

CHAPTER 17

Life in a Frontier State (1845–1861)

John O. Meusebach met with a group of Comanche chiefs in 1847. The meeting resulted in a treaty that allowed some German immigrants to settle in Comanche territory.



1846 Texas signs a peace treaty with the Penateka Comanche.

1847 A state census reports the state's population at more than 142,000.

1850 In her book *Texas in 1850*, Melinda Rankin describes the state and urges people to move to Texas.

U.S. and WORLD



1845

1846 The Smithsonian Institution is established.

1847

1848 Gold is discovered in California.

1849

1851

1852 *Uncle Tom's Cabin*, a novel that criticizes slavery, is published and sells 300,000 copies in the United States alone in its first year in print.



The California Gold Rush began after gold was discovered at Sutter's Mill.

Build on What You Know

Texas was a frontier state in the 1840s and 1850s. Settlers in Texas faced many challenges, but changes and improvements were occurring rapidly. Despite the difficulties, settlers continued to move to Texas. Many settlers brought slaves with them.



Many stagecoaches that traveled through Texas could carry as many as nine passengers.

The geography of Texas was particularly well suited to growing cotton.



1853 After many false starts, track is finally laid for the Buffalo Bayou, Brazos, and Colorado Railway.

1856 Slaves in Colorado County acquire weapons and plan a rebellion, but the plot is discovered before it can begin.

1858 The Butterfield Overland Mail begins taking passengers and mail by stagecoach from Missouri, through Texas, and on to California.

1859 Texas produces a record crop of more than 400,000 bales of cotton.

1853

1855

1857

1859

1861

1857 In *Dred Scott v. Sandford*, the U.S. Supreme Court declares that slaves are not U.S. citizens.

1860 The Pony Express is established, providing mail service from St. Joseph, Missouri, to San Francisco, California.



Uncle Tom's Cabin increased opposition to slavery.

You Be the Historian

Themes Journal



What's Your Opinion? Do you **agree** or **disagree** with the following statements? Support your point of view in your journal.

- **Government** Government should pay for a region's internal improvements.
- **Geography** Physical factors, such as climate and landforms, do not affect a region's population growth.
- **Economics** Local economies are seldom affected by national and international events.



If you were there ...
Why would you move to a frontier state like Texas?

Earning a Living

Read to Discover

1. How did most Texans earn a living?
2. What types of trades and professions were common in frontier Texas?

Why It Matters Today

Most cotton in Texas was grown to be sold as a cash crop. Use [CNNfyi.com](http://cnnfyi.com) or other **current events** sources to learn about large-scale farming today. Record your findings in your journal.

Define

- cotton belt
- planters
- tallow
- gristmills
- tanneries
- manufactured products

Identify

- Richard King
- Aaron Ashworth



While many Texas farm families had pitchers, few had such fancy pieces as this copper coffee pot from Europe.

The Story Continues

On a typical day, Mathilda Doebbler Wagner was up before dawn. She started a fire in the stove and made coffee. Then Wagner rounded up the calves, milked the cows, and made breakfast for her family. Next came other morning chores, including making butter and feeding animals. Before day's end, Wagner had made two more meals and worked in the fields—all while tending a baby.

★ Farmers and Planters

Like Wagner, most Texans worked on farms or ranches. According to the 1850 census, 95 percent of Texans lived in rural areas. Agriculture in Texas continued to expand as people moved there from many other states and nations. The number of farms in the state more than doubled between 1850 and 1860. Some were small family farms, while others were plantations covering thousands of acres. Many Texas farmers grew a cash crop—typically cotton—to sell for profit. Sugarcane, another cash crop, was grown near the coast and along river bottoms. Corn remained the most important food crop, along with sweet potatoes and wheat. Farmers also raised cows for their milk products and hogs as a source of meat. Women sometimes sold butter, chickens, and eggs to earn extra money. As the demand for wool grew, sheep became an important source of income for some farms.

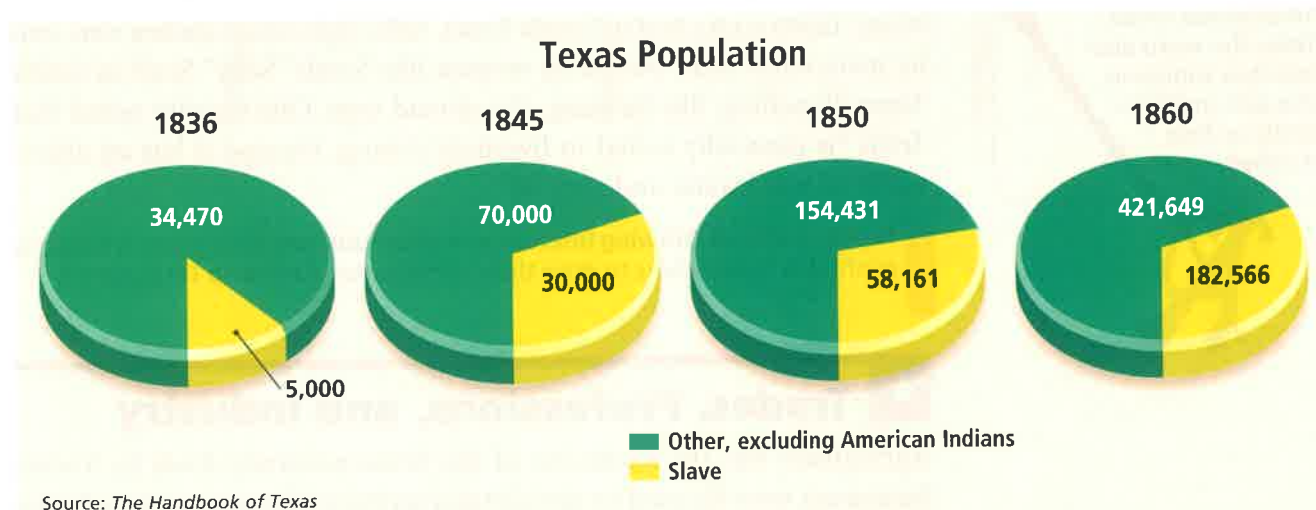
Texans established agricultural societies so that farmers and ranchers could share information, and agricultural fairs were held throughout

the state. A well-known agricultural expert, Thomas Affleck, moved to Texas and settled near Brenham with his wife, Anna Dunbar Smith. Their plantation, called Glenblythe, had a large nursery for researching plants that would grow well in Texas. The Afflecks also developed several modern farming techniques.

In the 1850s Texas became an important part of the **cotton belt**, the southern region that grew most of the country's cotton crop. Cotton production in Texas rose dramatically—from fewer than 60,000 bales in 1849 to more than 400,000 bales in 1859. These bales were shipped from Texas ports to northern states or to Europe to be manufactured into cloth. The demand for—and price of—cotton rose as textile factories rapidly bought up cotton supplies. Most Texas cotton was grown on plantations located in East and Central Texas or along the Gulf Coast. Although cotton fetched high prices, growing cotton required many hours of labor by hand. Seeds had to be planted, cotton picked, and fibers separated. Slavery provided a cheap source of labor for **planters**, or large-scale farmers who held at least 20 slaves.

Planters lived more comfortably than most people. Many planters could afford fine clothing and fancy dinners. Some plantation houses were simple, while others were mansions. These homes often had expensive furniture, brought from New Orleans or imported from Europe. Planters could also afford to send their children to good schools and colleges. Along with their wealth and lifestyle, planters had power and status. Although there were only about 2,000 planters in Texas in 1860, they controlled the state's economy and greatly influenced state government.

★ TEKS **Reading Check Finding the Main Idea** How did Texas farmers adapt to the environment, and how did geographic factors affect where certain crops were grown?



TAKS Skills Interpreting Charts As the population of Texas grew, so did the number of slaves. What percentage of the state's population was made up of slaves in 1860? **★ TEKS**

Interpreting the Visual Record

Texas farms. Farm life was often hard. Farmers typically woke before dawn to begin their chores. What types of chores do you think the family in this image might have to do?



Daughters of the Republic of Texas Library

That's

Interesting!

The Mavericks

Samuel and Mary Ann Maverick kept a small herd of unbranded cattle on Matagorda Peninsula. The word *maverick* eventually came to mean "unbranded cattle." Today the word also describes someone who acts independently or free of others.



★ Ranchers

After cotton, cattle was the state's second-most-valuable export. Cattle ranching increased more than 400 percent in value from 1850 to 1860. Cattle provided food, hides, and **tallow**—animal fat used to make soap and candles. Most cattle were sold locally to the highest bidder. But some ranchers began driving herds to out-of-state markets in Illinois and California. Others drove cattle to the port towns of Aransas Pass, Copano, and Indianola. From there the cattle were shipped to New Orleans.

Two successful ranchers were **Richard King** and Gideon Lewis. In the early 1850s they bought thousands of acres in the Santa Gertrudis land grant. They soon dominated South Texas ranching. **Aaron Ashworth**, a free African American, also owned a large ranch in southeastern Texas. Many Tejanos ranched in South Texas. Although most ranches were run by men, a few were owned by women like Sarah "Sally" Scull in South Texas. Ranching, like farming, also spread west. One traveler noted that Texas "is especially suited to livestock raising, because it has an abundance of good water and grazing."



Reading Check Drawing Inferences and Conclusions Why might it be more profitable for ranchers to drive their cattle out of state or to Texas ports?

★ Trades, Professions, and Industry

Agriculture was the backbone of the Texas economy. Even in towns, businesses were focused on agricultural services. Most towns were "mere villages, consisting of long rows of log or board houses," noted one Texan. In 1850 Galveston was the largest town in the state. By 1860 San Antonio had replaced Galveston as the largest town, with a population

of 8,235. Other large towns included Houston, Jefferson, Marshall, Nacogdoches, and New Braunfels. Even though it was the state capital, Austin had fewer than 1,000 residents when Texas became a state.

Merchants in the towns provided farmers and ranchers with goods. Blacksmiths, masons, carpenters, and saddle and wagon makers also stayed busy. Other services included hotels and laundry businesses. Texas towns had numerous professionals, including doctors, lawyers, ministers, and teachers. Doctors faced many challenges, as one Texan recalled.

Texas Voices

“Injuries, deaths, and murders were to be expected by the frontiersman but, nevertheless, they always came as a shock. . . . Medicine and surgery were crude. It was my lot to help hold some patients for the doctor when he was amputating limbs without anesthetic [pain-killing drug].”

—James Buckner Barry, quoted in *Scalpels and Sabers*, by Sylvia Van Voast Ferris and Eleanor Sellers Hoppe

Industry was only a small part of the Texas economy. As in the rest of the South, planters in Texas preferred to invest in land and slaves. Most local industries were family-owned and related to the agricultural economy. Flour milling was the largest industry in Texas. Most towns had **gristmills**—machines for grinding grain into meal or flour. Cotton gins were also common, while **tanneries** were built to prepare animal hides. In lumber-rich East Texas, there were a number of sawmills.

In an agricultural society like Texas, cash was scarce. Most people grew or made at home much of what they needed. Demand was low for **manufactured products**—items made either by hand or machine in large numbers for sale. Most manufactured items came from out of state.

Analyzing Primary Sources

Drawing Inferences and Conclusions Why does Barry say that “medicine and surgery were crude”?



Gristmills, like this one in Castroville, ground grains for local residents.

★ Reading Check Identifying Cause and Effect What was the basis of the Texas economy, and how did that affect Texas industry?



Section 1 Review



Questions 1, 2, 3, 4a, 4b, 5

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keyword: ST3 HP17

1 Define and explain:

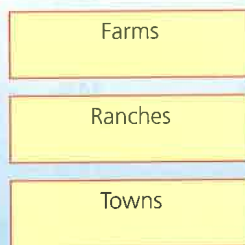
- cotton belt
- planters
- tallow
- gristmills
- tanneries
- manufactured products

2 Identify and explain:

- Richard King
- Aaron Ashworth

3 Summarizing

Copy the graphic organizer below. Use it to show how most Texans earned a living.



4 Finding the Main Idea

- Why were planters able to make large profits growing cotton?
- What were the major trades and professions in Texas during the 1850s?

5 Writing and Critical Thinking

Making Generalizations and Predictions Imagine that you are a Texan in the 1850s. Write a letter to a friend explaining why you think cotton production will increase in Texas.

- Consider the following:
- who is coming to Texas
 - the demand for cotton



CONNECTING TO Economics

Free Enterprise

Many people moved to Texas in the 1850s hoping to earn a good living. Economic freedom in the United States meant that Texans had the right to exchange goods as they saw fit. They could decide what to produce, how to produce it, how much, and for whom. In the free enterprise system, government regulation is kept to a minimum and competition flourishes.

The right to private property was also important to many Texans. Owning land and growing a cash crop such as cotton was often the best way to make a profit. Demand for cotton had increased rapidly in the 1850s. Cotton prices rose when demand was greater than supply. Many farmers who supplied cotton profited from these high prices. The profit motive—or the desire to make a profit—is key to the free enterprise system. Other Texans saw opportunities in towns. Merchants profited by selling agricultural supplies. Tradespeople and professionals, including blacksmiths, lawyers, and doctors, provided services to Texans.

These Texans displayed the great entrepreneurial spirit for which the state is still known today. The chart below lists the occupations of Texans in 1850 and 1860.



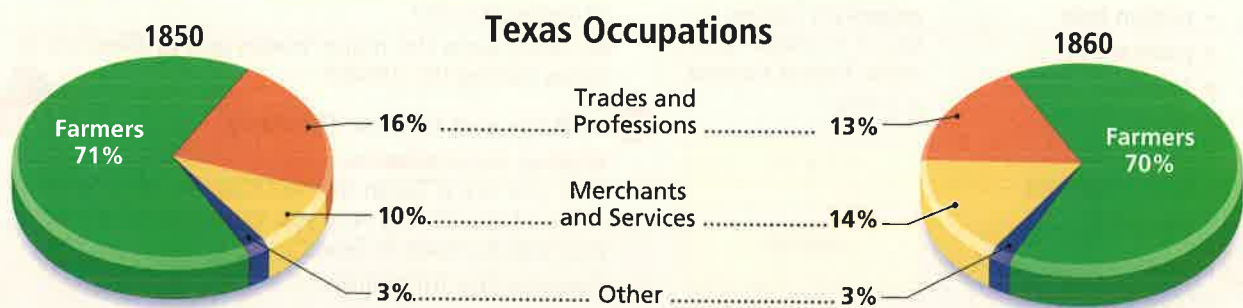
Texans buy goods from a variety of sources—from small farmers' markets to large retail stores and over the Internet.

Understanding What You Read

- 1. Economics and History** Analyze the impact of the free enterprise system, such as supply and demand, regulation, and profit motive, on the development of the Texas economy.
- 2. Economics and You** How do businesses in your community participate in the free enterprise system?

Interpreting Charts

- What occupational groups increased in Texas between 1850 and 1860? Which groups decreased?
- How did Texans earn a living in 1850? How do you think that has changed today?



Sources: Randolph Campbell, *An Empire for Slavery 1821–1865* and Richard Lowe and Randolph Campbell, *Planters and Plain Folk*

Read to Discover

1. What geographic factors affected Texans' ability to sell what they produced?
2. What were some advantages and disadvantages of stagecoaches, steamboats, and railroads?

Why It Matters Today

Texans in the 1800s worked to improve transportation. Use CNNfyi.com or other **current events** sources to learn about modern advances in automobiles or other forms of transportation. Record your findings in your journal.

Define

- internal improvements

Identify

- Buffalo Bayou, Brazos, and Colorado Railway

The Story Continues

The U.S. Army wanted animals that could survive better than horses or mules in the dry climate of West Texas. In the 1850s the army experimented by bringing over 33 camels from Africa. A Texas boy remembered what happened the first time his horse saw a camel. "When my horse saw one of those things, he ran away with me. I just could not hold him." The camels were never used widely, and eventually the army sold some of them to freight companies.



Some army officials thought that camels would be well suited to the dry climate of the Texas frontier.

★ Stagecoach and Freight Lines

Transportation in early Texas was often slow. Most Texas roads turned to mud during wet weather and were little better than in the days of Spanish control. The lack of a good transportation system slowed the state's economic growth. Texans called for **internal improvements**, or advances in the state's transportation network.

Stagecoaches carried passengers and mail between Texas towns. Travel by stagecoach was often difficult and dangerous. Rugged or muddy roads were hard on both coaches and their travelers. Passengers could expect to help repair broken wheels, fight bandits, or push the coach through a stream. In the 1850s coaches improved, and stagecoach lines increased. A typical stagecoach could carry as many as nine

Daily Life

Texas Roads

Texans—whether on foot, horseback, or stagecoach—often found travel difficult because many Texas roads were simply trails. Roads zigzagged around obstacles and turned to mud during wet weather. Stumps were hazardous to wagon wheels. One traveler noted, “Broken wagon parts lying along the roads give the best evidence of their condition.”

How did the condition of Texas roads affect travel?



passengers inside and a few more outside. Four or six horses pulled the coaches. Stagecoach lines included routes between Houston and Austin, Houston and San Antonio, and San Antonio and Indianola.

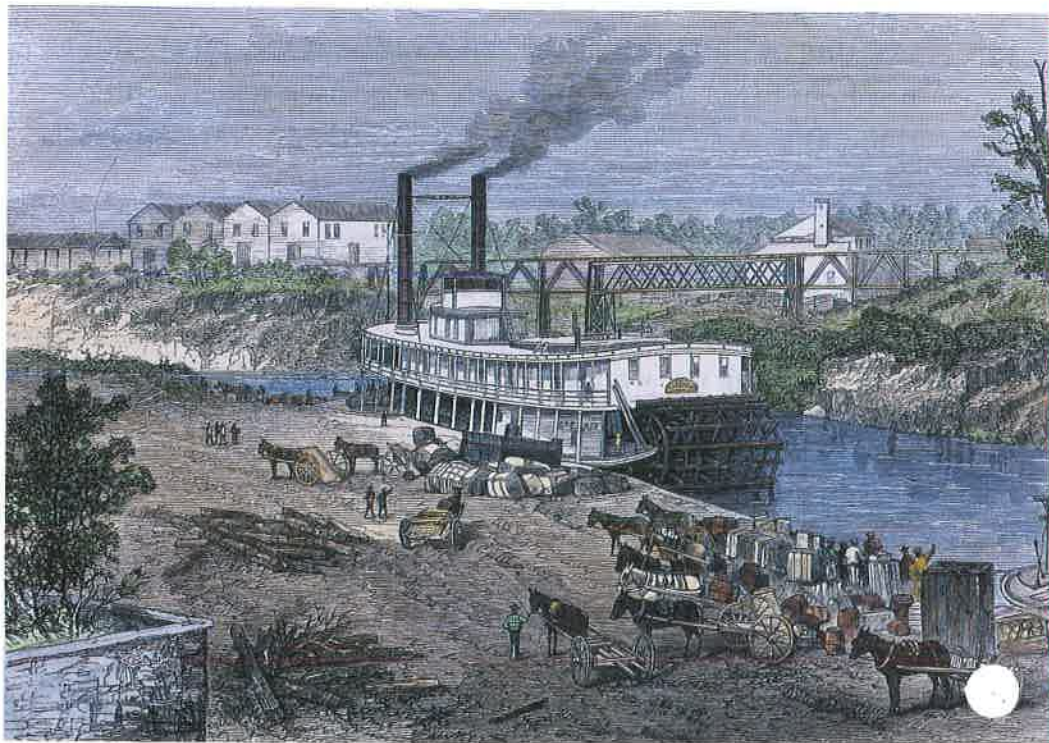
In 1858 the Butterfield Overland Mail company began service in Texas. The line ran from St. Louis, through Texas, and on to San Francisco. Butterfield stagecoaches ran twice weekly, providing fast, reliable mail service to California. Butterfield’s mail contract required them to make the 2,700-mile journey in 25 days. The trip cost \$150 plus meals—about a year’s wages for many Texans. The company built stations every 20 miles along the route, stocking them with fresh mules and water. U.S. troops at various forts provided protection, but travel could still be dangerous, as one customer noted. “The Comanches regard our soldiers much as they would a company of children armed with pop-guns and penny whistles.”

The stagecoaches were not large enough to move heavy freight such as food products, dry goods, and the farm supplies Texans needed. To transport such goods, Texans used freight wagons—heavy wagons with iron axles and large wheels. Teams of 10 to 20 horses, mules, or oxen pulled these wagons. Most freight companies were located in Gulf Coast towns. Much of the state’s goods were moved through Houston and Galveston. From Galveston, export goods could be shipped by water to ports outside the state. Mexican Americans played an important role in the freight business, particularly in San Antonio and South Texas.

★ Reading Check Drawing Inferences and Conclusions How did the vast distances and difficult terrain in Texas affect the state’s economy?

Interpreting the Visual Record


Steamboats. Although steamboats provided an alternative to wagon transportation, river travel in Texas was limited. **What benefits of steamboat transportation can you see in this image?**





Transportation in Texas, 1860

Interpreting Maps Texas roads were in poor shape, and stagecoach lines were expensive to operate. During the mid-1800s Texans began to build alternative transportation systems.

TAKS Skills *Human Systems* How did transportation around Houston differ from that through San Antonio? 

Steamboats

Freight wagons were unreliable and could not keep up with the state's transportation needs. Muddy roads often brought wagons to a standstill. So Texans tried to use the state's rivers to transport goods. Steamboats could travel safely 250 miles up the Brazos River as far as Washington-on-the-Brazos. In northeastern Texas, steamboats were loaded with cotton at Jefferson. The boats traveled along Big Cypress Bayou to Caddo Lake. They then moved into the Red River and down the Mississippi River to New Orleans. When rainfall was plentiful, boats loaded with cotton could travel the Neches, Sabine, and Trinity Rivers.

Houston became a transportation center and the state's third-largest city. On Buffalo Bayou, steamboats carried goods, particularly cotton, from Houston to the busy port of Galveston. From there the goods were loaded onto larger ships for the trip to New Orleans, then the South's busiest port.

A few steamboats, such as the *Kate Ward* and the *Colorado Ranger*, had some luck in reaching Austin. But the shallowness of the Colorado River made the trip uncertain and even dangerous. Regular river service to Austin and much of the state's interior was never established.

★ TEKS **Reading Check Identifying Cause and Effect** Why did Texans use rivers for transportation, and what was the result?



Hand-powered carts were occasionally used as transportation on early rail lines.

★ Railroads

Unlike other forms of transportation, railroads could carry heavy loads even in bad weather. But they were very expensive to build, and Texans had difficulty financing them. Finally, in 1851 the **Buffalo Bayou, Brazos, and Colorado Railway** began construction on the first railroad line in Texas. Commonly called the Harrisburg Railroad, it charged five cents per mile for passengers. It charged one cent per mile for each 100 pounds of freight. By 1856 the line ran 32 miles from Harrisburg on Buffalo Bayou to Richmond on the Brazos River. The link soon expanded nearly 80 miles westward to the Colorado River.

Other railroads built lines in the Houston area during the 1850s. Lines also connected Victoria with Port Lavaca, and Marshall with Caddo Lake. Railroads boosted the economy by moving crops and other goods more quickly. The state gave grants of land to companies to encourage railroad construction. Even so, by 1860 fewer than 500 miles of railroad lines existed in Texas.

★ TEKS **Reading Check Analyzing Information** What benefits did railroad technology offer over other means of transportation?



Section 2 Review

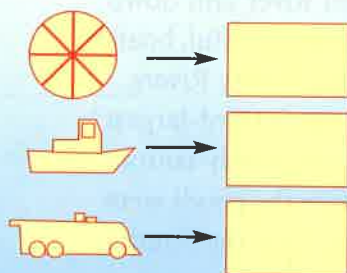
★ TEKS Questions 3, 4a, 4b, 5

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keyword: ST3 HP17

- 1 Define and explain:**
- internal improvements

- 2 Identify and explain:**
- Buffalo Bayou, Brazos, and Colorado Railway

- 3 Categorizing**
- Copy the graphic organizer below. Use it to list the advantages and disadvantages of moving people and goods by stagecoach, steamboat, and railroad.



- 4 Finding the Main Idea**
- How did geographic factors affect the economic development of Texas?
 - How did the locations of Galveston and Houston affect their growth?

- 5 Writing and Critical Thinking**
- Supporting a Point of View** Imagine that you are a Texas farmer in the 1850s. Write a newspaper editorial urging Texans to support or oppose railroad construction in the state. Consider the following:

- a railroad's ability to carry heavy loads, even in bad weather
- the state's enormous potential for cotton production



Social and Cultural Institutions

Read to Discover

1. What were schools and churches like during early statehood?
2. What role did newspapers and the arts play in Texas?

Why It Matters Today

The arts were important to many Texans on the frontier. Use CNNfyi.com or other **current events** sources to learn about a writer or artist today. Record your findings in your journal.

Define

- telegraphs

Identify

- *Telegraph and Texas Register*
- Gail Borden Jr.
- Swante Palm

The Story Continues

The Cobb sisters of Galveston were determined to keep their school open. But starting and running a school in the young state was a challenge, even in an established town such as Galveston. The two teachers struggled throughout the 1850s to find enough money to keep the school's doors open. The local newspaper, the *Galveston News*, tried to help. The newspaper pleaded with the local community to support the school. "Will Galveston lose another school?" the newspaper asked.



School bells were used to call students to class in early Texas schools.

★ Frontier Schools and Churches

With Governor Elisha M. Pease's support, the state legislature set aside \$2 million as a school fund in 1854. However, much of this money ended up being used for other purposes. For example, school funds were loaned out to support railroad construction in the state. As a result, there was little state money to build schoolhouses and pay teachers.

Towns like San Antonio and some German communities did build schools. One-room, log-cabin schools were common in rural areas where timber was available. Benches and desks, also cut from logs, rested on dirt floors. Some schools were built without windows and were lit by sunlight that came through the large gaps between logs. On




Some early Texas churches were simple buildings, such as this one in Castroville.

Biography




Gail Borden Jr. (1801–1874)

A member of the Old Three Hundred, Gail Borden Jr. worked as a surveyor for Austin's colony. In the 1840s he began experimenting with ways to keep food from spoiling. Shortly before the Civil War, Borden developed condensed milk. The milk could be safely stored for long periods. The Union army bought all the milk that Borden could produce. Soon the general public was buying the milk too. Borden used much of his fortune to help Texas children obtain an education. **In what ways was Borden an entrepreneur?** 

dark winter days, children did their lessons by the light of torches and lanterns. One student recalled the conditions of early schools in Texas. “Our seats . . . were long, two-foot-by-twelve-foot boards placed on top of two rocks. . . . We used our knees for desks to do our writing. In spite of all our handicaps . . . my school days were golden to me.”

Schools combined strict discipline with a broad course of study. Even in the early grades, some schools taught students ancient world history and languages such as Latin and Greek. Eventually, more students took time off from farmwork to attend school. Students often found school a welcome relief from the never-ending work at home.


Churches also founded many schools and colleges in Texas. Baylor University was opened by the Baptist Church in 1845, and Austin College was organized in 1849 by the Presbyterian Church. In 1851 the Catholic Church in San Antonio founded the Ursuline Academy for girls. Churches also opened libraries, which made books—generally scarce on the frontier—available to Texans. Church membership grew as the state's population expanded in the 1850s. Churches provided spiritual and moral guidance and brought a social aspect to the often isolated lives of rural Texans. Several denominations stayed in touch with members by publishing newspapers. The *Texas Baptist*, the *Texas Presbyterian*, and the *Texas Catholic* kept members informed of church events.

 **Reading Check Summarizing** How did schools and churches reflect aspects of life in Texas?

★ Newspapers

For a frontier region, Texas had a large number of newspapers—growing from 36 in 1852 to more than 80 in 1860. The *Telegraph and Texas Register*, first published in 1835, had the largest circulation of any Texas newspaper. Published in Houston, the newspaper was founded by **Gail Borden Jr.** and two other men. Other well-known papers were the *Galveston News*, the *Austin State Gazette*, and the *Dallas Herald*. Spanish-language newspapers were published in San Antonio and Brownsville. German newspapers, such as Galveston's *Zeitung*, also appeared. Most Texas newspapers were published only once or twice a week. They contained public notices, editorials, literary features, and information about local events.

Newspapers began carrying more national and world news in the 1850s after the first **telegraphs** were introduced. The telegraph allowed people to communicate across vast distances by sending coded signals over wires. In 1854 a telegraph line—strung from treetop to treetop—connected Galveston, Houston, Marshall, and several other towns. Texans could now receive news faster than ever.

 **Reading Check Drawing Inferences and Conclusions** Why do you think that two major newspapers were based in Galveston and Houston?

Literature and Art

Texans also gathered information from libraries. Between 1850 and 1860 the number of libraries in the state rose from 12 to 132. **Swante Palm**, a Swedish settler in Austin, owned a large book collection. He later gave his books to the University of Texas.

Although books were scarce in Texas, most families had a Bible or a McGuffey's *Reader* to teach their children to read. Families also read local authors. Thomas Mayne Reid wrote about Texas legends in the *Headless Horseman*. Jane McManus Cazneau published the novel *Eagle Pass*, which described life on the Rio Grande. In this excerpt, the main character describes her first view of Texas.

Courtesy of Witte Museum, San Antonio, Texas



Texas Voices

“I landed in March, in Texas, and . . . was led captive by the fresh and verdant [green] beauty of the coast region. . . . Already green and laughing spring was holding her revels on a carpet of flowers in the bright sunshine. . . . All these sections [of Texas] offer independent homes on the easiest terms.”

—Jane McManus Cazneau, *Eagle Pass*

Artists were also captivated by Texas. Painter Théodore Gutzwiller had already become known for his scenes of Texas life. Carl von Iwonski, Hermann Lungkwitz, and Friedrich Richard Petri were highly respected artists of the 1850s. Louise Heuser Wueste was San Antonio's most popular portrait painter. Eugenie Lavender was a famous painter in France before she moved to Texas. These artists skillfully illustrated the people and places of Texas.

Reading Check Categorizing Identify well-known writers and artists of early Texas.

CONNECTING TO THE ARTS

Hermann Lungkwitz

Hermann Lungkwitz was trained as a landscape painter in Germany before moving to Texas. He painted this image of Enchanted Rock in the 1860s. **How do you think immigrant artists influenced life in Texas during the 1800s?**

Section 3 Review



Questions 2, 3, 4a, 4b, 5



Homework Practice Online

keyword: ST3 HP17

1 Define and explain:

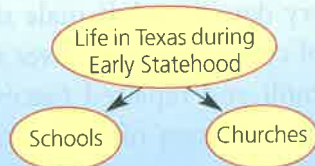
- telegraphs

2 Identify and explain:

- *Telegraph and Texas Register*
- Gail Borden Jr.
- Swante Palm

3 Summarizing

Copy the graphic organizer below. Use it to describe education and religion in Texas during early statehood.



4 Finding the Main Idea

- What were some of the challenges faced by teachers and students in Texas?
- What sort of information did newspapers carry during early statehood?

5 Writing and Critical Thinking

Analyzing Information Imagine that you live in Texas in the 1850s. Write a letter to a friend describing how you spend your free time.

Consider the following:

- the availability of books in Texas
- Texas writers and artists



Slavery in Texas

Read to Discover

1. What was life like for enslaved Texans?
2. What were the major arguments against slavery?

Why It Matters Today

Slaves in Texas—as in most southern states—had no civil rights. Use CNNfyi.com or other **current events** sources to learn about a civil rights struggle in the world today. Record your findings in your journal.

Define

- abolition

Identify

- Elise Waerenskjold

The Story Continues

Slaveholder James Johnson of Travis County saw a chance to make some money. But as was common in the days of slavery, it involved breaking up a family. Nonetheless, he hired out a slave named Esther and her child to Ashbel Smith in Houston. Esther's husband, Jesse, desperate to be with his family, ran away to Houston. When Johnson caught up with him, he promised that Jesse could stay in Houston. But when Johnson instead started to take Jesse back to Travis County, Jesse ran away again.



Some slaves were forced to wear collars as a form of punishment.

★ Slave Labor

Slaves made up much of the East Texas population. Most of these slaves did farmwork. Slaves on small farms usually did a wide variety of tasks. On large plantations, slaves typically had specific jobs, with most of the men, women, and even children working in the fields. For them, work began at daybreak. They ate breakfast in the fields and then plowed, planted, or harvested. Men usually did the heaviest work, such as plowing fields. Lunch was eaten near the workplace. There was little time to stop, particularly during harvest time. Planters expected slaves to pick many pounds of cotton every day. An adult male slave could pick on average 150 to 200 pounds of cotton per day. Slaves also did other farm and household tasks. Men built and repaired fences, dug and cleaned out ditches, and hauled wood. Women often worked as cooks, laundresses, or seamstresses.

By 1850, slaves made up almost 20 percent of the population of Austin, Galveston, and Houston. Slaves who lived in towns did a variety of jobs. Men worked as carpenters or blacksmiths, while women were cooks, babysitters, or housekeepers. Slaves also helped build the state's transportation system, including its docks, railroads, roads, and warehouses. Some slaveholders hired out slaves to work for others, and a few were allowed to keep part of their wages and buy their freedom.

★ Reading Check Categorizing What jobs did enslaved men and women on plantations and in cities do?

★ Slave Culture

Slaves worked at least six days a week, but most had Sunday off. They spent any spare time doing personal chores or tending to their gardens. Some slaves worked extra jobs after completing their regular duties. They used the income to buy food, clothes, or special gifts for family members. Their food and shelter were often poor. Slaves ate a breakfast of corn bread, coffee, and sometimes bacon. Lunch might consist of bacon and corn bread or potatoes, or maybe a vegetable stew. Bacon, corn bread, and sweet potatoes made up the evening meal. Slaves working on plantations lived in small cabins with crude furniture.


Slaves spent evenings and time off in ways similar to most other Texans. They visited with their families and friends, and in the evening they told stories or played games. They held dances or family gatherings on Saturday nights. On Sunday, slaves had picnics or played music. Some slaveholders allowed slaves to attend a church. Slaves tried to worship even when it was forbidden, as one former slave recalled. "At night the slaves would gather round the fireplace on their knees and pray, and sing, and cry, but they dare not let the white folks know anything about it. . . . Thank the Lord we can now worship when we want to."



African Traditions

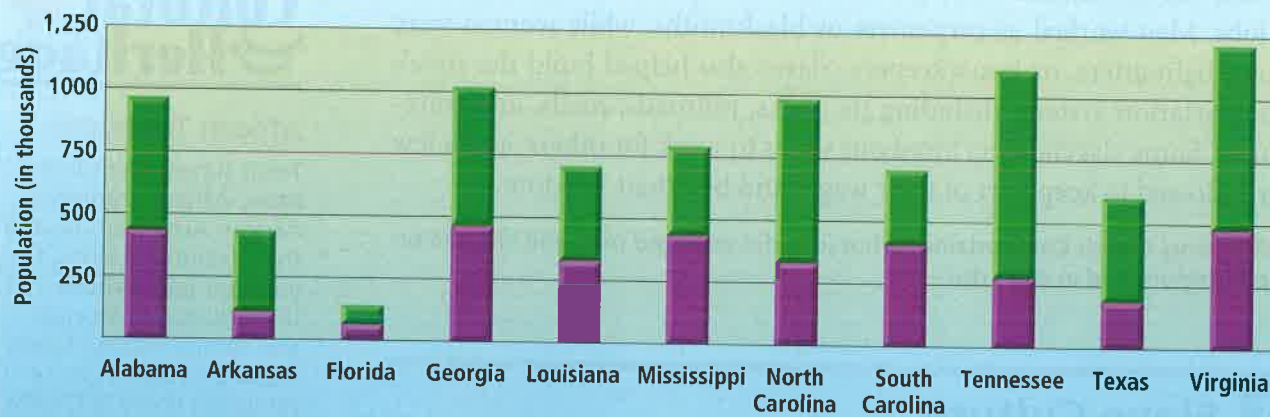
Texas slaves maintained many African traditions. African Americans passed their traditions along to younger generations through songs, stories, and family history. Slaves' music and dances were similar to those in Ghana, Nigeria, and other African nations. Slaves also used African farming techniques. Today African Americans remember their heritage by celebrating Kwanzaa, a seven-day festival based in part on traditional African harvest festivals. **In what ways did slaves maintain their African traditions?**

Interpreting the Visual Record

Slave life. Harvesting cotton was a common job for Texas slaves. **What other characteristics of slave life can you identify in this illustration?** 



Total and Slave Populations, 1860



Source: *Historical Statistics of the United States and Encyclopedia of American History*

■ Total population ■ Slave population

TAKS Skills *Interpreting Charts* Many southerners considered slavery an important part of the South's agricultural economy. What states have a larger percentage of slaves than Texas? **TEKS**

Connecting To Literature

African American Folktales
Folktales are traditional stories, usually told by one person to another. Folktales were important to black communities in Texas. Some tales passed on moral lessons, while others were told simply because they were funny or entertaining. J. Mason Brewer collected stories from African Americans throughout Texas. In many of these stories, a dog spirit would appear to help people in need. In one story, a woman returns from the grave in the form of a ghost dog to give her daughter medicine. **Why were folktales important to enslaved Texans?** **TEKS**

Music and religion were important in slave communities. Slaves sang songs while working in the fields, and after work they played instruments such as fiddles or banjos. Urban slaves started the first African American churches in Texas. Music was a major part of the worship service. Spirituals rang through black churches, carrying messages of hope and faith. One song said, "When we all get to Heaven, They'll be no slaves no more!" Religion gave many African Americans strength to face the hardships of enslavement.

Reading Check Finding the Main Idea Why was religion an important part of many slaves' lives?

★ Slave Escapes and Rebellions

Some Texas slaves were willing to risk their lives to escape slavery. Fleeing to Mexico was one option. Because of the likelihood of getting caught, however, the majority of slaves did not try to run away. Slaveholders severely punished those they caught, as a warning to others. Many slaves also feared that they would never again see family members left behind.

White Texans, particularly in areas with a large slave population, feared that slaves might rebel. One of the few planned uprisings took place in 1856 in Colorado County. Many slaves acquired guns, planning to rebel and escape to Mexico. Before the rebellion could take place, slaveholders learned of the plan. They hanged and whipped to death several slaves. In 1860, rumors spread that an outbreak of fire in North Texas was part of a slave plot. Although no uprising occurred, many African American and white Texans were executed for the supposed plot.

Reading Check Analyzing Information Why did many slaves not try to escape?

★ Debating Slavery

The Texas legislature, which was dominated by the state's planters, passed pro-slavery laws. Slaves could not own property or marry, and encouraging a slave to flee or hiding a runaway slave were serious crimes. Slaveholders and even many of those without slaves defended the system, noting that it supported the South's economy. Without slavery, they argued, cotton could not be grown, and money could not be earned from its export.

Some Texans supported **abolition**, or an end to slavery. Some opposed slavery for moral or religious reasons, believing that it was wrong for one person to own another. Many Texans bought, sold, and hired out slaves as property. One slave remembered families being broken apart.

Texas Voices

“I gets to thinkin how Wash Hodges sold off Maw’s chillen [children]. He’d . . . have the folks come for ‘em when my maw was in the fields. When she’d come back, she’d raise a ruckus [complain loudly]. . . . But she allowed there weren’t nothing could be done, cause it’s the slavery law. She said, ‘Oh Lord, let me see the end of it before I die!’”

—Anonymous, quoted in *Black Texas Women: A Sourcebook*, edited by Ruthe Winegarten

Other abolitionists opposed slavery for political reasons, arguing that it went against the ideals of democracy and freedom. Many Mexican Americans and German Americans in Texas opposed slavery. **Elise Waerenskjold**, a Norwegian-born writer and journalist, spoke out against slavery. Another abolitionist, Melinda Rankin, was forced to leave Texas. Abolitionists were not welcome in Texas, and those who stayed generally kept their opinions to themselves.

Reading Check Contrasting What were the grounds for supporting or opposing slavery?



Courtesy of Witte Museum, San Antonio, Texas

Pottery made by Hiram Wilson, an enslaved African American, was sold around the state.

Analyzing Primary Sources

Identifying Points of View

What hardships did this slave witness in Texas?



Section 4 Review  **Questions 2, 3, 4a, 4b, 5**  **Homework Practice Online**
keyword: ST3 HP17

1 Define and explain:

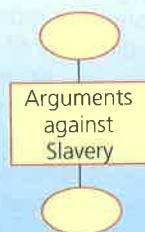
- abolition

2 Identify and explain:

- Elise Waerenskjold

3 Summarizing

Copy the graphic organizer below. Use it to describe the major arguments against slavery.



4 Finding the Main Idea

- What was work and daily life like for slaves in Texas?
- Why did most slaves not run away, and why were rebellions rare?

5 Writing and Critical Thinking


Identifying Points of View Imagine that you are an abolitionist living in Texas. Write a letter to a friend explaining why you oppose slavery. Consider the following:

- the living conditions of slaves
- the treatment slaves receive

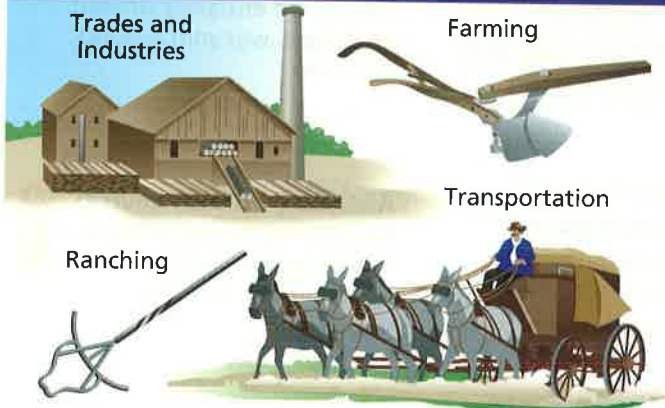


CHAPTER 17 REVIEW

The Chapter at a Glance

Examine the following visual summary of the chapter. Then use the visual to write a one-page summary of this chapter that a classmate can use as a study guide. 

Economy



Society



Slavery



Identifying People and Ideas

Use the following terms or people in historically significant sentences.

- cotton belt
- planters
- Richard King
- Aaron Ashworth
- tanneries
- manufactured products
- Telegraph and Texas Register*
- Gail Borden Jr.
- abolition
- Elise Waerenskjold

Understanding Main Ideas

Section 1 (pp. 348–351)

- What was the main source of income for Texans?
- What were the major professions in Texas during the 1850s?

Section 2 (pp. 353–356)

- Why did Texans need reliable transportation?
- How did the locations of Galveston and Houston affect their growth?

Section 3 (pp. 357–359)

- What role did churches and schools play in frontier Texas?

Section 4 (pp. 360–363)

- Describe the daily life of enslaved African Americans in Texas.
- Why did most Texas slaves not run away?

You Be the Historian

Reviewing Themes

- Government** What did the state government do to improve transportation within Texas?
- Geography** How did the weather and river systems affect transportation and the Texas economy in the mid-1800s?
- Economics** Analyze the effect of national and international markets on the production of goods and services in Texas.

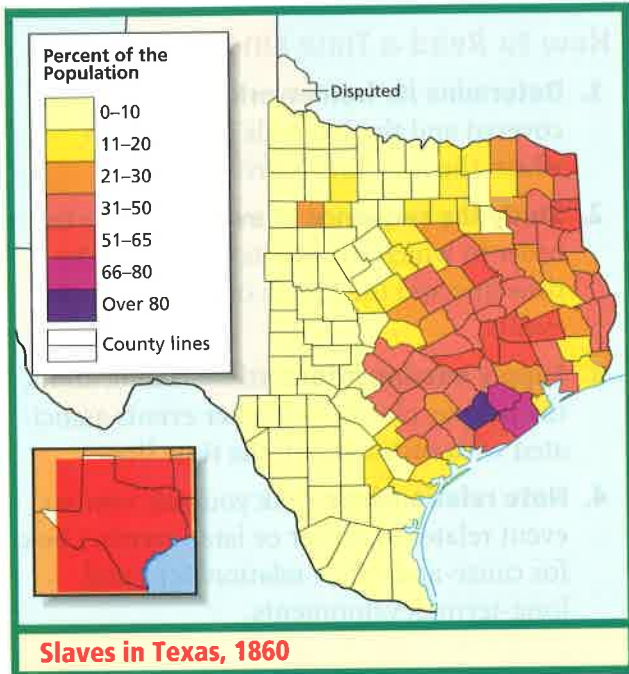


Practice: Thinking Critically

- Identifying Points of View** Do you think that most planters would support the construction of railroads? Why or why not?
- Finding the Main Idea** How did the coming of the railroad affect the development of Texas?
- Comparing and Contrasting** How did Texans in the state's different regions adapt to and modify their environment to earn a living?

Interpreting Maps ★ TEKS

Study the map below. Then use the information on the map to answer the questions that follow.



Slaves in Texas, 1860

- Which of the following correctly describes slavery in Texas in 1860?
 - Slavery was limited to West Texas.
 - Few slaves lived in East Texas.
 - Many slaves lived in East Texas.
 - Most slaves lived along the Rio Grande.

- Using information from the map, support your choice of statements in question 1.

Analyzing Primary Sources ★ TEKS

Read the following quote by Elise Waerenskjold. Then answer the questions.

“Let us now ask ourselves if we would be satisfied with being slaves, with being sold like animals, with being separated from our mates and our children whenever it might suit our master . . . without the slightest possibility of rising above the miserable state into which we were born, despite the fact that we might have the highest abilities and the greatest eagerness to learn. . . . I am convinced that in time slavery will be abolished either by gentle means or by force, because I believe that institutions founded on injustice cannot survive, but are doomed to fall.”

- Which of the following statements best describes the author's point of view?
 - The state's booming economy was no reason to support slavery.
 - She supports the institution of slavery.
 - The African slave trade should be banned.
 - Considering life from a slave's point of view reveals the injustice of slavery.
- When interpreting a primary source, historians examine the historical context in which the source was written. What might have influenced the author's point of view?

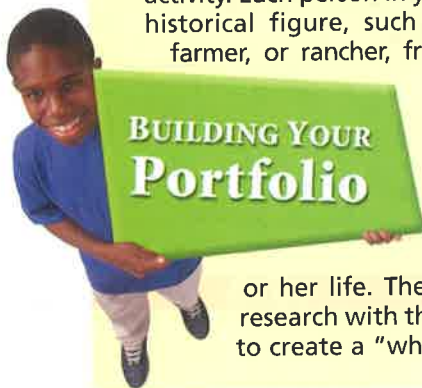
Alternative Assessment

Cooperative Learning ★ TEKS

Work with a small group to complete the following activity. Each person in your group should select a Texas historical figure, such as an artist, businessperson, farmer, or rancher, from the mid-1800s to research.

Find out when and where the person was born, and how he or she contributed to Texas. Write a brief account about the person. You might want to include an illustration of the person or an aspect of his

or her life. Then combine the results of your research with the other students in your group to create a “who's who” of frontier Texas.



internet connect

Internet Activity: go.hrw.com
 KEYWORD: ST3 TX17

Access the Internet through the HRW Go site to learn more about transportation systems and how the people of frontier Texas made a living in one of the following regions: a) lower East Texas, b) upper East Texas, c) the Gulf Coast, d) Central Texas. Create a thematic map of how Texans earned a living. Be sure to consider the various towns and transportation systems in the region.

