth may be given in evidence, and the jury shall have the right to determine the law and fact, under the direction of the court.

Fifth. The People shall be secure in their persons, houses, papers, and possessions, from all unreasonable searches or seizures, and no warrant shall issue to search any place or seize any person or thing, without describing the place to be searched or the person or thing to be seized, without probable cause, supported by oath or affirmation.

Sixth. In all criminal prosecutions the accused shall have the right of being heard, by himself, or council, or both; he shall have the right to demand the nature and cause of the accusation, shall be confronted with the witnesses against him, and have compulsory process for obtaining witnesses in his favor. And in all prosecutions by presentment or indictment, he shall have the right to a speedy and public trial, by an impartial jury; he shall not be compelled to give evidence against himself, or be deprived of life, liberty, property, but by due course of law. And no freeman shall be holden to answer for any criminal charge, but on presentment or indictment by a grand jury, except in the land of naval forces, or in the militia when in actual service in time of war or public danger, or in cases of impeachment. . . .

Ninth. No person, for the same offence, shall be twice put in jeopardy of life or limbs. And the right of trial by jury shall remain inviolate. . . .

Twelfth. No person shall be imprisoned for debt in consequence of inability to pay. . . .

Fourteenth. Every citizen shall have the right to bear arms in defence of himself and the Republic. The military shall at all times and in all cases be subordinate to the civil power. . . .

The foregoing Constitution was unanimously adopted by the Delegates of Texas, in Convention assembled, at the town of Washington, on the seventeenth day of March, in the year of our Lord one thousand eight hundred and thirty-six, and of the Independence of the Republic, the first year.

Source: "The Constitution of the Republic of Texas of 1836." Tarlton Law Library.
<https://tarltonapps.law.utexas.edu/constitutions/texas1836>.

QUESTIONS FOR ANALYSIS

1. Which of these rights do you think was the most controversial or difficult to enforce?
2. How reliable is this document as a source?

LESSON 6: SECTIONAL POLITICS AND SECESSION

Teacher's Guide

INTRODUCTION

■ Overview

The 1850s in Texas reflects the sectional animosity of the United States leading to the Civil War. As tensions mounted, citizens in Texas had starker choices regarding which political party to support and then whether to secede from the Union.

■ Texas Essential Knowledge and Skills

- History 4C: Identify important events and issues related to issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.
- History 5A: Explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs.
- History 5B: Analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.
- SS Skills 21B: Analyze information by identifying cause-and-effect relationships, comparing, contrasting, making generalizations and predictions, and drawing inferences and conclusions.
- SS Skills 21D: Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
- SS Skills 23B: Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

■ Decision-Making Skills Emphasized

- Identify underlying problem(s)
- Consider other points of view
- Identify emotions
- Evaluate analogies

- Consider realistic goals
- Generate ethical options
- Predict unintended consequences

■ Vocabulary

- abolition—to do away with something
- Abraham Lincoln—the Republican who was elected president in 1860
- Black Republicans—a negative term for Republicans with abolitionist sympathies
- Compromise of 1850—a national law that declared California a slave-free state and New Mexico a territory distinct from Texas, paid the Texas debt, eliminated the slave trade in the District of Columbia, opened the new territories to slavery, and enacted a stronger fugitive slave law
- Democrats—the political party that supported states' rights and protection of slavery in the 1850s
- deserter—a soldier who leaves the military and runs away
- draft—forced recruitment for military service
- draft dodger—someone who avoids serving in the military
- inflation—an increase in prices
- internal improvements—the government's assistance in building roads, railroads, and other means of transportation; also known as infrastructure
- John Brown—the abolitionist whose attack on the federal armory at Harper's Ferry, Virginia, was an attempt to spark a slave rebellion in 1859
- Kansas-Nebraska Act—a law that left the issue of slavery up to the people of Kansas and Nebraska
- Know Nothings—a common nickname for the American Party
- Lost Cause—the myth that the Confederate cause was a heroic one against great odds
- secede—to withdraw formally from membership in a federal union
- states' rights—the rights and powers held by state governments rather than the federal government
- Whigs—the political party that supported a more active national government to help businesses and states
- white supremacy—the belief that white people are superior to those of all other races

LESSON PLAN

■ Points to Keep in Mind

1. These lessons are designed to be used BEFORE students study a topic. They are introductory to a unit and are meant to provide students with an opportunity to actively learn. (Sectionalism can be taught before students have studied anything about the political parties in the 1850s [Handout 1], the 1860 election, secession, or the effects of Civil War on Texas.)
2. Avoid giving students too much background before starting the lesson. The handouts explaining the problem are designed to give students enough background to make decisions, but not enough to give away the best decision. If teachers rely only on the problem handouts to give students background, students will be encouraged to ask questions to get more information, including about location, context, and vocabulary.
3. The object of the lessons is for students to improve their decision making by giving them a chance to make decisions. Skills involved with decision making (organized by the acronym PAGE) are outlined in the section Decision-Making Analysis. As students make decisions they will learn by trial and error, and through those experiences they will learn some measure of humility. We want students who are a little less dogmatic and a little more thoughtful about context, possible negative consequences, and other points of view when they make decisions.

■ Planning the Lesson

1. Decide how much time you can devote to this introduction to your unit.
2. If you have very limited time, choose the problem in Handout 1 on political parties or the problem in Handout 3 on secession. Secession is a more dramatic decision for the country and contains more decision-making skills, while the political parties problem raises questions about voters' dilemmas in Texas during the sectional crisis of the 1850s that continue to be important in modern America, including immigration and federal versus state power.
3. The lesson will go faster if you have students read the problem handout for homework, but then you face the problem of what to do with students who were absent or did not do the assignment.

■ In Class

1. Distribute Handout 1, have students read it, and decide individually which of the parties they will choose. Remind students to explain why they support that party.
2. After they have written their selections, tell students to pair up and discuss their choices. Circulate around the room to answer questions or to clear up misunderstandings.

3. Bring the class back together and ask them to vote on which parties they chose, writing the vote count for each party on the board or overhead. After a discussion of arguments for and against each of the parties, have students revote. Did many students change their votes as a result of the discussion? If so, why?
4. When Handout 1 has been discussed and voted on, distribute Handout 2, with the outcomes of the votes in Texas on the parties in the mid-1850s. Have students answer the Questions for Analysis at the end of the sheet. You may also skip the Questions for Analysis and have a discussion about what students learned from the activity.
5. Handout 3 presents students with the problem of whether to support secession. Follow the procedure outlined for Handout 1: students decide, they discuss their choices in pairs, they vote, they discuss the choices as a class, and they revote. The discussion will be about the pros and cons of secession; consider using the graphic organizer in Handout 6 to help students organize their thoughts.
6. When students have decided individually, discussed their choices in pairs, voted, discussed the choices as a class, and revoted, distribute Handout 4 with the outcomes. Have students read Handout 4 and answer the Questions for Analysis at the end of the sheet.
7. *Option for Pre-mortem:* One way to encourage students to think more deeply about possible unintended consequences is to use a pre-mortem strategy. When students have voted on their decision regarding secession in Handout 3 and have discussed the pros and cons, tell them it is now 1865, four years later. War has brought tragedy, and students are to write out what they believe would have been the elements of that tragedy. Have students share their thoughts and then let them revote. Did many students change their vote as a result of the pre-mortem activity? After the lesson is finished, you may ask students if the pre-mortem strategy helped them see unintended consequences that they had not noticed before.
8. *Option for Primary Sources:* When students finish discussing the outcomes in Handout 4, distribute Handout 5 and have them answer the questions. Move around the room to answer questions about meaning or vocabulary.

■ Suggested Answers

Handout 2 “Questions for Analysis”:

1. Q: Did Texans make good decisions regarding political parties? Explain what they did well or where they went wrong.

A: There is no right or wrong answer. The problem helps students understand the conflicting values influencing their party choices.
2. Q: What did you do well or poorly in these decision-making problems?

A: Again, there is no right or wrong answer in choosing a party. How did not knowing the names of the parties influence their decision?

Handout 4 “Questions for Analysis”:

1. Q: Did Texans make a good decision regarding secession?

A: Based on the description in Handout 4, Texas’s decision to secede was a poor one. Many Texans were emotionally agitated and did not think about the possible consequences of their decision.

2. Q: What did you do well or poorly in this decision regarding secession? Explain what you did well or where you went wrong.

A: Answers will vary.

3. Q: What was the most important decision-making skill in this problem?

A: Answers will vary, but identifying emotions and recognizing unintended consequences were very important.

Handout 5 “Questions for Analysis”:

1. Q: What are Sam Houston’s three strongest arguments against secession?

A: Some of Sam Houston’s arguments against secession:

- a. We must work through the system of government, not abandon it.
- b. Nothing terrible has happened; Texans still have all their rights.
- c. There are many benefits from staying in the Union.
- d. Texas will not get alliances with Britain or France.
- e. Lincoln and the Republicans are just a minority in the North. If we want to defeat Lincoln, we need to appeal to the moderates in the North.
- f. Secession will lead to petty states and divisions within states.
- g. If we do not secede, we will still keep open the option to secede if the Republicans become oppressive.

2. Q: What do you think a supporter of secession would argue in response to this speech?

A: One possible argument by supporters of secession is that while nothing terrible has happened yet, the people of Texas cannot wait for the Republicans to take action against them before defending themselves by seceding.

3. Q: How reliable is this speech as a source?

A: It is a primary source, as this is the text of the actual speech. If the historical question is whether Sam Houston gave this speech, this source is primary. This is a public source, as he is trying to persuade the people in the audience to oppose secession. He has every reason to exaggerate the benefits of staying in the Union or the disadvantages of secession. We do not know if there are other sources showing that these arguments are accurate, but the actual effects of the Civil War support some of his arguments. For example, the South was not able to make an alliance with Britain or France.

TEACHER NOTES TO EXPAND DISCUSSION

(For outcomes for students, see Handouts 2 and 4.)

Personalities were very important to politics in Texas in general, but certainly in the period after Texas became a state. For example, Sam Houston was elected repeatedly despite taking some unpopular stances. The Whig candidates were lackluster, which hurt their chances for election. Sam Houston was a hero to many Texans both at the time of the election and since then. He consistently took positions in favor of the Union over secession, and he urged Texans to base their decisions on reason rather than emotion, even when these decisions were extremely unpopular. He demonstrated courage in the face of strong opposition and the ridicule of his peers. He also demonstrated wisdom. He stated prophetically, “Our people are going to war to perpetuate slavery, and the first gun fired will be the knell [death] of slavery.”

Governor Sam Houston suggested that the decision about secession should be left to the people of Texas in a referendum. If the majority of citizens wanted secession, then so be it. If not, then Texas should stay in the Union. Houston did not agree with the final vote, but he wanted to make sure that Texas made such a fateful decision democratically.

Historian Walter Buenger (see Sources) argues that Texans in the 1850s struggled with conflicting loyalties to their state and the Union. He likens it to the Roman god Janus, with identical faces looking in opposite directions (Texas and the Union) on the same body. According to Buenger, secessionists argued that the Republican Party’s election showed the decay of the Union. Thoughtful people were drowned out by the emotional rhetoric and physical intimidation of the extremists and the consensus around secession.

According to historian Randolph Campbell (Sources, 1991), “Texas bondholders played a major role in developing a compromise, whereby the Lone Star State gave up its claims to eastern New Mexico in return for \$10 million to pay its debts.” Thus, part of the Compromise of 1850 was written specifically to the financial gain of those bondholders.

James Haley (Sources) argues, “[M]ore than two-thirds of Texas households owned no slaves whatsoever in 1850, and that figure increased to nearly three-quarters by 1860. And of those owners, only 10 percent, or about 2,100 planters, owned twenty or more. Yet it was the large-scale planters who produced 90 percent of the cotton and gave rise to the cultural stereotype of the Southern plantation. By the demographics, the Civil War can be seen as similar to most wars: it was the project of an economic elite undertaken for the enhancement of their own power and wealth, who sold the war to a well-meaning but gullible populace by appealing to their patriotism and conservative instincts.”

Historian T. R. Fehrenbach (Sources) supports the argument that Lincoln was a minority president who lacked the power to threaten the South. “Lincoln’s party, because of the regional nature of his victory, failed to carry either house of Congress. The Republican President lacked eight of having a majority in the Senate, and twenty-one seats in the House. The evidence is that Mr. Lincoln was to

be another futile, even tragic Tyler, Pierce, or Fillmore in the White House if the South merely kept its head. Lincoln was in no way responsible for the rupture that followed.”

■ Decision-Making Analysis

P = Problem

Identify any underlying problem(s).

Consider other points of view.

* **What are my assumptions? Emotions?**

A = Ask for information (about)

Historical context (history of this issue; context in the world)

Reliability of sources

Historical analogies

G = Goals

What are my main goals and are they realistic?

Generate options to achieve these goals. Are they ethical?

E = Effects

* **Predict unintended consequences.**

Play out the options: What could go wrong?

Bold denotes topics addressed in this lesson. An asterisk (*) denotes a topic that is especially emphasized.

- **Identify underlying problem(s):** The underlying problem in both Handout 1 and Handout 3 is slavery. It shaped many aspects of life in Texas, including the “southern way of life.”
- **Consider other points of view:** In Handout 3, Texans needed to consider the point of view of various groups in Texas, such as slaveholders, non-slaveholders, farmers, townspeople, merchants, shippers, religious people, Germans and ranchers. More important, Texans needed to consider the point of view of northerners. It was easy to assume that all northerners were abolitionist stereotypes, but as Sam Houston pointed out in his speech in Handout 5, the Republicans were opposed by many people in the North.
- **Identify emotions:** Many people in Texas, as throughout the South and the North in 1860, were making decisions based on their emotions rather than rational thinking. Fear—that abolitionists and northern politicians were plotting against slaveholders—and group loyalty made it difficult for Texans to take political positions that were different from their friends and neighbors. There was tremendous peer pressure to stay loyal to their group.

- **Ask about historical analogies:** Students should recognize the analogy to the American revolution in Handout 3 and should ask how the two cases differ. (Differences: 1. In the revolution, the colonies were not represented in the government, whereas Texas had equal representation; 2. America was a colony in the revolution, whereas Texas was a full state; 3. The issue at the core of the revolution was not slavery, whereas it was in 1860 with Texas.) There were some similarities in the two cases, but the differences weaken the analogy significantly.
- **Establish realistic goals:** In Handout 3, is preserving slavery a realistic goal? If Texans had faced this question directly and decided slavery could not be preserved no matter what they did, then they would have made very different choices.
- **Generate ethical options:** In both Handout 1 and Handout 3, Texans needed to confront the immorality of slavery. Avoiding this confrontation led people to rationalize and make excuses for what happened as a result of slavery.
- **Predict unintended consequences:** Handout 4 lays out many of the unintended consequences of the Civil War, which resulted from southern secession. The pre-mortem activity in the lesson plan is designed to make students consider these unintended consequences.

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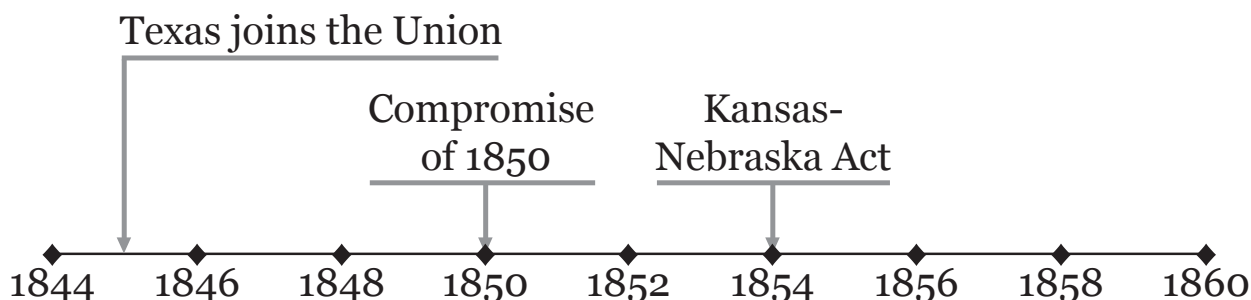
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LESSON 6: SECTIONAL POLITICS AND SECESSION

VOCABULARY

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- Whigs—the political party that supported a more active national government to help businesses and states
- white supremacy—the belief that white people are superior to those of all other races

WHICH PARTY WILL YOU SUPPORT IN 1855?



The year is 1855 and you are a white, non-slave owning, non-Mexican citizen of Texas. Texas became part of the United States in late 1845, increasing tensions with Mexico that would lead to war a few months later. As a result, the politics of Texas are influenced by the politics of the larger United States. At this time, Northerners are more opposed to slavery than they have been in the past, while Southerners are more defensive of slavery. As Americans move west, this conflict is spreading. The more states that support the side of an issue, the more senators who will help to pass laws favorable to that side—so each side, north and south, wants to make sure that the other does not end up with a greater number of states.

These sectional politics have a great effect on Texas. Slavery is legal in Texas and is an important part of the Texas economy. Farming is the dominant industry in Texas and about one-third of farmers own workers. Cotton production, based on slave labor, has grown almost six times larger in the past ten years and is the basis of a great deal of wealth in Texas. One out of every three people in Texas is an enslaved person, and three out of every four white Texans is from the South. The Southern way of life, based on slavery, dominates Texas culture and politics. Any political leader who opposes slavery or even suggests restrictions on slavery would be voted out of office in the next election.

There is one exception to the dominance of the Southern way of life: about 20,000 German immigrants in the middle of the state, few of whom own slaves or support slavery. This is less than 10 percent of the total Texan population, but is still significant.

In the Compromise of 1850 (a national law), Texans were disappointed that they had to give up their claim to New Mexico, but happy to get territory elsewhere to make up for that loss of land. They were *very* happy to get \$10 million, which would finally pay off their state debts. Likewise, Texans were happy about the Kansas-Nebraska Act of 1854, which said that the decision regarding slavery in each territory would be left up to the people in that territory (popular sovereignty). On the other hand, Texans were stunned that Northerners blamed the bloodshed in Kansas (“Bleeding Kansas”) on Southern slaveholders; they felt this blame was unfair and that the idea of violent pro-slavery people could eventually be used against slaveholders in Texas.

Transportation is very poor in Texas. Most roads are little more than dirt paths, which makes it very difficult to move goods around the state. Texas's lack of manufacturing means that the condition of its roads is less important than in other states, however. Cotton is the main product that needs to be shipped, and that is usually carried down rivers and out to the Gulf of Mexico to be sold in England and New England. Railroad companies who want to build tracks through Texas say they need financial aid from the national government to help their transportation improve the economy and quality of life in Texas. But many Texans feel that the national government should stay out of the business of the states. They are suspicious of banks in general, and, as a result, it is difficult to get bank loans in Texas.

Now there is an election, and you, as an ordinary citizen in Texas who does not own other people, must decide which political party you will support. Based on the positions of each party on various political issues, which political party will you support? Explain your decision.

Party A:

1. Supports strong American nationalism and patriotism.
2. Anti-Catholic.
3. Anti-immigrant. It wants America for Americans and proposes raising the time needed to become a citizen from five years to 21 years.
4. Critical of Party C for increasing disunion and controversy over the issue of slavery. Party A feels they are defenders of the Union (the United States).
5. Favorable to Texas banks, which means stronger banks, more loans, and a better economy.
6. Supports internal improvements (infrastructure) paid for partly by the national government, which would improve the economy of Texas.
7. Supports national troops in Texas to guard against Native American attacks. This party argues that if the Union breaks up, the troops will be withdrawn.
8. Split on slavery: Some people in this party oppose slavery but do not favor its abolition, while others think slavery should be left alone.

Party B:

1. Supports strong loyalty to the American Union.
2. Favorable to Texas banks, which means stronger banks, more loans, and a better economy.
3. Supports internal improvements (infrastructure) paid for partly by the national government, which would improve the economy of Texas.
4. Wants people to return to traditional American and protestant religious values.

5. The northern section of this party supports abolition of slavery, while the southern section strongly supports slavery.
6. This party opposed Texas becoming part of the United States and opposed the Mexican War to resolve the conflicts with Mexico.
7. This party opposed Texas's claims to New Mexico.

Party C:

1. Supports states' rights rather than a strong national government.
2. Opposes internal improvements (infrastructure) paid for partly by the national government; any improvements should be done by the states.
3. Wants to preserve the Southern way of life, which includes slavery.
4. Many in this party strongly support slavery.
5. Favors white supremacy in race relations.
6. Some people in this party favor breaking away (seceding) from the Union.
7. This party supported Texas becoming part of the United States and supported the Mexican War to resolve the conflicts with Mexico.
8. This party supported Texas's claims to New Mexico.

OUTCOMES OF PARTY VOTING IN TEXAS IN THE 1850s

Party A was the American Party, more commonly referred to as the Know Nothings, a strongly patriotic, anti-immigrant party that got the support of a significant minority of Texas voters in the early 1850s. Some Texans were worried that the Democratic Party was moving toward secession, and they hoped the Know Nothings could save the Union or at least keep Texas from seceding. Other white Texans liked the anti-immigrant policies of the Know Nothings. In the 1855 election, the Know Nothings elected 20 representatives and 5 senators to the Texas legislature. The party split over slavery, however, and disappeared soon after the 1855 election.

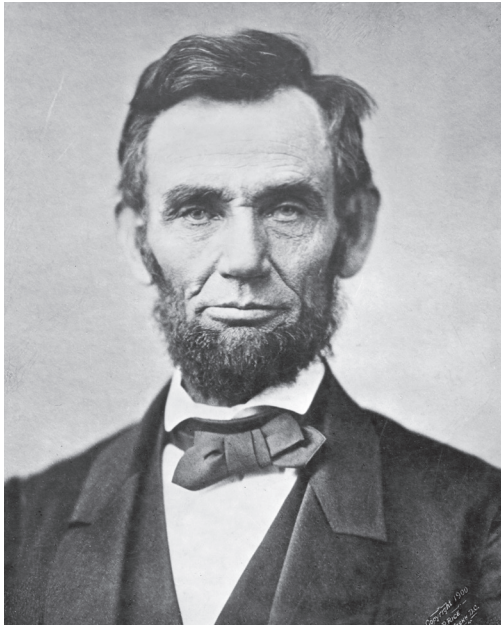
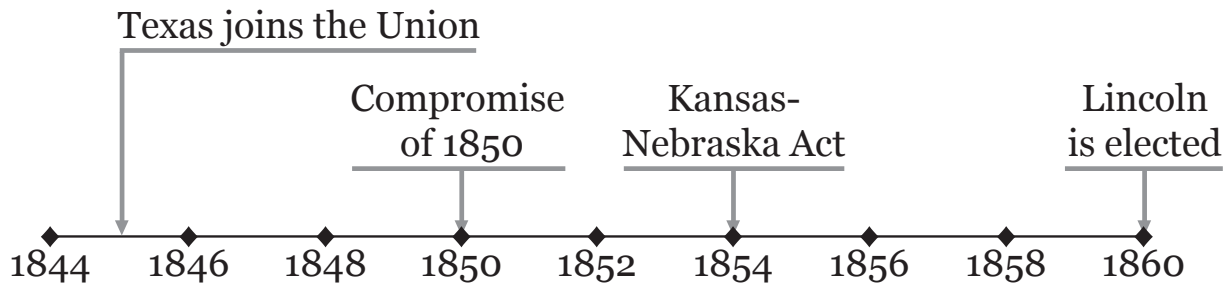
Party B was the Whig Party, which also split over the issue of slavery and disappeared in the late 1850s. The party was supported by businessmen and some large slaveholders, particularly for its stance on improved transportation. Texas Whigs wanted slavery to be left alone within the Union, so when the large number of northern abolitionists in the party pushed to end slavery, Texas Whigs were so disgusted that they left and voted for the Democrats or Know Nothings. The Whigs were also hurt in Texas by their previous opposition to Texas becoming a state.

Party C was the Democratic Party, which was the dominant party throughout the 1850s, although the Know Nothings challenged them in some places in the 1855 election. The Democrats in Texas gradually moved away from strong nationalism more toward states' rights in the late 1850s. When the Republican Party emerged in the mid-1850s to oppose the expansion of slavery, Democrats saw it as a grave threat to their way of life and became more uniformly pro-slavery and pro-states' rights.

QUESTIONS FOR ANALYSIS

1. Did Texans make good decisions regarding the political parties? Explain what they did well or where they went wrong.
2. What did you do well or poorly in this decision-making problem about political parties in Texas?

SHOULD TEXAS SECEDE FROM THE UNION?



Abraham Lincoln in 1863

The year is 1860 and you are a non-slaveholding, non-Mexican, white citizen in Texas. Abraham Lincoln was just elected president of the United States. He represents the views of Northerners, not Southerners. Lincoln got no electoral votes in the South and he got very few votes at all in Texas. The new president says he is against the expansion of slavery, not against slavery itself. But very few people in Texas believe that claim since he has spoken repeatedly about the horrors of slavery. Most Texans believe that once the national government has stopped the expansion of slavery, Congress will pass laws restricting or abolishing slavery in the South, including in Texas.

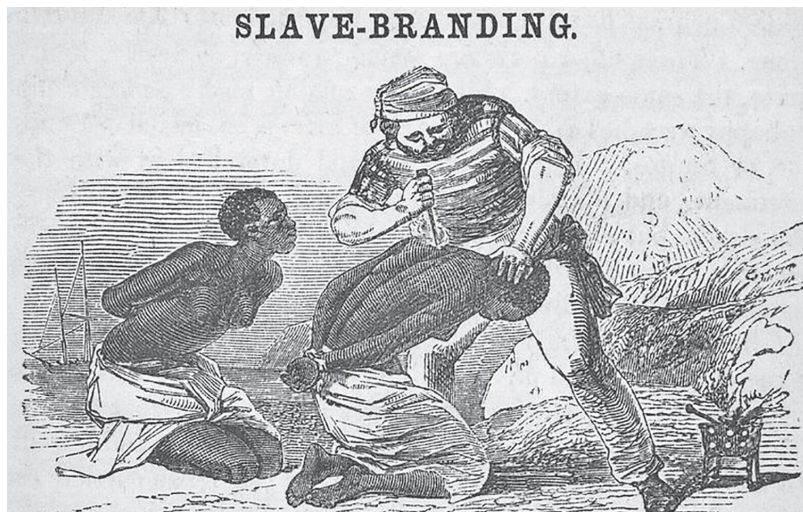
The threat of slave rebellions causes great fear in Texas. Abolitionists keep up a steady stream of propaganda, exaggerating how bad slavery is.

Last year, John Brown led an abolitionist group on a raid of the federal arsenal at Harper's Ferry, Virginia, in an attempt to incite a slave revolt. Earlier this year, there was a series of fires in the northern part of Texas. The editor of the *Dallas Herald* newspaper argued that the fires were set by abolitionists as the first step in a general slave insurrection while others claimed that the fires were accidents from using a new type of phosphorous match.

It is in this context that Abraham Lincoln was elected president, and now South Carolina and several other southern states have seceded (broken away) from the Union (United States). There have been community meetings all over Texas (except in the German areas and along the frontier) condemning President Lincoln as a "black Republican" and calling for Texas to also secede.

Only about 25 percent of white people in Texas own slaves. Most Texans, whether slave owners or not, want to protect slavery—either because they believe in white supremacy or because

they hope to own their worker someday. Texans are aware that slavery brings prosperity to their state. Supporters of secession say that the only way to protect slavery is to break away from the United States, where abolitionists threaten to end slavery. Some opponents of secession also want to protect slavery, but they think that war resulting from breaking away from the Union will quickly bring an end to the institution.



An abolitionist cartoon showing the branding of people

Those arguing for secession say that breaking away from the Union may not lead to war. The North might fight, but it will not be serious; secession is not a large enough issue for that. The North will be reluctant to attack such a powerful enemy as the Southern states, especially with the possibility that the South will make alliances with Britain and France. Texas, in particular, is experienced at the diplomatic game from its time as an independent republic.

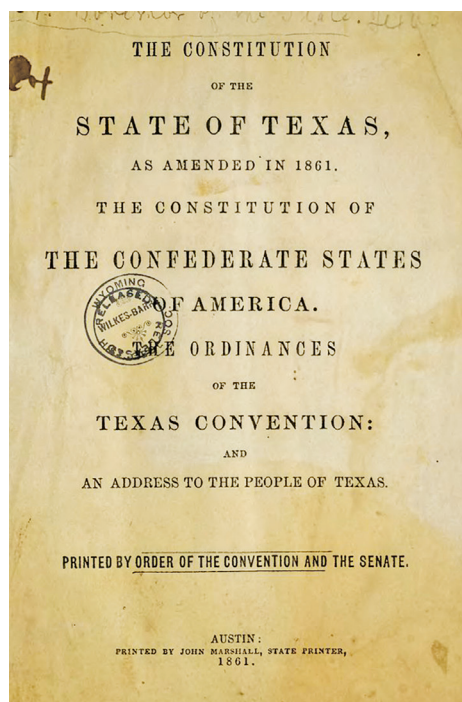
But most Texans, including secessionists, think that secession will lead to war. One leader said that he hates war, "but bad as war is . . . there is something worse; and the people who will not rise in defense of their rights and their honor, will soon be fit for servitude and for chains." Many believe that Texans must revolt against the oppression of the North the same way that patriots revolted against the oppression of Britain in the American Revolution.

Those arguing against secession say that President Lincoln has not done anything that violates the Constitution. Texans should operate within the constitutional system and wait to see if their rights are violated before making the decision to secede and probably go to war. One speaker said, "Passion is rash," and called for rational thought. Opponents also argue that war would be a catastrophe for Texas. Many people would be killed and the economy would be crippled, if not devastated. The South is likely to lose the war, so slavery will be abolished as a result of secession. Abolition is the very thing secessionists are trying to prevent!

Will you support secession, with the probability of war?

- A. Yes, support secession.
- B. No, oppose secession.

OUTCOMES OF SECESSION VOTE



Texas's constitution for the Confederate States of America

Texas, along with ten other states, decided to secede from the Union, which resulted in the Civil War. It was a fateful decision. The war was much larger, involving hundreds of thousands of soldiers, and lasted much longer, from 1861 to 1865, than anyone had imagined. As predicted by the opponents of secession, most prominently Sam Houston, the South lost the war. Slavery was abolished in Texas and throughout the South.

There was little fighting in Texas, so the farms and equipment of Texas were not destroyed as they were in other areas of the South. Nevertheless, the war had profound effects. Texas sent about 65,000 men to fight for the Confederacy, which was over two-thirds of the state's male population between the ages of 18 and 45. Many of those Texas men, rich and poor alike, fought bravely in battles throughout the South. A quarter of all the young men in Texas were killed or wounded significantly during the war.

The political divisions within Texas had more of an impact than the direct effects of the war, since Texas was isolated from most of the fighting. While the war was overwhelmingly popular at first, more and more people had second thoughts as the casualties mounted. Beginning in 1862, Texas drafted soldiers into the war but exempted men who owned 20 or more enslaved people, making the draft incredibly unpopular. While large plantations kept most or all of their workers, small farms lost their young men. Opposition to the draft, including draft dodging, became widespread in Texas.

Meanwhile, desertions and opposition to the war increased alarmingly. According to military commanders, northern Texas had an especially high level of disloyalty. One general declared, "Any enemies in our midst who, by their acts and public expressions, clearly evince their disloyalty must be disposed of." A Houston newspaper declared, "It is better for us to hang ninety-nine innocent (suspicious) men than let one guilty one pass, for the guilty one endangers the peace of society." The job of arresting draft dodgers and deserters went to troops under the command of William Quantrill, who is now regarded by historians as a psychopath. Quantrill and his men killed so many people in cold blood that the



Texas soldiers in Virginia



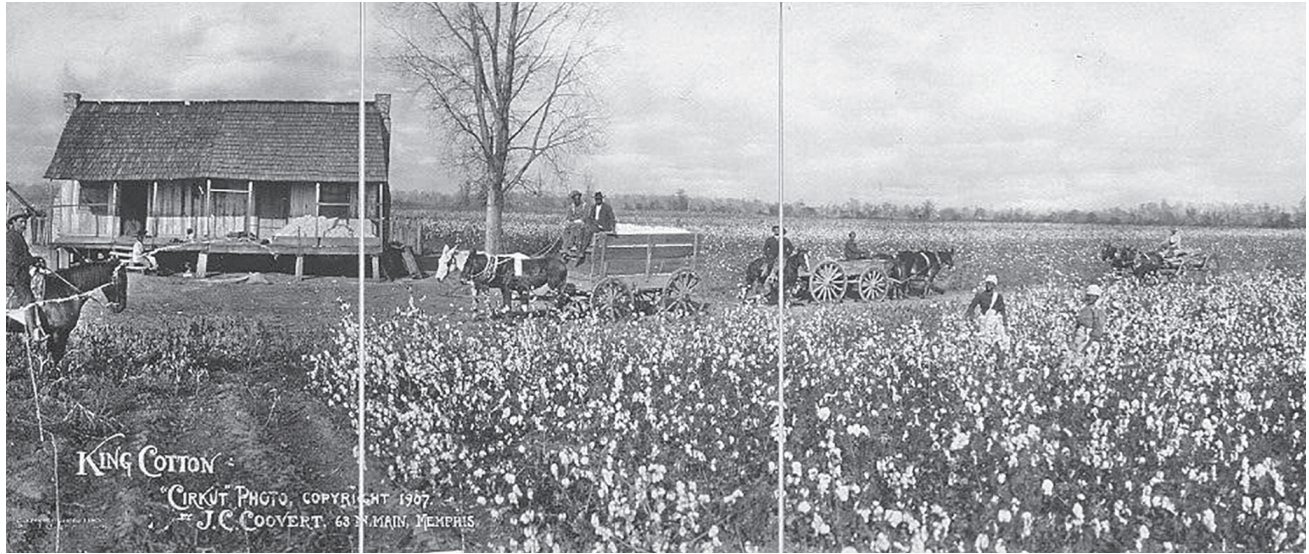
This cartoon makes fun of the idea that men volunteer to fight, showing the pressure put on men to join the Confederate Army. The cartoon shows opposition to the war.

Texas army eventually drove them out of Texas. In what was referred to as the Great Hangings of Gainesville in 1862, about 50 people were executed on the charge of treason against the war effort. There had been violence and lynchings before the war, but the level was much higher during the war. As with many wars, anyone speaking out against the war effort was condemned by the majority. Speech and press were no longer free.

A key component of the divisions within Texas was over loyalty. According to pro-secessionists, people who did not support the Southern cause were being disloyal to the state of Texas. Some dissenters felt they had a higher duty to be loyal to the United States, a country that Texans had worked so hard to join just 13 years before. This loyalty to the Union was held by the hero of Texas independence, Sam Houston, as well as Texans on the frontier, since the federal government had provided troops to defend against Indian attacks. Other dissenters, such as the German settlers, felt they had to focus on loyalty to their family or community. The definition of “disloyalty” itself was difficult to untangle. Was a merchant who charged high prices in wartime disloyal? How high did prices have to be in an inflated economy for it to be disloyal? The editor of a Texas newspaper in 1864 asked, “Where will the line be drawn between loyal and disloyal subjects of the Confederate states?”

Cotton sales were sharply reduced after the Union blockaded the Gulf of Mexico. Without the money flowing in, people suffered. Taxes were doubled in 1863, which led to further discontent among the people, building on top of the draft. As the prices of goods rose, some people could no longer afford to buy necessities. More and more Texans refused to accept Confederate paper money, which they regarded as worthless.

Many Texans suffered during the war, but others made big profits by charging inflated prices. A letter to the editor of a Houston newspaper demanded that Texans “mark with a brand of infamy” those crooks “who no longer crawl like the slimy reptiles that they are, but boldly stalk through our streets, grinding at every step with their iron heels, deeper and deeper down, the poor man, the widow and the orphan.” The cotton shortage in the North allowed some plantation owners to sell their cotton in Mexico for very high prices, knowing that it would eventually be bought by textile owners in the North.



This photograph shows a cotton field from a later time in Tennessee. It gives an idea of how much work needed to be done to pick the cotton.

In choosing secession and war to protect slavery, white people did not consider the point of view of the enslaved workers, who made up about one-third of the population of Texas. These people, who worked each day from “can see to can’t see,” had no say in a war meant to keep them in bondage.

The divisions, animosity, and violence within Texas continued for decades after the Civil War, despite efforts by Texan leaders to paint a historical picture of a South united in a noble Civil War for their rights. In this romantic myth of the “Lost Cause,” patriotic Texans were undivided in their just fight for freedom against the immoral military attacks from the North. The reality of deep divisions within Texas was far different from the retellings.

QUESTIONS FOR ANALYSIS

1. Did Texans make a good decision regarding the secession? Explain what they did well or where they went wrong.
2. What did you do well or poorly in these decisions regarding secession?
3. What was the most important decision-making skill in this problem (for example, identifying assumptions or setting realistic goals)? Explain your answer.

PRIMARY SOURCE

Speech by Sam Houston in Austin, Texas, September 1860

LADIES AND FELLOW-CITIZENS:

I had felt an interest in this occasion, on many accounts. It is said a crisis is impending. The clamor of disunion is heard in the land. The safety of the Government is threatened; and it seemed to me that the time had come for a renewal of our vows of fidelity to the Constitution and to interchange, one with the other, sentiments of devotion to the whole country. . . .

Our forefathers saw the danger to which freedom would be subjected, from the helpless condition of disunited States; and, to “form a more perfect Union,” they established this Government. They saw the effect of foreign influence on rival States, the effect of dissensions at home, and to strengthen all and perpetuate all, to bind all together, yet leave all free, they gave us the Constitution and the Union. . . .

What is there that is free that we have not? Are our rights invaded and no Government ready to protect them? No! Are our institutions wrested from us and others foreign to our taste forced upon us? No! Is the right of free speech, a free press, or free suffrage taken from us? No! Has our property been taken from us and the Government failed to interpose when called upon? No, none of these! The rights of the States and the rights of individuals are still maintained. We have yet the Constitution, we have yet a judiciary, which has never been appealed to in vain—we have yet just laws and officers to administer them; and an army and navy, ready to maintain any and every constitutional right of the citizen. Whence then this clamor about disunion? . . .

Deprived of the protection of the Union [by secession], of the aegis of the Constitution, they would soon dwindle into petty States, to be again rent in twain by dissensions or through the ambition of selfish chieftains, and would become a prey to foreign powers. They gravely talk of holding treaties with Great Britain and other foreign powers, and the great advantages which would arise to the South from separation are discussed. Treaties with Great Britain! Alliance with foreign powers! Have these men forgotten history? Look at Spanish America! Look at the condition of every petty State, which by alliance with Great Britain is subject to continual aggression! And yet, after picturing the rise and progress of Abolitionism, tracing it to the Wilberforce movement in England, and British influence in the North, showing that British gold has sustained and encouraged Northern fanaticism, we are told to be heedless of the consequences of disunion, for the advantages of British alliance would far over-estimate the loss of the Union! . . .

I come not here to speak in behalf of a united South against Lincoln. I appeal to the nation. I ask not the defeat of sectionalism by sectionalism, but by nationality. These men who talk of a united South, know well that it begets a united North. Talk of frightening the North into measures by threats of dissolving the Union! It is child's play and folly. It is all the Black Republican leaders want. American blood, North nor South, has not yet become so ignoble as to be chilled by threats.

The error has been that the South has met sectionalism by sectionalism. We want a Union basis, one broad enough to comprehend the good and true friends of the Constitution at the North. To hear Southern disunionists talk, you would think the majority of the Northern people were in this Black Republican party; but it is not so. They are in a minority, and it but needs a patriotic movement like that supported by the conservatives of Texas, to unite the divided opposition to that party there and overthrow it. . . .

But if, through division in the ranks of those opposed to Mr. Lincoln, he should be elected, we have no excuse for dissolving the Union. The Union is worth more than Mr. Lincoln, and if the battle is to be fought for the Constitution, let us fight it in the Union and for the sake of the Union. With a majority of the people in favor of the Constitution, shall we desert the Government and leave it in the hands of the minority? . . .

We still have the institution of slavery. All the legislation on the subject for the past twenty years has been to secure it to us, so long as we may want it. It is our own, and the North has nothing to do with it. The North does not want it, and we have nothing to do with that. Their customs are their own. They are guaranteed to them just as ours are to us. . . .

Whenever an encroachment is made upon our constitutional rights, I am ready to peril my life to resist it; but let us first use constitutional means. Let us resist, as our fathers did, with right on our side. They exhausted all legal means of remedy first. When submission to tyranny or revolution was all that was left them, they tried revolution. . . .

Source: "Sam Houston Speech in Austin, September 22, 1860." In James Epperson, "Causes of the Civil War." <http://www.civilwarcauses.org/houston.htm>.

QUESTIONS FOR ANALYSIS

1. What are Sam Houston's three strongest arguments against secession?
2. What do you think a supporter of secession would argue in response to this speech?
3. How reliable is this speech as a source?

GRAPHIC ORGANIZER

Use this graphic organizer to weigh the pros and cons of each option for the decisions you are making. Add to your notes as the class discusses the options. Then you can revise your initial decision.

Decision problem: Should Texas secede from the Union?

OPTION	YES	NO
Pros		
Cons		

Explain your decision, based on your list of pros and cons:

LESSON 7: RANCHING AND FARMING IN TEXAS, 1870–1890

Teacher's Guide

INTRODUCTION

■ Overview

Agriculture remained the primary economic force in Texas from Reconstruction until 1900. This lesson focuses on decisions from the perspectives of landowners, farm workers, and the government.

■ Texas Essential Knowledge and Skills

- History 6: The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:
 - B: identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life;
 - C: identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg; and
 - D: explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.
- SS Skills 21B: Analyze information by identifying cause-and-effect relationships, comparing, contrasting, making generalizations and predictions, and drawing inferences and conclusions.
- SS Skills 21D: Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
- SS Skills 23B: Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

■ Decision-Making Skills Emphasized

- Identify underlying problem(s)
- Ask about context
- Consider realistic goals
- Predict unintended consequences

■ Vocabulary

- Abilene—a Kansas town where cattle were loaded onto trains and taken to cities to be processed for meat
- cash tenant—a person who pays their rent in money rather than in a share of a crop
- cowboy—a person who works with cattle on a ranch or cattle drive
- evicted—to be forced out of one's home or land
- fence cutting wars—the name given to a series of events in Texas history wherein people cut holes in neighbors' fences to get at water or grazing land
- Freedman's Bureau—a government agency established to help former slaves after the Civil War
- share tenant—a person who provides their own equipment and rents land, which they pay for with a share of the crop
- sharecropper—a person who provides only labor and rents land for which they are paid with a share of the crop

LESSON PLAN

■ Points to Keep in Mind

1. These lessons are designed to be used BEFORE students study a topic. They are introductory to a unit and are meant to provide students with an opportunity to actively learn. They are likely to stimulate student interest and questions for the rest of the unit.
2. Avoid giving students too much background before starting the lesson. Doing so can lead to the teacher lecturing while students simply listen, the opposite of the active learning envisioned for these activities. The handouts explaining the problem are designed to give students enough background to make decisions, but not enough to give away the best decisions. If teachers rely only on the problem handouts to give students background, students will be encouraged to ask questions to get more information, including about location, context, and vocabulary.

3. The object of these lessons is to give students the opportunity, tools, and knowledge to make informed decisions. Skills involved with decision making (organized by the acronym PAGE) are outlined in the section Decision-Making Analysis. As students make decisions they will learn, by trial and error, to be a little more thoughtful about context, possible negative consequences, and other points of view.

■ Planning the Lesson

1. The lesson is designed so teachers can select the handout or handouts that work for their class, given time constraints. For shorter lessons, you can use the handouts in pairs: Handouts 1 and 2, which look at the late 1800s from the perspective of landowners; Handouts 3 and 4 or Handouts 5 and 6, both of which focus on job choices for freedmen and poor whites; or Handouts 7 and 8, which ask students whether they will subsidize railroads.
2. There are two sets of handouts that address the decisions surrounding jobs for freedmen and poor whites; teachers should use only one set. Handouts 3 and 4 are longer and more complex, offering students more options; Handouts 5 and 6 are shorter and less complex, offering fewer options.
3. If you have very limited time, choose Handout 7, along with its outcomes in Handout 8. This lesson will go faster if you have students read it for homework, but then you face the problem of what to do with students who were absent or did not do the assignment.

■ In Class

1. Distribute Handout 1, have students read it, and ask them to decide individually which of the options they would choose. (Asking students to write out the possible problems/challenges they might encounter with their choice of ranching or farming, as well as how they could overcome those challenges, makes them think more carefully through their decisions. This challenge question can be skipped to save time, if necessary.)
2. After they have written their selections, tell students to pair up and discuss their choices. Circulate around the room to answer questions or to clear up misunderstandings.
3. Bring the class back together and ask them to vote on which people they chose. After discussing the various people, have students revote. Did many students change their votes because of the discussion? If so, why?
4. When Handout 1 has been discussed and voted on, distribute Handout 2, with the outcomes of who would likely have moved to Texas. Answer the Questions for Analysis at the end of the sheet or have a group discussion about what students learned from the activity. Much of this handout contains possible problems/challenges for ranching and farming. How many of these did students anticipate?

5. For Handouts 3, 5, or 7, follow the procedure outlined for Handout 1: Students make individual decisions, discuss their choices in pairs, vote, discuss the choices as a class, and revote. Then distribute Handouts 4, 6, or 8 as appropriate and have students answer the Questions for Analysis at the end of the sheet.
6. *Option for Primary Sources:* When students finish discussing the outcomes in Handouts 4 or 6, distribute the primary source by an American cowboy (Handout 9) and have students answer the questions at the end of the sheet. Move around the room to answer questions about meaning or vocabulary.

■ Suggested Answers

Handout 2 “Questions for Analysis”:

1. Q: What did you do well or poorly in this decision-making problem?

A: There is no right or wrong answer here. Both ranching and farming had possible problems as well as opportunities to make profits.

2. Q: What was the most important decision-making skill in this problem?

A: Specific decision-making skills (PAGE) are explained in the section Decision-Making Analysis. Answers will vary, but consider playing out the option an important skill, as shown in Handout 2.

Handout 4 or Handout 6 “Questions for Analysis”:

1. Q: What did you do well or poorly in this decision-making problem?

A: Students will see that all the options with which they have been presented for jobs have major challenges. Did they anticipate these problems?

2. Q: What was the most important decision-making skill in this problem?

A: Specific decision-making skills (PAGE) are explained in the section Decision- Making Analysis. Answers will vary, but playing out the option is an important skill.

Handout 8 “Questions for Analysis”:

1. Q: Did the Texas legislature make a good decision regarding railroads in Texas?

A: The decision to give land to the railroads did help the economy, but the legislature did not seem to anticipate that many of the railroad companies would eventually go bankrupt, costing taxpayers a great deal of money.

2. Q: What did you do well or poorly in this decision-making problem?

A: Students should consider whether they anticipated bankruptcy and the corruption or abuse of towns.Q: What was the most important decision-making skill in this problem?

A: Specific decision-making skills (PAGE) are explained in the section Decision- Making Analysis. Answers will vary, but asking questions about previous help for transportation is very important.

Handout 9 “Questions for Analysis”:

1. Q: According to this cowboy, why were there so many unbranded cattle?

A: Cattle had been wandering around the open range for decades. With plenty of grass, these hardy cows flourished and multiplied. Over the course of the Civil War, the cows could not be sold off, so their numbers increased even more.

2. Q: According to this cowboy, why was there conflict over branding?

A: With the westward extension of the railroad, the price of cattle skyrocketed. Since ranchers could make money on every cow, they scrambled to claim as many cows as possible.

3. Q: How reliable is the cowboy as a source?

A: It is not clear if this source was private or was meant to be public, although we can assume that because the cowboy wrote down his thoughts about his life, he probably wanted someone to read them. The cowboy is talking about everyday topics, so he does not have reason to lie about them. He does say that he worked for cattle rustlers, which was controversial; admitting this implies a degree of honesty, making him more reliable, but he does defend it, which makes him less. There are also other sources that support the points he makes about conflicts over branding.

TEACHER NOTES TO EXPAND DISCUSSION

(For outcomes for students, see Handouts 2, 4, 6, and 8.)

Ranchers eventually began selling cattle to the west of Texas (Handouts 1 and 2), to “Indians on reservations in New Mexico, soldiers at army posts, and miners in Colorado,” according to historian Randolph Campbell (see Sources). Some cattle ranches in Texas were enormous, measuring more than one million acres (the largest was 3.5 million acres) and having more than 100,000 cattle. The largest ranch employed 150 cowboys.

Cattle drives, which lasted only about 18 years, are a fascinating phenomenon. Ranchers hired drovers to get the cattle to market, so the drovers actually hired the cowboys. One of the innovations of the cattle drive was the chuck wagon, a mobile kitchen.

Barbed wire, invented by Joseph Glidden of Illinois, was marketed heavily in Texas. One salesman advertised it as “lighter than air, stronger than whiskey, and cheap as dirt.” The fencing first crippled and then ended the open-range cattle industry, but also helped increase the closed-range cattle industry, aided sheep owners and farmers, and helped expand cotton growing to many new

areas in Texas. The Texas legislature passed a law making fence cutting a felony, which effectively put an end to the fence cutting wars.

Windmills were a major technological breakthrough for ranchers and farmers. One ranch had 335 windmills in operation by 1900.

Texas fever was a significant factor limiting Texas ranching (Handout 2). Texas cattle were immune to the disease, but ticks carried it to cattle in other states. Since it caused sickness and death in cattle, ranchers in other states tried to keep Texas cattle out of their area. One rancher in northern Texas used violence to keep out infected cattle from southern Texas and referred to his actions as a “Winchester (rifle) quarantine.”

Historian T. R. Fehrenbach (see Sources) says that many of the values that Texans take pride in are at least partly a result of natural selection on the frontier. The tenacity to stay in the saddle for up to 18 hours a day was indispensable. Bravery was essential for survival; a coward was a threat not just to himself, but also to those around him. To have a chance of survival, people had to be tough, practical, wary, street smart, and adaptable. These are values that Texans still hold dear. Since there was no police force in some areas, people took the law into their own hands. Although murder was seen as wrong, it was not usually punishable by death—but horses were so important that horse theft was almost always punished by death. Even the cattle were part of natural selection: Cattle were tough and lean on the frontier, but once barbed wire and windmills revolutionized ranching, the plump, weaker cows that yielded more meat replaced the leaner Texan longhorns.

Historian Debra Reid (see Sources) emphasizes the discrimination against freedmen owning land. “White Southerners intent on restricting African American independence after the Civil War used legislation, terrorism, and economic pressure to control land sales.” Despite these extra challenges, some freedmen found ways to own land.

To their credit, merchants in Texas charged freedmen the same prices for goods that they charged white customers.

Freedmen had options for work other than the five presented in Handout 3. Some moved out of state while others did day labor or other jobs in towns and cities. In the 1870s, when Kansas offered blacks free land in exchange for the labor required to improve it, many blacks moved out of Texas for this new opportunity. These freedmen were known as Exodusters. The overwhelming majority of freedmen, however, ended up in Texas agriculture or ranching as tenants, share tenants, sharecroppers, or cowboys.

Historian Robert Calvert (see Sources) argues that poverty caused people to turn to cotton, rather than cotton causing poverty. Since freedmen and poor whites had little cash, they had to purchase goods from merchants or rent land from owners on credit. Cotton was the crop that was most likely to make money to pay back the credit loans, so merchants and owners required tenants to grow cotton—the crop-lien system. Calvert also argues that merchants are being criticized unfairly. Many tenants defaulted on their loans, so many merchants went out of business despite charging high prices and high interest. Many farmers were very traditional, refusing to use fertilizer or rotate

land use, and poor farmers, frustrated that their hard work did not bring prosperity, joined Farmers' Alliances and the Populist Party.

While sharecropping was oppressive to those caught in it, historians Martin Garrett and Zhenhui Xu (see Sources) argue that sharecropping was more productive and efficient than tenant farming or farming by owners. Sharecroppers focused on growing and selling crops, where tenants or owners split their attention between other concerns, including improving the land.

Nat Love, one of the most famous African American cowboys, described the cattle town of Dodge City, Kansas, as, “a great many saloons, dance halls, and gambling houses, and very little of anything else.” The pay for cowboys was bad enough that hundreds of cowboys went on strike in 1883 and were fired.

■ Decision-Making Analysis

P = Problem

- * **Identify any underlying problem(s).**

Consider other points of view.

What are my assumptions? Emotions?

A = Ask for information (about)

- * **Historical context (history of this issue; context in the world)**

Reliability of sources

Historical analogies

G = Goals

- * **What are my main goals and are they realistic?**

Generate options to achieve these goals. Are they ethical?

E = Effects

- * **Predict unintended consequences.**

- * Play out the options: What could go wrong?

Bold denotes topics addressed in this lesson. An asterisk (*) denotes a topic that is especially emphasized.

- **Identify underlying problem(s):** In Handout 3, one of the underlying problems is the shift from subsistence to commercial farming after the Civil War. In the antebellum period, small farms grew some food crops to make sure the farmers and their families were fed in lean times; after the war, the opening of markets to sell cotton led to concentration on that one profitable crop. Between the railroads bringing food and other goods to farmers and cotton bringing in enough money per acre to buy those goods, it was logical for farmers to

plant only cotton. Unfortunately, when the cotton prices declined, all farmers were hurt at the same time.

A second underlying problem, as explained in Handout 3, was the money supply failing to keep up with the expanding economy, forcing prices down. At the time, the United States' gold standard prevented the country from printing enough money, since bills could only be produced based on the supply of gold in the country.

- **Ask about historical context:** Students should ask questions about all three problems:
 - Handout 1: Have cattle ranches been profitable in the past? Is our area near a source of water and do we have access to it? How large is the demand for cotton and beef?
 - Handouts 3 or 5: How dangerous is each of these jobs? What is the interest rate for borrowing money at this time?
 - Handout 7: What has happened to states that have given aid to railroads? Have railroads been involved in corruption? Are railroad companies stable financially? What happens to the state's land given to the railroads if the railroad companies go out of business?
- **Establish realistic goals:** In Handouts 3 or 5, students should ask what their main goals are. Is it to make the most money possible or to make steady money? Is the main goal adventure or safety?
- **Predict unintended consequences:** In Handout 1, one of the unintended consequences is an oversupply of cattle or cotton; nobody intends to drive down the price of goods. Another unintended consequence is the spread of disease. There are many unintended consequences of more railroads (Handout 7), such as new competition between farms causing some farmers to go bankrupt.

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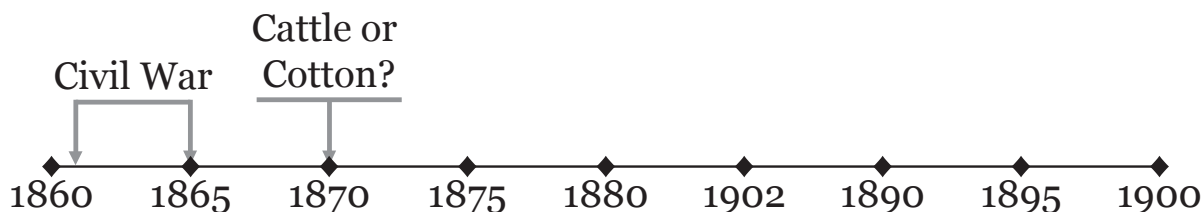
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LESSON 7: RANCHING AND FARMING IN TEXAS, 1870–1890

VOCABULARY

- Abilene—a Kansas town where cattle were loaded onto trains and taken to cities to be processed for meat
- cash tenant—a person who pays their rent in money rather than in a share of a crop
- cowboy—a person who works with cattle on a ranch or cattle drive
- evicted—to be forced out of one’s home or land
- fence cutting wars—the name given to a series of events in Texas history wherein people cut holes in neighbors’ fences to get at water or grazing land
- Freedman’s Bureau—a government agency established to help former slaves after the Civil War
- share tenant—a person who provides their own equipment and rents land, which they pay for with a share of the crop
- sharecropper—a person who provides only labor and rents land for which they are paid with a share of the crop

LANDOWNER



The year is 1870 and you own a large amount of land in Texas. The Civil War ended five years ago, and that peace has brought the opportunity to make profits from your land. You can use the land to either grow and sell cotton or raise and sell cattle.

There are as many as four million cows scattered all over Texas, many of which can be claimed by anyone. They wander over the range, eating grass that costs ranchers nothing.

The land in this area is excellent for growing cotton, but without enslaved workers (freed by the Thirteenth Amendment), you will need to contract with tenants who will pay you rent, often in the form of a share of the crop.

Transportation is terrible for all goods, including cattle and cotton. It will be slow and expensive to get cotton down to the coast, where it will be sold and shipped out to markets in the North. Cattle are almost all sold or used locally, since there is not any cheap way to get them to other parts of the country. On the other hand, railroads have just built railway lines to Kansas, which is north of Texas. Joseph McCoy established Abilene, Kansas, as a town where cattle are bought and sold. He built holding pens for the cattle, ramps for the cows to get on trains, and places for people to stay while their cattle are being sold. If you can get the cattle to Abilene, you can sell them there or ship them to Chicago and other cities by railroad. While cattle are sold for \$4.00 per cow in Texas, they sell for \$40.00 per head in Abilene. Unfortunately, it is almost 800 miles from your land to Abilene.

What will you do about your land?

- A. Grow and sell cotton
- B. Raise and sell cattle

For whichever option you choose, list five challenges you might encounter. Then list ways in which you might overcome those challenges.

YOUR CHOICE: (Grow cotton or raise cattle?)

WHAT CHALLENGES YOU MIGHT ENCOUNTER:

WHAT YOU WILL DO TO OVERCOME THE CHALLENGES AND BE SUCCESSFUL:

OUTCOMES OF LANDOWNER

Most landowners chose between cattle ranching and cotton growing based on what they had previously done with their land. A small number switched from cattle to cotton or vice versa. Other landowners had just obtained their land, so they did not have to deal with the issue of switching.

CATTLE RANCHING: Those who chose cattle ranching generally profited, at least for the next decade. The demand for beef grew tremendously after the Civil War, so cattle prices remained high. When the railroads extended into Kansas, cattle ranchers had a convenient place to sell their cows. Nevertheless, there were problems that they needed to overcome:

1. Getting the meat to the markets. Cattle drives helped ranch owners overcome the problem of getting their meat to market. A handful of cowboys would drive herds of over 3,000 cattle a distance of 800 miles or more. At 10 to 15 miles each day, it could take months to get to their destination.
2. Employing skilled cowboys. Without cowboys, it would have been impossible to manage the large numbers of cattle either on the ranch or on the drive. Owners hired Spanish cowboys (vaqueros) who were very skilled and had experience in handling herds. These experienced cowboys then trained new recruits.
3. Affording equipment. Ranching required an incredible amount of equipment, both mechanical and living. This equipment, which included horses, was very expensive, so the landowners who went into ranching needed money.
4. Cattle disease. Ranches were breeding grounds for diseases that killed many cattle. Ranchers in other states were afraid of Texas cattle infecting their own cows with Texas fever, so they tried to prevent Texas cattle from entering their states. This could have interfered with both cattle drives and cattle sales.
5. Preventing cattle rustling. Cattle rustlers were a big problem in parts of Texas. Ranchers branded their cattle to try to prevent other ranchers from claiming them, but that did not always prevent cattle rustlers, who would steal and rebrand cattle for themselves.
6. Barbed wire. Barbed wire helped some cattle ranchers control their herds and protect their watering holes from other cattlemen. On the other hand, it hurt ranchers who did not have watering holes on their land. Many ranchers built windmills to bring up water from under the ground if they did not have access to water; others cut holes in the barbed wire fences of their neighbors. What became



A barbed wire fence

known as the fence cutting wars destroyed millions of dollars' worth of barbed wire fencing and led to violence in which three men were killed. Despite the conflicts, barbed wire fences became increasingly common, which made it more difficult to drive cattle to market and ended open-range cattle ranching.

7. Drought. Cattle, like the ranchers themselves, needed water to survive. In drought years, whole herds risked death on cattle drives where the watering holes had dried up. The windmill helped make water available to more farmers by using the wind to raise water to the surface. However, as farming spread, the open range was reduced, leading to the end of the open-range cattle industry.
8. Dropping temperatures on the open range. Freezing was one of the causes of the open-range cattle industry's decline. In the late 1880s, a large percentage of cattle herds froze to death, driving their owners into bankruptcy.
9. Oversupply of cattle. With too many cows to sell, the price per head of cattle dropped to a low point where some ranchers could not pay the costs of running a ranch, including the mortgages on their land and the wages for their cowboys.
10. Railroad expansion. After 1870, railroads expanded tremendously through Texas. While the railroads provided easy transportation to nearby cattle markets, they also made farming more profitable, leading to the expansion of farmland and a shrinking amount of room for ranching.



A windmill in Texas from the early 20th century



Freezing temperatures killed many cattle

COTTON FARMING: Some cotton plantations made profits after the Civil War, but most suffered. The falling price of cotton meant that many farmers could not pay their mortgage (a loan to buy land or a home), so the banks foreclosed on their farms, taking possession of the land and, in many cases, kicking off the farmer. Even successful cotton farmers had problems they needed to overcome:

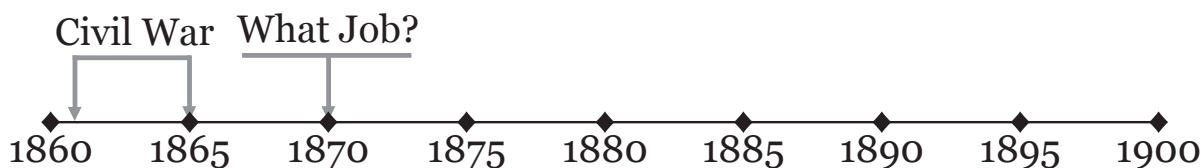
1. Shortage of cash. Farmers did not have the starting capital (money) to buy land outright. Banks took advantage of the situation by charging high interest rates when they lent money for land purchases.
2. Cotton transportation. The cost of transporting the cotton crop to market was very high, on top of all the other costs of running a plantation.
3. Farming costs. Equipment, including work animals, were needed for planting, harvesting, and preparing the cotton well before it could be transported to market.
4. Hiring workers. Since farmers did not have money to pay workers cash wages, they had to hire people as sharecroppers. This required farmers to share the profits from the sale of their crops, and so to maximize the money coming back to them, they were forced to focus on the most profitable crop: cotton. This emphasis led, in turn, to the oversupply of cotton.
5. Oversupply of cotton. Cotton flooded the market, raising the supply and lowering the demand. Lower cotton prices resulted, making it harder for farmers to pay their loans back to the banks. The very thing that cotton farmers wanted to do—produce more cotton—hurt them in the end.
6. Seasonal flooding. Floods could take out large sections of the cotton crop, lessening the amount that a farmer could harvest and affecting their profit at market.
7. Seasonal drought. Just the same as having too much water, droughts could wipe out acres of crops, leaving farmers with less cotton to sell and less money coming in as a profit.

Cattle ranching had major unintended consequences for Texas. Ranching did not require slavery, and ranchers claimed to represent the West, so it helped move Texas (and the rest of the country) away from the North-South divide of the Civil War. Even though Texas ranches provided only 28 percent of the beef for the nation, the state was known as the cattle kingdom, an image that has remained to this day. Ranching appealed to the idea of westerners as tough, brave, practical, and manly; even today, long after the frontier lifestyle of the cattlemen has ended, some people still wear cowboy boots and 10-gallon hats. Most people today picture Texans as cowboys, not cotton farmers. Ranching changed the image of Texas and the way Texans saw and still see their state.

QUESTIONS FOR ANALYSIS

1. What did you do well or poorly in this decision-making problem about ranching versus farming in Texas?
2. What was the most important decision-making skill in this problem (for example, identifying assumptions or setting realistic goals)? Explain your answer.

WHAT JOB WILL YOU TAKE?



It is 1870 and you are a black freedman. The Thirteenth Amendment freed you from slavery in 1865, but as a result of slavery, you do not own any land and you do not have any money. Right after the Civil War, the Freedman's Bureau began to help former slaves get jobs and adjust to life as freedmen. Now the Freedman's Bureau is gone. You are on your own. You are hoping to make some money in the next few years so that you can marry and start a family, but you do not have many options. You do not want to move to a town or city and you do not have any money or desire to move out of Texas. That leaves you with the five options on the next page.

You could become a cash tenant on a cotton farm. You would not own the land; instead, you would pay a fixed rent in cash once a month or once a year. You will have to borrow money to pay that rent, and you will have to grow cotton, since it is the only crop with enough value to pay your farming costs. But you would own the crops you grow! In order to become a cash tenant, you also need to supply your own mule, plow, seed, feed, and other equipment. You do not have money to buy these items, so you would have to borrow from a local merchant (store owner) and pay interest. In the time before the crops are harvested and sold, you will also have to buy items on credit at the local store. At the end of the year, after the crops are sold, you would settle up your loans with the local merchant. If you make a large amount of money from the sale of your crops, you get to keep the extra above the rent and loans. If you do not make enough to pay the rent and the local store owner, you are in debt to start the next year. You would not be able to leave until you pay all your debts.

A second option is to become a share tenant. Instead of paying cash to rent the land, you would wait until the crops come in and then divide the sale of your harvest between you and the landowner. You would pay one-third of the cotton sale to the owner and keep the other two-thirds. You would have to supply your own mule, plow, seed, feed and other equipment before the crops are harvested and sold, all of which you would have to buy on credit or as a loan from a local merchant and pay interest. With the money from your share of the cotton sale, you would pay off your debts and hopefully have money left over to start again the next year. In this arrangement, you would always be able to pay the rent, since the rent is simply a share of the crop sales, but you would not be able to keep all the extra money if the crop sales are large; as the crop sales get larger, you owe more money to the landlord.

A third option is to become a sharecropper. You would pay for the use of the land by turning over a share of the crops sold to the owner. The landowner will lend you tools, seed, and work animals, so you will be paying the landowner half the money from the sale of your crops and only keeping

half. In the time before the crops are harvested and sold, you will have to buy items on credit with the local merchant. If you make enough money, you can pay off your debt when the crops are sold. In many ways, being a sharecropper is similar to being a hired laborer, since the only thing you are supplying is your labor—but you are keeping much less money when all your payments are made and your debts are settled.

A fourth option is to borrow money from a bank and buy a farm. Buying a farm means you will own something and you can do whatever you want with your land. However, money is scarce and there are few banks, so borrowing will be difficult. To make matters worse, banks are run by white men, who are less likely to loan to freedmen. In addition to the land, you would also have to buy work animals, seeds, and equipment on credit from a local merchant. That adds up to a lot of money! If you make more money than what you owe on the loan from the bank and the credit from a merchant, you will have money for yourself. But if you do not make enough money to pay the loan, the bank will foreclose on your farm and take back your land. You will have to grow a crop that will be sold on the market to make money, as opposed to focusing on growing food for yourself, because you have to get money to pay the loan back. Cotton is the crop that almost everyone chooses, since it makes the most money.

A fifth option is to become a cowboy. You do not have any ranching skills, but you could learn from the Spanish *vaqueros* on one of the ranches in Texas. Many of the ranches are sending their cattle to markets on cattle drives, so they need cowboys to ride along to keep the herd safe. Ranchers pay about \$30 to \$40 per month. If cowboys go on cattle drives, they are paid when they get to the market and the cattle are sold. The pay is not great, but it is steady. You would be gone for at least six weeks on each cattle drive, but you would get to see places outside of Texas. One advantage of being a cowboy is that ranching was never associated with slavery, unlike cotton farming; as a cowboy, you could move away from the legacy of slavery.

Which of these jobs will you take? In reality, there were other options for some people, but most had to pick from these. You may choose only one.

- A. Cash tenant on a cotton farm
- B. Share tenant on a cotton farm
- C. Sharecropper on a cotton farm
- D. Borrow money to start your own cotton farm
- E. Cowboy on a ranch or cattle drive

Would your choice be different if you were a poor white man instead of a poor freedman?

OUTCOMES FOR JOBS

The vast majority of freedmen became tenant farmers (cash tenants, share tenants, or sharecroppers) after the Civil War. For example, in one 1880 Texas county, about 80 percent of all black families lived as tenant farmers. The myth was that by hard work, a person could move from sharecropper to share tenant to cash tenant to farm owner; in reality, the percentage of freedmen *and* white tenant farmers actually *rose* after the Civil War. Many Texan farmers were doomed to poverty, working someone else's land.

The majority of freedmen who stayed in Texas as tenants became sharecroppers (Option C). It did not work out well for most of them. In order to get through the year, sharecroppers had to buy food and other necessities at local stores on credit. Most people had great difficulty paying off their debts, so they were forced to stay in the area until they could work up the money to do so. It often took decades to pay the stores off, if they ever could. Since most stores had no competition in the area and since most people were in debt to the stores, they charged higher prices. They also charged very high interest for their credit, reaching as high as 150 percent per year.

Freedmen were no longer enslaved, but sharecropping was a new form of forced labor for most of them. The problem for sharecroppers in the 1870s and 1880s was compounded by falling prices. The prices for goods were declining across the United States because the supply of money was



A cotton field

not increasing while the supply of goods was exploding. With the same amount of money but more goods being sold, prices decreased. As the price of cotton fell, sharecroppers made less money with which to pay off their debts, leaving them more tightly bound than ever to their sharecropping existence.

A few freedmen already had animals, feed, and equipment, so they became share tenants (Option B). Share tenancy allowed them to keep a larger share of the crops. However, falling cotton prices meant that most share tenants remained in debt and just barely eked out a living.

From an economic perspective, sharecropping and share tenancy in Texas after the Civil War made sense: There was a great deal of land but very little money; farm owners needed workers, but could not pay them until the crops were sold. Workers did not have money for their own equipment, seeds, or work animals. One logical solution was for the owners to lend the tools and the land in exchange for getting a share of the crops sold. Without money, people had to use an exchange system like sharecropping. About 80 percent of tenant farmers were share tenants or sharecroppers.

Cash tenant farming (Option A) was the choice for some poor, landless people in Texas. Cash tenants took more chances than sharecroppers, hoping that they would make more money by paying a fixed rent. They were more respected than sharecroppers, since cash tenants were thought to own the crops they grew and sharecroppers were seen as laborers who received a share of the crops owned by the landlord. However, cash tenants faced the same problems as share tenants and sharecroppers: They had to borrow from local merchants or landowners at very high interest rates. As noted above about sharecropping, falling cotton prices made for a downward economic spiral for most tenant farmers in Texas. Most tenants remained in debt for decades or were evicted for non-payment of rent.

Borrowing money to buy a farm (Option D) was exceedingly difficult because there was very little money to lend out. Those who did get the loans to buy a farm suffered from the same problems as sharecroppers and tenants: As cotton prices dropped, many small farmers could not pay their fixed loans. The banks took over many farms, forcing their owners to become tenants or sharecroppers. Even farmers who already owned land after the Civil War had great difficulty making a living. The percentage of farmers who were tenants or sharecroppers rose steadily after the Civil War and into the twentieth century.

Becoming a cowboy (Option E) was an intriguing choice. Most freedmen chose to become sharecroppers or tenants, but about one-fourth of all cowboys were black freedmen. Unlike the exciting and romantic portrayals in films, being a cowboy was dirty, dangerous, and mostly boring on cattle drives. Cowboys spent up to 18 hours a day in the saddle, sometimes in dust clouds riding behind the herds. There were rainstorms and the terror of a night cattle-stampede in lightning storms. There was the threat of Indian attack, but most cowboys did not carry guns, because gunshots could cause a stampede. Black cowboys were mistreated by whites along the cattle drive routes, but they were treated as equals among the cowboys.

The pay was low, at \$30 to \$40 per month, but it was steady. At the end of cattle drives, cowboys were paid for all the months of work. Many cowboys lost their money drinking and gambling. One former cowboy said, “My advice to any young man or boy is to stay at home and not be a rambler [cowboy], as it won’t buy you anything.” On the other hand, some cowboys made enough money to become independent. Other cowboys were paid in cattle, which they used to start ranches of their own.



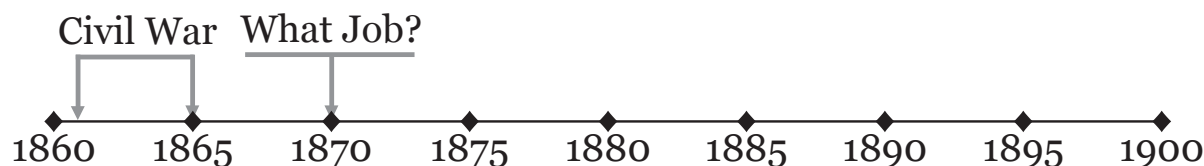
A cowboy in 1902

In some ways, poor white men would have had it easier than freedmen. As a result of slavery, freedmen had no money. Since they could rarely read or write, store owners could take advantage of them and say they owed more for their credit than they actually did; one merchant admitted that, “secrecy was necessary to keep debt-ridden Negroes from running away.” Poor whites would not have been subjected to racism, and it would have been easier to get loans and credit. A lower percentage of whites were tenant farmers; in 1900, 47 percent of all white farmers and 69 percent of all black farmers were tenants. Poor whites suffered the same problem of increasing indebtedness as freedmen, but they did not have to deal with the additional problem of racism, including racial violence.

QUESTIONS FOR ANALYSIS

1. What did you do well or poorly in these decisions regarding a choice of jobs in Texas?
2. What was the most important decision-making skill in this problem (for example, identifying assumptions or setting realistic goals)? Explain your answer.

WHAT JOB WILL YOU TAKE?



You are a black freedman in 1870. You were freed from slavery by the Thirteenth Amendment in 1865. Because you had been enslaved, you do not own any land and you do not have any money. You are hoping to make some money in the next few years so you can marry and start a family. In this lesson, you are limited to one of three options.

CASH TENANT: In order to rent land, you would pay a fixed rent in cash once a year. You would decide what crops you want to grow (even though you will have to grow cotton in order to pay your debts) and you would own those crops. But in order to become a cash tenant, you need to supply your own mule, plow, seed, feed, and other equipment and supplies. You do not have money to buy these items, so you would have to borrow from a local merchant (store owner) and pay interest. At the end of the year, after the crops are sold, you would pay the rent and settle up your store loans. If you make a large amount of money from the sale of your crops, you get to keep the extra after all that. If you do not make enough to pay the rent and the local store owner, you are in debt to start the next year.

SHARECROPPER: You would pay to use land by turning over a share of the crops sold to the owner. Since the landowner will have to lend you tools, seed, and work animals, you will be taking only half the money from the sale of crops and paying the other half to the landowner. In the time before the crops are harvested and sold, you will have to buy items on credit with the local merchant. If you make enough money, you can pay off your debt when the crops are sold. If you cannot pay your debts, you will have to stay as a sharecropper until they are paid off. In many ways, being a sharecropper is similar to being a hired laborer, since the only thing you are supplying is your labor.

COWBOY: You do not have any ranching skills, but you could learn from the Spanish *vaqueros* on one of the ranches in Texas. Many of the ranches are sending their cattle to markets on cattle drives, so they need cowboys to ride along and keep the cattle safe. Ranchers pay about \$30 to \$40 per month. If cowboys go on cattle drives, they are paid when they get to the market and the cattle are sold. The pay is not great, but it is steady. You would be gone for at least six weeks on each cattle drive, but you would get to see places outside of Texas. One advantage of being a cowboy is that ranching was never associated with slavery, unlike cotton farming. As a cowboy, you could move away from the legacy of slavery.

Which of these jobs will you take? In reality, there were other options for some people, but most had to pick from these. You may choose only one.

- A. Cash tenant on a cotton farm
- B. Sharecropper on a cotton farm
- C. Cowboy

Would your choice be different if you were a poor white man instead of a poor freedman?

OUTCOMES FOR JOBS

The vast majority of freedmen became tenant farmers (cash tenants, share tenants, or sharecroppers) after the Civil War. For example, in one 1880 Texas county, about 80 percent of all black families lived as tenant farmers. The myth was that by hard work, a person could move from sharecropper to share tenant to cash tenant to farm owner; in reality, the percentage of freedmen *and* white tenant farmers actually *rose* after the Civil War. Many Texan farmers were doomed to poverty, working someone else's land.

The majority of freedmen who stayed in Texas as tenants became sharecroppers (Option C). It did not work out well for most of them. In order to get through the year, sharecroppers had to buy food and other necessities at local stores on credit. Most people had great difficulty paying off their debts, so they were forced to stay in the area until they could work up the money to do so. It often took decades to pay the stores off, if they ever could. Since most stores had no competition in the area and since most people were in debt to the stores, they charged higher prices. They also charged very high interest for their credit, reaching as high as 150 percent per year.

Freedmen were no longer enslaved, but sharecropping was a new form of forced labor for most of them. The problem for sharecroppers in the 1870s and 1880s was compounded by falling prices. The prices for goods were declining across the United States because the supply of money was



A cotton field

not increasing while the supply of goods was exploding. With the same amount of money but more goods being sold, prices decreased. As the price of cotton fell, sharecroppers made less money with which to pay off their debts, leaving them more tightly bound than ever to their sharecropping existence.

Cash tenant farming (Option A) was the choice for some poor, landless people in Texas. Cash tenants took more chances than sharecroppers, hoping that they would make more money by paying a fixed rent. They were more respected than sharecroppers, since cash tenants were thought to own the crops they grew and sharecroppers were seen as laborers who received a share of the crops owned by the landlord. However, cash tenants faced the same problems as share tenants and sharecroppers: They had to borrow from local merchants or landowners at very high interest rates. As noted above about sharecropping, falling cotton prices made for a downward economic spiral for most tenant farmers in Texas. Most tenants remained in debt for decades or were evicted for non-payment of rent.

Becoming a cowboy (Option E) was an intriguing choice. Most freedmen chose to become sharecroppers or tenants, but about one-fourth of all cowboys were black freedmen. Unlike the exciting and romantic portrayals in films, being a cowboy was dirty, dangerous, and mostly boring on cattle drives. Cowboys spent up to 18 hours a day in the saddle, sometimes in dust clouds riding behind the herds. There were rainstorms and the terror of a night cattle-stampede in lightning storms. Black cowboys were mistreated by whites along the cattle drive routes, but they were treated as equals among the cowboys. The pay was low, at \$30 to \$40 per month, but it was steady. At the end of cattle drives, cowboys were paid for all the months of work. Many cowboys lost their money drinking and gambling.



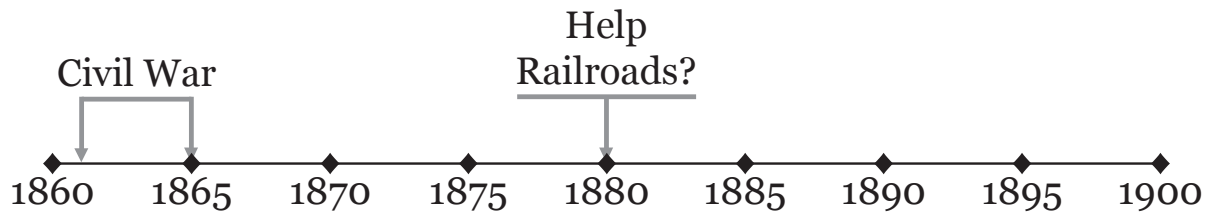
A cowboy in 1902

In some ways, poor white men would have had it easier than freedmen. As a result of slavery, freedmen had no money. Since they could rarely read or write, store owners could take advantage of them and say they owed more for their credit than they actually did. Poor whites would not have been subjected to racism, and it would have been easier to get loans and credit. Poor whites suffered the same problem of increasing indebtedness as freedmen, but they did not have to deal with the additional problem of racism, including racial violence.

QUESTIONS FOR ANALYSIS

1. What did you do well or poorly in these decisions regarding a choice of jobs in Texas?
2. What was the most important decision-making skill in this problem (for example, identifying assumptions or setting realistic goals)? Explain your answer.

WILL YOU HELP THE RAILROADS?



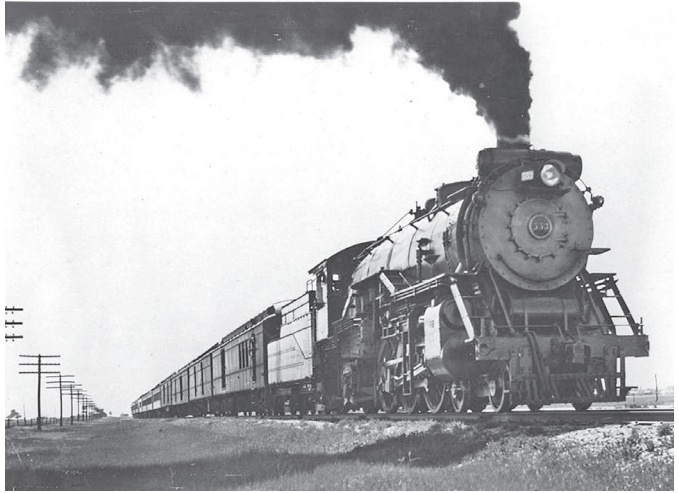
The year is 1880 and you are a representative in the Texas legislature. Railroad companies are thinking of building railroad tracks through Texas. It is extremely expensive to build every mile of track, and Texas is very large. The railroad companies want the Texas legislature to give them the land along the tracks so that the companies will be able to sell the land and recover the money they will have to spend building the track. Giving away the land does not really cost the Texas government anything, but any land you give away cannot be sold. So the government will lose that possible money. On the other hand, railroads will improve the economy of Texas by cutting transportation costs.

Will you vote to give land to railroad companies?

- A. No, do not give land to railroad companies. The Texas government and taxpayers will lose money if we help the railroad companies.
- B. Yes, give the land to the railroad companies. The growth of the state's economy will be worth the loss of money to the government.

OUTCOMES OF HELPING THE RAILROADS

The Texas legislature decided to give land to the railroad companies (Option B) in order to entice them to build tracks through Texas. They gave away over 32 million acres of public lands, an area the size of Alabama. As predicted by supporters of track building, the economy of Texas improved significantly after the tracks were built, since they cut shipping costs, making it easier for people and businesses to trade. With access to larger markets, businesses expanded, hired more workers, and made more profits. Land near the railroads increased in value—from \$3.00 to \$2,000.00 per acre, in one case!



A railroad in Texas

Nevertheless, there were also problems with the railroads:

1. Most of the companies could not make enough money to be profitable, so they went bankrupt. This hurt the economy and the taxpayers who had helped fund the railroad construction. Historians estimate that the cost to build railroad tracks in the West came to \$28 per person from 1865 to 1873.
2. Railroad companies blackmailed towns in Texas. They told town leaders that they needed money in order to build the railroad near or through the town. Many of the towns that refused to help the railroad ended up losing business; the railroad company simply built its track in other areas, leaving the town isolated. Some became ghost towns.
3. Many railroad companies were corrupt, paying off government officials for favorable laws or larger amounts of funding.

QUESTIONS FOR ANALYSIS

1. Did the Texas legislature make a good decision regarding railroads in Texas? Explain what they did well or where they went wrong.
2. What did you do well or poorly in these decisions regarding railroads in Texas?
3. What was the most important decision-making skill in this problem (for example, identifying assumptions or setting realistic goals)? Explain your answer.

PRIMARY SOURCE

Elario Cardova, a Mexican American cowboy, remembers working as a ranch hand in South Texas, 1870s–1880s:

Our farm consisted of about 50 acres under cultivation and about 50 acres in pasture for our milk cows and work stock. In addition to our farming we owned longhorn cattle which ranged on the unsettled land. Farms were all fenced and were situated far apart, leaving great tracts of land for the cattle to graze on. To tell you how many cattle we owned is impossible. The number may have been 500 or 1,000. We didn't give the cattle any attention. The cattle bred and multiplied at their will, and found their own living on the range where it suited their taste. All we did to hold the herd was to provide salt licks in the section we desired the animals to make their bedding ground. When we needed a little beef or made a sale, we held a little roundup and cut out the critters desired. As part of our farm work we raised hogs, using the same method we employed raising the cattle. The hogs bred, ranged and obtained their living in the woods.

My mother married the second time when I was 10 years old, and then I left home to make my own living. That I have done ever since.

The cattle range was about the only place a young farm boy could secure employment. Consequently, I went to the open range county where large ranches were established, and I choose Goliad co., as the place to find work. I was successful and was given work on a ranch owned by the Hughes brothers. That was in 1871. My career on the range was during the period when there was a great deal of conflict among the ranches of the Goliad range territory.

I happened to secure a job with an outfit which was not only called rustlers, but where classed as one of the leaders of the rustlers. However, they maintained that they were defending the rights of the small ranches against the impositions of the large ranchers.

During the Civil War and for a period after the War ceased, branding was neglected by many cattlemen. Also, very few cattle were sent to market, because the market was cut off from Texas. The lack of sales resulted in a large increase of cattle. Therefore, the two conditions produced thousands of cattle which were unbranded.

A few years after the War ceased, railroads extended west into Kansas, and markets were established within driving [cattle drive] distance of Texas. Then the prices went up which resulted in a scramble to brand those cattle without a brand. Naturally, ranchers maintained they had a superior claim to the unbranded cattle within the section which they called their home range, and any unbranded cattle grazing with the cattle carrying their brand. This claim was generally accepted as proper, but there were some folks who did not confine their branding strictly within their territory.

Branding cattle in territory claimed by some other rancher, led to trouble and many killings. The conflict developed two contending parties. The small fellows claimed that the “Pures” [the owners of a large ranch] were claiming too much territory, for the purpose of excluding the small ranchers, and to take undue advantage with the unbranded cattle. The small ranches, and some people who never had a herd, ignored the “Pures” claims to territory and branded cattle where found. . . . These conditions started arguments, which progressed into quarrels and ended in many shootings and killings.

The “Pure” organized vigilante committees, which operated secretly and set out to clean out the rustlers. In the section were some thieves, but when the vigilantes began to operate they classed many cattle branders as rustlers and many men were run out of the country who were not real thieves.

Sources: “Elario Cardova, a Mexican American Cowboy, Remembers Working as a Ranch Hand in South Texas, 1870s–1880s.” Quoted from Sam Haynes and Cary Wintz, eds. *Major Problems in Texas History*. Boston: Wadsworth, 2002, pp. 277–279. “Images of Elario Cardova” Library of Congress Manuscript/Mixed Material. <https://www.loc.gov/resource/wpalh3.34050515/?sp=10&st=text>.

QUESTIONS FOR ANALYSIS

1. According to this cowboy, why were there so many unbranded cattle?
2. According to this cowboy, why was there conflict over branding?
3. How reliable is this cowboy as a source?

LESSON 8: CIVIL RIGHTS IN TEXAS

Teacher's Guide

INTRODUCTION

■ Overview

The civil rights period in Texas, after World War II and up to the 1970s, presents intriguing questions about tactics that civil rights groups could have used. Texas presents a special set of circumstances because it includes two significant groups—Mexican Americans and African Americans—that were active at the same time. This multiethnic phenomenon provides an opportunity for students to compare and contrast the tactical choices of the two groups.

■ Texas Essential Knowledge and Skills

- History 2D: Describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White.
- SS Skills 21B: Analyze information by identifying cause-and-effect relationships, comparing, contrasting, making generalizations and predictions, and drawing inferences and conclusions.
- SS Skills 21D: Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
- SS Skills 23B: Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

■ Decision-Making Skills Emphasized

- Identify underlying problem(s)
- Consider other points of view
- Ask questions about historical context
- Consider realistic goals
- Generate ethical options
- Play out options
- Predict unintended consequences

■ Vocabulary

- boycott—refusing to buy from a business
- Bracero program—agreement that brought millions of Mexican men to the United States to work as short-term farm laborers
- *Brown v. Board of Education*—a U.S Supreme Court case in which it was ruled that “separate but equal” was unconstitutional
- busing—assigning students to ride buses to schools outside their neighborhoods in order to achieve desegregated schools
- desegregation—ending the policy of racial segregation
- equal protection of the law—a part of the Fourteenth Amendment stating that every citizen gets equal rights
- LULAC—League of United Latin American Citizens, a Mexican American civil rights organization
- lynching—intentional killing (any type, not just hanging) by a group
- sit-in—a protest during which protestors sit at a counter where they are prohibited by law to sit
- tokenism—making no significant change by allowing a small number of a minority group into a school, business, or government
- United Farm Workers—a union of farm workers formed to fight for better wages and working conditions
- White Citizens Council—an organization formed to resist desegregation
- white flight—when white people move to suburbs to send their children to suburban schools

LESSON PLAN

■ Points to Keep in Mind

1. These lessons are designed to be used BEFORE students study a topic. They are introductory to a unit and are meant to provide students with an opportunity to actively learn. They are likely to stimulate student interest and questions for the rest of the unit.
2. Avoid giving students too much background before starting the lesson. Doing so can lead to the teacher lecturing while students simply listen, the opposite of the active learning envisioned for these activities. The handouts explaining the problem are designed to give students enough background to make decisions, but not enough to give away the best

decisions. If teachers rely only on the problem handouts to give students background, students will be encouraged to ask questions to get more information, including about location, context, and vocabulary.

3. The object of these lessons is to give students the opportunity, tools, and knowledge to make informed decisions. Skills involved with decision making (organized by the acronym PAGE) are outlined in the section Decision-Making Analysis. As students make decisions they will learn, by trial and error, to be a little more thoughtful about context, possible negative consequences, and other points of view.
4. In this lesson, the term “Anglo Americans” is used for non-Hispanic whites in contrast to Mexican Americans (Handouts 1–3) but also as whites in contrast to African Americans (Handouts 4–6).

■ Planning the Lesson

1. Decide how much time you can devote to this introduction to your unit. Skim through the handouts to see which ones would fit into your available time.
2. Decide if you want to use the open-ended approach (Handouts 1 and 4) or give students options (Handouts 2 and 5). Choosing the open-ended approach will focus on the skill of generating options. The open-ended approach is closer to real world decision-making challenges, but it takes longer to generate the options and is messier, since you do not know what students will generate for options.
3. The lesson is designed around comparing Mexican American tactics to African American tactics in their civil rights struggles. That might take more time than you have available. In that case, you could pick one of the groups, say African Americans using Handout 5. After you distribute and review the outcomes in Handout 6, you could just give the outcomes from Mexican Americans (Handout 3) and tell students to note at least three similarities in tactics and three differences.

■ In Class

A. Open-Ended Method:

1. Distribute Handout 1, and have students read it and write their list of tactics. After a few minutes you could help them think more broadly by telling them to think about different categories, such as social, political, and economic. What could they do in the economic sphere, for example?
2. After they have written their selections, tell students to pair up and compare their lists. They can add to their lists after seeing their partner's list. Circulate around the room to answer questions or to clear up misunderstandings.

3. Bring the class back together and have the pairs report on their lists, while a student (or you) records the combined list on the board. Students will add to their list as more options are added on the board. Ask students to put check marks next to the options they would choose.
4. Lead a discussion of the pros and cons of the options generated. Which options did students support or reject and why?
5. Distribute and discuss Handout 2, with options on it. Which options are on Handout 2 that students did not consider? Which options did students generate that are not on Handout 2? What did students learn about generating options from this activity? Emphasize to students that generating more options is often a key to good decision making.
6. When Handouts 1 and 2 have been discussed, distribute Handout 3, with the outcomes of the civil rights tactics by Mexican Americans in Texas. Answer the Questions for Analysis at the end of the sheet or have a group discussion about what students learned from the activity. This handout only discusses the outcomes for options listed in Handout 2, so you will have to decide how to discuss the outcomes of options generated by students that are not on that handout.
7. Repeat the same process for African Americans using Handouts 4 and 5. (Students already know most of the options from Handout 2.) Discuss the outcomes in Handout 6.

B. Options Method:

1. Distribute Handout 2, have students read it, and decide, individually, which of the options they will choose. Remind students that they can pick as many of the options as they would like.
2. After they have written their selections, tell students to pair up and discuss their choices. Circulate around the room to answer questions or to clear up misunderstandings.
3. Bring the class back together and ask them to vote on which options they chose. After discussing the pros and cons of various choices, have students revote. Did many students change their votes because of the discussion? If so, why?
4. When Handout 2 has been discussed and voted on, distribute Handout 3, with the outcomes of the civil rights tactics of Mexican Americans in Texas. Answer the Questions for Analysis at the end of the sheet or have a group discussion about what students learned from the activity.
5. Repeat the same process for African Americans, using Handout 5 for the options and Handout 6 for the outcomes.

■ Suggested Answers

Handout 3 “Questions for Analysis”:

1. Q: Did Mexican Americans make good decisions regarding their civil rights in Texas? Explain what they did well or where they went wrong.

A: Some students may argue that they should have been more militant in their protesting. Others may argue that it was a mistake to portray themselves as white people.

2. Q: What did you do well or poorly in these decision-making problems?

A: Answers will vary.

3. Q: What was the most important decision-making skill in this problem?

A: Specific decision-making skills (PAGE) are explained in the section Decision-Making Analysis. Answers will vary, but considering the underlying problem is an important skill.

Handout 6 “Questions for Analysis”:

1. Q: Did African Americans make good decisions regarding their civil rights in Texas?

A: Students may disagree about whether it was a good idea for African Americans to negotiate with white business owners and whether focusing on African American pride was a good idea.

2. Q: What did you do well or poorly in this decision-making problem? Explain what you did well or where you went wrong.

A: Answers will vary.

3. Q: What was the most important decision-making skill in this problem?

A: Answers will vary, but identifying the underlying problem and anticipating unintended consequences are very important.

TEACHER NOTES TO EXPAND DISCUSSION

(For outcomes for students, see Handouts 3 and 6.)

Teachers might want to mention the poll tax, which was used in Texas to disenfranchise poor people of all races, but mostly blacks. The poll tax ended in 1966.

The League of United Latin American Citizens (LULAC) worked to portray Mexican Americans as “the best, purest, and most perfect type of the most true and loyal citizen[s] of the United States of America.” In the 1930s, when LULAC was founded, Mexican American leaders were concerned about segregation in schools and public places, as well as discrimination in housing, jobs, and courts. These leaders wanted to end mass voting for political machines, replacing it with independent voting by Mexican Americans.

Crystal City is a dramatic case where Mexican Americans took control of the town’s schools and government. Before Mexican Americans became more assertive in the 1960s, Anglo Americans controlled the schools as well as the land and the government, without violence or blatant racism. In an article in the *New Yorker*, a journalist stated, “Although Crystal City has always had a certain number of open, straight-forward bigots, it has not been the kind of place in which Anglo control is maintained by violence or even by denying Mexican Americans the right to vote. The Anglos own everything. They like to tell visitors about the decent, hard-working Mexicans they grew up with—Mexicans who would have been appalled at people who wanted something for nothing or at people who tried to create friction between the races. [They have] taken political as well as economic control more or less for granted.” There were no paved roads or sewage systems in the Mexican areas of the town. The Mexican Americans in town became more militant and elected a majority of the town government because they were the overwhelming majority of the population and because, unlike other cities and towns in Texas, there was no middle class in Crystal City. Middle class Mexican Americans were less inclined to be militant because they had more to lose in confrontations. According to historian John Shockley (see Sources), the main benefit of assertiveness in Crystal City was the feeling of pride, confidence, and community among Mexican Americans. “The stereotype of a fatalistic Juan Tortilla, a loyal servant happiest when he stooped in the fields picking spinach for the Anglo, has been shattered for both Anglos and Chicanos alike. As the Chicano community goes about trying to overcome the enormous problems they must face, this faith in themselves may be their most valuable possession. It will mean that the choice will be theirs to a greater extent than it ever has been before.”

The NAACP sponsored citizenship classes for African Americans, along with fighting against Jim Crow laws, poll taxes, lynching, and segregation in schools and other areas of society.

The resentment of African Americans towards the tactics used by Mexican Americans was shown when an African American leader stated, “All prior to 1964 . . . they [Mexican Americans] were proclaiming themselves and trying to get the benefit of being white. But after, only after, the civil rights [act], . . . they started talking about ‘me minority.’”

Historian William Kellar (see Sources) has written about desegregation in Houston schools. He outlines some humiliating elements in Houston: “African Americans in the ‘Magnolia City’ [Houston] endured not only the heartache of segregation, but also the humiliation of being constantly identified as members of a ‘lower caste.’ Public abuse frequently was encountered. To cite but a few examples, newspapers referred to African Americans as ‘darkies’; correspondence and public records carried the designation ‘colored’ or ‘Nig’; and white strangers called blacks ‘boy,’ ‘Sal,’ ‘Uncle,’ or ‘Auntie.’ Interminably blacks were reminded to stay in their ‘place,’ were forced to tip hats and seek back doors. After enduring daily discrimination, disrespect, and other elements of Houston’s own apartheid, it indeed must have been a ‘heavenly’ relief for black Houstonians to return to their own homes in their own separate neighborhoods each evening.”

Whites in Texas used a variety of methods to resist the desegregation of schools, including shutting down public schools to avoid integration, denying state funds to schools that integrated without local voters’ approval, and state interposition (a state can oppose federal laws it says are unconstitutional). On the other hand, only five of twenty-two Texas legislators signed the Southern Manifesto, which pledged never to allow integration.

Historians attribute the lack of riots in Dallas and Houston (and also Atlanta) to several factors. There was the presence of an unusually large number of educated, middle-income blacks in these cities. Second, there was a close relationship between the city government and the business community. Third, each of the cities was experiencing economic growth, which would be threatened by civil strife. Fourth, African Americans worked with the business community, setting up biracial committees. This close cooperation reduced misunderstandings and made a united front against violence and disorder. Finally, these cities already witnessed the negative consequences of massive resistance to desegregation in Little Rock and New Orleans.

Texas is unique in that it has large populations of both Mexican Americans (because of the border with Mexico) and African Americans.

According to historian Matthew Whitaker, Hispanics are unique in that they see themselves at different times as whites, as a minority, and as people of color.

■ Decision-Making Analysis

P = Problem

- * **Identify any underlying problem(s).**

Consider other points of view.

What are my assumptions? Emotions?

A = Ask for information (about)

Historical context (history of this issue; context in the world)

Reliability of sources

Historical analogies

G = Goals

What are my main goals and are they realistic?

- * **Generate options to achieve these goals. Are they ethical?**

E = Effects

Predict unintended consequences.

Play out the options: What could go wrong?

Bold denotes topics addressed in this lesson. An asterisk (*) denotes a topic that is especially emphasized.

- **Identify underlying problem(s):** One underlying problem was the difference in power among Anglo Americans and Mexican Americans and African Americans. Recognizing that disparity in power might lead to understanding differences in tactics. For example, some African American leaders decided to discuss racial issues with business leaders, since those leaders held considerable power.

Another underlying problem was racism, especially by the white population. Changing those racial stereotypes was quite the challenge. One African American leader lamented that they were not always successful: “We changed rules, but not hearts.”

A third underlying problem was the differences in goals and perceptions between Mexican Americans and African Americans. As mentioned in Handouts 3 and 6, both groups were unsuccessful in overcoming their differences.

As noted in Handout 6, African Americans recognized an underlying problem that whites in Dallas were more interested in law and order than in desegregation. So, they reframed the issue as one that preserved law and order. That clever reframing helped them gain more support in Dallas for desegregation.

- **Consider other points of view:** Both African Americans and Mexican Americans had difficulty in seeing their civil rights struggles from the point of view of the other group. For example, Mexican Americans should have considered more carefully how their move to characterize themselves as whites would have been seen by African Americans.
- **Ask about historical context:** Students should ask about movements and protests of the past. What happened when people demonstrated, boycotted, and staged sit-ins in other places? (In Little Rock and New Orleans, protests led to massive resistance from white people, which led in turn to violence.) How did white women gain more equal rights in the early twentieth century? Was it more through active protests or behind-the-scenes negotiations?
- **Establish realistic goals:** One big question that civil rights advocates struggled with is, What is a realistic achievement in terms of civil rights?
- **Generate ethical options:** Handouts 1 and 4 focus on this skill. Without options, students have to generate their own ideas. They can then compare what they generated to the lists of options in Handouts 2 and 5. When students generate options that are not on the list, the teacher can ask how realistic those goals are and if they are ethical.
- **Predict unintended consequences:** A number of unintended consequences are outlined in Handouts 3 and 6. One of the significant unintended consequences was white flight. Did students anticipate this consequence of desegregating schools? Another was protestors being labeled as Communists. Did students anticipate this consequence of protesting?
- **Play out options:** Did students who chose actions such as boycotts, marches, and sit-ins anticipate the challenges, such as organizing marches, providing for poor families who were boycotting, or providing for families who had fathers or mothers arrested in sit-ins?

SOURCES

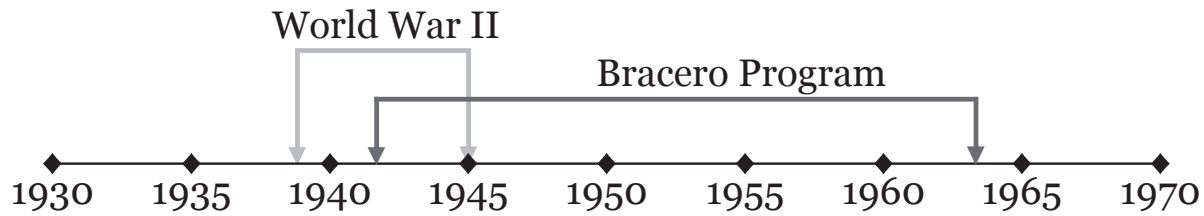
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LESSON 8: CIVIL RIGHTS IN TEXAS

VOCABULARY

- boycott—refusing to buy from a business
- Bracero program—agreement that brought millions of Mexican men to the United States to work as short-term farm laborers
- *Brown v. Board of Education*—a U.S. Supreme Court case in which it was ruled that “separate but equal” was unconstitutional
- busing—assigning students to ride buses to schools outside their neighborhoods in order to achieve desegregated schools
- desegregation—ending the policy of racial segregation
- equal protection of the law—a part of the Fourteenth Amendment stating that every citizen gets equal rights
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- tokenism—making no significant change by allowing a small number of a minority group into a school, business, or government
- United Farm Workers—a union of farm workers formed to fight for better wages and working conditions
- White Citizens Council—an organization formed to resist desegregation
- white flight—when white people move to suburbs to send their children to suburban schools

MEXICAN AMERICAN

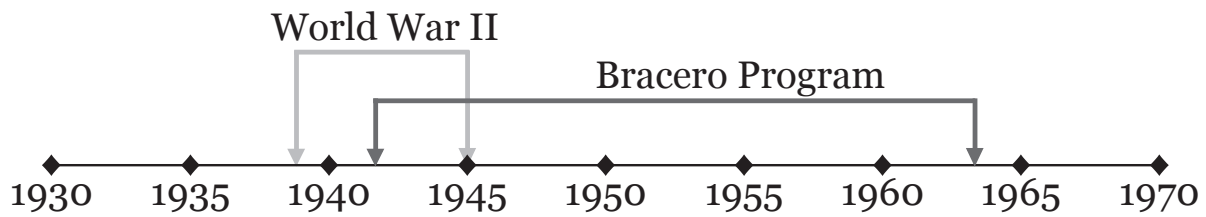


The year is 1965 and you are a member of a civil rights group pushing for equal rights for Mexican Americans in Texas. Mexican Americans make up about 17 percent of the population of Texas. You and your organization feel that Mexican Americans are discriminated against and do not have equal rights. When there is a need for cheap labor, Mexicans are welcomed to the United States as seasonal workers (they are allowed in only at harvest time). For example, the Bracero program, which lasted from 1942 to 1964, allowed the importation of Mexicans to fill the labor shortage in agriculture. However, Mexican immigrants are mistreated and deported when the economy is no longer growing, and they are not needed. Everyone is agreed on the goal of equal rights, but people in your group disagree about what tactics to use to achieve that goal. List at least six possible actions you could take to bring about equal rights, even ones that you do not think are a good idea. Then, put a check mark next to those actions you would favor.

POSSIBLE ACTIONS:

MEXICAN AMERICAN

With Options

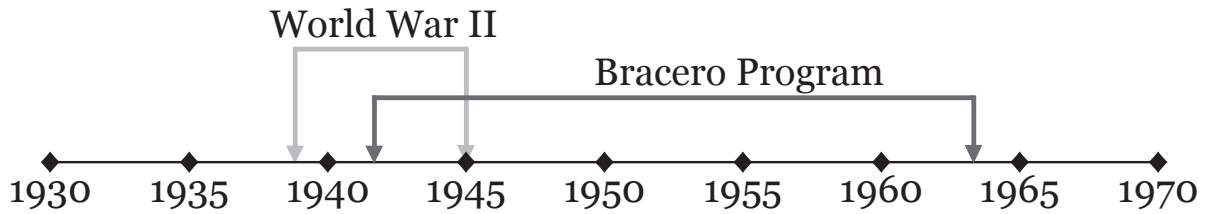


The year is 1965 and you are a member of a civil rights group pushing for equal rights for Mexican Americans in Texas. Mexican Americans make up about 17 percent of the population of Texas. You and your organization feel that Mexican Americans are discriminated against and do not have equal rights. When there is a need for cheap labor, Mexicans are welcomed to the United States as seasonal workers (they are allowed in only at harvest time). For example, the Bracero program, which lasted from 1942 to 1964, allowed the importation of Mexicans to fill the labor shortage in agriculture. However, Mexican immigrants are mistreated and deported when the economy is no longer growing, and they are not needed. Everyone is agreed on the goal of equal rights, but people in your group disagree about what tactics to use to achieve that goal. Which of the following tactics would you support? You can choose as many as you would like (or none).

- A. Sue school districts in court. At this point, several school districts in Texas make Mexican American children go to separate schools from Anglo Americans. The lawsuit would argue that separate schools violate the equal protection clause of the Fourteenth Amendment ("nor shall any State . . . deny to any person within its jurisdiction the equal protection of the laws").
- B. Boycott school districts that have separate schools for Mexican Americans and Anglo Americans.
- C. Boycott businesses that discriminate against Mexican Americans.
- D. Organize sit-ins at businesses that discriminate against Mexican Americans. Protestors would sit at lunch counters reserved for Anglo Americans only. These would be peaceful demonstrations that would raise awareness about businesses that discriminate.
- E. Organize peaceful marches on the state capital in Austin to raise awareness of the discrimination against Mexican Americans.
- F. Arm Mexican Americans with weapons to defend themselves against white brutality.
- G. Organize riots in Texas cities. People may be hurt, and property might be destroyed, but it will definitely make Texans aware of discrimination against Mexican Americans.

- H. Organize political action groups to support Mexican American candidates as well as candidates who support equal rights for Mexican Americans.
- I. Tell Mexican Americans not to protest or sue or organize. These types of actions always seem to get backlash from the dominant group, in this case Anglo Americans. It is better for Mexican Americans to work hard and improve their economic position in society. Once Mexican Americans become economically important, Anglo Americans will need them and will have to give them equal rights.
- J. Stress pride among Mexican Americans for their Hispanic culture. Mexican Americans should build up their own neighborhoods, support one another, and not depend on outside help from other groups.
- K. Unite with African Americans. We will support their efforts for equal rights if they will support our efforts for equal rights.
- L. Unite with Mexican immigrants who are not U.S. citizens.
- M. Talk with business owners, most of whom are Anglo Americans, about your concerns. See if you can negotiate with them to desegregate their businesses without stirring up massive resistance by Anglo Americans. Mexican Americans could still stage sit-ins and demonstrate while they negotiate with business owners.
- N. Stress that Mexican Americans are white people (since they have light skin) and, therefore, are entitled to the same rights as Anglo Americans.
- O. Help Mexican Americans learn English and stress to them that learning English is important to securing equal rights in America.

OUTCOMES OF MEXICAN AMERICAN DECISIONS



Mexican Americans sued school districts in court (Option A) and achieved favorable verdicts in key cases, when courts ruled in 1948 that separate schools were unconstitutional. Districts were ordered to desegregate (end separate schools for Mexican Americans), but the districts delayed, sometimes for decades. Mexican Americans boycotted schools (Option B) a few times, but not many.

In the 1950s, Mexican Americans generally avoided confrontational tactics, such as boycotts (Option C), sit-ins (Option D), or marches (Option E), in their struggle for civil rights. One Mexican American leader said that protests “cause more harm than good. The ladder [to equality] must be climbed one stair at a time.” Some leaders advised Mexican Americans to avoid any form of protest (Option I), while others suggested that Mexican Americans talk with business owners (Option M). Mexican Americans did become active in politics, supporting candidates at the local level (Option H), for positions on school boards and city councils.

Mexican American leaders formed an organization, the League of United Latin American Citizens (LULAC), which focused on getting Mexican American citizens accepted as equals by Anglo Americans. The group excluded immigrants because Mexican American citizens had different interests from Mexican immigrants (Option L). The group stressed the need for Mexican Americans to become Americanized by learning English (Option O). They saw it as the best way to become assimilated and accepted as full citizens. Members of LULAC also argued that Mexicans should be legally recognized as members of the white race (Option N), and therefore entitled to the same rights as Anglo Americans. This argument had the effect of angering African Americans, a group that might have been an ally in the quest to secure equal rights. According to historians, no one ever discussed uniting with African Americans in the struggle for civil rights (Option K).



LULAC shield

The Mexican American civil rights movement changed significantly after 1965. Mexican Americans were frustrated by the slow progress towards equal rights and were jolted by the effective use of confrontational tactics by African Americans. The successful sit-ins in Greensboro, North Carolina, and other cities in the early 1960s by African Americans provided a model of how to bring about more rapid change. Many Mexican Americans in Texas decided to switch to these more controversial tactics, such as sit-ins (Option D) and marches (Option E) and even disruptive action, such as blocking entrances to buildings. New organizations, such as the Political Association of Spanish-Speaking Organizations (PASO or PASSO), Raza Unida party (RUP), and Mexican American Youth Organization (MAYO), emphasized these more confrontational methods. The actions caused the general public to recognize discrimination against Mexican Americans.

In 1969, Mexican Americans successfully boycotted the schools in Crystal City to gain reforms, such as bilingual education. They took control of the school board and city council a few years later, but their control only lasted a couple of years.

This change in tactics after 1965 also reflected a change in attitude of Mexican Americans about themselves. They began to refer to themselves more often as Chicanos instead of Mexican Americans to connect to their history and to show pride in their culture (Option J).

The assertive activities (such as strikes, public demonstrations, and boycotts) by the Mexican American movement were not always successful. Discrimination against Mexican Americans remained. Demonstrators were portrayed in the newspapers as being Communists and filthy foreigners. They were pictured as lazy, gullible, and stupid. Strikers often suffered and lost. Many moderate Mexican Americans remained uncomfortable with activism. Although Mexican Americans in Texas generally supported the boycott of grapes during a strike led by César Chávez and the United Farm Workers, they more often did not support strikers because they were afraid of upsetting company owners and being seen as radicals by Anglo Americans.

However, the activism broke the stereotype of Mexican Americans as passive, obedient people who were incapable of organizing and fighting for their rights. One Chicano Texas leader said the most significant contribution of activism was “a loss of fear. It means that we stopped being afraid of the gringo [Anglo American]. We taught our parents to have courage like we did. We taught all those who were watching that you could confront the gringo[s] and beat them at their own games. All that violence that had accumulated over centuries we washed away with our activism, with our confrontations, with our bold pronouncements, and with our public postures of militancy.” Supporters of activism felt that Mexican Americans needed to show their power and assertiveness to get respect from other Americans.

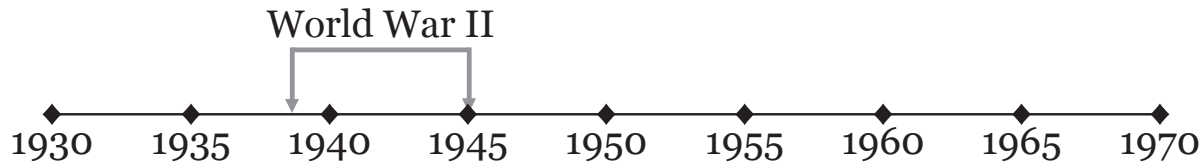
It is significant that Texas did not have any major riots, unlike many other areas of the country. One reason was likely the overall moderation of Mexican Americans. They did become more assertive in the late 1960s, but they did not want to go too far in their actions. They did not support arming themselves (Option F) or organizing riots (Option G), and although some called for a separate

nation for Mexican Americans, most Mexican Americans rejected this idea. They wanted a better life within American society and they were willing to fight for their rights within the American political system using nonviolent means.

QUESTIONS FOR ANALYSIS

1. Did Mexican Americans make good decisions regarding their civil rights in Texas? Explain what they did well or where they went wrong.
2. What did you do well or poorly in this decision-making problem about civil rights in Texas?
3. What was the most important decision-making skill in this problem (for example, identifying assumptions or setting realistic goals)? Explain your answer.

AFRICAN AMERICAN



The year is 1965 and you are a member of a civil rights group pushing for equal rights for African Americans in Texas. African Americans make up about 23 percent of the population of Texas. You and your organization feel that African Americans are discriminated against and do not have equal rights. African Americans are subject to Jim Crow laws, which force them to use separate parts of public areas, such as restaurants, water fountains, buses, trains, and schools.

African Americans are hired as maids and kitchen helpers but are not served as guests at those same hotels and restaurants. Schools

for African Americans are much worse than white schools, with poor buildings, larger class sizes, poor maintenance, and few supplies. African American neighborhoods have unpaved streets, poor police and fire protection, and other inferior government services. Until the 1940s, African Americans could not even vote in primaries, which meant they could only vote for candidates selected by white people. Outright killing of African Americans, called lynchings, has been



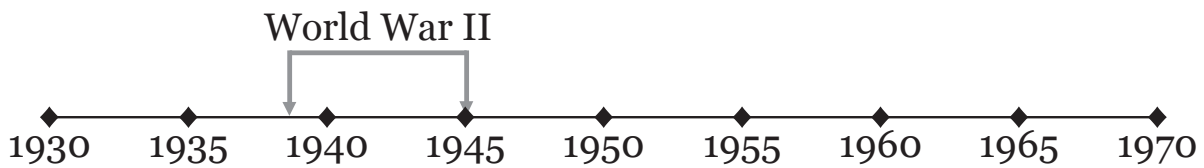
Jim Crow laws assigned "colored" drinking fountains to African Americans

common in Texas and throughout the South. Everyone is agreed on the goal of equal rights, but people in your group disagree about what tactics to use to achieve that goal. List at least six possible actions you could take to bring about equal rights, even ones that you do not think are a good idea. Then, put a check mark next to those actions you would favor.

Possible Actions:

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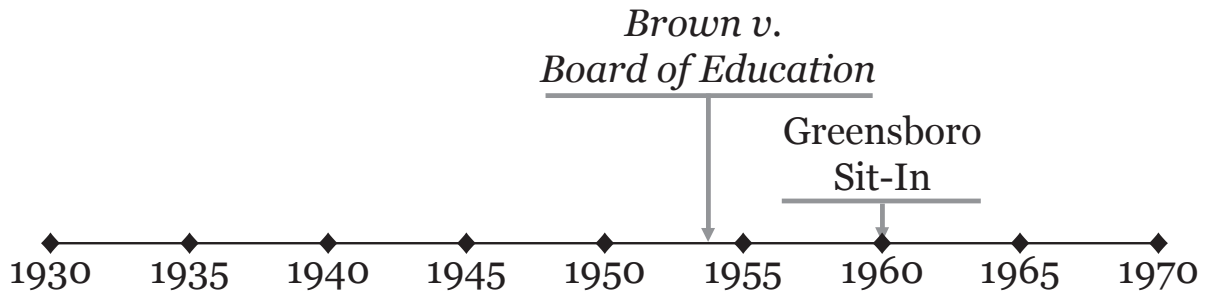
African Americans are hired as maids and kitchen helpers but are not served as guests at those same hotels and restaurants. Schools for African Americans are much worse than white schools, with poor buildings, larger class sizes, poor maintenance, and few supplies. African American neighborhoods have unpaved streets, poor police and fire protection, and other inferior government services. Until the 1940s, African Americans

could not even vote in primaries, which meant they could only vote for candidates selected by white people. Outright killing of African Americans, called lynchings, has been common in Texas and throughout the South. Everyone is agreed on the goal of equal rights, but people in your group disagree about what tactics to use to achieve that goal. Which of the following tactics would you support? You can choose as many as you would like (or none).

- A. Sue school districts in court. At this point, almost all school districts in Texas make African American children go to separate schools from Anglo Americans. The lawsuit would argue that separate schools violate the equal protection clause of the Fourteenth Amendment (“nor shall any State . . . deny to any person within its jurisdiction the equal protection of the laws”).

- B. Boycott school districts that have separate schools for African Americans and whites.
- C. Boycott businesses that discriminate against African Americans.
- D. Organize sit-ins at businesses that discriminate against African Americans. Protestors would sit at lunch counters reserved for Anglo Americans only. These would be peaceful demonstrations that would raise awareness about businesses that discriminate.
- E. Organize peaceful marches on the state capital in Austin to raise awareness of the discrimination against African Americans.
- F. Arm African Americans with weapons to defend themselves against white brutality.
- G. Organize riots in Texas cities. People may be hurt, and property may be destroyed, but it will definitely make Texans aware of discrimination against African Americans.
- H. Organize political action groups to support African American candidates as well as candidates who support equal rights for African Americans.
- I. Tell African Americans not to protest or sue or organize. These types of actions always seem to get backlash from the dominant group, in this case whites. It is better for African Americans to work hard and improve their economic position in society. Once African Americans become economically important, whites will need them and will have to give them equal rights.
- J. Stress pride among African Americans for their African culture. African Americans should build up their own neighborhoods, support one another, and not depend on outside help from other groups.
- K. Unite with Mexican Americans. We will support their efforts for equal rights if they will support our efforts for equal rights.
- L. Unite with Mexican immigrants who are not U.S. citizens.
- M. Talk with business owners, most of whom are white, about your concerns. See if you can negotiate with them to desegregate their businesses without stirring up massive resistance from whites. African Americans could still stage sit-ins and demonstrate while they negotiate with business owners.
- N. Accept the offer of school districts to build better, separate school buildings for African Americans and give African Americans equal school supplies. In exchange, African Americans would agree to stop attempting to desegregate schools. Also, accept the offer of the state of Texas to establish separate colleges and a law school for African American students.

OUTCOMES OF AFRICAN AMERICAN DECISIONS



African Americans sued school districts in court (Option A) and achieved favorable verdicts in key cases. In 1954, the Supreme Court ruled in *Brown v. Board of Education* that separate schools were not equal. African Americans in Texas pressured school boards to desegregate schools (end separate schools for African Americans). They elected African Americans to school boards (Option H), such as Hattie Mae White in Houston, but they almost always made up a minority of board members. They sometimes boycotted schools (Option B). Despite the pressure, school boards did very little to desegregate. Many white parents did not want their children to go to school with African American children. Some districts agreed to build new (separate) schools for African Americans and spend more on supplies. African Americans rejected the offer (Option N), seeing it as a clever way to get them to agree to separate schools. Eventually, some districts offered to desegregate one grade at a time, first grade in year one, second grade in year two, and so on. African Americans saw these gradual changes as too slow. Almost all African Americans recognized the need for protests and actions to achieve equal rights (Option I).

Through the National Association for the Advancement of Colored People (NAACP), African Americans focused mainly on court cases in the 1940s and 1950s. In *Smith v. Allwright* (1944) the court declared white primaries (only whites could vote in primaries) unconstitutional. In *Sweatt v. Painter* (1950) the court ruled that separate law schools in Texas violated the equal protection clause of the Constitution. African Americans also sued to be able to use public golf courses and public libraries.

African Americans generally chose more confrontational tactics in the 1960s in their quest for equal rights in Texas. The successful sit-ins in Greensboro, North Carolina, and other cities in the South in the early 1960s provided a model of how to bring about more rapid change in Texas.

African Americans sat at lunch counters reserved for whites only. The bad publicity for white store-owners, followed by boycotts of the stores by African American customers, hurt business. As a result of the pressure, some store owners agreed to desegregate their counters. African Americans in Texas engaged in sit-ins (Option D), marches (Option E), and boycotts of businesses (Option C).

While African American protests were effective in getting many businesses to desegregate, these actions caused a negative reaction among many whites. There were repeated accusations that civil rights leaders were Communists. Race mixing had replaced communism as the new threat to white society. White Citizens' Councils organized strategies to oppose all efforts to desegregate. Some whites accused civil rights leaders of being anti-Christian, while many other whites saw African American protesting as a threat to law and order.



This is the lunch counter from Greensboro, North Carolina. Four African Americans demonstrated by sitting at that counter.

Despite this opposition from many whites, African Americans worked closely with business leaders in Dallas and Houston (Option M). The groups reframed the issue of civil rights as one of peacefully implementing desegregation to preserve law and order in the cities. In addition, they got the news media to *not* run articles on the sit-ins and demonstrations. Without news coverage, the chances of violence were reduced. However, in return for cooperation, African Americans were forced to accept the slower pace of desegregation, especially in schools.

In the late 1960s, many African Americans were frustrated with the slow pace of change in schools. They wanted to go beyond tokenism (no significant change). When desegregation became widespread by 1970, especially with the forced busing of children out of their neighborhood schools, white people moved to suburbs or enrolled their children in all-white private schools, referred to as “white flight.” (African Americans and Mexican Americans also opposed busing.) The public schools were desegregated, but there were not many white students left in them

(only about 13 percent of students were white). After 1965, African Americans called for “black power” and stressed African American pride in their distinctive culture (Option J). Some African American leaders in Texas called for African Americans to arm themselves with weapons in self-defense (Option F) and to organize riots (Option G).

African Americans were angry over Mexican American opposition to African American protests and about the argument by Mexican Americans that they were white and therefore should get the rights accorded to whites. Most African Americans did not live close to Mexican Americans. Without personal contacts, it was difficult to forge an alliance (Option K). Moreover, Mexican Americans, including Mexican immigrants (Option L), competed (and still compete) with African Americans for jobs. Whites in positions of power in Texas promoted this antagonism between African Americans and Mexican Americans. African Americans and Mexican Americans did come together more recently to support Barack Obama for president.

Texas did not have any major riots during the civil rights years, unlike many other areas of the country. Part of the reason was African American leaders as well as white business and political leaders in Texas saw the negative results of violence and massive resistance in Little Rock and New Orleans. There were public demonstrations in Texas, but they were almost always nonviolent. As with Mexican Americans, African Americans largely rejected the idea of violence and other extreme actions. There are differences in opinion on how much African Americans achieved in their civil rights efforts, but there is agreement that they made significant gains. They showed that they were willing to be assertive in standing up for their rights.

QUESTIONS FOR ANALYSIS

1. Did African Americans make good decisions regarding their civil rights in Texas? Explain what they did well or where they went wrong.
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