



Unit of Study:
Civil War & Reconstruction
Healing a Nation

Cypress-Fairbanks Independent School District
Integrated Social Studies, Grade 4

Grade 4 – Unit 6 - Week at a Glance

Week	Instructional Focus	Reading Workshop	Writing Workshop	Revising & Editing
1	Political Impact (4A)	Nonfiction - check out Appendix A for literature selections that can be brought in and tied to SS	Prompt-based Expository Essay	Revise for Central Idea, Revise for Topic Sentence & Conclusion, Revise to Insert Detail
2	Economic Impact (4A, 4B, 4C, 5B, 8A, 20A)	Historical Fiction – check out Appendix A for literature selections that can be brought in and tied to SS		Sentence Structure: Complex Sentences, Edit for Comma Use & Correctness: Run-ons & Fragments, Spell Possessives & Singular/Plural Verbs, Punctuation: Commas in a Series & Compound Sentences, Editing Independent Practice
3	Social Impact (4D, 16D)		Personal Narrative	Capitalization of Proper Nouns, Grammar - Pts. Of Speech (good/well - Adjective vs. Adverb, etc.), Spelling Review, Revise Word Choice & Insert Transition, Revision & Editing Independent Practice
4	Technology Project – in iXplore			Revision Review: Sentence Structure, Editing Review: CUPS (Dialogue, Double Negatives, etc.), Revision Review: Central Idea, Topic Sentence, & Conclusion, Editing Review: CUPS, Revision & Editing Independent Practice

GENERAL INFORMATION TEACHER NEEDS TO KNOW

- ★ The lessons in this unit are geared toward the 4th grade TEKS. Teachers are encouraged to modify these activities as needed and choose resources that best fit their needs. **INSS objectives should be visible.** In the Unit Overview, the Bloom's verbs have been underlined and critical skills have been color-coded.
- ★ Please refer to **Dates of Remembrance** document in iXplore.
- ★ Vocabulary & current events resources are located in iXplore in INSS Resources.
- ★ Lessons should be integrated into the reading/writing workshop schedule during the following times; poetry, read aloud with accountable talk (20 minutes), independent reading and writing, group or share time. See the suggested schedule in iXplore.
- ★ You can access Journey's materials through the [Think Central](#) website. Some examples of materials you can use for read a-louds include; the student e-book, leveled readers, vocabulary readers, decodable readers, and the write-in reader.
- ★ Brain Pop has a new site called Brian Pop Educators. It is free to join and has some great resources and lesson plans for all subjects. <http://www.brainpop.com/educators/home/>
- ★ If you have a Discovery Education account, you will need to sign-in before viewing the video clips listed as resources.
- ★ [The Handbook of Texas](#), online version: great read aloud texts
- ★ **NEW RESOURCE:**
Free subscription to Studies Weekly for this school year
Teacher Login: username is TXteacher, password is demo
Student Login: username is TXstudent, password is demo

LIBRARY RESOURCES

http://www.cfisd.net/dept2/library/library_el.htm

Check your campus library page for online resources to use for social studies content lessons and read alouds.



Conceptual Lens:	Conflict & Change
Social Studies TEKS:	<p>4.4(A) <u>describe</u> the impact of the Civil War and Reconstruction on Texas</p> <p>4.4(B) <u>explain</u> the growth, development, and impact of the cattle industry, <i>including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson</i></p> <p>4.4(C) <u>identify</u> the impact of railroads on life in Texas, <i>including changes to cities and major industries</i></p> <p>4.4(D) <u>examine</u> the effects upon American Indian life resulting from changes in Texas, <i>including the Red River War, building of U.S. forts and railroads, and loss of buffalo</i></p> <p>4.5(B) <u>explain</u> the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins</p> <p>4.8(A) <u>identify</u> and explain clusters and patterns of settlement in Texas at different time periods <i>such as after the building of the railroads</i></p> <p>4.16(D) <u>describe</u> the origins and significance of state celebrations <i>such as Juneteenth</i>.</p>
Unit Overview:	The student understands the political, economic, and social changes in Texas during the last half of the 19th century.
Literature Selections:	Teachers may choose a variety of literature for the read aloud selections to develop students' understanding of the social studies concepts. See Appendix A for suggested literature selections.


Political Impact Overview: Week 1

Enduring Understandings/Generalizations	Guiding/Essential Questions
<p>The students will describe the impact of the Civil War and Reconstruction on Texas.</p> <p>Participation in the Civil War and the years of the Reconstruction era brought enormous social, economic, and political changes to Texas.</p>	<ul style="list-style-type: none"> What was the impact of the Civil War and Reconstruction on Texas? How did it change life for Texans?
Students will . . .	
<ul style="list-style-type: none"> participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions use primary and secondary sources to gain information about a topic understand key vocabulary terms <u>describe</u> the impact of the Civil War on Texas <u>describe</u> the impact of Reconstruction on Texas 	

Instructional Resources: Week 1

Teacher Materials	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> Horizons Textbook- Unit 4 pp. 264-266: The Civil War in Texas pp. 268-269: The Fighting Ends p. 274 (1st paragraph): Reconstruction pp. 275: Texas Rejoins the U.S. pp. 276: Constitutional Amendments Appendix A – Suggested Literature Appendix B – Civil War Read Aloud Appendix C – Reconstruction Read Aloud 4th Grade Biographies - iXplore 	<p>Causes of the Civil War are not a part of the 4th grade TEKS. This unit only deals with the political, social, and economic impact the war and reconstruction had on Texas. The teacher may decide to grow the students' schema and provide a brief explanation of the Civil War and Reconstruction during the unit introduction.</p>	<ul style="list-style-type: none"> Read Aloud discussion and participation Written Response to guiding questions Written response to independent reading Anchor chart participation 	<ul style="list-style-type: none"> <u>Black Gold!</u> lesson plan from the Texas State Historical Association <u>Reconstruction in Texas</u> lesson plan from the Texas State Historical Association

Political Impact Pacing Guide: Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
Read Aloud	Read Aloud		Read Aloud	Read Aloud
<p>Focus: What was the Civil War?</p> <ul style="list-style-type: none"> • Use Appendix B as a read aloud with accountable talk. • Focus on the Guiding/ Essential questions during the RA. Students can turn and talk to share possible response and stop and jot information in their ISN. (%) • Teacher can extend learning by viewing one of the videos or using a link from the Technology section. 	<p>Focus: What was its impact on Texas?</p> <ul style="list-style-type: none"> • Use p. 266 in the <i>Horizons</i> textbook as a read aloud with accountable talk. • Focus on the Guiding/ Essential questions during the RA. Students can turn and talk to share possible response and stop and jot information in their ISN. (%) • Teacher can extend learning by viewing one of the videos or using a link from the Technology section. 	<p>Math Benchmark</p> 	<p>Focus: What was Reconstruction?</p> <ul style="list-style-type: none"> • Reconstruction was the period after the American Civil War when the southern states of the defeated Confederacy, which had seceded from the United States, were reintegrated into the Union. • Use Appendix C as a read aloud. • Focus on the Guiding/ Essential questions during the RA. Students can turn and talk to share possible response and stop and jot information in their ISN. (%) • Teacher can extend learning by viewing one of the videos or using a link from the Technology section 	<p>Focus: What was its impact on Texas?</p> <ul style="list-style-type: none"> • The Constitution of 1876 was written & adopted giving state officials less power, we use the same constitution today. • Use pp. 274-276 in the <i>Horizons</i> textbook as a read aloud with accountable talk. • Focus on the Guiding/ Essential questions during the RA. Students can turn and talk to share possible response and stop and jot information in their ISN. (%) • Teacher can extend learning by viewing one of the videos or using a link from the Technology section.

Economic Impact Overview: Week 2

Enduring Understandings/Generalizations	Guiding/Essential Questions
<p>The students will describe the impact of the Civil War and Reconstruction on Texas.</p> <p>The cattle and oil industries, along with the railroad and barbed wire, developed economic opportunities and a unique culture in Texas. These industries helped Texas prosper after the Civil War.</p>	<ul style="list-style-type: none"> • What ethnic group is responsible for bringing cattle to Texas? • Why were the cowhands' jobs so important to the cattle kingdom? • How did the cattle industry grow, develop and impact Texas? <ul style="list-style-type: none"> ✓ Texans drove cows to other states to sell for higher prices during the time of the open range when land and water were freely used ✓ Barbed wire invention kept cattle safe and crops safe from free grazing ✓ Railroads build close to ranches; Texans were able to move more cattle north for quicker sales • What were the contributions of Charles Goodnight, Richard King, and Lizzie Johnson to the cattle industry? • How did barbed wire and locomotives contribute to the end of cattle drives? • What forms of transportation did the railroad replace? (horses, wagons) • What was the impact of railroads on life in Texas? How did they change cities and major industries? <ul style="list-style-type: none"> ✓ Cities were built within 30 miles of each other along the railroad tracks, enabling businesses to grow there and creating a population boom ✓ Industries were able to thrive because of increased access to long-distance customers ✓ Building supplies for the cities could be brought in by railroad ✓ Increased urban population • How did poor farmers living in Texas feel about the railroads? • What was the Texas Railroad Commission and why was it formed? • What was the development and impact of the oil and gas industry on industrialization and urbanization in Texas? • How were Spindletop and Pattillo Higgins significant?

Students will . . .

- participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions
- use primary and secondary sources to gain information about a topic
- understand key vocabulary terms
- explain the growth, development, and impact of the cattle industry including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson
- identify the impact of railroads on life in Texas
- identify and explain clusters and patterns of settlement in Texas at different time periods
- explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins

Instructional Resources: Week 2

Teacher Materials	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> • Horizons Textbook pp. 12-13: Texas Cattle pp. 300-304: The Cattle Kingdom pp. 305-309: Railroads & Industry pp. 312-315: Oil in Texas, Spindletop • Appendix A – Suggested Literature • Appendix D-Note-taking Content Frame • Appendix E – The Rise & Fall of the Cattle Industry • 4th Grade Biographies - iXplore • Cattle-RR PPT – iXplore • Oil Boom Song PPT – iXplore • Hooked on Barbwire Lesson Plan-iXplore 	<p>Economic changes due to the Civil War:</p> <ul style="list-style-type: none"> ✓ Cattle ranching became the main business after the Civil War. ✓ Ports were blocked by Union forces, keeping goods from going in and out of Texas. ✓ Freedom of slaves would hurt cotton production and trade. ✓ Weakened Texas economy because of Texas association with the South <p>Economic changes due to Reconstruction:</p> <ul style="list-style-type: none"> ✓ Plantation owners paid for labor. ✓ Freed slaves entered the workforce as sharecroppers and needed a place to live. <p>Growth of cattle industry: Texas had a large supply of cattle after Civil War and there was large demand for beef in the North. (economic)</p> <p>Development of cattle industry: Trail drives were developed to transport cattle to the railroads. (geographic) Charles Goodnight – founder of the Goodnight-Loving Trail along with Oliver Loving. It ran west into New Mexico and passed through Colorado.</p> <p>Impact of cattle industry: A cowboy culture. Elizabeth “Lizzie” Johnson Williams – the first woman in Texas to ride the Chisholm Trail with a herd of cattle that she had acquired under her own brand. (social) Richard King – ranches were created across Texas. The King Ranch was the largest ranch in the world and was founded by Captain Richard King and his partner Mifflin Kenedy. (geographic and economic) Diversified economy – farming and ranching (economic) Growth of railroad (economic/political)</p>	<ul style="list-style-type: none"> • Read Aloud discussion and participation • Written Response to guiding questions • Written response to independent reading • Anchor chart participation • Appendix D – Note-taking Content Frame 	<ul style="list-style-type: none"> • Texas Cattle Kingdom Lesson Plan • American West: The Cattle Industry • Railroad Commission of Texas • Barbed Wire

Economic Impact Pacing Guide: Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary	Read Aloud	Read Aloud	Read Aloud	Current Events
<p>Teachers can conduct vocabulary activities as needed to build schema. Suggested vocabulary terms:</p> <ul style="list-style-type: none"> ✓ Cattle- a herd of livestock ✓ Cattle Drive - process of herds of cows being moved from one place to another by cowhands. ✓ Ranch ✓ Transportation ✓ Locomotive ✓ Refinery ✓ Spindletop 	<p>Focus: Cattle Industry</p> <ul style="list-style-type: none"> • Use PPT slides 1- 8 or Appendix E to build scheme for students about the cattle industry. • Create the content frame shown in Appendix D. Have students create in their ISN. • Use Horizons textbook pages 300-304 as a read aloud with accountable talk. • During the RA, focus on the Guiding/ Essential questions during the RA. Students can turn and talk to share possible response and stop and jot information about the three individuals in their ISN. (%) • Teacher can extend learning by viewing one of the videos or using a link from the Technology section. • Students can use Horizon textbook pages 12-13 or the TFK reader, <i>The Big Ranches</i>, as independent reading to practice reading workshop skills such as main idea and summary. (%) 	<p>Focus: Railroads</p> <ul style="list-style-type: none"> • Use PPT slides 9-14 to build scheme for students about the railroad industry. • Use Horizons textbook pages 305-309 as a read aloud with accountable talk. • Focus on how locomotives improve the transportation of people and goods and increased population of cities built along railroad lines. • During the RA, also focus on the Guiding/ Essential questions during the RA. Students can turn and talk to share possible response and stop and jot information in their ISN. (%) 	<p>Focus: Oil Industry at the turn of the Century</p> <ul style="list-style-type: none"> • Use Horizons textbook pages 312- 315 as a read aloud with accountable talk. • During the RA, focus on the Guiding/ Essential questions during the RA. Students can turn and talk to share possible response and stop and jot information on the chart in their ISN. (%) • Students can use the Journeys main selection <i>Spindletop</i> as independent reading to practice reading workshop skills such as main idea and summary. (%) 	<p>Writing Responses (%)</p> <ul style="list-style-type: none"> • List some of the duties of cowhands. Is this a job you would like to have? Why or Why not? • List Spanish words that are part of cattle culture. <i>Lasso, ranch, etc.</i> • How might cities such as Dallas and Austin be different today if railroads had never come to these places?

Social Impact Overview: Week 3

Enduring Understandings/Generalizations	Guiding/Essential Questions
The students will describe the impact of the Civil War and Reconstruction on Texas.	<ul style="list-style-type: none">• How did the Native Americans rely on the buffalo?• How did settlers change the Native Americans' lives?• How did changes in Texas affect American Indian life?• Why did the author of the Horizons textbook include a picture graph on page 280?• What beliefs limitations in communication led to the celebration of Juneteenth in Texas?• Why did Texas slaves learn about the end of the war much later than other slaves in the south?
Students will . . .	
<ul style="list-style-type: none">• participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions• use primary and secondary sources to gain information about a topic• understand key vocabulary terms• <u>examine</u> the effects upon American Indian life resulting from changes in Texas• <u>describe</u> the origins and significance of state celebrations such as Juneteenth	

Instructional Resources: Week 3

Teacher Materials	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> • Horizons Textbook pp. 274-275: Juneteenth pp. 276-277: Sharecropping pp. 278-280: Conflicts in the West pp. 280-281: The Buffalo Hunters pp. 281-283: Fighting on the High Plains-Red River War • Appendix A – Suggested Literature • Appendix F – RAFT Writing Activity • 4th Grade Biographies – iXplore • Unit 6 Review – iXplore • Who Am I? Lesson Plan - iXplore 	<p>Social changes due to the Civil War: Slaves were freed (Amendment 13); Amendment 14 (the grant of citizenship); Amendment 15 (the right to vote for every male citizen), 60,000-70,000 Texas men joined the Confederacy</p> <p>Social changes due to Reconstruction: Farmers had to pay for labor, freed slaves had to adjust to new lives with new challenges; individuals had to assume a more active part in their community and government, Texas rejoins the Union, Black Codes & Segregation</p> <p>Red River War –South Plains Indians left reservations and raided settlements along the Red River. The U.S. army forced the American Indians back to the reservations and the government held control of all of North Texas.</p> <p>Building U.S. forts - Forts were built to house and train soldiers to protect settlers moving west. This development promoted war between the two groups; included the building of telegraphs lines and settlements.</p> <p>Building of Railroads- With the removal of the buffalo and the American Indians from West Texas, the railroad was allowed to expand west.</p> <p>Loss of buffalo - Buffalo were in short supply because they were being hunted for hide and killed by soldiers in an attempt to remove the source of disagreement between the Anglo-Americans and the Native Americans. Reducing the number of buffalos for their hides, made it difficult for American Indians to continue their way of life. Without buffalo herds, the Plains tribes were forced to move to reservations and change their way of life.</p>	<ul style="list-style-type: none"> • Read Aloud discussion and participation • Written Response to guiding questions • Written response to independent reading • Anchor chart participation • RAFT Writing Activity • 	<ul style="list-style-type: none"> • http://www.juneteenth.com/history.htm • Juneteenth explanation page • Juneteenth Literature List • The Civil War & Reconstruction in the American West • The Effects of Removal on American Indian Tribes • Reconstruction Video & Quiz •

Social Impact Pacing Guide: Week 3

Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary	Read Aloud	Read Aloud	Read Aloud	Current Events
<p>Teachers can conduct vocabulary activities as needed to build schema. Suggested vocabulary terms:</p> <ul style="list-style-type: none"> Juneteenth - June 19, 1865; the day slaves found out they were free in Texas. Gen. Gordon Granger arrived in Galveston and announced that slaves were free and the war was over. (The order freeing slaves in slave states took effect Jan. 1, 1863.) Sharecropping Reservation (multi-meaning word) - Native Americans were forced to live on reservations; many died as a result of war, disease, and starvation. 	<p>Focus: Effects of War & Reconstruction on American Indians- loss of land and buffalo</p> <ul style="list-style-type: none"> Discuss the meaning of the term 'reservation'. Use <i>Conflicts in the West & The Buffalo Hunters</i> in the <i>Horizons</i> textbook, pp. 278-281, as a read aloud with accountable talk. Focus on the Guiding/ Essential questions during the RA. Students can turn and talk to share possible response and stop and jot information in their ISN. (%) Teacher can extend learning by viewing one of the videos or using a link from the Technology section. Also discuss the buffalo populations chart Harcourt p. 280. 	<p>Focus: Effects of War & Reconstruction on American Indians- Red River War</p> <ul style="list-style-type: none"> Use <i>Fighting on the High Plains</i> in the <i>Horizons</i> textbook, pp. 281-283, as a read aloud with accountable talk. Focus on the Guiding/ Essential questions during the RA. Students can turn and talk to share possible response and stop and jot information in their ISN. (%) Teacher can extend learning by viewing one of the videos or using a link from the Technology section. 	<p>Focus: Effects of war & reconstruction on African Americans</p> <ul style="list-style-type: none"> Review the term sharecropping. Use pp. 276-277: Sharecropping in the Harcourt Horizons textbook as a read aloud with accountable talk. The teacher can also use Juneteenth in the Harcourt Horizons textbook p. 274-275, as a read aloud with accountable talk. Focus on the Guiding/ Essential questions during the RA. Students can turn and talk to share possible response and stop and jot information in their ISN. (%) Teacher can extend learning by viewing one of the videos or using a link from the Technology section. Students can use the Time for Kids reader <i>Juneteenth</i> as a partner read. With a partner they can discuss and its connection to the end of the Civil War. This can also be used as independent reading material to practice reading workshop skills. 	<p>Teachers can continue previous lesson or have students complete the writing activity. (Appendix F)</p>

Topics	Suggested Literature
Civil War	<ul style="list-style-type: none"> • <i>The Blue and Gray</i>, Eve Bunting • <i>You Wouldn't Want to be a Civil War Soldier: a War You'd Rather Not Fight</i> • <i>Fields of Fury : The American Civil War</i> by James McPherson • <i>The American Civil War : A House Divided</i> by Edward Dolan • <i>Civil War</i> by Martin W. Sandler • <i>The Civil War</i> by Tim Paulsen (National Geographic series) • <i>When This Cruel War is Over: The Civil War Homefront</i> by Duane Damon • <i>The History and Activities of the Civil War</i> by Margaret C. Hall • <i>The Soldiers of the Civil War</i> by William C. Davis • <i>Cassie's Sweet Berry Pie : A Civil War story</i> by Karen Winnick • <i>The Drummer Boy: Marching to the Civil War</i> by Ann Warren Turner • <i>The Gettysburg Address</i> by Houghton Mifflin
Reconstruction	<ul style="list-style-type: none"> • <i>The Building of the Transcontinental Railroad</i> by Nathan Olson
Cattle Industry	<p>Time for Kids Readers <i>The Big Ranches</i></p> <p>Other Suggestions:</p> <ul style="list-style-type: none"> • <i>Vaqueros</i>, Miller • <i>Cowboys</i> • <i>Cowboys of the Wild West</i>
Oil Industry	<p>Journeys Main Selections Spindletop, p.418</p>
Impact on People	<p>Time for Kids Readers <i>Native Americans</i> <i>Juneteenth</i></p> <p>Other Suggestions:</p> <ul style="list-style-type: none"> • <i>The Buffalo Are Back</i>, George, 2010 • <i>Buffalo Music</i>, Fern, 2008 • <i>I Thought My Soul Would Rise and Fly: The Diary of Patsy, a Freed Girl, Mars Bluff, South Carolina 1865</i>-Five copies available in every 4th and 5th Grade Read180 library.
<p>Historic Fiction to use with Reading Workshop</p> <p>The Magic Tree House series of books is a good source of historical fiction.</p>	<p>Journeys Main Selections <i>The Earth Dragon Awakes</i> <i>Riding Freedom</i></p> <p>Journeys Leveled & Vocabulary Readers <i>Two Against the Mississippi</i> <i>Sailing to Safety</i> <i>A New Name for Lois</i> <i>Little Hare and the Thundering Earth</i> <i>Come to Nicodemus</i> <i>Elizabeth's Stormy Ride</i> <i>A Dangerous Trip</i> <i>Perilous Passage</i></p>



Civil War Timeline



The Civil War lasted from 1861 until 1865. The southern states wanted to have their own nation and be able to decide what laws to have. The north did not want the country to be broken apart. In the election of 1860 Abraham Lincoln stated that he wanted to stop the spread of slavery. The southern states said that if Lincoln won, they would secede (leave) the union. The southern states seceded from the union after Lincoln was elected. They formed their own nation, The Confederate States of America. The war began in April of 1861 when the Confederate Army took over Fort Sumter in Charleston, South Carolina. President Lincoln was forced to declare war. The war was a long and bloody. Over 600,000 men on both sides died. Over 1,100,000 were injured. The south was devastated. General Lee surrendered to General Grant on April 9, 1865 at Appomattox Court House in Virginia. The war was over.

<http://www2.lhric.org/pocantico/civilwar/timeline.htm>

The time after the Civil War was called Reconstruction. It lasted from 1865-1877. It started near the end of the Civil War when President Abraham Lincoln proposed a plan for Reconstruction. This plan was to rebuild the South and bring states back into the Union.

Lincoln's Plan



Under Lincoln's plan, Southerners who took an oath saying they would support the Union would be granted a pardon. The terms of the Reconstruction plan allowed southern states to form new governments and constitutions, as long as 10% of their voters supported the Union. The 1860 presidential election would be the basis of the 10% of voters. Also, the new state constitutions could not allow slavery. Almost all Northerners thought that Lincoln's plan wasn't harsh enough, because they thought that Southerners should get more punishment for trying to secede from the Union.

Congress wanted people to take an oath of loyalty. They thought that at least one-half of all voters in a state should take this oath before Reconstruction could take place. This brought about the question of who should make Reconstruction policies, Congress or the President of the United States.


Johnson's Plan

On April 9, 1865 the Civil War ended. Lincoln was assassinated a few days later and Vice President Andrew Johnson became the new president. Johnson came up with his own Reconstruction plan in May 1865.



The South eventually rejoined the North in 1870. The first of the 11 southern defeated states to be readmitted into the Union was Tennessee.

Reconstruction governments needed help from the North to survive. By the 1870's most of the northerners began losing interest in Reconstruction. Slowly the United States soldiers were removed from areas where Reconstruction was in place. In 1876, Rutherford B. Hayes was elected President of the United States. He agreed to remove the rest of the federal troops in Reconstruction governments. This was the end of Reconstruction. Eventually all of the rights that Blacks had won during Reconstruction were taken away by southern Whites who regained control of their state governments.

Charles Goodnight	Richard King	Lizzie Johnson
 Spindletop	Pattillo Higgins	

The Rise and Fall of the Cattle Industry

The cattle trade was at its peak from 1867 until the early 1880s. The following factors contributed to this:

- Increased number of railway lines – able to transport cattle to new markets
- Development of refrigerated rail carriages – cattle could be slaughtered before transportation
- Removal of Indians from the Plains to reservations – more land available for ranching.



In the last twenty years of the nineteenth century the beef trade virtually collapsed. The following factors contributed to this:

- Farmers began to experiment with different breeds of cattle that could not live on the open range.
- There was less grass available for grazing. In 1883 there was a drought that ruined the grass.
- The demand for beef fell which meant that ranching was less profitable.
- The winter of 1886/7 was very severe – cattle and cowboys died in the freezing temperatures.

A New Approach

The days of the open range were over. From the late nineteenth century cattle were kept on enclosed ranches and farmed in much smaller quantities. Two inventions were particularly important in making this an option:

- Barbed Wire
- Wind pump



Barbed Wire

Barbed Wire

Barbed wire was invented by J F Glidden in 1874. This invention meant that large areas could be fenced cheaply. Cattle were now enclosed on ranches and no longer roamed the Plains. As a result fewer cowboys were needed and the long drive was a thing of the past.

Wind Pump

The strong winds that blew across the Plains were an ideal source of energy. Windmills were used to drive pumps that could pump water from underground. This meant that cattle ranches did not need to be sited near a river or stream.



Wind Pump

The age of the wild and free cowboy was gone, they now spent much of their time mending fences and tending the cattle. However, the image of the wild and free cowboy was dramatized in Wild West shows performed for eastern audiences and it is that image that became, and has remained, a feature of the legend of the wild, wild west.

RAFT – Reconstruction Writing Activity

Create a postcard that might have been sent during the Reconstruction Period of the United States of America. In this RAFT activity you need to pretend you are:

Role: Who are you? You will pretend to be a sharecropper, plantation owner or a freed slave.

Audience: Who you are writing a postcard to? You will write to a fellow sharecropper a family member, or another freed slave.

Format: What are you writing? You will write a postcard – make sure to decorate the front with an appropriate illustration.

Topic- Describe to your audience what the conditions were like during the Reconstruction Period.

You are writing a postcard describing what your life is like during this period. Your job is to make your card as realistic as possible. Take into account the following information:

1. In exchange for the use of land, the sharecroppers had to pay the owner with the share of the crop. Yet they did all the work - growing and taking care of the crops.
2. Many of the plantation owner's farms were destroyed and they no longer had an abundant supply of cheap labor. (slaves)
3. The Jim Crow laws caused a struggle in everyday life, yet the Freedman's Bureau strived to ease the difficulties freed slaves faced.