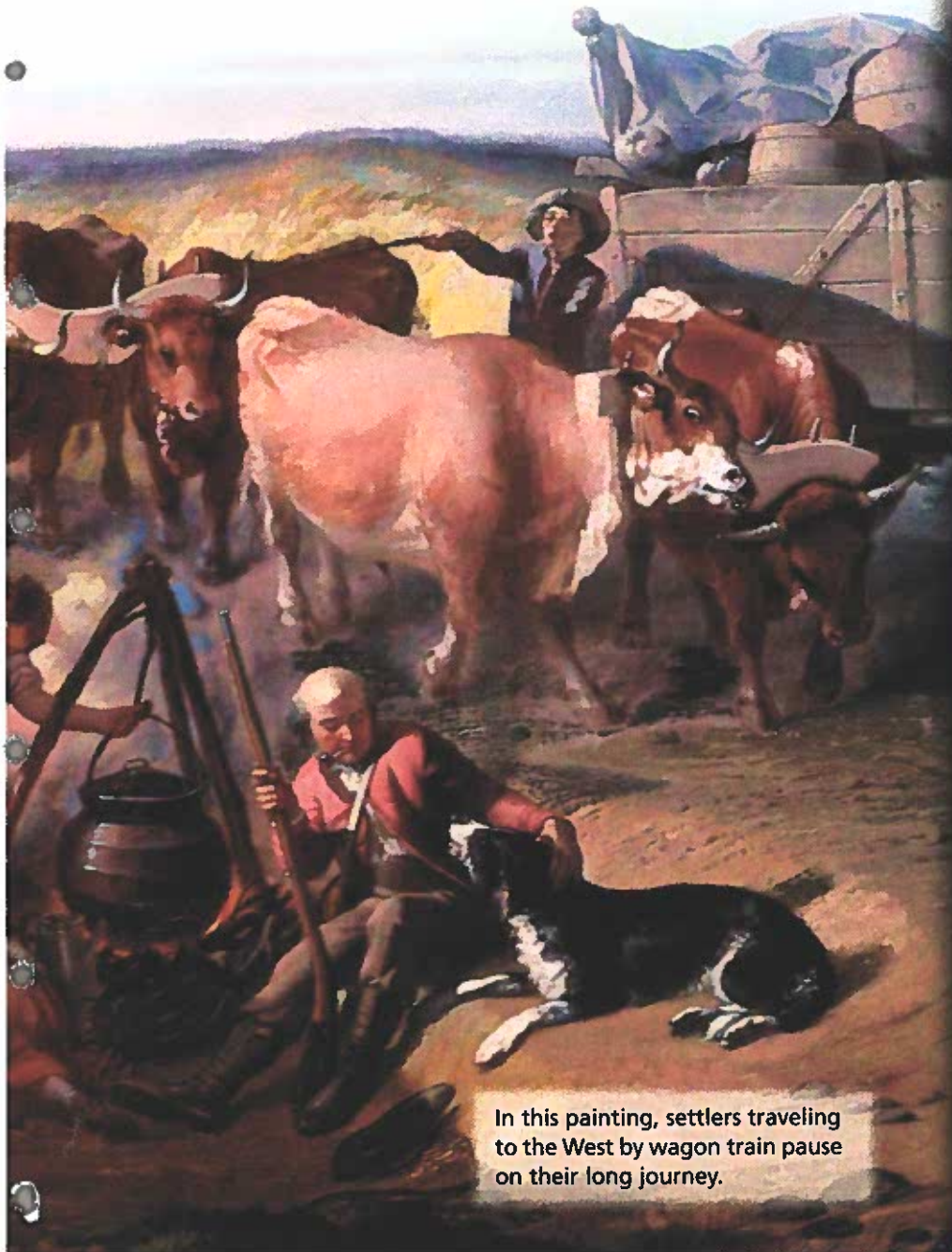


“Come through a poor mountainous country... it is difficult to get food for our horses our provisions is getting scarce and have a great trouble to get more here....”

—Jane Voorhees Lewis,
A Journey by Covered Wagon, 1847



In this painting, settlers traveling to the West by wagon train pause on their long journey.

CHAPTER 13

What You Will Learn

Section 1

THE WEST

By the mid-1800s, many Americans wanted the nation to extend westward to the Pacific Ocean.

Section 2

TRAILS TO THE WEST

To journey westward, traders and settlers had to travel along difficult and dangerous trails.

Section 3

CONFLICT WITH MEXICO

The Texas War for Independence led to conflict and war between the United States and Mexico.

Section 4

A RUSH TO THE WEST

While the Mormons migrated to Utah, other settlers flocked to California in search of gold.

Reading Skill

Frame Research Questions In this chapter, you will learn how to ask questions that can be answered through research.



How did westward expansion change the determination of its people?

Westward Expansion, 1820-1860

Pacific Ocean

Immigrants from China

California Bound
People rush to gold fields to claim their fortunes.

Settlers from East Coast of United States

Indian Wars
In Oregon and many other parts of the West, Indians and settlers fight in violent conflicts.

Gold Rush
Gold is found in California. Hoping to become rich, waves of settlers rush there in 1849.

Mormon Settlements
In 1847, Brigham Young leads Mormons to the Great Salt Lake in Utah.

Cultural Blending
The culture of the American Southwest reflects a mix of European, Mexican, and Native American influences.

Mexican-American War
United States defeats Mexico and gains a huge chunk of land in the Southwest.

Mountain Men
Beaver trade brings fur trappers west.

"Eureka!"

ROCKY MOUNTAINS

Colorado R.

Santa Fe

MEXICO



0 200 miles
0 200 km
Albers Conic Conformal Projection



1821 William Becknell opens Santa Fe Trail.

1830 Joseph Smith founds Mormon Church.

1836 Texas declares independence from Mexico.

1820

1830

1840

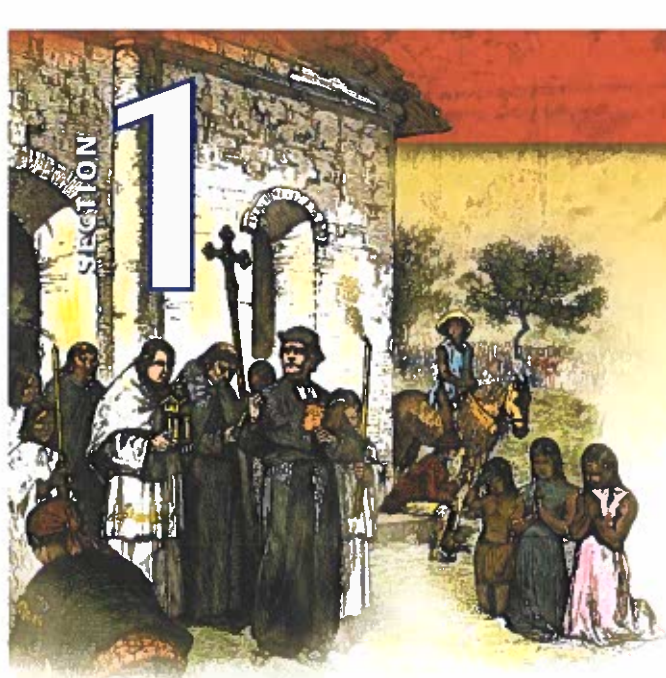


1821 Mexico wins independence from Spain.

1833 Santa Anna becomes president of Mexico.

geography of the nation and demonstrate





Mission San Luis Rey

“At this time (1829) its population was about three thousand Indians. . . . Some were engaged in agriculture, while others attended to the management of over sixty thousand head of cattle. Many were carpenters, masons, coopers, saddlers, shoemakers, weavers . . . while the females were employed in spinning and preparing wool for their looms. . . .”

—Alfred Robinson, *Life in California*, 1846

▲ Spanish mission in California

The West

Objectives

- Identify the destinations of settlers heading west in the early 1800s.
- Describe the unique culture of the Southwest.
- Explain the meaning of Manifest Destiny.

Reading Skill

Ask Analytical Questions Reading about historical events will often lead you to ask questions. When these questions are analytical—or require you to solve puzzles in the text to answer them—they can yield interesting research. Think about the *why* and *how* of history to help you ask questions about the text and then to frame possible research questions.

Key Terms

frontier
land grant

ranchero
expansion

Why It Matters Since colonial times, settlers had been moving westward over the Appalachian Mountains and beyond. As these settlers moved further westward, they encountered Native Americans and Mexicans. The mixing of these cultures affected the development of the West and the entire nation.

Section Focus Question: What cultures and ideas influenced the development of the West?

What Was “The West”?

As the nation grew, Americans’ idea of “the West” changed. Early Americans thought of the area between the Appalachians and the Mississippi River as the western frontier. A **frontier is the land that forms the farthest extent of a nation’s settled regions**. By the 1820s, however, much of the land in this area had been settled. As the population soared, Americans began to look beyond the Mississippi River.

The Great Plains Stretching for seemingly endless miles to the west, the Great Plains lie between the Mississippi River and the Rocky Mountains. The Plains were easy to reach from eastern and southern states. However, settlers in the early 1800s were not attracted to this vast region. Farmers did not consider the land suitable for agriculture. The Plains were covered by grass that was anchored to the ground by deep root systems. Breaking up the dense sod would be hard manual labor.

For many settlers in the early 1800s, the Great Plains were simply a route to the Far West. Some were attracted to the area known as Oregon Country in the Northwest. Others were interested in the Mexican lands of the Southwest.

The Northwest In the Northwest, settlers were attracted to the fertile land stretching from beyond the Rocky Mountains to the Pacific Ocean. This region is now occupied by the states of Oregon and Washington as well as by most of British Columbia in Canada. In the early 1800s, the United States, Great Britain, Russia, and Spain all claimed this land as their own.

The Southwest The Mexican settlements in the Southwest were another major destination for settlers heading west. This area, known as the Spanish Borderlands, was part of New Spain. Together with Mexico, these lands had been claimed for Spain in the 1500s.

The lands of the Southwest included present-day California, Utah, Nevada, Arizona, New Mexico, Texas, and about half of Colorado. Ruled first by Spain, then by Mexico, these lands had a culture and history very different from that of the eastern United States.

✓Checkpoint What did “the West” mean to Americans in the 1800s?



Ask Analytical Questions

What do you think were the land and climate features that attracted people to the Northwest? Suggest a possible research question to build on this topic.



Vocabulary Builder

policy (PAHL uh see) *n.* plan or course of action, as pursued by a government

Vocabulary Builder

distinct (dihs TIHNKT) *adj.* clear or definite; different in its quality

Mission in the Southwest

Old Spanish missions, like this one in California, still dot the Southwest. Native Americans were forced to live and work on the mission grounds, where Spanish priests taught them about Christianity. **Critical Thinking:** **Apply Information** How were missions like these an example of cultural blending?

Mexican Settlements

Like England and France, Spain followed a policy of mercantilism toward its colonies. It was illegal for settlers in New Spain to trade with other countries. Raw materials were sent to Spain. Manufactured goods were shipped to the Spanish colonies for sale.

Over the years, many Spanish settlers, or peninsulares, had children. These American-born children were called creoles. Spanish settlers, Native Americans, and Africans also intermarried. The result was another group, the mestizos. By the 1800s, this combination of ethnic groups had created a distinct Southwestern culture.

Native Americans Spanish missionaries, such as Junípero Serro (ho NEE peh roh SEHR rah) in California, were determined to convert Native Americans to Catholicism. Many Indians in the borderlands were forced to live and work at missions. There, they herded sheep and cattle and raised crops. They also learned about the Catholic religion. In the end, the mission system took a terrible toll on Native Americans. Thousands died from overwork or disease.

Spanish settlers and Native Americans exchanged language, foods, and customs. The Spanish brought their language, religion, and laws to the region. The Indians introduced the Spanish to such foods as beans, squash, and potatoes. Spanish settlers adopted Native American clothing, such as ponchos and moccasins.

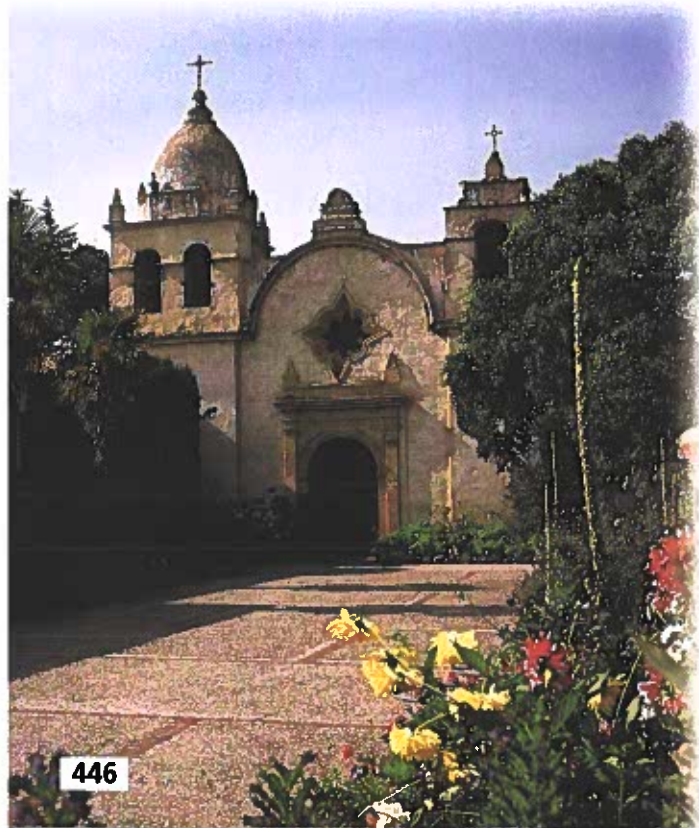
Southwestern architecture reflected this blending of cultures. The general style of the buildings was European. However, Native American laborers brought their skills and cultural traditions. Churches and other buildings were made from adobe, or sun-dried brick, a traditional Native American building material.

Mexico Wins Independence In 1821, Mexico won its independence from Spain. Unlike Spain, Mexico allowed its people to trade with the many foreign ships that landed on its shores. Mexico also permitted overland trade with the United States.

Under Spanish rule, **land grants, or government gifts of land**, had been given only to a few peninsulares. Mexico, however, made many grants to individual **rancheros, or owners of ranches**. Mexico also removed the missions from church control and distributed mission lands to rancheros and a few American settlers.

Much of this land belonged to Native Americans. Indians often responded by raiding ranches, but they were soon crushed. By 1850, the Indian population in the Southwest had been drastically reduced.

Checkpoint What groups shaped the culture of the Southwest?



Manifest Destiny

From the beginning, Americans had been interested in westward **expansion, or extending the nation beyond its existing borders.** Thomas Jefferson was one of many who believed that the nation must increase in size to make room for its growing population. As you have read, under Jefferson, the Louisiana Purchase doubled the territory of the nation.


By the 1840s, many Americans strongly favored westward expansion. Newspaper editor John L. O'Sullivan wrote in 1845:

“The American claim is by the right of our manifest [obvious] destiny to overspread and possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and . . . self-government entrusted to us.”

—John L. O'Sullivan, *United States Magazine and Democratic Review*

The phrase Manifest Destiny quickly became popular. It described the belief that the United States was destined, or meant, to extend from the Atlantic to the Pacific—“from sea to shining sea.”

 **Checkpoint** What did Americans mean by Manifest Destiny?

 **Looking Back and Ahead** The drive to achieve Manifest Destiny would become one of the most powerful forces shaping American history. In the next sections, you will see how Americans pursued the goal of Manifest Destiny.

Section 1 | Check Your Progress

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Comprehension and Critical Thinking

- (a) Recall** Why did American farmers prefer to settle in the Northwest rather than the Great Plains?

(b) Evaluate Information How did the geography of the Great Plains affect U.S. settlement of that region in the early 1800s?
- (a) Explain** What is Manifest Destiny?

(b) Detect Points of View How do you think the Mexican government felt about the idea of Manifest Destiny?

Reading Skill

- 3. Ask Analytical Questions**
Suggest a possible research question related to this topic: The effect of Native American labor on slavery in Mexican settlements.

Key Terms

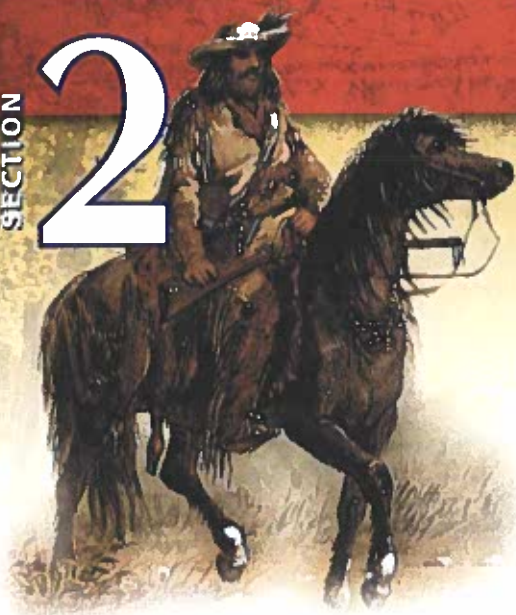
- Fill in the blanks with the correct key terms.
- Each time Americans settled farther west, the ____ moved.
 - Under Spanish rule, only peninsulares received ____, but under Mexican rule, *rancheros* received them as well.

Writing

6. Decide which is the best closing sentence for an essay discussing why Americans were drawn to the lands west of the Mississippi River. Explain your choice.

Sentences:

 - So for many Americans, the West was a promise—of wealth, adventure, and freedom.
 - The fertile lands of the Northwest drew many people who wanted to own farms.
 - Therefore, the southwestern lands ruled by Mexico had developed a culture very different from that of easterners.



◀ A mountain man

Thirty Thousand Beaver Skins

“The annual quantity of these furs could not be exactly ascertained, but Mr. Smith was informed indirectly that they amounted to about thirty thousand beaver skins, besides otter skins and small furs. The beaver skins alone, at the New York prices, would be worth above two hundred and fifty thousand dollars.”

—Report of trappers Jedediah Smith, David Jackson, and W.L. Sublette, 1830

Trails to the West

Objectives

- Explain how traders and fur trappers helped open the West.
- List the reasons pioneers traveled along the Oregon Trail and describe the hardships they faced.
- Discuss the issues for women, Native Americans, and new settlers in the West.

Reading Skill

Ask Inferential Questions You can also ask inferential questions to explore a text and generate research ideas. Inferential questions require you to read between the lines. In other words, you have to use clues in the text and your own knowledge to make reasonable guesses about history. You can then conduct research to confirm or disprove your guesses.

Key Terms and People

William Becknell
John Jacob Astor
mountain man
rendezvous

Marcus and Narcissa Whitman

Why It Matters Like the settlers who traveled across the Atlantic to build the thirteen colonies, settlers who moved westward were drawn by a variety of factors and had to face difficult challenges.

Section Focus Question: Why did people go west and what challenges did they face?

Traders Lead the Way

The first Americans to move into the Far West were traders. They were looking for new markets in which to sell their goods. In the process, they blazed important trails for the people who followed.

The Santa Fe Trail As you have read, when Mexico won independence, it began to allow overland trade with the United States. In 1821, Captain **William Becknell** led a wagon train filled with merchandise from Independence, Missouri, to Santa Fe, New Mexico. The route stretched for about 800 miles.

Becknell crossed treacherous rivers with bottoms of quicksand. He and the traders traveling with him barely survived the desert. Then, he had to find a way through nearly impassable mountains. In spite of these obstacles, Becknell’s group reached Santa Fe with their wagons. Other Americans followed Becknell’s route. It became known as the Santa Fe Trail. The Santa Fe Trail soon became a busy international trading route.

The Oregon Fur Trade Farther north, fur traders were making huge fortunes. **John Jacob Astor**, a German immigrant, sent the first American fur-trading expedition to Oregon. Astor established the American Fur Company in 1808 at Fort Astor, now Astoria, Oregon.

Astor's expedition consisted of two groups. The first group sailed around South America and up the Pacific coast. The second group traveled across the continent, using information that had been recorded by Lewis and Clark. On the way, they found the South Pass through the Rocky Mountains. This important route helped to open the Northwest for the missionaries and settlers who followed.

Mountain Men The fur trade made Astor the richest man in the country. The trappers who supplied him with furs were also eager to become rich. These **mountain men, or fur trappers of the Northwest**, would become legendary.

For most of the year, trappers led isolated lives in a dangerous **environment**. They endured bitter cold, intense heat, and attacks from wild animals. Jedediah Smith was once scalped by a grizzly bear. He persuaded a companion to sew his scalp back onto his head and to piece together his severed ear. Several weeks later, Smith returned to his work.

Once a year, trappers would bring their furs to a **rendezvous (RAHN day voo)**, a meeting where the trappers would trade furs for supplies. Here, the mountain men would celebrate their time together—singing, laughing, and competing in contests. Then, they got down to serious bargaining. Beaver fur was in great demand in the East, so trappers were able to command high prices for their furs.

By the 1830s, the supply of beavers was nearly exhausted. Most trappers moved back east to become farmers, merchants, or even bankers. Others stayed as guides for the wagon trains that brought thousands of settlers west in the 1840s. One mountain man, an African American named James Beckwourth, discovered a pass through the Sierras that later became a major route to California.

 **Checkpoint** Why did the mountain men travel to Oregon?

The Oregon Trail

The first white easterners to build permanent homes in Oregon were missionaries. In the 1830s, they began to travel west for the purpose of bringing their religious beliefs to the Indians.

Missionaries One couple, **Marcus and Narcissa Whitman**, set up a mission in Oregon to serve the Cayuse Indians. The Whitmans had trouble from the start. The Cayuses mistrusted them, partly because the Whitmans made little effort to understand Cayuse ways.

As more settlers arrived and took over Indian lands, the Cayuses grew increasingly **hostile**. Then, in 1847, an epidemic of measles killed many Cayuse adults and nearly all their children. Blaming the Whitmans, the Indians killed them along with 12 other settlers.

Still, missionaries like the Whitmans greatly spurred settlement of the West. Their glowing reports of Oregon led more easterners to make the journey west. Farmers sought the free and fertile land, the mild climate, and the plentiful rainfall of the river valleys. Settlers from all over the country were in the grip of "Oregon Fever."

Vocabulary Builder

environment (en vY ruhñ mehnt)
n. surroundings

Vocabulary Builder

hostile (HAHS tihl) **adj.** unfriendly;
intending to do harm

On the Oregon Trail Most settlers followed the Oregon Trail, a route that stretched more than 2,000 miles from Missouri to Oregon. They set out in spring and had to be in Oregon within five months. Travelers caught by winter in the Rockies risked a slow death. The trip itself was hazardous. Disease and accidents killed about one traveler out of every ten on the Oregon Trail.

Pioneers on the Oregon Trail banded together for protection. Most traveled in long trains of covered wagons. The wagons carried supplies, while the people walked. As the miles went by, the horses and oxen tired more easily. People began to discard personal items to lighten their wagons. The trail was scattered with “leeverites,” short for “leave ‘er right here.”

Dust got into everything. Some people wore masks to keep it out of their faces and lungs. Clean, safe water was hard to find. Francis Parkman, a famous historian, observed the following incident:

“I saw a tall slouching fellow . . . contemplating the contents of his tin cup, which he had just filled with water. ‘Look here, you,’ said he; ‘it’s chock full of animals!’ The cup . . . exhibited in fact an extraordinary variety and profusion of animal life.”

—Francis Parkman, *The Oregon Trail*

Despite such hardships, more than 50,000 people reached Oregon between 1840 and 1860.

✓ Checkpoint Why did settlers travel by wagon train?

Ask Inferential Questions

Reading Skill Why do you think so many Americans were willing to face the hardships of westward settlement? Suggest a possible research topic to answer this question.

INFOGRAPHIC



To many easterners, Oregon held out the promise of fertile, available farmland and greater freedom. But first, they had to pack their belongings and set off on the long, difficult Oregon Trail. **Critical Thinking Identify Costs and Benefits** Do you think the benefits of moving to Oregon outweighed the risk? Why or why not?

Life in the West

Pioneer life was filled with hardships. Settlers arrived with few possessions. Working only with hand tools, they had to clear the land, plant crops, and build shelters. Disease, accidents, and natural disasters like storms and floods were an ever-present threat.

A. H. Garrison was 15 years old when his family went west in 1846. They traveled along the Oregon Trail with 74 other wagons. Along the way, his father became so ill he was unable to walk. Garrison later recalled the hardships of their first winter in Oregon.

“On Christmas day, it began to snow, and it continued until the ground was covered to a depth of twenty inches. . . . At the beginning of the storm, father had thirteen head of oxen, and twelve head of cows, and one fine American mare. There was no feed to be had, and the grass was so covered that the cattle could get nothing to eat. . . . When spring came, we had four oxen and three cows left.”

—Reminiscences of A. H. Garrison

Some settlers gave up and returned to the East. Others, like John Bidwell of California, met the challenges and went on to live extraordinary lives. Bidwell and his wife Annie each became civic leaders. John became a United States Congressman and even ran for President, while Annie fought for temperance and the right of women to vote.



Trails to the West, 1830–1850



“We proceeded in an easterly direction, and all busied themselves in searching for gold; but my errand was of a different character: I had come to discover what I suspected to be a pass.”

— Explorer James Beckwourth, on finding a pass through the Sierra Nevada

BRITISH TERRITORY (CANADA)

PACIFIC OCEAN

50°N

40°N



30°N

KEY

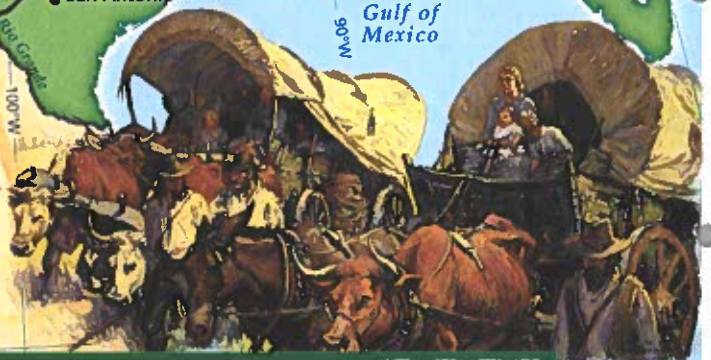
- Trails from the eastern United States
- Trails from Mexico
- Forts
- Towns

0 km 300
0 miles 300
Albers Equal-Area Projection

MAP MASTER®

Skills Activity

Pioneers packed everything they could carry—from cast-iron stoves to the family Bible—onto covered wagons.



In the mid-1800s, Americans traveled west along many different trails. Mountain passes allowed settlers to cross the Rockies and Sierra Nevada.

- (a) **Read a Map** What pass did travelers on the Oregon Trail use to get across the Rocky Mountains?
- (b) **Apply Information** Describe the route a traveler might take to get from Independence, Missouri, to Los Angeles, California.

MapMaster Online

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Women in the West Women in the West worked alongside men to make a success of their family farms. The fact that their labor was necessary for a family's survival raised the status of western women.

Meanwhile, as you have read, women in the East had begun to campaign for greater political and legal rights. Chief among these was the right to vote. On a national level, women's struggle for the vote would take many years. But the West was quicker to reward the hard work of its women. In 1869, the Wyoming Territory became the first area of the United States to grant women the vote.

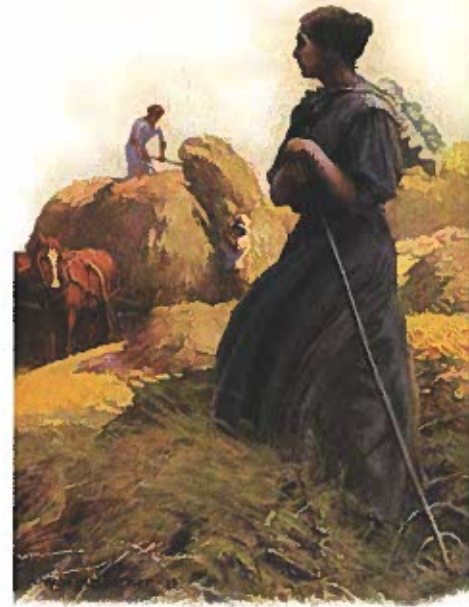
Native Americans and Settlers Native Americans in Oregon lived in an uneasy peace with the white settlers. Indians in the southern part of Oregon usually got along with whites. In northern Oregon, however, Native Americans were angered by the presence of strangers on their lands.

The discovery of gold in northern Oregon in the 1850s brought large numbers of white and Chinese miners into the area. War broke out there in 1855. The miners killed several dozen Native American men. Three months later, miners massacred an equal number of Indian women, children, and old men.

The Indians fought back, killing white and Chinese alike. The brief war ended when the U.S. government intervened. The Native Americans were forced to accept peace treaties.

✓ Checkpoint Why did women enjoy greater equality in the West than in the East?

★ Looking Back and Ahead The Oregon and Santa Fe trails created close links between east and west. In the next section, you will see how western lands became part of the United States.



Woman harvesting hay on a western farm

Section 2 | Check Your Progress

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Comprehension and Critical Thinking

- (a) Recall** Why did Americans go to Oregon in the early 1800s?
(b) Analyze Cause and Effect What factors might have discouraged Americans from traveling to Oregon?
- (a) Explain** Why did conflict arise between Native Americans and settlers in Oregon?
(b) Make Predictions Do you think such conflicts would be likely to continue later in the 1800s? Explain.

Reading Skill

- 3. Ask Inferential Questions**
Reread the text following the heading "The Oregon Fur Trade." What qualities were needed to be successful as a fur trapper in Oregon? Suggest a possible research question to take this topic further.

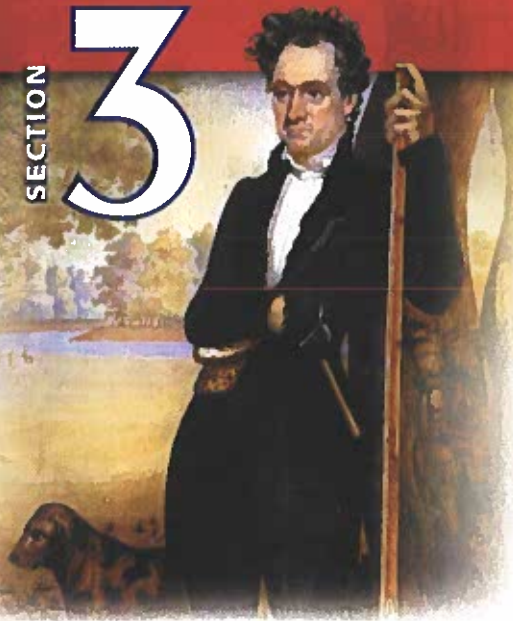
Key Terms

- Read each sentence below. If the sentence is true, write YES and explain why. If the sentence is not true, write NO and explain why not.
- 4. Mountain men** made their living by farming the Great Plains.

- 5.** A trapper would often trade his furs for supplies at a **rendezvous**.

Writing

- 6.** For each of these transitions (connecting words), write a sentence that expresses a cause-effect relationship about the topic in parentheses. **Transitions:**
(a) because (Astor and the Oregon Trail)
(b) as a result (the decline in the fur trade)
(c) therefore (hardships on the Oregon Trail)



I Wish to See Texas Free

“I wish to see Texas free from . . . religious intolerance and other anti-republican restrictions, and independent at once; and as an individual have always been ready to risk my all to obtain it: . . . I now think the time has come for Texas to assert her natural rights; and were I in the convention I would urge an immediate declaration of independence.”

—Stephen Austin, letter to Sam Houston, 1835

◀ Stephen Austin

Conflict With Mexico

Objectives

- Explain how Texas became independent from Mexico.
- Discuss the issues involved in annexing Texas and Oregon.
- Summarize the main events in the Mexican-American War.
- Explain how the United States achieved Manifest Destiny.

🔍 Reading Skill

Ask Questions to Synthesize

Information As you read history, recall what you already know about the topic. Consider as well what you know about related topics or experiences—even from modern times. Pull these many pieces of information together to ask and answer questions about the text. Then, use your questions to build research topics.

Key Terms and People

| | |
|----------------|-----------------|
| Stephen Austin | annex |
| dictatorship | James K. Polk |
| siege | cede |
| Sam Houston | John C. Frémont |

Why It Matters Mexico became independent in 1821. That same year, American traders were traveling to the Southwest along the Santa Fe Trail. Meanwhile, American settlers arrived in the Mexican province of Texas. Growing tensions between Mexicans and Americans led to fighting.

🔍 **Section Focus Question: What were the causes and effects of the Texas War for Independence and the Mexican-American War?**

Texas Wins Independence

In 1820, the Spanish governor of Texas gave Moses Austin a land grant to establish a small colony in Texas. After Moses died, his son, **Stephen Austin**, led a group of some 300 Americans into Texas.

Soon after, Mexico won independence from Spain. The Mexican government agreed to honor Austin’s claim to the land. In return, Austin and his colonists agreed to become Mexican citizens and to worship in the Roman Catholic Church.

Growing Conflict Thousands of Americans flooded into Texas. They soon came into conflict with the Mexican government. The new settlers were Protestant, not Catholic. Also, many of the settlers were slaveholders from the American South who wanted to grow cotton in Texas. However, Mexico had abolished slavery.

For a while, Mexico tolerated these violations of its laws. Then, in 1830, Mexico banned further American settlement. Still, Americans kept arriving in Texas. Tensions increased as Mexico tried to enforce its laws banning slavery and requiring settlers to worship in the Catholic Church. Mexico also began to levy heavy taxes on American imports.

Declaring Independence American settlers wanted more representation in the Mexican legislature. Some Tejanos (teh HAH nos), Texans of Mexican descent, also hoped for a democratic government that gave less power to the central government.

These hopes were dashed in 1833 when General Antonio López de Santa Anna became president of Mexico. Santa Anna wanted a strong central government, with himself at the head. Soon after, Santa Anna overturned Mexico's democratic constitution and started a **dictatorship, or one-person rule**.

Austin urged Texans to revolt against the Mexican government. In 1836, Texans declared independence from Mexico and created the Republic of Texas.

Texans at War Santa Anna responded with force. His troops laid siege to the Alamo, a mission in San Antonio where about 185 Anglo-Americans and Tejanos were gathered. A **siege is an attack in which one force surrounds a city or fort**. The defenders of the Alamo held out for 12 days under heavy cannon fire. At last, Mexican forces overran the Alamo. All of the defenders were killed in battle or executed afterward. Inspired by the bravery of the Alamo defenders, many American volunteers joined the Texan army.

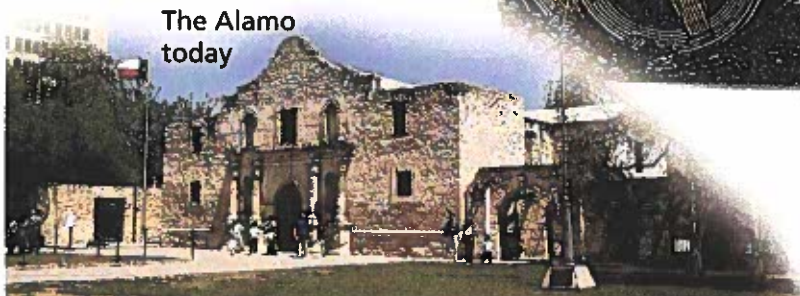
The following April, the commander of the Texan forces, **Sam Houston**, led a small army in a surprise attack against Santa Anna's army at San Jacinto. Texans shouted "Remember the Alamo!" Within 18 minutes, the Texans had captured Santa Anna. They forced him to sign a treaty recognizing Texan independence.

Discovery
SCHOOL

Explore More Video

To learn more about the Texas War for Independence, view the video.

Siege at the Alamo For 12 days, a small group of Texans held off Mexican troops at the Alamo. This print from the 1800s is not an eyewitness portrayal, but it gives an idea of the odds against the defenders of the Alamo. **Critical Thinking: Detect Points of View** Based on this print (right), why do you think many Americans admired the defenders of the Alamo?





Ask Questions to Synthesize Information

Why was it important whether a new state was a slave state or a free state? Suggest a possible research topic building on this question.

Republic of Texas Sam Houston became president of the new Republic of Texas. He hoped that the United States would **annex, or add on,** Texas. But public opinion in the United States was divided. Southerners supported annexation of Texas as a slave state. Northerners opposed this, but still hoped for western expansion.

Presidents Andrew Jackson and Martin Van Buren refused to support annexation. Both feared that adding a slave state might spark a huge political fight that could split the Union.

Checkpoint Why did Texans want independence from Mexico?

Vocabulary Builder

decade (DEK ayd) *n.* a period of ten years

Annexing Texas and Oregon

A **decade** after Texas won its independence, the annexation of Texas remained an unsettled question. It became a major issue in the presidential election of 1844.

Election of 1844 President John Tyler favored the annexation of Texas. But Tyler was not nominated for a second term. In 1844, the Whigs nominated Henry Clay instead.

Clay hoped to avoid the issue of annexation. But the Democratic candidate, **James K. Polk**, called for the annexation of both Texas and Oregon. At the time, Oregon was jointly held by Britain and the United States. Polk demanded that the British withdraw from all territory south of latitude 54°40'N. Polk, the candidate of expansion, won the election.

Annexation Shortly before Polk took office, Tyler asked Congress to annex Texas. Congress voted for admission of Texas as a state in 1845, three days before Tyler left office. A convention of Texan delegates quickly met and voted for annexation.

In keeping with his campaign promise, President Polk negotiated a treaty with Britain to divide Oregon. The United States got the lands south of latitude 49°N. Eventually, this territory became the states of Washington, Oregon, and part of Idaho.

Tensions With Mexico The annexation of Texas increased tensions with Mexico. Mexico had never formally recognized Texan independence. The treaty that Santa Anna had been forced to sign at San Jacinto set the southern boundary of Texas at the Rio Grande. The Mexican government claimed that the southern boundary of Texas was the Nueces River, farther to the north.

The Texas War for Independence

| KEY | | | |
|-----|-----------------|--|-------------------|
| | Texan forces | | Mexican forces |
| | Texan victories | | Mexican victories |

UNITED STATES

REPUBLIC OF TEXAS

MAP MASTER

Skills Activity

After a brief but bloody war, the Republic of Texas won its independence from Mexico.

(a) **Read a Map Key** Who won the battle at Goliad?

(b) **Make Predictions**
Based on this map, why might there be future conflict between Texas and Mexico?

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In fact, Texas had never controlled the area between the two rivers. But setting the Rio Grande as the border between Texas and Mexico would have given Texas much more land. President Polk put pressure on Mexico to accept this claim. Still, Mexico refused.

✓Checkpoint How did the annexation of Texas increase tensions with Mexico?

The Mexican-American War

Polk knew that the Mexican government needed cash. He offered money to settle the claim for the Rio Grande border. He also offered to purchase California and the rest of New Mexico. Outraged Mexicans refused the offer. They did not want to **cede, or give up**, more land to the United States.

Polk then changed his tactics. Hoping to **provoke** a Mexican attack on U.S. troops, he sent General Zachary Taylor south to the disputed land south of the Nueces. The Mexicans saw this as an act of war. After Mexican troops ambushed an American patrol on the disputed land, Polk asked Congress for a declaration of war. He claimed that Mexico had forced this war by shedding “American blood upon American soil.”

Opposition to War Overall, the war with Mexico was very popular among Americans. Support for the war was strongest among southerners and westerners, who were willing to take up arms to gain more land.

Many northerners, however, argued that Polk had provoked the war. They scornfully referred to it as “Mr. Polk’s war” and claimed that he was trying to extend slavery. Abraham Lincoln, a member of the House of Representatives from Illinois, pointed out that the land under dispute was not “American soil.” He held that General Taylor’s troops had invaded Mexico, not the other way around.

Rebellion in California Polk ordered troops under the command of Stephen Kearny to invade and capture Santa Fe, New Mexico. From there, Kearny was to lead his troops into California.

Even before Kearny’s troops reached California, settlers near San Francisco had begun their own revolt against Mexico. Taking up arms, they raised a grizzly bear flag and declared California an independent republic. A bold young explorer, **John C. Frémont**, soon took command of the Bear Flag Rebellion. He moved to join forces with U.S. troops under the command of Kearny.

Vocabulary Builder

provoke (prah VOHK) *v.* to cause to anger; to excite; to cause an action

Biography Quest



John C.
Frémont
1813–1890

John C. Frémont changed Americans’ view of the West. Frémont led several expeditions to explore the area. During one expedition, he helped to map out the Oregon Trail. For this, he became known as the Great Pathfinder.

It was Frémont’s salesmanship that did the most to advance the cause of Manifest Destiny. His published accounts of his journeys excited people’s interest in the vast, untapped riches of the Great Plains.

Biography Quest

How did Frémont become involved in the California rebellion?

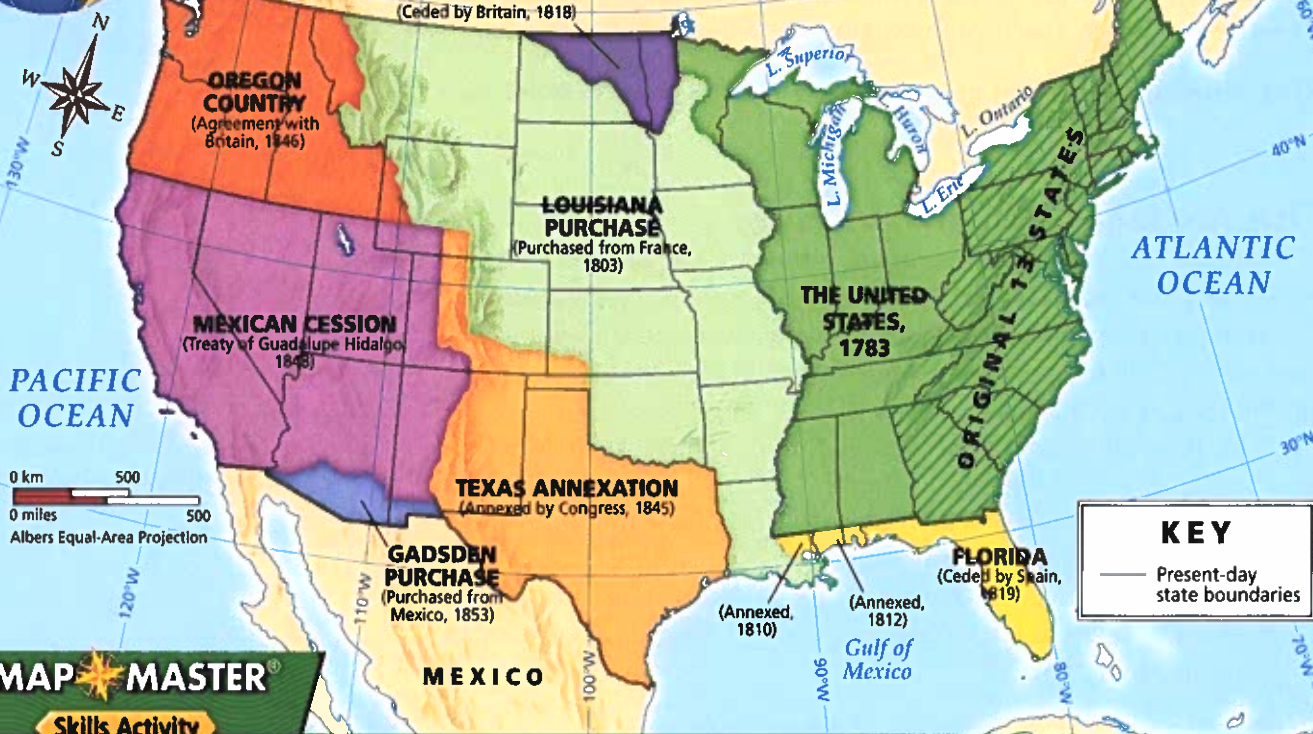
For: The answer to the question about Frémont

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Growth of the United States to 1853

BRITISH TERRITORY



MAP MASTER

Skills Activity

By 1848, the United States stretched from the Atlantic Ocean to the Pacific Ocean.

- (a) **Read a Map** What areas on the map did the United States own in 1853 that it did not own in 1830?
- (b) **Apply Information** Look at a map of the present-day United States. When and how did your state become part of the United States?

MapMaster Online

For: Interactive map
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Mexico had very little military presence in California. Frémont's forces quickly captured Monterey and San Francisco. Meanwhile, General Kearny's troops captured Santa Fe and San Diego. There they united with naval units to occupy more of California. By early 1847, all of southern California was also under American control.

Invasion of Mexico Moving south from the Rio Grande, General Zachary Taylor captured the Mexican city of Monterrey. Santa Anna attacked Taylor at the Battle of Buena Vista. Though greatly outnumbered, Taylor's forces were better armed. Santa Anna retreated.

An American army under General Winfield Scott captured Veracruz, an important Mexican port. Scott then marched from Veracruz to Mexico City. Scott's army forced the Mexican army into the capital. Still, Santa Anna would not surrender.

Scott's campaign ended at Chapultepec, a stone palace above Mexico City. Like the Texans at the Alamo, the Mexicans fought bravely to defend Chapultepec. Most of them were killed. In Mexico, these young men are still honored for their bravery and patriotism.

After Mexico's defeat at Chapultepec, Santa Anna left Mexico City. The Mexican capital was now in American hands. The United States had won the war. (To learn more about the key battles in the Mexican-American War, see the Geography and History feature.)

 **Checkpoint** How did Polk's actions lead to war with Mexico?


Achieving Manifest Destiny

Polk sent a representative, Nicholas Trist, to help General Scott negotiate a treaty with the Mexican government. Despite many difficulties, Trist negotiated the Treaty of Guadalupe Hidalgo, which was signed in 1848. It formally ended the Mexican-American War.

Under the treaty, Mexico recognized the annexation of Texas and ceded a vast territory to the United States. This territory, known as the Mexican Cession, included present-day California, Nevada, and Utah, as well as parts of Wyoming, Colorado, Arizona, and New Mexico. In return, the United States paid \$18 million to Mexico.

In the Gadsden Purchase of 1853, the United States paid Mexico \$10 million for a narrow strip of present-day Arizona and New Mexico. Manifest Destiny had been achieved.

 **Checkpoint** What was the Mexican Cession?

 **Looking Back and Ahead** By 1853, the United States owned all the territory that would make up the first 48 states. Not until Alaska and Hawaii joined the Union in 1959 would any states outside this area be added.

Section 3 | Check Your Progress

Progress Monitoring Online

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Comprehension and Critical Thinking

- (a) Recall** Why did the Republic of Texas hope the United States would annex Texas?

(b) Analyze Cause and Effect How would the addition of Texas as a slave state affect the Union? Explain.
- (a) Recall** What did the United States gain as a result of the Mexican-American War?

(b) Draw Conclusions How do you think the Mexican-American War affected the relationship between Mexico and the United States?

Reading Skill

- 3. Ask Questions to Synthesize Information** Reread the text following the heading "Invasion of Mexico." Why might Santa Anna have been unwilling to surrender? Suggest a possible research topic to explore this question.

Key Terms

Complete each of the following sentences so that the second part clearly shows your understanding of the key term.

4. Many U.S. senators wanted to **annex** Texas, _____.
5. In Mexico, Santa Anna established a **dictatorship**, _____.

6. The Mexicans laid **siege** to the Alamo, _____.

Writing

7. Rewrite the following paragraph to eliminate sentence errors and improve sentence variety. **Paragraph:** Conflict between Mexicans and Anglo-Americans. There was a difference in religion. Mexicans were Catholics. Many Anglo-Americans Protestants. Mexico had outlawed slavery, but many Anglo-Americans owned slaves. This also created problems. Mexico began to tax American imports. Hostilities finally broke out. When Santa Anna attacked the Alamo.

The Mexican-American War

By 1846, the United States and Mexico stood on the brink of war. Mexicans were furious at the American annexation of Texas the year before. Americans felt that Mexico stood in the way of Manifest Destiny. After a border dispute erupted in hostilities, U.S. troops attacked Mexico on two fronts in order to achieve quick victory.

History Interactive
Learn More About the Mexican-American War

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► U.S. soldier at the Battle of Buena Vista



War on Land

American forces invaded Mexico in two directions. John C. Frémont and Stephen Kearny moved west from Fort Leavenworth 1 to take control of California. They were aided by a revolt of American settlers near San Francisco. Zachary Taylor marched south across the Rio Grande and defeated a large Mexican force at Buena Vista 2.

► Rebel American settlers declared California a new nation—the Bear Flag Republic.



War at Sea

The U.S. Navy blockaded Mexico's east and west coasts. American sailors helped secure California ③ while another fleet in the Gulf of Mexico supported the assault at Veracruz ④. Winfield Scott won a last battle against Mexican soldiers at the Battle of Chapultepec.

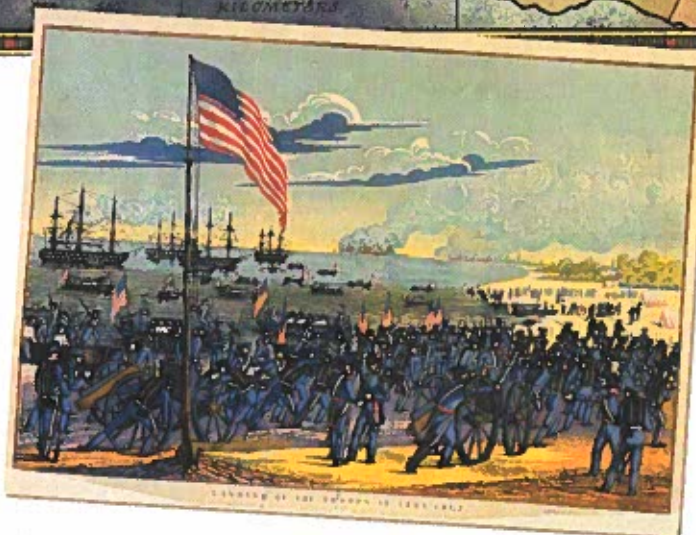
Understand Effects:

The War's Final Days

By the time of General Scott's victory outside Mexico City, U.S. forces had surrounded the Mexican capital. The northern territories of California and New Mexico were under Frémont's and Kearny's control, and Taylor had moved south to press for attack. With the loss of Mexico City, the Mexican government moved to make peace.



◀ The shako cap—topped with a tall plume of feathers—was part of the American uniform during the war.



▲ U.S. Navy ships guard the American landing at Veracruz.

Analyze GEOGRAPHY AND HISTORY

Select a key battle from the Mexican-American War, and write a journal entry about it from a U.S. soldier's point of view.



Chinese Immigrants

“Every immigrant group has its own newspaper except for the Chinese. As a result, although the Chinese merchants are many in number, they have no influence. Because they are uninformed, they have no way to exercise their freedom of choice. . . . Since I feel strongly about this situation, I have founded a newspaper called *Golden Hills News* to record in Chinese the commercial news and government affairs happening every day.”

—William D. M. Howard, announcing a Chinese-language newspaper in San Francisco, 1854

◀ Western miners, including a Chinese immigrant (right)

A Rush to the West

Objectives

- Explain why the Mormons settled in Utah and the issues that divided Mormons and the federal government.
- Discuss the effects of the 1849 California gold rush.
- Describe how California’s population had changed by 1850.

Reading Skill

Ask Questions That Go Beyond the Text Research questions should build on the information you learn in your textbook. Use the many strategies you practiced in Sections 1–3 to build questions that link the text topic to larger issues. For example, you might look at how history fits with modern situations or why the people of history made the decisions they made.

Key Terms and People

| | |
|---------------|--------------|
| Joseph Smith | forty-niner |
| polygamy | water rights |
| Brigham Young | vigilante |

Why It Matters As a result of the war with Mexico, the United States gained the lands known as the Mexican Cession. Large numbers of Americans began to settle in this vast region.

Section Focus Question: How did Mormon settlement and the gold rush lead to changes in the West?

Mormons Settle Utah

Even before the end of the war, a group of Americans had begun moving into the part of the Mexican Cession that is today Utah. These were the Mormons, members of the Church of Jesus Christ of Latter-day Saints. The church was founded in 1830 by **Joseph Smith**, a New York farmer. Smith said that heavenly visions had revealed to him the text of a holy book called the *Book of Mormon*.

Seeking Refuge The Mormon Church grew quickly, but some of its teachings often placed its followers in conflict with their neighbors. For example, Mormons at first believed that property should be held in common. Smith also favored **polygamy**, the practice of having more than one wife at a time.

Hostile communities forced the Mormons to move from New York to Ohio and then to Missouri. By 1844, the Mormons had settled in Nauvoo, Illinois. There, Joseph Smith was murdered by an angry mob.

Brigham Young, the new Mormon leader, realized that Nauvoo was no longer safe. He had heard about a great valley in the Utah desert, which at the time was still owned by Mexico. In 1847, he led a party of Mormons on a long, hazardous journey to the valley of the Great Salt Lake. Over the next few years, some 15,000 Mormon men, women, and children made the trek to Utah.

Although Utah was a safe refuge, the land was not hospitable. Farming was difficult in the dry desert. Then, in the summer of 1849, enormous swarms of crickets nearly destroyed the Mormons' first harvest. But a flock of seagulls flew in from the Pacific and devoured the crickets. The Mormons then set out to make the desert bloom. Under strict church supervision, they enclosed and distributed farmland and set up an efficient system of irrigation.

Conflict With the Government In 1848, as a result of the Mexican Cession, Utah became part of the United States. Congress then created the Utah Territory. Mormon leaders immediately came into conflict with officials appointed to govern the territory.

Three issues divided the Mormons and the federal government. First, the Mormon Church controlled the election process in the Utah Territory. Non-Mormons had no say. Second, the church supported businesses that were owned by Mormons. "Outsiders" had difficulty doing business. The third issue was polygamy, which was illegal in the rest of the country.

These issues were not resolved for more than 40 years. In time, Congress passed a law that took control of elections away from the Mormon Church. Church leaders agreed to ban polygamy and to stop favoring Mormon-owned businesses. Finally, in 1896, Utah became a state.

✓Checkpoint Why did the Mormons leave Illinois?

Vocabulary Builder

efficient (ee FISH ehnt) **adj.** done in a way that increases production with the least amount of waste

Mormons Come to Utah

Brigham Young (below) led the first wave of Mormons to migrate to Utah. In later years, settlers continued to arrive. Some, like those shown in the painting, were so poor they had to haul their belongings along the Mormon Trail by hand. **Critical Thinking: Identify Benefits** Identify two benefits these Mormons might look forward to from settling in Utah.



The California Gold Rush

When California was ceded to the United States in 1848, about 10,000 Californios, or Mexican Californians, were living in the territory. A handful of wealthy families owned most of the land. They lived an elegant, aristocratic life. Their ranches were worked by poorer Californios or by Native Americans.

After the Mexican Cession, easterners began to migrate to California. The wealthy Californios looked down on the newcomers from the East, and the newcomers felt contempt for the Californios. The two groups rarely mixed or intermarried.

Gold Is Discovered An event in January 1848 would bring a flood of other settlers to California. James Marshall was building a sawmill on John Sutter's land near Sacramento. One morning, he found a small gold nugget in a ditch. Sutter tried to keep his discovery a secret. But the news spread like wildfire throughout the country and abroad. By 1849, the California gold rush had begun.

The **prospect** of finding gold attracted about 80,000 fortune seekers. The nickname **"forty-niners"** was given to these people who came to California in search of gold. In just two years, the population of California zoomed from 14,000 to 100,000.

Sutter's Mill was just the beginning. Prospectors, or gold seekers, searched throughout the Sacramento Valley for gold. They dug into the land using picks and shovels. They also looked in streams. This process, called placer mining, did not take much labor, money, or skill. Miners washed dirt from a stream in a pan, leaving grains of gold in the bottom. Finding gold was called "hitting pay dirt."

Gold above ground was quickly found. But there was more gold in underground deposits, or lodes. Gold in lodes was difficult and expensive to mine. It required heavy and expensive machinery. As a result, large companies took over the mining of underground lodes.

Water Rights In the gold fields, disputes over water rights were common. **Water rights** are the legal rights to use the water in a river, stream, or other body. California has an abundance of land, but much of it is desert. Settlers needed water for irrigation and mining.

California had kept older Mexican laws regarding water rights. Landowners had the right to use the water that flowed through their land. At the same time, it was illegal to cut off water to one's neighbors. In most gold rush territories, though, the law was ignored. The first people to reach a stream used as much water as they wanted—sometimes even the whole stream! Disputes over water rights often erupted into violence.

Life in Mining Towns Mining towns were not very permanent places. Most sprang up overnight and emptied just as quickly when miners heard news of a gold strike in another place.

Mining towns attracted both miners and people hoping to make money from miners. Miners were often willing to pay high prices for food and supplies. They also needed entertainment. A typical mining town was made up of a row of businesses with a saloon at its center.

Vocabulary Builder

prospect (PRAHS pehkt) *n.* promise; something looked forward to

Panning for Gold

Forty-niners, like the man in this picture, spent many back-breaking hours sifting through sand at the edge of the river. If they were lucky, their reward was a glimmer of gold in their pan.

Critical Thinking: Apply Information Based on your reading, what method of gold mining did this prospector use?



California was not yet a state, so federal law did not apply within the mining towns. To impose some order, miners banded together and created their own rules. Punishment for crimes was often quick and brutal. **Vigilantes**, or self-appointed law enforcers, punished people for crimes, though they had no legal right to do so.

Role of Women Gold rushes were not like other migrations in American history. Most migrations included men and women, young and old. Most forty-niners, however, were young men. By 1850, the ratio of men to women in California was twelve to one!

Still, some women did come to California in search of fortune, work, or adventure. Unlike other areas of the country, California offered women profitable work. Some women mined, but many more stayed in town. They worked in or ran boardinghouses, hotels, restaurants, laundries, and stores.

Drifting and Settling Few forty-niners struck it rich. After the gold rush ended, many people continued to search for gold throughout the West. There were gold or silver strikes in British Columbia, Idaho, Montana, Colorado, Arizona, and Nevada. Other miners gave up the drifting life and settled in the West for good.

 **Checkpoint** Why were water rights an important issue?

Links Across Time

Water Rights in the West

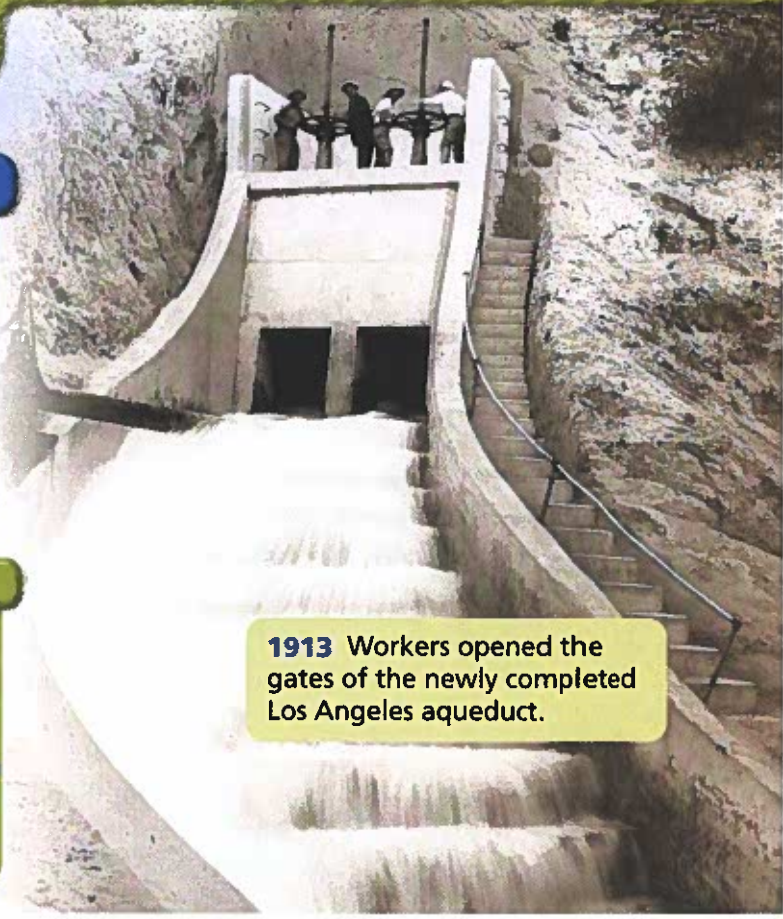
1849 During the gold rush, California law generally gave water rights to the first person to make use of a body of water.

1905 Los Angeles, still a small city, won rights to the Owens River, 200 miles away. Engineers later built aqueducts and dams to carry the water to the city. This water helped Los Angeles grow rapidly. But ranchers and farmers in the Owens Valley protested the loss of their water rights.

Link to Today

Connection to Today Water rights remain an issue in many areas of the nation today. Farms and communities still compete to win access to clean, available water.

For: Water rights in the news
Visit: PHSchool.com
Web Code: myc-4094



1913 Workers opened the gates of the newly completed Los Angeles aqueduct.

San Francisco During the Gold Rush

This painting shows San Francisco in the 1850s. "Where there was a vacant piece of ground one day," wrote one witness, "the next saw it covered with half a dozen tents or shanties." **Critical Thinking: Distinguish Relevant Information** What information in this picture supports the conclusion that San Francisco had a diverse population?



California's Changing Population

Many gold rush towns were temporary, but some grew and prospered. San Francisco had only 200 inhabitants in 1848. During the gold rush, immigrants who sailed to California passed through San Francisco's harbor. Its merchants provided miners with goods and services. Many newcomers remained in the city. Others returned to settle there after working in the mines. By 1870, San Francisco had a population of more than 100,000.

An Unusual Mix of People The gold rush brought enormous ethnic diversity to California. People came from Europe, Asia, Australia, and South America. By 1860, the population of California was almost 40 percent foreign-born.

European immigrants often enjoyed more freedom in California than in Europe. They also faced less prejudice than in the East. In some ways, mining societies were more democratic, as men in the gold fields had to rely on one another. One immigrant wrote home:

“We live a free life, and the best thing . . . is that no human being here sets himself up as your lord and master. It is true that we do not have many of the luxuries of life, but I do not miss them.”

—quoted in *Land of Their Choice* (Blegen)

Chinese Immigrants China's economy was in trouble in the 1840s. After news reached China of a “mountain of gold,” about 45,000 Chinese men went to California. Most hoped to return home to China with enough money to take care of their families.

Chinese laborers faced prejudice. They generally were not given higher-paying jobs in the mines. Instead, they were hired to do menial labor. Some cooked or did laundry. Despite many difficulties, the Chinese worked hard. They helped build railroads and worked on farms. Their labor also helped cities like San Francisco to prosper.

African Americans Several thousand free African Americans lived in California by 1850. They had their own churches and newspapers. Many ran their own businesses. However, they did not have equal rights. They could not vote or serve on juries.


Slavery did not take root in California. Some southerners did bring their slaves with them during the gold rush. However, the other miners objected. They believed that anyone who profited from mining should participate in the hard labor of finding gold.

Native Americans For Native Americans, the gold rush brought even more tragedy. Miners swarmed onto Indian lands to search for gold. Vigilante gangs killed Indians and stole their land. About 100,000 Indians, nearly two thirds of the Native American population of California, died during the gold rush.

Impact on Californios By 1850, only 15 percent of Californians were Mexican. The old ruling families did not have a strong say in the new territorial government. When a constitutional convention was held, only 8 of the 48 delegates were Californios.

Californio politicians could not stop the passage of laws that discriminated against their people. The legislature levied a high tax on ranches and required rancheros to prove that they owned their land. This was often difficult, because most had received their land grants from Spain or Mexico. By the time many Californios could prove ownership, they had had to sell their land to pay legal bills.

 **Checkpoint** What effects did the gold rush have on Californios?

 **Looking Back and Ahead** California had enough people by 1850 to apply for admission to the Union as a free state. As you will read in the next chapter, California's request for statehood would cause a national crisis.



Ask Questions That Go Beyond the Text

Ask a question that explores beyond the text and requires research to answer. You might focus on the ways that the lives of Mexicans in California changed after the gold rush.

Section 4 | **Check Your Progress**

Progress Monitoring Online

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Comprehension and Critical Thinking

- (a) Recall** Why did the Mormons decide to move to Utah?

(b) Identify Alternatives What other options might the Mormons have considered?
- (a) List** Which groups migrated to California after 1848?

(b) Make Inferences Which groups benefited most from the discovery of gold? Which groups suffered most? Explain.



Reading Skill

- Ask Questions That Go Beyond the Text** Recall what you just read about California during the gold rush. Ask a question that goes beyond the text and requires research to answer.

Key Terms

- Write two definitions of the term **water rights**. First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

Writing

- Write a short paragraph explaining what happened as a result of the California gold rush in 1849. Then, exchange paragraphs with another student. Check your partner's work for errors. Work together to take the best elements from each paragraph and to create a new version.

Historical evidence comes from many sources. Evaluating the validity of written sources is important in putting together a picture of the past.

The following journal entries, written by Elizabeth Wood, describe portions of her two-and-a-half-month journey from Fort Laramie, Wyoming, to eastern Oregon in 1851.

Primary
Source

"July 25. Since last date we camped at the ford where emigrants cross from the south to the north side of the Platte. . . . We stopped near the Red Buttes, where the hills are of a red color, nearly square and have the appearance of houses with flat roofs. . . . We also passed Independence Rock and the Devil's Gate, which is high enough to make one's head swim, and the posts reach an altitude of some 4 or 500 feet."

"Monday, September 15th. . . . Mount St. Elias is in the distance, and is covered with snow, so you can imagine somewhat the beauty and grandeur of the scene. We are now among the tribe of Wallawalla Indians."

—Journal of a Trip to Oregon,
Elizabeth Wood

Learn the Skill

Use these steps to evaluate written sources.

- 1 **Identify the source.** Knowing who the writer is helps you to evaluate that person's account of events.
- 2 **Note the context.** When was the account written? In what form did it appear? What was the purpose of the account?
- 3 **Analyze the point of view.** What is the writer trying to say? How does the writer feel about the subject?
- 4 **Evaluate the validity of the material.** How true is this account? Why do you think so?

Practice the Skill

Answer the following questions to evaluate the source on this page.

- 1 **Identify the source.** Who wrote these journal entries?
- 2 **Note the context.** (a) When were these entries written? (b) What was their purpose?
- 3 **Analyze the point of view.** (a) How does the writer feel about the journey? (b) What words or phrases express the writer's feelings?
- 4 **Evaluate the validity of the material.** Do you think this journal entry accurately describes the journey west? Why or why not?

Apply the Skill

See the Review and Assessment at the end of this chapter.



How did westward expansion change the geography of the nation and demonstrate the determination of its people?

Section 1
The West

- By the 1820s, land-hungry Americans often had to look west of the Mississippi River for territory to settle.
- Some Americans moved to the Mexican-controlled lands of the Southwest.
- Manifest Destiny was the idea that the United States had the right to “spread and possess the whole of the continent.”

Section 2
Trails to the West

- Traders and trappers helped open the West for settlement.
- Free land and the mild climate attracted settlers from all parts of the United States to Oregon.

Section 3
Conflict With Mexico

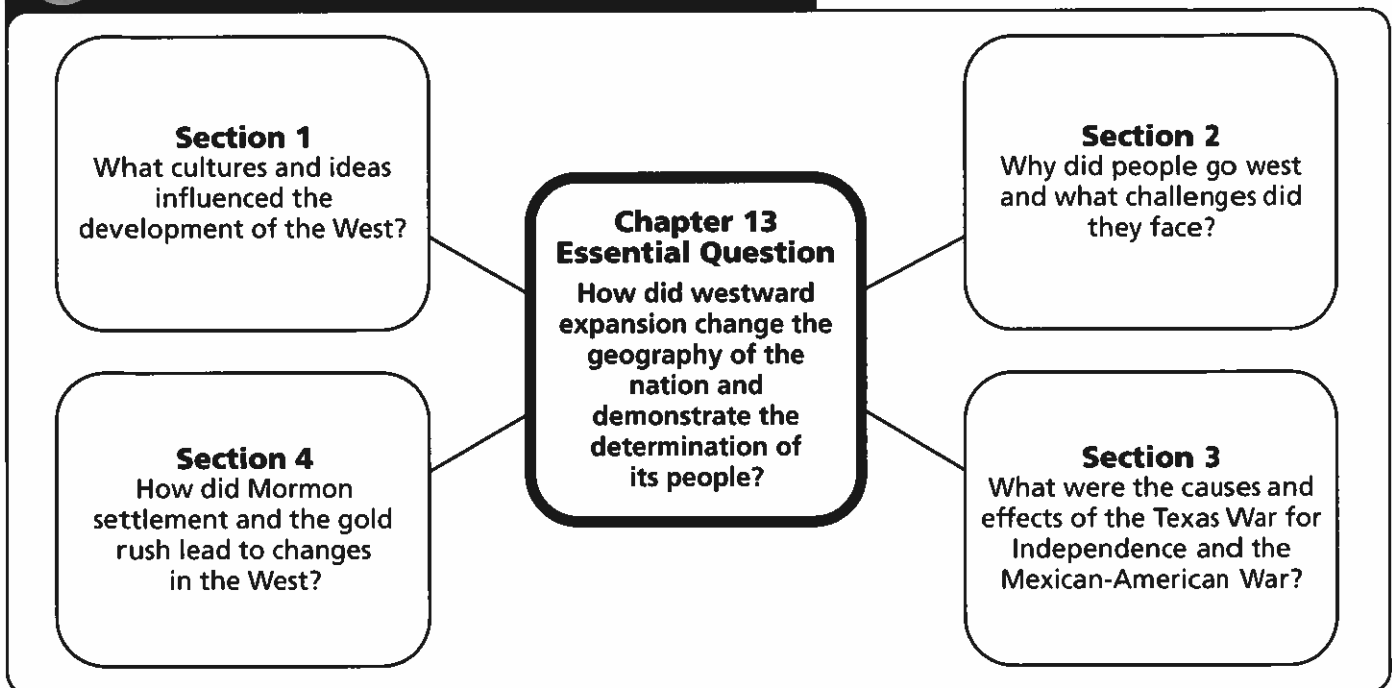
- American settlers in Texas rebelled against Mexico and created the independent Republic of Texas.
- American forces defeated Mexican troops in what became known as the Mexican-American War.
- The United States gained vast new territories as a result of the Treaty of Guadalupe-Hidalgo.

Section 4
A Rush to the West

- The Mormons moved west to Utah for religious freedom.
- Gold fever brought thousands of immigrants to California.

Exploring the Essential Question

Use the online study guide to explore the essential question.



Key Terms

Answer the following questions in complete sentences that show your understanding of the key terms.

1. Why did settlers in California argue over **water rights**?
2. What did **rancheros** own?
3. How did wealthy families benefit from **land grants**?
4. To what did General Santa Anna lay **siege** in San Antonio during the war for Texas independence?

Comprehension and Critical Thinking

5. (a) **Identify** Who were the peninsulares, the creoles, and the mestizos?
(b) **Draw Inferences** Which of these groups were most likely to support Mexican independence from Spain? Why?
6. (a) **Recall** What was Manifest Destiny?
(b) **Identify Economic Benefits** What economic benefits could the United States get from following the ideals of Manifest Destiny?
7. (a) **Describe** Describe the life of a mountain man like the one pictured at right.
(b) **Draw Inferences** How did these men contribute to the goal of Manifest Destiny?
8. (a) **Explain** What did President James Polk do to bring about Manifest Destiny?
(b) **Draw Conclusions** How did Great Britain threaten Manifest Destiny?
9. (a) **Recall** Why did the Mormons immigrate to Utah?
(b) **Compare** What other groups in earlier American history came to North America for similar reasons?
10. (a) **Identify** Who were the forty-niners?
(b) **Analyze Cause and Effect** How did the forty-niners contribute to California becoming a state?



Mountain man

History Reading Skill

11. **Frame Research Questions** Frame a research question about any aspect of this chapter. Start by reviewing headings and choosing one that interests you. Remember to frame questions that go beyond the text and require research to answer.

Writing

12. **Write two paragraphs discussing the results of the Mexican-American War.** Then, exchange papers with another student.

As you look at your partner's paragraphs, you should:

- correct every error you can find;
- look for places to add transitions to make the sentences flow better and to connect the two paragraphs;
- find opportunities to mix short and long sentences.

13. **Write a Narrative:**

You are an easterner in the 1840s trying to decide whether to go to Oregon, Utah, or California. Write a diary entry in which you weigh the possible costs and benefits of such a trip and reach a final decision.

Skills for Life**Evaluate Written Sources**

Use the diary entry below to answer the questions.

"Tuesday May 20th. Travelled 20 miles and camped . . . saw several antelope, and an animal called prairie dogs, which resemble a puppy. There are acres of them . . . they plough the ground up and form little knolls all over the ground. . . ."

—Journal of Travels to Oregon, Amelia Hadley, 1851

14. Who wrote this journal entry?
15. When was it written?
16. How does the writer feel about the journey?
17. Do you think this journal entry accurately describes prairie wildlife? Why or why not?

Test Yourself

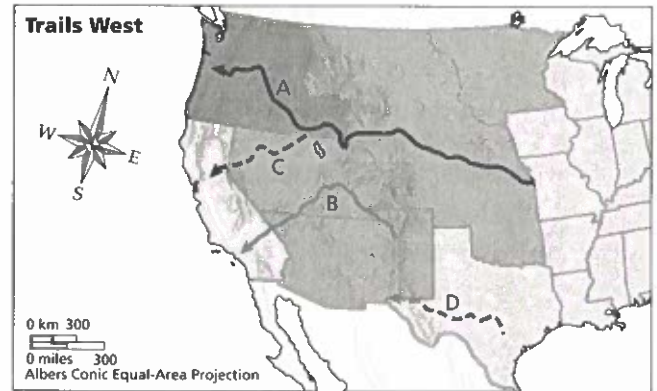
1. Which of the following most directly led to achieving Manifest Destiny?
- A Women vote in the West.
 - B Mormons move to Nauvoo, Illinois.
 - C Santa Anna establishes dictatorship in Mexico.
 - D President Polk negotiates a treaty with Great Britain to divide Oregon.

Refer to the quotation below to answer Question 2.

"I am determined to sustain myself as long as possible and die like a soldier, who never forgets what is due to his honor and that of his country. Victory or Death!"

2. The person who made this statement was mostly likely
- A at the Alamo.
 - B at a rendezvous.
 - C at John Sutter's sawmill.
 - D on the Oregon Trail.

Refer to the map below to answer Question 3.



3. Which of the trails marked on the map led the forty-niners to their final destination?
- A trail A
 - B trail B
 - C trail C
 - D trail D

Document-Based Questions

Task: Look at Documents 1 and 2, and answer their accompanying questions. Then, use the documents and your knowledge of history to complete this writing assignment:

List the reasons for and against the Mexican-American War. Then, write a short essay analyzing the arguments of each side. Draw a conclusion about the validity of each argument.

Document 1: In 1846, President Polk asked Congress to declare war against Mexico. *What does Polk accuse Mexico of doing?*

"The grievous wrongs perpetrated by Mexico upon our citizens throughout a long period of years remain unredressed. . . . We have tried every effort of reconciliation. . . . But now . . . Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon the American soil. . . .

. . . I involve the prompt action of Congress to recognize the existence of the war, and to place at the disposition of the Executive the means of prosecuting the war with vigor, and thus hastening the restoration of peace."

Document 2: Abraham Lincoln, then a member of Congress, spoke out against the Mexican-American War. *How does Lincoln challenge Polk's reasons for war with Mexico?*

"I carefully examined the President's messages. . . . The result of this examination was to make the impression that . . . he falls far short of proving his justification [for the war]. . . . The President . . . declares that the soil was ours on which hostilities were commenced by Mexico. . . .

Let [the President] remember he sits where Washington sat, and so remembering, let him answer as Washington would answer. . . . And if, so answering, he can show that the soil was ours, where the first blood of the war was shed, . . . then I am with him. . . . But if he can not do this . . . then I shall be fully convinced . . . that he is deeply conscious of being in the wrong."



What forces unite and divide a nation?

DIRECTIONS: Analyze the following documents regarding forces that united and divided the United States in the early 1800s. Answer the questions that accompany each document or set of documents. You will use your answers to build an answer to the unit question: *What forces unite and divide a nation?*

HISTORIAN'S CHECKLIST

WHO produced the document?

WHERE was it made?

WHEN was it produced?

WHY was it made and for what audience?

WHAT is its viewpoint?

HOW does it connect to what I've learned?

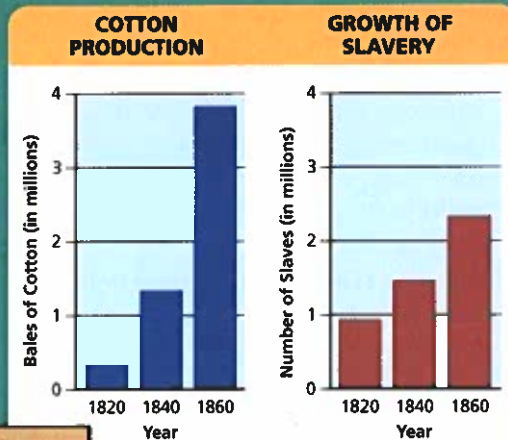
WHY is the document important?

document 1 Industry in the North



What were the effects of industrialization in the North during the early 1800s?

document 2 Cotton in the South



▲ Cotton Gin invented 1793

How did the South's economy differ from that of the North? Why?

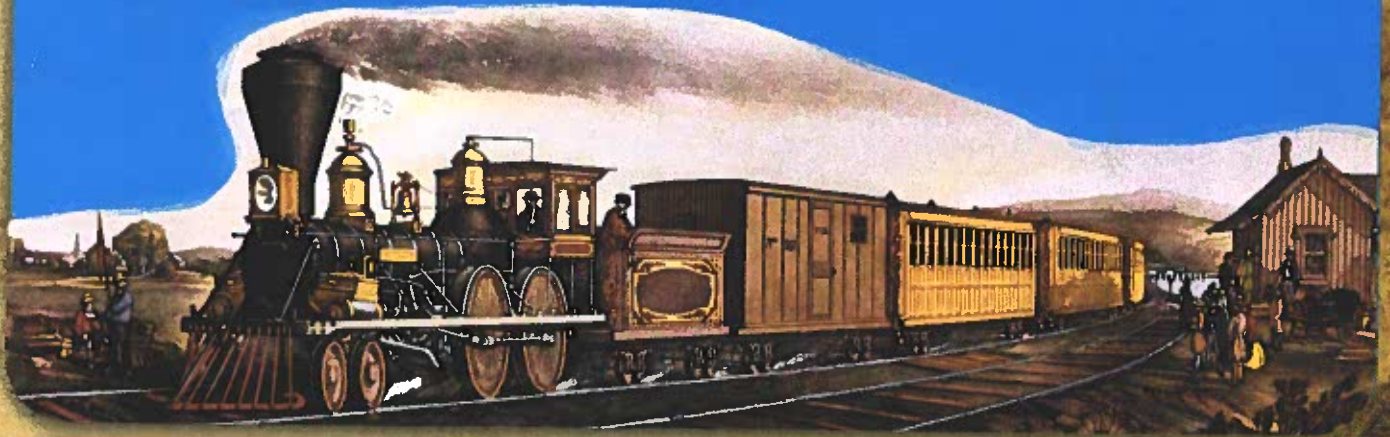
3

Canals, Roads, and Railroads, 1840–1850

document



How did the transportation network at left unite or divide the different sections of the United States?



4

Jacksonian Democracy

“It is to be regretted that the rich and powerful too often bend the acts of government to their selfish purposes. . . . There are no necessary evils in government. Its evils exist only in its abuses. If it would confine itself to equal protection, and, as Heaven does its rains, shower its favors alike on the high and the low, the rich and the poor, it would be an unqualified blessing.”

—President Andrew Jackson, 1832

THE GROWING ELECTORATE, 1824–1840

| Presidential Election | Total Popular Vote |
|-----------------------|--------------------|
| 1824 | 350,671 |
| 1828 | 1,155,350 |
| 1832 | 1,318,406 |
| 1836 | 1,500,802 |
| 1840 | 2,404,118 |

Do you think Jacksonian Democracy was a unifying or divisive force in the country? Explain.

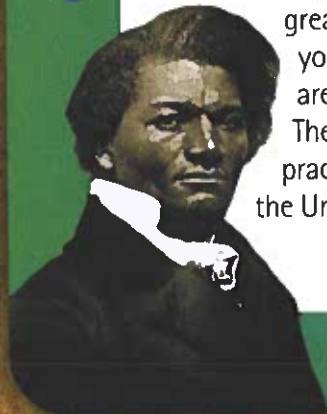


continued

document 5

Abolitionism

“What, to the American slave, is your Fourth of July? I answer: a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless. . . . There is not a nation on the earth guilty of practices more shocking and bloody than are the people of the United States at this very hour. . . .”



To **JOSEPH GOSNAY, Esq.**
 CONSTABLE OF WARFIELD.

WE, the undersigned, request that you would call an early Meeting of the Inhabitants of this Town and Neighbourhood, for the purpose of considering the propriety of addressing his Majesty, and petitioning both Houses of Parliament, for the

ABOLITION OF COLONIAL SLAVERY.

- | | | |
|--|---|--|
| Wm. Leatham, C. Crowther, Thomas Killy, T. Johnson, Thomas Kerr, J. Baithrop, Thomas Rogers, M.A. W. C. Ellis, M.D. | D. J. Collins, John Latham, William Isaac, M.J. Taylor, D. D., Richard Cope, J.J. D., Samuel Marks, Isaac Mann, | John Scholes, Tobias Van Hook, George Holmworth, C. F. Lillibridge, J. H. Lorrain, Wm. Trench, Rowland Hunt. |
|--|---|--|

IN COMPLIANCE WITH THE ABOVE REQUISITION, I DO HEREBY APPOINT A

MEETING

TO BE HELD AT THE COURT-HOUSE,
 On WEDNESDAY next, the 10th Instant,
 AT TWELVE O'CLOCK AT NOON.
JOSEPH GOSNAY, Constable.
 Warfield, November 4, 1830.
 MURAT, PRINTER, JOURNAL-OFFICE, WARFIELD.

—Frederick Douglass, July 4, 1852

Who do you think agreed with Douglass? Who do you think disagreed with him? Why?

document 6

Women's Rights

“We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness. . . .”



The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to law in the formation of which she had no voice. . . .

He has taken from her all right in property, even to the wage she earns. . . .”

—Elizabeth Cady Stanton,
 Seneca Falls Convention, 1848



How do you think Stanton and other women's rights leaders felt about Jacksonian Democracy?

7

document

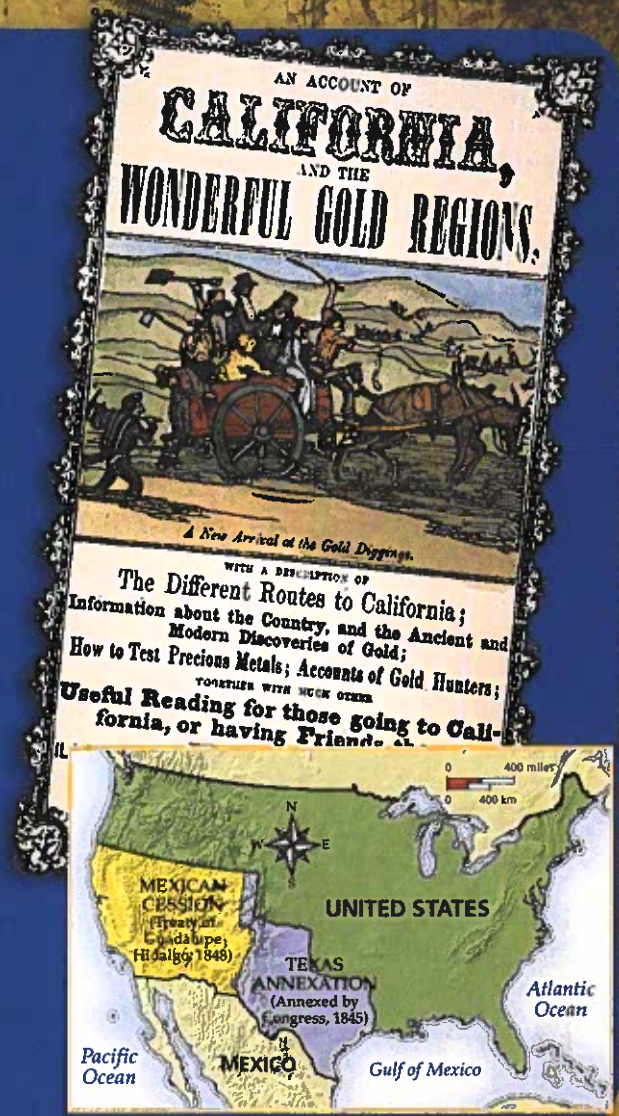
The Mexican-American War

“What is the territory, Mr. President, which you propose to wrest from Mexico? . . . We will not, cannot consent that you shall carry slavery where it does not already exist. . . . Let us abandon all idea of acquiring further territory and by consequence cease at once to prosecute this war. Let us call home our armies. . . .”

—Senator Thomas Corwin,
February 11, 1847

Why did some Americans oppose the Mexican-American War?

How did the war benefit the United States?



THINK LIKE A HISTORIAN ACTIVITY

Work in pairs or small groups to create a poster that answers the unit question:

What forces unite and divide a nation?

As a preliminary activity, half of the class should identify and describe forces that united the nation from 1800 to 1860. The other half should identify and describe forces that were dividing the nation during this same period. Then hold a class discussion about these unifying and divisive forces. After the discussion, work in pairs or small groups to create a poster that presents your answer to the unit question.



How was the Civil War a political, economic, and social turning point?

Chapter 14

The Nation Divided pp. 478–507

Chapter 15

The Civil War pp. 508–541

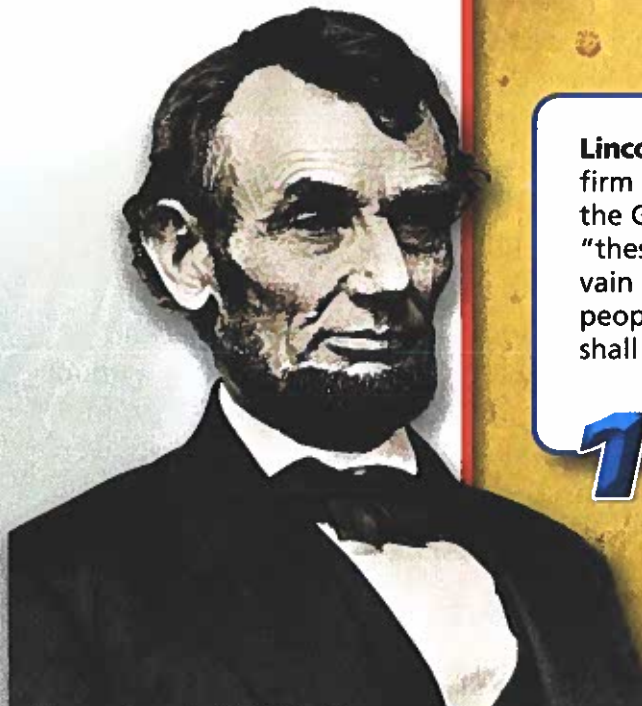
Chapter 16

Reconstruction and the New South pp. 542–567



Underground Railroad By the middle of the 1830s, opposition to slavery was rising among reformers. Abolitionists aided enslaved people who sought to escape via the Underground Railroad to the North or to Canada.

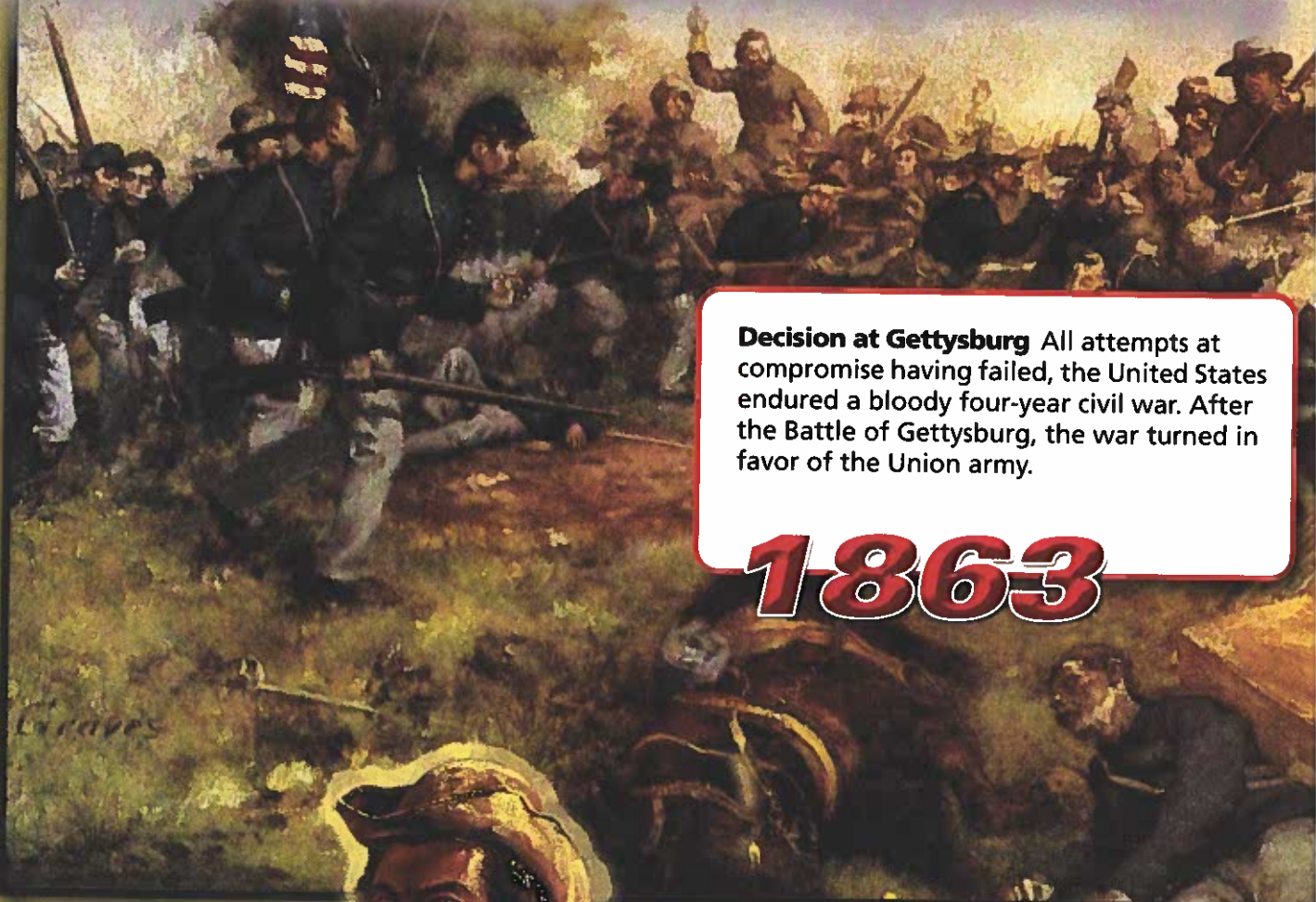
1830s



Lincoln's Gettysburg Address Lincoln's firm leadership inspired the Union side. In the Gettysburg Address, he vowed that "these dead shall not have died in vain . . . and that government of the people, by the people, for the people, shall not perish from the earth."

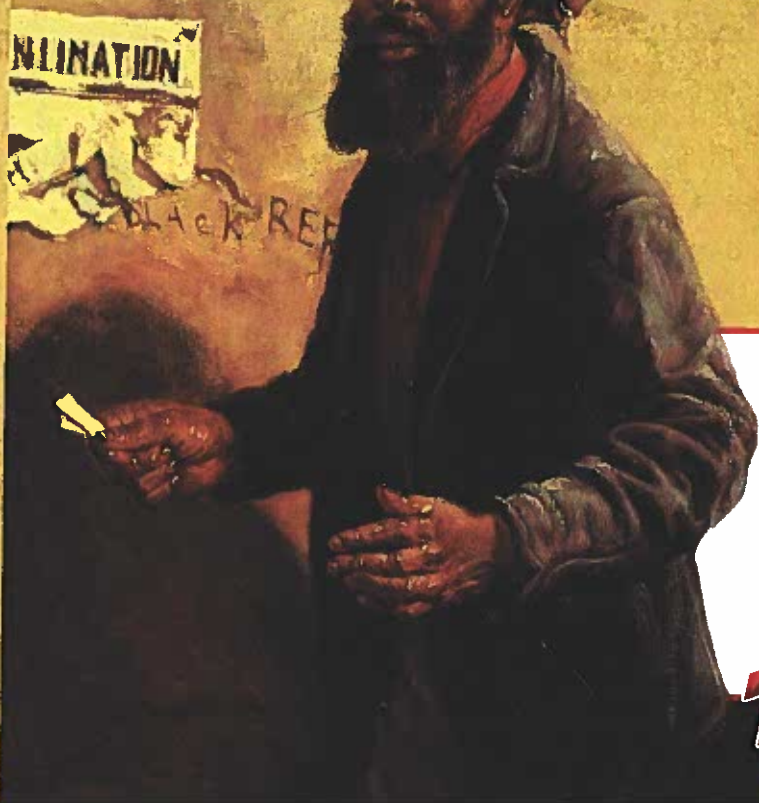
1863

Civil War and Reunion



Decision at Gettysburg All attempts at compromise having failed, the United States endured a bloody four-year civil war. After the Battle of Gettysburg, the war turned in favor of the Union army.

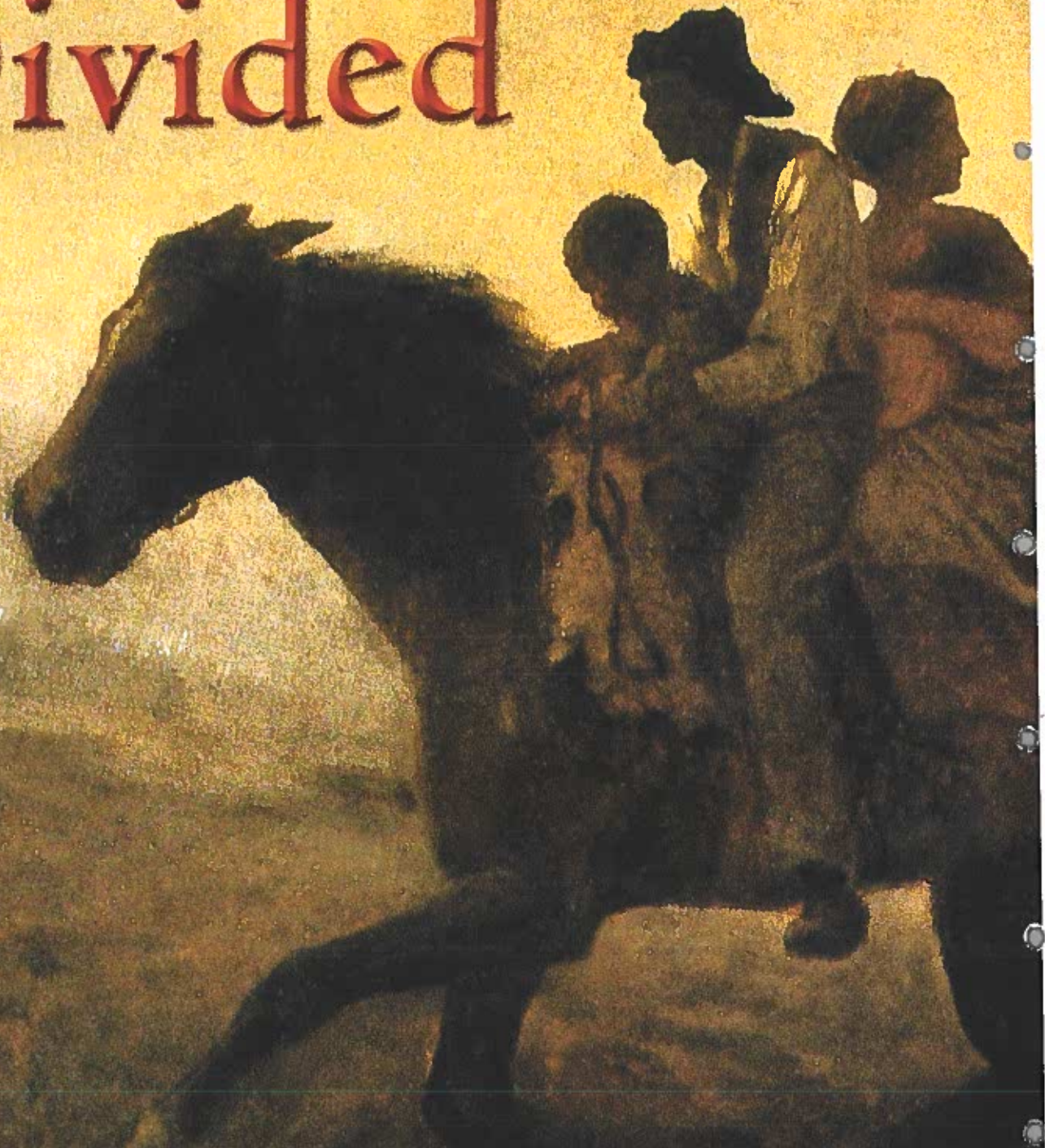
1863



A New Voice in Government Before the Civil War, African Americans had no voice in southern government. During Reconstruction, they became a powerful voting force in southern elections. African Americans were elected to public office as sheriffs, mayors, state legislators, and members of Congress.

1868

The Nation Divided



1846-1861