

Opening the Frontier



Essential Question

What did “opening the frontier” mean for different groups in North America?



About the Painting: William Ranney's 1853 painting *Advice on the Prairie* is an idealistic depiction of a family traveling west in the mid-1800s.

In this module you will learn how Americans' belief in the rightful expansion of the United States redefined the nation's borders but also led to conflict.

What You Will Learn . . .

Lesson 1: Manifest Destiny 276

The Big Idea Americans moved west, energized by their belief in the rightful expansion of the United States from the Atlantic to the Pacific.

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The Big Idea Mexico offered land grants to American settlers, but conflict developed over religion and other cultural differences and the issue of slavery.

Lesson 3: The War with Mexico 292

The Big Idea Tensions over the U.S. annexation of Texas led to war with Mexico, resulting in huge territorial gains for the United States.

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HISTORY

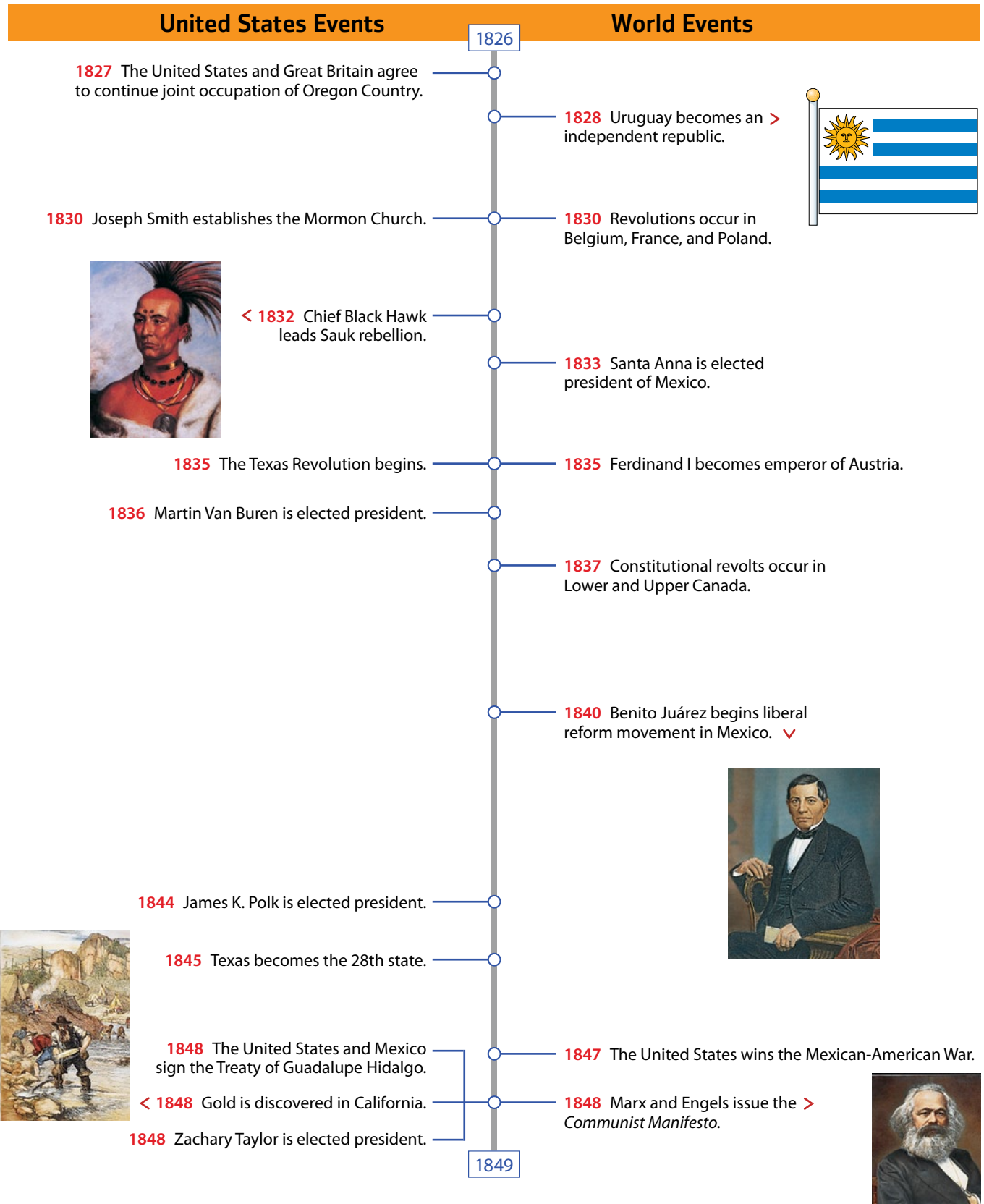
VIDEOS, including...

- Westward
- Independence for Texas
- Support for the War
- The Mexican-American War
- Miners Suffer Hardships

- ✓ Document-Based Investigations
- ✓ Graphic Organizers
- ✓ Interactive Games
- ✓ Image with Hotspots: Mapping the Oregon Trail
- ✓ Carousel: The Mexican-American War

Timeline of Events 1826–1849

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Manifest Destiny

The Big Idea

Americans moved west, energized by their belief in the rightful expansion of the United States from the Atlantic to the Pacific.

Why It Matters Now

The South and Southwest are now the fastest-growing regions of the United States

Key Terms and People

manifest destiny

Treaty of Fort Laramie

Santa Fe Trail

Oregon Trail

Mormons

Joseph Smith

Brigham Young

"Fifty-Four Forty or Fight!"

Oregon Treaty

One American's Story

With all their belongings loaded into wagons, Celinda Hines and her family set off for Oregon from their home in New York in 1853. She kept a record of nearly every day of the journey in a diary. She described how the group came to a crossroads one day in what is now Wyoming.

"Friday, June 24—Warm. Came to the Black Hills. Laramie Peak has been in sight for a week. Some of the road was very rough, some very good. Landscape wild and romantic. On the bluffs we were by cedar and pine trees. Was advised by a trader to take a cut-off, thereby shunning the Black Hills and also 20 miles where there was neither wood or water. He represented that by going this new way we should have good water at intervals of four or five miles also a better road and 30 miles nearer. We took it."

—Celinda Hines, quoted in *Transactions of the 46th Annual Reunion of the Oregon Pioneer Association*, 1918



An estimated 350,000 pioneers—equal to 1.5 percent of the total American population in 1850—followed overland trails to the West.

Celinda Hines's family was just one of thousands to journey across the continent in the mid-1800s. They faced crossroads similar to the one the Hines family encountered. Making the wrong decision could mean becoming lost or stranded or running out of food and water. Why were they willing to take such risks? Like many Americans at the time, they had a dream that new opportunities and a better life awaited them in the West.

The Frontier Draws Settlers

By the 1840s the country's area had expanded to about twice its original size. Its population had grown to about six times what it was during the American Revolution. It seemed inconceivable to many Americans that the growth and expansion they had always known would stop. They assumed that the United States would extend its dominion to the Pacific Ocean. The nation would create a vast republic that would spread the blessings of democracy and civilization across the continent.

AMERICAN MISSION Thomas Jefferson had dreamed that the United States would become an “empire for liberty” by expanding across the continent “with room enough for our descendants to the thousandth and thousandth generation.”

Toward that end, Jefferson's Louisiana Purchase in 1803 had doubled the young nation's size. For a quarter century after the War of 1812, Americans explored this huge territory in limited numbers. Then, in the 1840s, expansion fever gripped the country. Just like Celinda Hines, hundreds of thousands of Americans migrated west. They believed that their movement westward and southward was destined and ordained by God. They used the term **manifest destiny** in expressing their belief that it was the United States' destiny to stretch from the Atlantic Ocean to the Pacific Ocean. Americans believed that this destiny was manifest, or obvious.

ATTITUDES TOWARD THE FRONTIER Most Americans who moved West had practical reasons for doing so. They were seeking new economic opportunities. Lumberers, trappers, and miners wished to capitalize on the abundant forests and mineral resources of the region. And those left poor after the Panic of 1837 felt that they had little to lose and much to gain by attempting a fresh start in the West.

Document-Based Investigation Historical Source

Manifest Destiny

The term *manifest destiny* was first used by newspaper editor John L. O'Sullivan in 1845 in expressing his thoughts about Texas becoming a part of the United States.

“The right of our manifest destiny to overspread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and . . . development of self government entrusted to us. It is [a] right such as that of the tree to the space of air and the earth suitable for the full expansion of its principle and destiny of growth.”

—John L. O'Sullivan, from *United States Magazine and Democratic Review*, 1845

Analyze Historical Sources

Why do you think O'Sullivan compares Americans' right to expand across the continent to a tree's right to air and earth?

Reading Check
Summarize Explain
the concept of
manifest destiny.

The abundance of land in the West was the greatest attraction. Whether for farming or speculation, land ownership was an important step toward prosperity. As farmers, miners, and others moved west, merchants followed, seeking new markets.

While Americans had long been crossing the Atlantic to trade with Europe, the transportation revolution increased opportunities for trade with Asia as well. On the Pacific coast, several harbors in the Oregon Territory helped expand trade with China and Japan. The harbors also served as naval stations for a Pacific fleet.

Settlers and Native Americans

The increasing number of U.S. settlers moving west inevitably affected Native American communities. Most Native Americans tried to maintain strong cultural traditions, even if forced to move from ancestral lands. Some began to assimilate, or become part of, the advancing white culture. Still others, although relatively few in number, fought hard to keep whites away from their homes.



John Wesley Jarvis painted Black Hawk (left) and his son Whirling Thunder (right) in 1833.

THE BLACK HAWK WAR By the early 1830s growing numbers of white settlers in western Illinois and eastern Iowa had pushed Native Americans there to lands west of the Mississippi River. When a band of Sauk and Fox Indians returned to their homelands in northern Illinois, white settlers panicked. The governor of Illinois mobilized a militia to remove the Indians.

Meanwhile, representatives from several Native American nations had visited Chief Black Hawk of the Sauk. One had told of a prophet who had a vision of future events involving Black Hawk.

“He said that the Big Black Bird Hawk was the man to lead the [Native American] nations and win back the old homes of the people; that when the fight began . . . the warriors would be without number; that back would come the buffalo . . . and that in a little while the white man would be driven to the eastern ocean and across to the farther shore from whence he came.”

—tribal elder, quoted in *Native American Testimony*

The story convinced Black Hawk to fight to reclaim their land. The Black Hawk War started in Illinois and spread to the Wisconsin Territory. It ended

The Oglala Sioux

Following the Fort Laramie Treaty, the federal government gradually reclaimed the Sioux's sacred Black Hills. Since 1889 the Oglala Sioux have lived on the Pine Ridge reservation in South Dakota.

Today, tourism is the one of the largest sources of revenue for Pine Ridge, which boasts some of the most beautiful territory in the northern plains. Visitors also come for the annual powwow, held in August, and the group's Prairie Winds casino.

Nevertheless, with unemployment rates as high as 89 percent among the Oglala Sioux, many people



on the reservation live in poverty. The reservation remains one of the poorest areas in the United States.

in August 1832, when Illinois militia members slaughtered more than 200 Sauk and Fox people. As a result, the Sauk and Fox were forcibly removed to areas west of the Mississippi.

MIDDLE GROUND The place that neither the Native Americans nor the settlers dominated, according to historian Richard White, was the middle ground. As long as settlers needed Native Americans as trading partners and guides, relations between settlers and Native Americans could be beneficial.

By the 1840s the middle ground was well west of the Mississippi. This is because the Indian Removal Act of 1830 and other Indian removal treaties had pushed Native Americans off their eastern lands to make room for the settlers.

FORT LARAMIE TREATY As settlers moved west, small numbers of displaced Native Americans occasionally fought them. The U.S. government responded to the settlers' fears of attack by calling a conference near what is now Laramie, Wyoming. The Cheyenne, Arapaho, Sioux, Crow, and others joined U.S. representatives in swearing "to maintain good faith and friendship in all their mutual intercourse, and to make an effective and lasting peace."

The 1851 **Treaty of Fort Laramie** provided various Native American nations control of the Central Plains, land east of the Rocky Mountains that stretched roughly from the Arkansas River north to Canada. In turn, these Native Americans promised not to attack settlers and to allow the construction of government forts and roads. The government pledged to honor the agreed-upon boundaries and to make annual payments to the Native Americans.

Still, the movement of settlers increased. Traditional Native American hunting lands were depleted of buffalo and elk. The U.S. government repeatedly violated the terms of the treaty. Subsequent treaties demanded that Native Americans abandon their lands and move to reservations.

Reading Check

Analyze Effects
What were the effects of the U.S. government policies toward Native Americans in the mid-1800s?

American Trails West, 1860



Trails West

While the westward movement of many U.S. settlers had disastrous effects on the Native American communities there, the experience was also somewhat perilous for traders and settlers. Nevertheless, thousands made the trek, using a series of old Native American trails and new routes.

THE SANTA FE TRAIL One of the busiest and most well-known avenues of trade was the **Santa Fe Trail**. This route led 780 miles from Independence, Missouri, to Santa Fe, New Mexico. From 1821 to the 1860s, traders loaded their covered wagons with cloth, knives, and guns, and set off toward Santa Fe. For about the first 150 miles—to Council Grove, Kansas—wagons traveled alone. After that, fearing attacks by Kiowa and Comanche, among others, the traders banded into groups of up to 100 wagons. Scouts rode along the column to check for danger. At night the traders formed the wagons into squares with their wheels interlocked, forming a corral for horses, mules, and oxen.

Teamwork ended when Santa Fe came into view. Traders charged off on their own as each tried to be the first to enter the Mexican province of New Mexico. After a few days of trading, they loaded their wagons with silver, gold, and furs, and headed back to the United States. These traders established the first visible American presence in New Mexico and in the Mexican province of Arizona.

THE OREGON TRAIL In 1836 Marcus and Narcissa Whitman, Methodist missionaries, made their way into Oregon Territory. There, they set up mission schools to convert Native Americans to Christianity and educate them. By driving their wagon as far as Fort Boise, they proved that wagons could travel on the **Oregon Trail**, which started in Independence, Missouri, and ended in Portland, Oregon, in the Willamette Valley. Their letters praising the fertile soil and abundant rainfall attracted hundreds of other Americans to the Oregon Trail. The route from Independence to Portland traced some of the same paths that Lewis and Clark had followed several decades earlier.

Following the Whitmans' lead, some of the Oregon pioneers bought covered Conestoga wagons. But most walked, pushing handcarts loaded with a few precious possessions. The trip took months. Fever, diarrhea, and cholera killed many travelers. Caravans provided protection against possible attack by Native Americans. They also helped combat the loneliness of the difficult journey, as Catherine Haun, who migrated from Iowa, explained.

"We womenfolk visited from wagon to wagon or congenial friends spent an hour walking, ever westward, and talking over our home life back in 'the states' telling of the loved ones left behind; voicing our hopes for the future . . . and even whispering a little friendly gossip of emigrant life."

—Catherine Haun, quoted in *Frontier Women*

By 1844 about 5,000 American settlers had arrived in Oregon and were farming its green and fertile Willamette Valley.

THE MORMON MIGRATION One group that migrated westward along the Oregon Trail consisted of the **Mormons**, a religious community that would play a major role in the settling of the West. Mormon history began in western New York when **Joseph Smith** and five associates established the Church of Jesus Christ of Latter-day Saints in Fayette, New York, in 1830.

Smith and a growing band of followers decided to move west. They settled in Nauvoo, Illinois, in 1839. Within five years, the community numbered 20,000. When Smith's angry neighbors printed protests against polygamy, the Mormons' practice of having more than one wife, Smith destroyed their printing press. As a result, in 1844 he was jailed for treason. An anti-Mormon mob broke into the jail and murdered Smith and his brother.

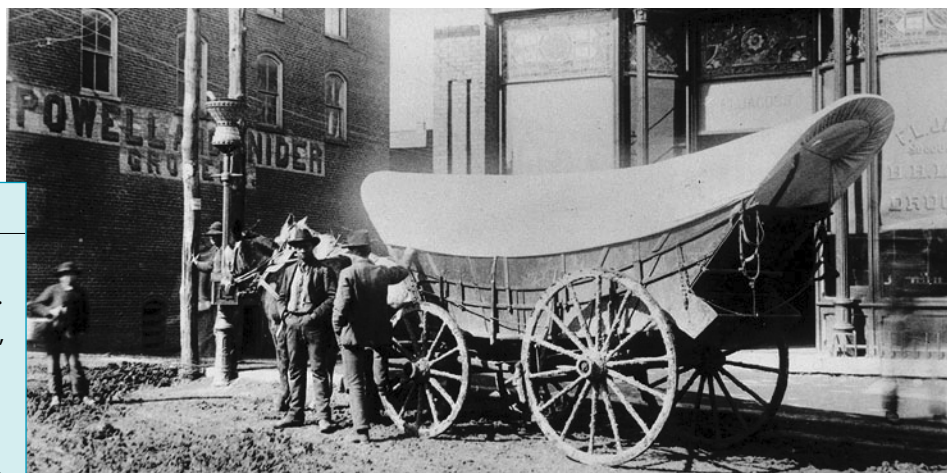
Smith's successor, **Brigham Young**, decided to move his followers beyond the boundaries of the United States. He hoped to establish communities where Mormons could practice their religion without persecution. Thousands of Mormons traveled by wagon north to Nebraska, across Wyoming to the Rockies, and then southwest. In 1847, after traveling more than 1,000 miles, the Mormons stopped at the edge of the lonely desert near the Great Salt Lake.

The Mormons awarded plots of land to each family according to its size but held common ownership of two critical resources—water and timberland. Soon they had coaxed settlements and farms from the bleak landscape by irrigating their fields. Salt Lake City blossomed out of the land the Mormons called Deseret. The area was organized as a territory in 1849, with Young as its first governor.

RESOLVING TERRITORIAL DISPUTES The Oregon Territory was only one point of contention between the United States and Britain. In the early 1840s Great Britain still claimed areas in parts of what are now Maine and Minnesota. The Webster-Ashburton Treaty of 1842 settled these disputes in the East and the Midwest, but the two nations merely continued “joint occupation” of the Oregon Territory.

Americans Headed West to ...

- escape religious persecution.
- find new markets for commerce.
- claim land for farming, ranching, and mining.
- locate harbors on the Pacific.
- seek employment and avoid creditors after the Panic of 1837.
- spread the virtues of democracy.



Conestoga wagons were usually pulled by six horses. These wagons were capable of hauling loads up to six tons.

The mural *Westward the Course of Empire Takes Its Way*, painted by German- American artist Emanuel Gottlieb Leutze, hangs in the U.S. Capitol.



Reading Check
Analyze Motives
 Why did the Mormons move farther west in their search for a new home?

The presence of so many Americans in the Oregon Territory prompted presidential candidate James K. Polk to campaign in 1844 on the promise of annexing the entire territory. Reflecting widespread support for Polk's views, newspapers adopted the slogan **"Fifty-Four Forty or Fight!"** The slogan referred to the latitude 54°40', the northern limit of the disputed Oregon Territory. By the mid-1840s, however, the fur trade was in decline, and Britain's interest in the territory waned. On the American side, Polk's advisers deemed the land north of 49° latitude unsuited for agriculture. The two countries came to a peaceable agreement when they signed the **Oregon Treaty** in 1846. The treaty extended the mainland boundary with Canada along the forty-ninth parallel westward from the Rocky Mountains to Puget Sound, establishing the current U.S. boundary. Unfortunately, establishing the boundary in the Southwest would not be so easy.

Lesson 1 Assessment

- Organize Information** Use a chart to compare the motivations of travelers on the Oregon, Santa Fe, and Mormon trails.

Trail	Travelers' Motivations
Oregon Trail	
Santa Fe Trail	
Mormon Trail	

Which do you think was the most common motivation? Explain.

- Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance.
- Evaluate** What were the benefits and drawbacks of the belief in manifest destiny? Use specific details from the lesson to support your response.

Think About:

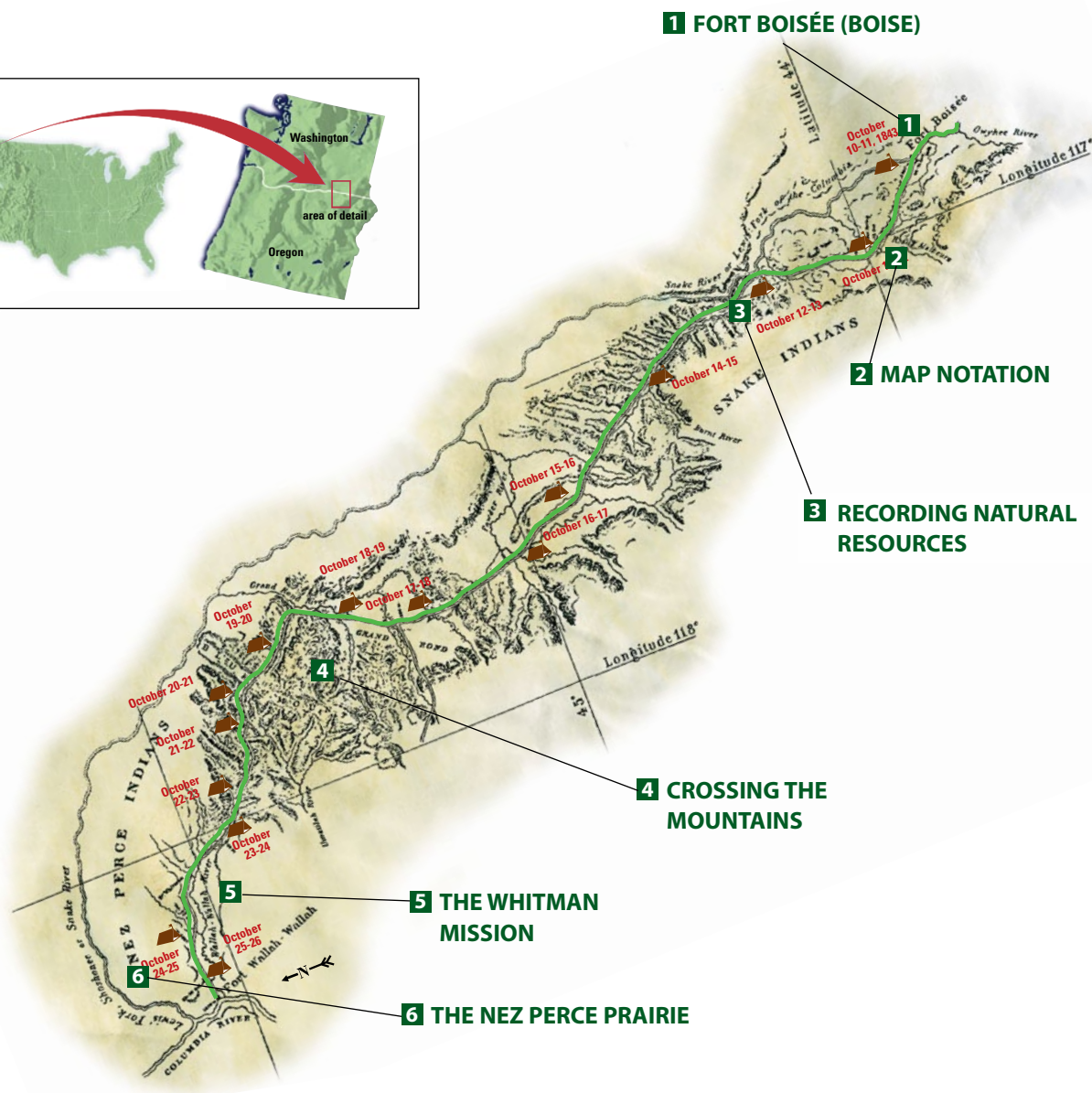
- the various reasons for the move westward
- the settlers' point of view
- the impact on Native Americans
- the impact on the nation as a whole

- Analyze Motives** Why did settlers from the United States believe that they could find economic opportunities in the West?
- Develop Historical Perspective** Do you feel the policies and treaties between Native Americans and the United States government regarding western lands were fair? Explain.
- Analyze Primary Sources** John L. O'Sullivan, editor of the *United States Magazine and Democratic Review*, described manifest destiny as meaning that American settlers should "possess the whole of the continent that Providence has given us for the development of the great experiment of liberty and . . . self-government." Do you think the same attitudes exist today? Explain.

Mapping the Oregon Trail

In 1841 Congress appropriated \$30,000 for a survey of the Oregon Trail. John C. Frémont was named to head the expeditions. Frémont earned his nickname “the Pathfinder” by leading four expeditions—which included artists, scientists, and cartographers, among them German-born cartographer Charles Preuss—to explore the American West between 1842 and 1848. When Frémont submitted the report of his second expedition, Congress immediately ordered the printing of 10,000 copies, which were widely distributed.

The “Topographical Map of the Road from Missouri to Oregon,” drawn by Preuss, appeared in seven sheets. Though settlers first used this route in 1836, it was not until 1846 that Preuss published his map to guide them. The long, narrow map shown here is called a “strip” map, a map that shows a thin strip of the earth’s surface—in this case, the last stretch of the trail before reaching Fort Wallah-Wallah.



1 FORT BOISÉE (BOISE)

This post became an important stopping point for settlers along the trail. Though salmon were plentiful in the summer, Frémont noted that in the winter Native Americans often were forced to eat “every creeping thing, however loathsome and repulsive,” to stay alive.

**2 MAP NOTATION**

Preuss recorded dates, distances, temperatures, and geographical features as the expedition progressed along the trail.

3 RECORDING NATURAL RESOURCES

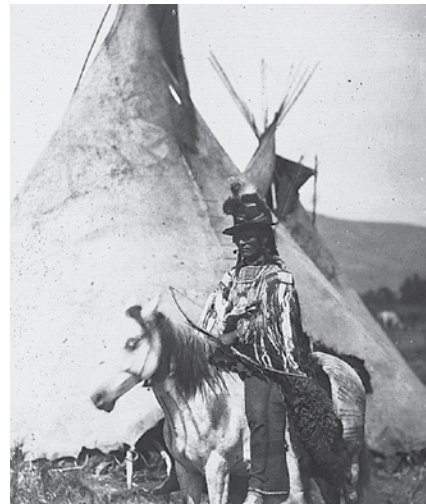
On October 13, Frémont traveled through a desolate valley of the Columbia River to a region of “arable mountains,” where he observed “nutritious grasses” and good soil that would support future flocks and herds.

**4 CROSSING THE MOUNTAINS**

Pioneers on the trail cut paths through the Blue Mountains, a wooded range that Frémont believed had been formed by “violent and extensive igneous [volcanic] action.”

5 THE WHITMAN MISSION

The explorers came upon the Whitmans’ missionary station. They found thriving families living primarily on potatoes of a “remarkably good quality.”

**6 THE NEZ PERCE PRAIRIE**

Chief Looking Glass (right, in 1871) and the Nez Perce had “harmless” interactions with Frémont and his expedition.

Critical Thinking

- Analyze Patterns** Use the map to identify natural obstacles that settlers faced on the Oregon Trail.
- Create a Geographic Model** Do research to find out more about early mapping efforts for other western trails. Then create a settler’s map of a small section of

one trail. To help you decide what information you should show in your model, pose some questions that a settler might have and that your model will answer. Then, sketch and label your map.

Expansion in Texas

The Big Idea

Mexico offered land grants to American settlers, but conflict developed over religion and other cultural differences and the issue of slavery.

Why It Matters Now

Today, the state of Texas shares an important trading partnership with Mexico.

Key Terms and People

Stephen F. Austin

land grant

Antonio López de Santa Anna

Texas Revolution

Alamo

Sam Houston

Republic of Texas

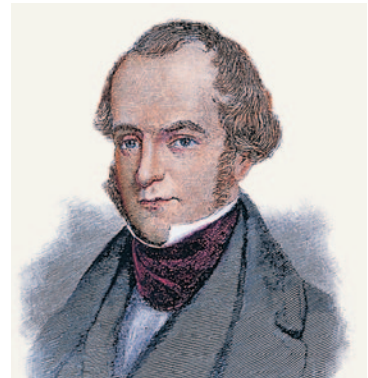
annex

One American's Story

In 1821 **Stephen F. Austin** led the first of several groups of American settlers to a fertile area. He described it “as good in every respect as man could wish for, land first rate, plenty of timber, fine water—beautifully rolling” along the Brazos River. However, Austin’s plans didn’t work out as well as he had hoped. Twelve years later, he found himself in a Mexican prison and his new homeland in an uproar. After his release, Austin spoke about the impending crisis between Texas and Mexico.

“Texas needs peace, and a local government; its inhabitants are farmers, and they need a calm and quiet life. . . . [But] my efforts to serve Texas involved me in the labyrinth of Mexican politics. I was arrested, and have suffered a long persecution and imprisonment. . . . I fully hoped to have found Texas at peace and in tranquillity, but regret to find it in commotion; all disorganized, all in anarchy, and threatened with immediate hostilities. . . . Can this state of things exist without precipitating the country into a war? I think it cannot.”

—Stephen F. Austin, quoted in *Texas: An Album of History*



Stephen Austin established a colony of American settlers in *Tejas*, or Texas, then the northernmost province of the Mexican state of Coahuila.

Austin’s warning proved to be prophetic. The conflict between Texas and Mexico would soon escalate into a bloody struggle.

Americans Settle in the Southwest

During three centuries of Spanish rule of Mexico, only a few thousand Mexican settlers had migrated to the vast landscape of what is now Texas. Despite the region's rich natural resources and a climate conducive to agriculture, a number of problems scared off many potential Mexican settlers. One was the growing friction between Native American and Mexican inhabitants of the area.

THE MISSION SYSTEM Since the earliest Spanish settlements, the Native American and Mexican populations in the Southwest had come into close contact. Before Mexico won its independence in 1821, Spain's system of Roman Catholic missions tried to convert Native Americans and settle them on mission lands. To protect the missions, Spanish soldiers manned nearby *presidios*, or forts.

The mission system declined during the 1820s and 1830s, after Mexico had won its independence. After wresting the missions from Spanish control, the Mexican government offered the surrounding lands to government officials and ranchers. Some Native Americans were forced to remain as unpaid laborers. Many others fled the missions, returning to traditional ways. When Mexicans captured Native Americans for forced labor, groups of hostile Comanche and Apache retaliated by sweeping through Texas. These warriors terrorized Mexican settlements and stole livestock that supported many American settlers and Mexican settlers, or *Tejanos*.

THE IMPACT OF MEXICAN INDEPENDENCE Trade opportunities between Mexico's northern provinces and the United States multiplied. Tejano livestock, mostly longhorn cattle, provided tallow, hides, and other commercial goods to trade in Santa Fe, New Mexico.

Newly free, Mexico sought to improve its economy. Toward that end, the country eased trade restrictions and made trade with the United States more attractive than trade between northern Mexico and other sections of Mexico. Gradually, the ties loosened between Mexico and the northern provinces. These included present-day New Mexico, California, Texas, Arizona, Nevada, and Utah.

Mexico began to discover that owning a vast territory did not necessarily mean controlling it. The nation's capital, Mexico City, lay far from the northern provinces and often seemed indifferent to the problems of settlers in Texas. Native American groups, such as the Apache and the Comanche, continued to threaten the scattered Mexican settlements in New Mexico and Texas.

Consequently, the Mexican government began to look for ways to strengthen ties between Mexico City and the northern provinces.

MEXICO INVITES U.S. SETTLERS To prevent border violations by horse thieves and to protect the territory from Native American attacks, the Mexican government encouraged American farmers to settle in Texas. In 1821, and again in 1823 and 1824, Mexico offered enormous **land grants** to agents, who were called *empresarios*. These agents, in turn, attracted American settlers. The settlers eagerly bought cheap land in return for a pledge to obey Mexican laws and observe the official religion of Roman Catholicism.

Many Americans as well as Mexicans rushed at the chance to settle Texas. The same restless determination that produced new inventions fed the American urge to fulfill the country's manifest destiny. The population of Anglo, or English-speaking, settlers from Europe and the United States soon surpassed the population of Tejanos who lived in Texas. Until the 1830s the Anglo settlers lived as naturalized Mexican citizens.



Stephen F. Austin is considered the “father of Texas” for establishing the first Anglo-American colony in Texas.

AUSTIN IN TEXAS The most successful empresario, Stephen F. Austin, established a colony between the Brazos and Colorado rivers. He vowed that “no drunkard, no gambler, no profane swearer, and no idler” would be allowed there. By 1825 Austin had issued 297 land grants to the group that later became known as Texas’s Old Three Hundred. Each family received 177 very inexpensive acres of farmland, or 4,428 acres for stock grazing. Families also received a ten-year exemption from paying taxes. “I am convinced,” Austin said, “that I could take on fifteen hundred families as easily as three hundred.”

At the colony’s capital in San Felipe, a visiting blacksmith, Noah Smithwick, described an established town, with “weddings and other social gatherings.” Smithwick stayed in a simple home. He later learned that “in the course of time the pole cabin gave place to a handsome brick house and that the rude furnishings were replaced by the best the country boasted.” In 1836 Mary Austin Holley, Stephen Austin’s cousin, wrote admiringly about towns such as Galveston on the Gulf Coast and Bastrop.

“Bastrop . . . continues to grow rapidly. It is a favorite spot for new settlers, and is quite the rage at present. . . . It is situated on a bend of the [Colorado], sloping beautifully down to the water, with ranges of timber—first oak, then pine, then cedar, rising in regular succession behind it.”

—Mary Austin Holley, quoted in *Texas: An Album of History*

Word about Texas spread throughout the United States. Posters boldly stated, “Go To Texas!” Confident that Texas eventually would yield great wealth, Americans increasingly discussed extending the U.S. boundaries to the river they called the Rio Grande. Mexicans called the river the Rio Bravo. President John Quincy Adams had previously offered to buy Texas for \$1 million. President Andrew Jackson later upped the bid to \$5 million. Mexico not only refused to sell Texas but also began to regret its hospitality to Anglo immigrants.

Texas Fights for Independence

As Texas’s Anglo population surged, tensions grew with Mexico over cultural differences, as well as the issue of slavery. The overwhelmingly Protestant settlers spoke English rather than Spanish. Many of the settlers were southern cotton or sugar farmers who had brought slaves with them. Mexico, which had abolished slavery in 1824, insisted in vain that the Texans free their slaves.

Reading Check

Analyze Motives

What did Mexico hope to gain from Anglo settlement in Texas?

"COME TO TEXAS" In 1830 Mexico sealed its borders and slapped a heavy tax on the importation of American goods. Mexico, however, lacked sufficient troops to police its borders. Despite restrictions, the Anglo population of Texas doubled between 1830 and 1834. In 1834 Austin won a repeal of the immigration ban. By 1835 more than 1,000 Anglos each month streamed into Texas. They scrawled the initials "G.T.T." on their doors to indicate that they had "Gone to Texas." A year later, Texas's population included 3,500 Tejanos, 12,000 Native Americans, 45,000 Anglos, and 5,000 African Americans.

Meanwhile, Mexican politics became increasingly unstable. Austin had traveled to Mexico City late in 1833 to present petitions for greater self-government for Texas to Mexican president

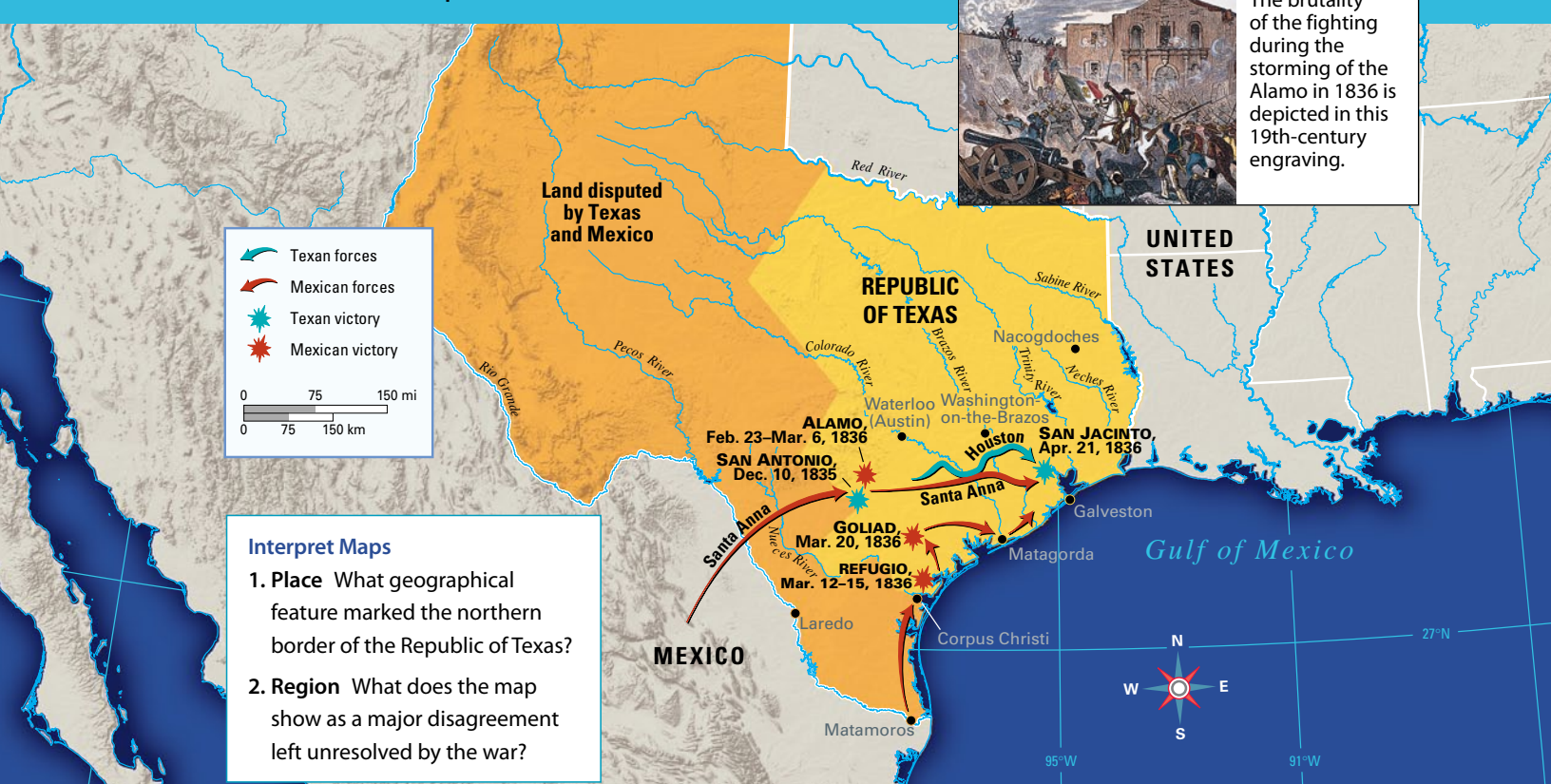
Antonio López de Santa Anna.

While Austin was on his way home, Santa Anna suspended the 1824 Mexican constitution and had Austin imprisoned for inciting revolution. After Santa Anna revoked local powers in Texas and other Mexican states, several rebellions erupted. This included what would eventually be known as the **Texas Revolution.**

"REMEMBER THE ALAMO!" Austin had argued with Santa Anna for self-government for Texas, but without success. Determined to force Texas to obey laws he had established, Santa Anna marched toward San Antonio at the head of a 4,000-member army. At the same time, Austin and his followers issued a call for Texans to arm themselves.

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War for Texas Independence, 1835–1836



Late in 1835 the Texans attacked. They drove the Mexican forces from the **Alamo**, an abandoned mission and fort. In response, Santa Anna swept northward and destroyed the small American garrison in the Alamo. All 187 U.S. defenders died, including the famous frontiersman Jim Bowie, who had designed the razor-sharp Bowie knife. Davy Crockett, who sported a raccoon cap with a long tail hanging down his back, also died. Hundreds of Mexicans perished as well. Only a few women and children were spared.

THE LONE STAR REPUBLIC Later in March 1836, Santa Anna's troops executed 300 rebels at Goliad. The Alamo and Goliad victories would prove costly for Santa Anna. Six weeks after the defeat of the Alamo, on April 21, the Texans struck back. Led by **Sam Houston**, they defeated Santa Anna at the Battle of San Jacinto. With shouts of "Remember the Alamo!" the Texans killed 630 of Santa Anna's soldiers in 18 minutes and captured Santa Anna. The victorious Texans set Santa Anna free after he signed the Treaty of Velasco, which granted independence to Texas. In September 1836, Houston became president of the **Republic of Texas**. The new "Lone Star Republic" set up an army and a navy and proudly flew its new silk flag with the lone gold star.

TEXAS JOINS THE UNION On March 2, 1836, as the battle for the Alamo was raging, Texans had declared their independence from Mexico. The Texas rebels likened themselves to the American colonists who had chafed under

BIOGRAPHY

Santa Anna (1795–1876)



Antonio López de Santa Anna began his career fighting for Spain in the war over Mexican independence. Later, he switched sides to fight for Mexico.

Declaring himself the "Napoleon of the West," Santa Anna took control of the government about ten years after Mexico won independence in 1821. He spent the next 34 years alternately serving as president, leading troops into battle, and living in exile. He served as president 11 times. Santa Anna was a complex man with much charm. He sacrificed his considerable wealth to return again and again to the battlefield and died in poverty and almost forgotten.

Sam Houston (1793–1863)



Sam Houston ran away from home at about age 15 and lived for nearly three years with the Cherokee. He later fought in the U.S. Army, studied law, was elected to Congress, and became governor of Tennessee.

In his memoirs, Houston told of listening in vain for the signal guns indicating that the Alamo still stood.

"I listened with an acuteness of sense which no man can understand whose hearing has not been sharpened by the teachings of the dwellers of the forest."

Annexing Texas

Debates on the westward expansion of the United States were at the center of the 1844 presidential election. The man who would win, slaveholder James K. Polk, firmly favored annexation of Texas “at the earliest practicable period.” With the annexation question settled by the time he took office in 1845, Polk again expressed his support of Texas statehood at his inauguration.

“The Republic of Texas has made known her desire to come into our Union, to form a part of our Confederacy and enjoy with us the blessings of liberty secured and guaranteed by our Constitution. Texas . . . possesses an undoubted right to dispose of a part or the whole of her territory and to merge her sovereignty as a separate and independent state in ours.”

—James K. Polk, from his Inaugural Address, 1845

Analyze Historical Sources

How does Polk’s statement reflect the ideas behind manifest destiny?

Reading Check

Analyze Events

Why was the Mexican government angry about the annexation of Texas?

British rule 60 years earlier. On March 16 they ratified a constitution based on that of the United States. In 1838 Sam Houston invited the United States to **annex**, or incorporate, the Texas republic into the United States. Most people within Texas hoped this would happen. Opinion on the matter was divided along sectional lines, however. Southerners sought to extend slavery, already established in Texas. Northerners feared that annexation of more slave territory would tip the uneasy balance in the Senate in favor of slave states. They also thought it would bring war with Mexico.

On December 29, 1845, Texas became the 28th state in the Union. A furious Mexican government recalled its ambassador from Washington. Events were moving quickly toward war.

Lesson 2 Assessment

- Organize Information** Use a chart to analyze the relationship between Mexican authorities and Anglos settling in Texas.

	Mexico	Settlers
Goals		
Actions		
Outcomes		

What other actions might Mexico or the settlers have taken to avoid conflict?

- Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance.
- Analyze Effects** What kinds of conflicts were caused by the influx of Anglo settlers into Texas?
Think About:
 - the religion of the settlers
 - laws of Mexico regarding slavery
 - the Mexican government’s relations with Native Americans
- Evaluate** Why was Stephen Austin’s colony in Texas so successful?
- Synthesize** Which group or country gained the most from the entry of Texas into the United States? Who lost the most? Support your opinion with specific details from the lesson.

The War with Mexico

The Big Idea

Tensions over the U.S. annexation of Texas led to war with Mexico, resulting in huge territorial gains for the United States.

Why It Matters Now

The United States has achieved its goal of expanding across the continent from east to west.

Key Terms and People

James K. Polk

Zachary Taylor

Stephen Kearny

Republic of California

Winfield Scott

Treaty of Guadalupe Hidalgo

Gadsden Purchase

forty-niners

gold rush

One American's Story

Robert E. Lee was born into a prominent Virginia family in 1807. His father had been a hero of the American Revolution. In 1846 the war with Mexico provided the 39-year-old captain with his first combat experience. Among the soldiers whom Lee directed in battle was his older brother, Sydney Smith Lee. The younger Lee wrote about the battle.

"No matter where I turned, my eyes reverted to [my brother], and I stood by his gun whenever I was not wanted elsewhere. Oh, I felt awfully, and am at a loss what I should have done had he been cut down before me. I thank God that he was saved. . . . [The service from the American battery] was terrific, and the shells thrown from our battery were constant and regular discharges, so beautiful in their flight and so destructive in their fall. It was awful! My heart bled for the inhabitants. The soldiers I did not care so much for, but it was terrible to think of the women and children."



Robert E. Lee followed his father into a military career, graduating from the new U.S. Military Academy at West Point.

—Robert E. Lee, quoted in *R. E. Lee*

In recoiling at the ugliness of the war with Mexico, Lee hardly stood alone. From the start, Americans hotly debated whether the United States should pursue the war.

Polk Urges War

Hostilities between the United States and Mexico, which had flared during the Texas Revolution in 1836, reignited over the American annexation of Texas in 1845. The two countries might have solved these issues peaceably if not for the continuing instability of the Mexican government and the territorial aspirations of the U.S. president, **James K. Polk**.

Polk now believed that war with Mexico would bring not only Texas but also New Mexico and California into the Union. He supported Texas's claims in disputes with Mexico over the Texas-Mexico border. Texas insisted that its southern border extended to the Rio Grande. Mexico insisted that Texas's border stopped at the Nueces River, 100 miles northeast of the Rio Grande.

SLIDELL'S REJECTION In 1844 Santa Anna was ousted as Mexico's president. The Mexican political situation was confusing and unpredictable. In late 1845 "Polk the Purposeful" sent a Spanish-speaking emissary, John Slidell, to Mexico. Polk wanted to purchase California and New Mexico and to gain approval of the Rio Grande as the Texas border. When Slidell arrived, Mexican officials refused to receive him. Hoping for Mexican aggression that would unify Americans behind a war, Polk then issued orders for General **Zachary Taylor** to march to the Rio Grande and blockade the river. Mexicans viewed this action as a violation of their rights.

Many Americans shared Polk's goals for expansion. The addition of Oregon and Texas into the United States had created feelings of great national pride among many Americans. Now they wanted the nation to expand further. However, public opinion was split over resorting to military action. Slavery would soon emerge as the key issue complicating this debate.

SECTIONAL ATTITUDES TOWARD WAR The idea of war unleashed great public celebrations. Volunteers swarmed recruiting stations. The advent of daily newspapers, printed on new rotary presses, gave the war a romantic appeal.

Not everyone cheered, however. The abolitionist James Russell Lowell considered the war a "national crime committed in behoof of slavery, our common sin." Even proslavery spokesman John C. Calhoun saw the perils of expansionism. Mexico, he said, was "the forbidden fruit; the penalty of eating it would be to subject our institutions to political death."

Many southerners, however, saw the annexation of Texas as an opportunity to extend slavery and increase southern power in Congress. The Wilmot Proviso, however, a proposed amendment to a military appropriations bill of 1846, prohibited slavery in lands that might be gained from Mexico. This attack on slavery solidified southern support for war by transforming the debate on war into a debate on slavery.

Northerners mainly opposed the war. Antislavery Whigs and abolitionists saw the war as a plot to expand slavery and ensure southern domination of the Union. In a resolution adopted by the Massachusetts legislature, Charles Sumner proclaimed that "the lives of Mexicans are sacrificed in this cause; and a domestic question, which should be reserved for bloodless debate in our own country, is transferred to fields of battle in a foreign land."

Reading Check

Analyze Effects

How did the issue of slavery affect the debate over the war with Mexico?

The War Begins

As Taylor positioned his forces at the Rio Grande in 1845–1846, John C. Frémont led an expedition through Mexico's Alta California province, another violation of Mexico's territorial rights. The Mexican government had enough.

DECLARATION OF WAR Mexico responded to Taylor's invasion of the territory it claimed by sending troops across the Rio Grande. In a skirmish near Matamoros, Mexican soldiers killed nine U.S. soldiers. Polk immediately sent a war message to Congress, declaring that by shedding "American blood upon American soil," Mexico had started the war. Representative Abraham Lincoln questioned the truthfulness of the message. He asked "whether our citizens, whose blood was shed, as in his message declared, were or were not, at that time, armed officers and soldiers, sent into that settlement by the military order of the President." Lincoln introduced a "Spot Resolution," asking Polk to certify the spot where the skirmish had occurred.

Truthful or not, Polk's message persuaded the House to recognize a state of war with Mexico by a vote of 174 to 14. The Senate followed suit by a vote of 40 to 2, with numerous abstentions. Some antislavery Whigs had tried to oppose the war but were barely allowed to gain the floor of Congress to speak. Since Polk withheld key facts, the full reality of what had happened on the distant Rio Grande was not known. But the theory and practice of manifest destiny had launched the United States into its first war on foreign territory.



This engraving shows Colonel Stephen Kearny capturing Santa Fe, New Mexico.

KEARNY MARCHES WEST In 1846, as part of his plan to seize New Mexico and California, Polk ordered Colonel **Stephen Kearny** to march from Fort Leavenworth, Kansas, to Santa Fe, New Mexico. Kearny earned the nickname "the Long Marcher" as he and his men crossed 800 miles of barren ground. They were met in Santa Fe by a New Mexican contingent that included upper-class Mexicans who wanted to join the United States. New Mexico fell to the United States without a shot being fired. After dispatching some of his troops south to Mexico, the Long Marcher led the rest on another long trek. This time he went to southern California.

THE REPUBLIC OF CALIFORNIA By the turn of the 19th century, Spanish settlers had set up more than 20 missions along the California coast. After independence, the Mexican government took over these missions, just as it had done in Texas. By the late 1830s about 12,000 Mexican settlers had migrated to California to set up cattle ranches, where they pressed Native Americans into service as workers. By the mid-1840s, about 500 U.S. settlers also lived in California.

Polk's offer to buy California in 1845 aroused the indignation of the Mexican government. A group of American settlers, led by Frémont, seized the town of Sonoma in June 1846. Hoisting a flag that featured a grizzly bear, the rebels proudly declared their independence from Mexico and proclaimed the nation the **Republic of California**. Kearny arrived from New Mexico and joined forces with Frémont and a U.S. naval expedition led by Commodore John D. Sloat. The Mexican troops quickly gave way, leaving U.S. forces in control of California.

THE WAR IN MEXICO For American troops in Mexico, one military victory followed another. Though Mexican soldiers gallantly defended their own soil, their army labored under poor leadership. In contrast, U.S. soldiers served under some of the nation's best officers. This included Captain Robert E. Lee and Captain Ulysses S. Grant, both West Point graduates.

The American invasion of Mexico lasted about a year and featured a pair of colorful generals, Zachary Taylor and **Winfield Scott**. Affectionately nicknamed “Old Rough and Ready” because he sported a casual straw hat and plain brown coat, Taylor captured Monterrey, Mexico, in September 1846. The Mexican garrison escaped, however.

Meanwhile, Polk hatched a bizarre scheme with Santa Anna, who had been living in exile in Cuba. If Polk would help him sneak back to Mexico, Santa Anna promised he would end the war and mediate the border dispute. Polk agreed, but when Santa Anna returned to Mexico, he resumed the presidency and took command of the army. In February 1847 he ordered an attack

[Explore ONLINE!](#)

War with Mexico, 1846–1848



Reading Check

Analyze Motives

How did Kearny's actions support the idea of manifest destiny?

on Taylor's forces at Buena Vista. Though the Mexican army boasted superior numbers, its soldiers suffered from exhaustion. Taylor's more rested troops pushed Santa Anna into Mexico's interior.

Scott's forces took advantage of Santa Anna's failed strategy and captured Veracruz in March. General Scott always wore a full-dress blue uniform with a yellow sash, which won him the nickname "Old Fuss and Feathers." Scott supervised an amphibious landing at Veracruz, in which an army of 10,000 landed on an island off Veracruz in 200 ships and ferried 67 boats in less than 5 hours. Scott's troops then set off for Mexico City, which they captured on September 14, 1847. Covering 260 miles, Scott's army had lost not a single battle.

America Gains the Spoils of War

For Mexico, the war in which it lost at least 25,000 lives and nearly half its land marked an ugly milestone in its relations with the United States. America's victory came at the cost of about 13,000 lives. Of these, nearly 2,000 died in battle or from wounds and more than 11,000 perished from diseases, such as yellow fever. However, the war enlarged U.S. territory by approximately one-third.

THE TREATY OF GUADALUPE HIDALGO On February 2, 1848, the United States and Mexico signed the **Treaty of Guadalupe Hidalgo**. Mexico agreed to the Rio Grande border for Texas and ceded New Mexico and Cali-

fornia to the United States. The United States agreed to pay \$15 million for the Mexican cession, which included present-day California, Nevada, New Mexico, Utah, most of Arizona, and parts of Colorado and Wyoming. The treaty guaranteed Mexicans living in these territories freedom of religion, protection of property, bilingual elections, and open borders.

Five years later, in 1853, President Franklin Pierce would authorize his emissary James Gadsden to pay Mexico an additional \$10 million for another piece of territory south of the Gila River. Along with the settlement of Oregon and the Treaty of Guadalupe Hidalgo, the **Gadsden Purchase** established the current borders of the lower 48 states.

TAYLOR'S ELECTION IN 1848 In 1848 the Democrats nominated Lewis Cass for president and hesitated about the extension of slavery into America's vast new holdings. A small group of antislavery Democrats nominated

Martin Van Buren to lead the Free-Soil Party. This party supported a congressional prohibition on the extension of slavery into the territories. Van Buren captured 10 percent of the popular vote and no electoral votes. The Whig nominee, war hero Zachary Taylor, easily won the election. Taylor's victory, however, was soon overshadowed by a glittering discovery in one of America's new territories.

ANOTHER PERSPECTIVE

Los Niños Héroes

Though most Americans know little about the war with Mexico, Mexicans view the war as a crucial event in their history.

On September 14, 1847, General Winfield Scott captured Mexico City after a battle at Chapultepec, the site of the Mexican military academy. There, six young cadets leaped from Chapultepec Castle to commit suicide rather than surrender to the U.S. Army. A monument that honors *los Niños Héroes* (the boy heroes) inspires pilgrimages every September.

Reading Check

Summarize Explain the importance of the Treaty of Guadalupe Hidalgo and the Gadsden Purchase.

The California Gold Rush

In January 1848 James Marshall, an American carpenter working on John Sutter's property in the California Sierra Nevada, discovered gold at Sutter's Mill. Word of the chance discovery traveled east. Once again, Americans saw the West as a place for unlimited economic opportunities.

THE RUSH BEGINS Soon after the news reached San Francisco, residents traveled to the Sacramento Valley in droves to pan for gold. Lacking staff and readers, San Francisco's newspaper, the *Californian*, suspended publication. An editorial in the final issue, dated May 29, complained that the whole country "resounds with the sordid cry of gold, GOLD, GOLD! while the field is left half-plowed, the house half-built, and everything neglected but the manufacture of shovels and pickaxes."

On June 6, 1848, Monterey's mayor Walter Colton sent a scout to report on what was happening. After the scout returned on June 14, the mayor described the scene that had taken place in the middle of the town's main street.

"The blacksmith dropped his hammer, the carpenter his plane, the mason his trowel, the farmer his sickle, the baker his loaf, and the tapster his bottle. All were off for the mines. . . . I have only a community of women left, and a gang of prisoners, with here and there a soldier who will give his captain the slip at first chance. I don't blame the fellow a whit; seven dollars a month, while others are making two or three hundred a day!"

—Walter Colton, quoted in *California: A Bicentennial History*

Document-Based Investigation Historical Source

"The Way They Go to California"

In this cartoon, Nathaniel Currier lampoons the hordes of prospectors desperate to find transport to the "Golden West." While some miners dive into the water, weighed down by heavy tools, one clever prospector has invented a new type of airship to speed him to the treasure.

Analyze Historical Sources

1. How has the cartoonist added humor to this portrayal of the gold seekers?
2. What clues tell you that this cartoon is about the California gold rush?



As gold fever traveled eastward, overland migration to California skyrocketed, from 400 in 1848 to 44,000 in 1850. The rest of the world soon caught the fever. Among the so-called **forty-niners**, the prospectors who flocked to California in 1849 in the **gold rush**, were people from Asia, South America, and Europe.

IMPACT OF GOLD FEVER Because of its location as a supply center, San Francisco became “a pandemonium of a city,” according to one traveler. Indeed, the city’s population exploded from 1,000 in 1848 to 35,000 in 1850. Ferrying people and supplies, ships clogged San Francisco’s harbor.

Louisa Clapp and her husband, Fayette, left the comforts of a middle-class family in New England to join the gold rush for adventure. After living in San Francisco for more than a year, the Clapps settled in a log cabin in the interior mining town of Rich Bar. While her husband practiced medicine, Louisa tried her hand at mining and found it hardly to her liking.

“I have become a mineress; that is, if having washed a pan of dirt with my own hands, and procured therefrom three dollars and twenty-five cents in gold dust . . . will entitle me to the name. I can truly say, with the black-smith’s apprentice at the close of his first day’s work at the anvil, that ‘I am sorry I learned the trade;’ for I wet my feet, tore my dress, spoilt a pair of new gloves, nearly froze my fingers, got an awful headache, took cold and lost a valuable breastpin, in this my labor of love.”

—Louisa Clapp, quoted in *They Saw the Elephant*

Not only did the gold rush bring thousands of people to California, but it also transformed California’s economy. The exploding population created a demand for jobs. Boomtowns needed innkeepers, grocers, bankers, carpenters, blacksmiths, police officers, and other workers. Some workers and business owners in boomtowns made more money providing services for miners than the miners did from finding gold. Some women found that they could charge miners high prices for household services. They might charge five or ten dollars for cooking a meal or eight dollars for washing a bundle of clothes. Many started their own businesses, including boarding homes and restaurants. This marked one of the first times women in the United States did so.

GOLD RUSH BRINGS DIVERSITY By 1849 California’s population exceeded 100,000 and was made up of people of nearly every race, religion, and background. The growing population included large numbers of Mexicans. But Chinese immigrants escaping famine and economic hardship in their native country made up the largest group of foreigners. At one point, Chinese immigrants made up about one-fifth of the entire population in mining areas. While many Chinese immigrants came to search for gold, some started successful businesses, including stores, laundries, and hotels. One successful Chinese businessman was Yee Fung Cheung, who opened a medicinal herb shop in the mining town of Fiddletown. He eventually opened shops in Sacramento and Virginia City, Nevada, as well.



These miners are prospecting in Spanish Flat, California, in 1852.

Reading Check

Compare What common dreams did people who sought gold in California share with those who settled in Oregon?

The Chinese newcomers soon discovered that they and their culture were not always welcome. To show their dislike of Chinese immigrants, some miners would cut off the long, braided hair—called queues—worn by Chinese men. Some Chinese workers were even targets of violent attacks. If they dared to protest the attacks, the legal system generally favored Americans over immigrants. In 1852 California placed a high monthly tax on all foreign miners. Chinese miners had no choice but to pay this tax if they wanted to prospect for gold in California.

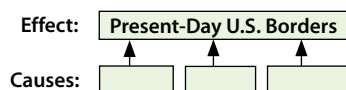
Free blacks also came to California, and many struck it rich. By 1855 the wealthiest African Americans in the country were living in California. But even in California, free African Americans did not enjoy the same rights as whites. They were barred from testifying in court or sending their children to public schools. In 1855 Mifflin

Gibbs helped organize the First State Convention of Colored Citizens of California to fight for suffrage and equal rights.

The California demographic mix also included slaves. This ended when a constitutional convention in 1849 drew up a state constitution that outlawed slavery. California's application for statehood provoked fiery protest in Congress. It became just one more sore point between irate northerners and southerners, each intent on winning the sectional argument over slavery. Nevertheless, California did win statehood in 1850.

Lesson 3 Assessment

1. **Organize Information** Draw a chart showing how the boundaries of the contiguous United States were formed.



How did the United States pursue its goal of expanding in the 1840s?

2. **Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance.
3. **Evaluate** How would you evaluate President Polk's attitude and behavior toward Mexico? Use specific references to the lesson to support your response.

Think About:

- Polk's position on expansion
- his actions once in office
- his relationship with Santa Anna

4. **Form Opinions** Would you have supported the war with Mexico? Why or why not? Explain your answer with details from the lesson.
5. **Analyze Effects** What were some of the effects of the California gold rush? What have been some of the lasting effects on California today?
6. **Draw Conclusions** Think about the different groups of people who came to California during the gold rush and the obstacles they faced. Who do you think was most successful in fulfilling their dream of a better life?

Module 7 Assessment

Key Terms and People

For each key term or person below, write a sentence explaining its connection to the expansion of the United States in the mid-19th century.

1. manifest destiny
2. Oregon Trail
3. Brigham Young
4. Antonio López de Santa Anna
5. Alamo
6. Sam Houston
7. Republic of Texas
8. James K. Polk
9. Treaty of Guadalupe Hidalgo
10. gold rush

Main Ideas

Use your notes and the information in the module to answer the following questions.

Manifest Destiny

1. Why was the concept of manifest destiny of particular appeal to Americans in the 1840s?
2. What were the factors that drew settlers west during the first half of the 19th century?
3. How were Native Americans impacted by the westward migration of settlers from the United States?
4. What kind of difficulties did pioneers who traveled overland trails to the West face?
5. How did the United States and Great Britain settle their disputes over western territory?

Expansion in Texas

6. What made Americans want to settle in Texas?
7. What factors caused tensions between American settlers in Texas and the Mexican government?
8. How did the American losses at the Alamo affect the Texas Revolution?

9. What were the major events that led to Texas joining the Union?

The War with Mexico

10. Why was the Mexican government angry about the annexation of Texas?
11. What developments caused the United States to go to war with Mexico?
12. What effect did the gold rush have on the growth of California?
13. Why was California a good place for entrepreneurs during the gold rush?
14. How were some minority groups in California discriminated against during the gold rush?

Critical Thinking

1. **Summarize** What were America's goals and ideals during this period of expansion and economic change? Draw a chart in which you list goals from the period, how they were achieved, and in what ways their effects were positive or negative.

Goal	How Achieved	Positive/ Negative Effects

2. **Analyze Motives** What did most of the Americans who migrated west in the 1840s and 1850s have in common?
3. **Interpret Maps** Review the map from the Geography Spotlight. In what ways would this map have been helpful to settlers following the Oregon Trail to a new home? Explain your answer.
4. **Predict** What effects do you think the migration that began in the 1840s would have on Native Americans?
5. **Analyze Issues** Why were some Americans opposed to the annexation of new territories?
6. **Form Opinions** Do you think the Mexican-American War was justified in terms of protecting Texas citizenship?

Module 7 Assessment, continued

7. **Predict** What effect do you think the Mexican Cession would have on tensions between the North and South over slavery? Explain.
8. **Draw Conclusions** Why do you think Americans' feelings of national pride increased as the nation expanded? How do you think this pride in turn affected their attitudes about further westward expansion?
9. **Analyze Primary Sources** President James K. Polk strongly supported the territorial expansion of the United States. He said, *"My duty [is] to assert and maintain . . . the right of the United States to that portion of our territory which lies beyond the Rocky Mountains. . . . The world beholds the peaceful triumphs of the industry of our emigrants. . . . The jurisdiction of our laws . . . should be extended over them in the distant regions which they have selected for their homes."*
—President James K. Polk, from his Inaugural Address, 1845
What reasons does Polk give to support U.S. expansion?

Engage with History

Imagine you are a pioneer who has traveled across the continent to the West. Write a letter to a relative back East in which you explain your decision to move and describe your life in the West. Discuss the challenges you faced on your overland journey and in your new home. Share what you've learned from your experiences. Tell your relative whether or not your decision to move was right.

Focus on Writing

Imagine you are a member of Congress, and you believe that the Treaty of Guadalupe Hidalgo is flawed. Write a different version of the treaty for Congress to adopt. For each main point in your treaty, compare it to the Treaty of Guadalupe Hidalgo and explain why your version is better.

Multimedia Activity

Use library and Internet resources to learn more about how the United States expanded its borders in the mid-1800s. Find some sources that are supportive and critical of how the United States acquired land from Mexico. Then decide if you support or disagree with the United States' policies. Create a multimedia presentation that presents your point of view. Decide how you will use text, imagery, and other resources to make your arguments clear and convincing while also addressing opposing ideas. Share your presentation with the class.

The Real West: Rush for Gold

When gold was discovered in northern California in 1848, it caused a sensation. Gold seekers from the United States and the rest of the world rushed to California to find their fortunes. The conditions of the trip were difficult, as was the labor required to extract the gold from rivers and mines. Although some people became wealthy, many more never found the riches they had expected. So

many people arrived so quickly that California became a state within three years of gold being discovered.

Explore some of the history and documents of the California gold rush online. You can find a wealth of information, video clips, primary sources, activities, and more through your online textbook.



"If any man has his health & will work, he can make more than ten times as much here as he can in the states in the same length of time. But many, very many, that come here meet with bad success & thousands will leave their bones here."

—S. Shufelt



A Miner's Letter Home

Read the document to learn about one miner's opinion on the possibility of becoming rich in California.



Go online to view these and other **HISTORY®** resources.



Heading West

Watch the video to learn about the dangers that overland travelers faced when trying to get to California from the eastern United States.



Search for the Mother Lode

Watch the video to see the various methods that forty-niners used to mine the gold in California.



Statehood

Watch the video to discover the political issues surrounding the admission of California as a free state and its implication for the rest of the nation.