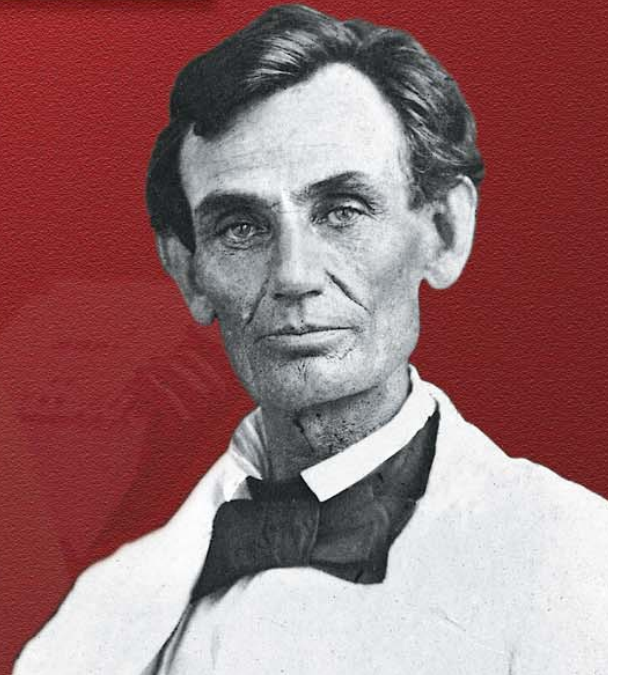
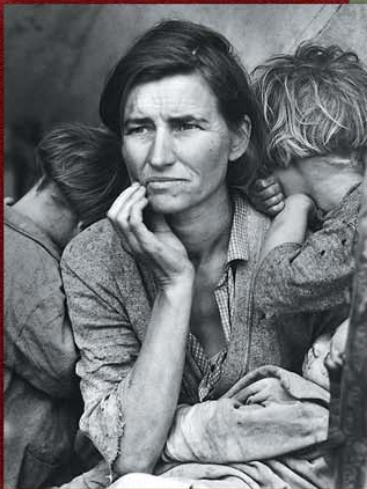


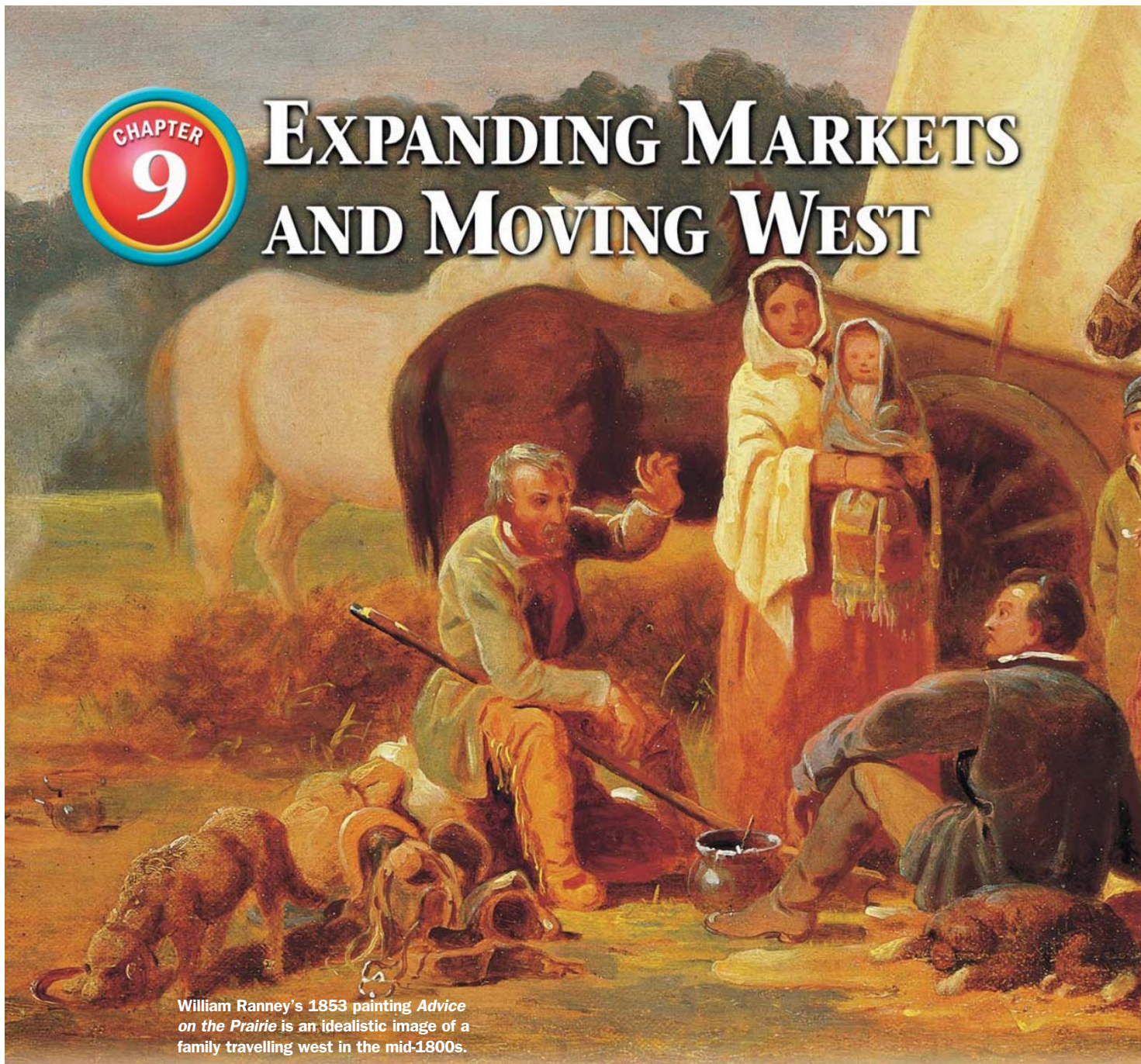
McDougal Littell

# The AMERICANS

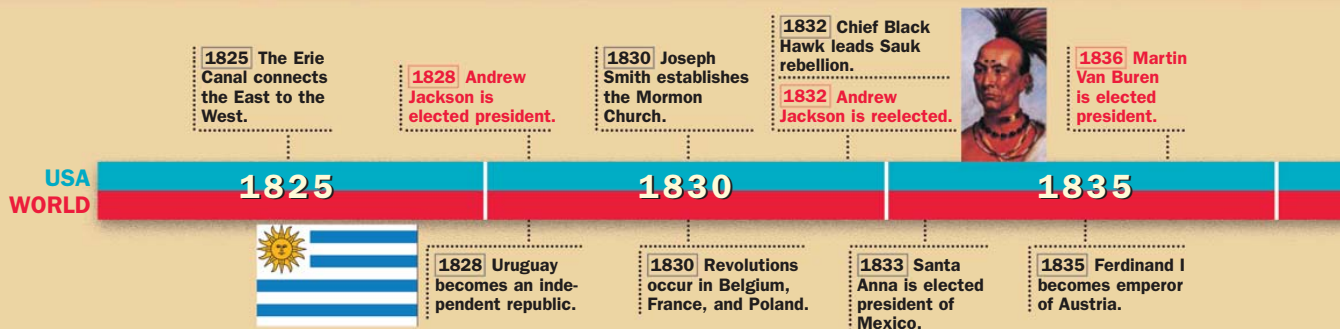


CHAPTER  
**9**

# EXPANDING MARKETS AND MOVING WEST



William Ranney's 1853 painting *Advice on the Prairie* is an idealistic image of a family travelling west in the mid-1800s.



## INTERACT WITH HISTORY

In the 1820s and 1830s the country was energized by new inventions and new business. Now it is 1840, and an economic downturn dampens the hopes of workers and business owners alike. Newspaper ads urge Americans to pack up and move west. But many people and nations already inhabit the North American West. Mexico owns a large part of the area, and Native Americans have been living there for centuries.

### *What are the ways that a nation increases its territory?*

#### Examine the Issues

- What are some reasons countries expand their borders?
- What might be benefits or drawbacks of expansion?



RESEARCH LINKS CLASSZONE.COM

Visit the Chapter 9 links for more information about Expanding Markets and Moving West.

1837 John Deere invents the steel plow.



1841 John Tyler becomes president when President William Henry Harrison dies.

1844 James K. Polk is elected president.



1848 Gold is discovered in California.

1848 Zachary Taylor is elected president.

1840

1845

1850

1837 Constitutional revolts occur in Lower and Upper Canada.

1840 Benito Juárez begins liberal reform movement in Mexico.



1847 U.S. wins Mexican-American War.

1848 Marx and Engels issue the *Communist Manifesto*.





# The Market Revolution

## MAIN IDEA

Technological changes created greater interaction and more economic diversity among the regions of the nation.

## WHY IT MATTERS NOW

The linking of markets continues today, as new technologies are opening the United States to globalized trade.

## Terms & Names

- Samuel F. B. Morse
- specialization
- market revolution
- capitalism
- entrepreneur
- telegraph
- John Deere
- Cyrus McCormick

## One American's Story

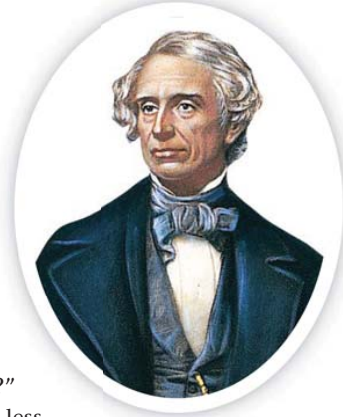
In 1837, painter and scientist **Samuel F. B. Morse**, with Leonard Gale, built an electromagnetic telegraph. Morse's first model could send signals ten miles through copper wire. Morse asked Congress to fund an experimental telegraphic communication that would travel for 100 miles.

### A PERSONAL VOICE SAMUEL F. B. MORSE

**"This mode of instantaneous communication must inevitably become an instrument of immense power, to be wielded for good or for evil. . . . Let the sole right of using the Telegraph belong, in the first place, to the Government, who should grant . . . the right to lay down a communication between any two points for the purpose of transmitting intelligence."**

—quoted in *Samuel F. B. Morse: His Letters and Journals*

Congress granted Morse \$30,000 to build a 40-mile telegraph line between Baltimore and Washington, D.C. In 1844, Morse tapped out in code the words "What hath God wrought?" The message sped from Washington, D.C., over a metal wire in less than a second. As new communication links began to put people into instant communication with one another, new transportation links carried goods and people across vast regions.



▲ Samuel Morse was a painter before he became famous as an inventor.

## U.S. Markets Expand

In the early 19th century, rural American workers produced their own goods or traded with neighbors to meet almost all of their needs. Farm families were self-sufficient—they grew crops and raised animals for food and made their own clothing, candles, and soap. At local markets, farmers sold wood, eggs, or butter for cash, which they used to purchase the coffee, tea, sugar, or horseshoes they couldn't produce themselves.

By midcentury, however, the United States had become more industrialized, especially in the Northeast, where the rise of textile mills and the factory system changed the lives of workers and consumers. Now, workers spent their earnings

on goods produced by other workers. Farmers began to shift from self-sufficiency to **specialization**, raising one or two cash crops that they could sell at home or abroad.

These developments led to a **market revolution**, in which people bought and sold goods rather than making them for their own use. The market revolution created a striking change in the U.S. economy and in the daily lives of Americans. In these decades, goods and services multiplied while incomes rose. In fact, in the 1840s, the national economy grew more than it had in the previous 40 years.

**THE ENTREPRENEURIAL SPIRIT** The quickening pace of U.S. economic growth depended on **capitalism**, the economic system in which private businesses and individuals control the means of production—such as factories, machines, and land—and use them to earn profits. For example, in 1813, Francis Cabot Lowell and other Boston merchants had put up \$400,000 to form the Boston Manufacturing Company, which produced textiles. Other businesspeople supplied their own funds to create capital—the money, property, machines, and factories that fueled America’s expanding economy.

These investors, called **entrepreneurs** from a French word that means “to undertake,” risked their own money in new industries. They risked losing their investment, but they also stood to earn huge profits if they succeeded. Alexander Mackay, a Scottish journalist who lived in Canada and traveled in the United States, applauded the entrepreneurs’ competitive spirit. **A**

**MAIN IDEA**

**Analyzing Causes**

**A** What led to the rise of capitalism?

**A PERSONAL VOICE** ALEXANDER MACKAY

“America is a country in which fortunes have yet to be made. . . . All cannot be made wealthy, but all have a chance of securing a prize. This stimulates to the race, and hence the eagerness of the competition.”

—quoted in *The Western World*

**NEW INVENTIONS** Inventor-entrepreneurs began to develop goods to make life more comfortable for more people. For example, Charles Goodyear developed vulcanized rubber in 1839. Unlike untreated India rubber, the new product didn’t freeze in cold weather or melt in hot weather. People first used the product to protect their boots, but, in the early 1900s, it became indispensable in the manufacturing of automobile tires.

A natural place for the growth of industrialization was in producing clothing, a process greatly aided by the invention of the sewing machine. Patented by Elias Howe in 1846, the sewing machine found its first use in shoe factories. Homemakers appreciated I. M. Singer’s addition of the foot treadle, which drastically reduced the time it took to sew garments. More importantly,

**ECONOMIC BACKGROUND**

**GOODYEAR AS ENTREPRENEUR**

One entrepreneur who developed an industry still vital today was Charles Goodyear (1800–1860). Goodyear took a big risk that paid off for the American public—but left him penniless.

While he was exploring the problem of how to keep rubber elastic and waterproof under extreme temperatures, Goodyear purchased the rights of an inventor who had mixed rubber with sulfur. In 1839, Goodyear discovered that when heated, the mixture toughened into a durable elastic. In 1844, he received a patent for the process, named vulcanization after Vulcan, the mythological god of fire.

Unfortunately, Goodyear earned only scant monetary reward for his discovery, which others stole and used. The inventor was deep in debt when he died in 1860.

**I. M. Singer’s foot-treadle sewing machine was patented in 1851 and soon dominated the industry.**



the foot-treadle sewing machine led to the factory production of clothing. When clothing prices tumbled by more than 75 percent, increasing numbers of working people could afford to buy store-bought clothes.

**IMPACT ON HOUSEHOLD ECONOMY** While entrepreneurial activity boosted America's industrial output, American agriculture continued to flourish. Workers in industrial cities needed food. To meet this demand, American farmers began to use mechanized farm equipment produced in factories. Farmers, therefore, made significant contributions to the American industrial machine and became important consumers of manufactured items.

Manufactured items grew less expensive as technology advances lowered expenses. For example, a clock that had cost \$50 to craft by hand in 1800 could be turned out by machine for half a dollar by midcentury. Falling prices meant that many workers became regular consumers. They purchased new products not only for work, but for comfort as well. **B**

**MAIN IDEA**

**Analyzing Effects**

**B** Describe the impact of the market revolution on potential customers.

## The Economic Revolution

### NOW & THEN

#### FROM TELEGRAPH TO INTERNET

What do the telegraph and the Internet have in common? They are both tools for instant communication. The telegraph relied on a network of wires that spanned the country. The Internet—an international network of smaller computer networks—allows any computer user to communicate instantly with any other computer user in the world.

These new inventions, many developed in the United States, contributed immensely to changes in American life. Some inventions simply made life more enjoyable. Other inventions fueled the economic revolution of the midcentury, and transformed manufacturing, transportation and communication.

**IMPACT ON COMMUNICATION** Improving on a device developed by Joseph Henry, Samuel F. B. Morse, a New England artist, created the **telegraph** in 1837 to carry messages, tapped in code, across copper wire. Within ten years, telegraph lines connected the larger cities on the East Coast.

Businesses used the new communication device to transmit orders and to relay up-to-date information on

**MORSE CODE** In 1837 Samuel Morse patents the telegraph, the first instant electronic communicator. Morse taps on a key to send bursts of electricity down a wire to the receiver, where an operator “translates” the coded bursts into understandable language within seconds.



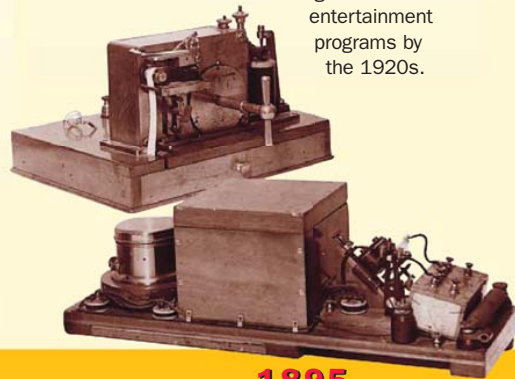
1837

**TELEPHONE** In 1876 Alexander Graham Bell invents the telephone, which relies on a steady stream of electricity, rather than electrical bursts, to transmit sounds. By 1900, there are over one million telephones in the United States.



1876

**MARCONI RADIO** In 1895, Guglielmo Marconi, an Italian inventor, sends telegraph code through the air as electromagnetic waves. By the early 1900s, “the wireless” makes voice transmissions possible. Commercial radio stations are broadcasting music and entertainment programs by the 1920s.



1895

prices and sales. The telegraph was a huge success. The new railroads employed the telegraph to keep trains moving regularly and to warn engineers of safety hazards. By 1854, 23,000 miles of telegraph wire crossed the country.

**IMPACT ON TRANSPORTATION** Better and faster transportation became essential to the expansion of agriculture and industry. Farmers and manufacturers alike sought more direct ways to ship their goods to market. In 1807, Pennsylvanian Robert Fulton had ushered in the steamboat era when his boat, the *Clermont*, made the 150-mile trip up the Hudson River from New York City to Albany, New York, in 32 hours. Ships that had previously only been able to drift southward down the Mississippi with the current could now turn around to make the return trip because they were powered by steam engines. By 1830, 200 steamboats traveled the nation's western rivers, thus slashing freight rates as well as voyage times.

Water transport was particularly important in moving heavy machinery and such raw materials as lead and copper. Where waterways didn't exist, workers excavated them. In 1816, America had a mere 100 miles of canals. Twenty-five years later, the country boasted more than 3,300 miles of canals.

The Erie Canal was the nation's first major canal, and it was used heavily. Shipping charges fell to about a tenth of the cost of sending goods over land. Before the first shovel broke ground on the Erie Canal in 1817, for example, freight charges between Buffalo, New York, and New York City averaged 19 cents a ton per mile. By 1830, that average had fallen to less than 2 cents.

The Erie Canal's success led to dozens of other canal projects. Farmers in Ohio no longer depended on Mississippi River passage to New Orleans. They could now ship their grain via canal and river to New York City, the nation's major port. The canals also opened the heartland of America to world markets by connecting the Northeast to the Midwest.

**EMERGENCE OF RAILROADS** The heyday of the canals lasted only until the 1860s, due to the rapid emergence of railroads. Although shipping by rail cost significantly more in the 1840s than did shipping by canal, railroads offered the advantage of speed. In addition, trains could operate in the winter, and they brought goods to people who lived inland.

**TELEVISION** In the late 1800s, scientists begin to experiment with transmitting pictures as well as words through the air. In 1923, Vladimir Zworykin, a Russian-born American scientist, files a patent for the iconoscope, the first television camera tube suitable for broadcasting. In 1924 he files a patent for the kinescope, the picture tube used in receiving television signals. In 1929, Zworykin demonstrated his new television.



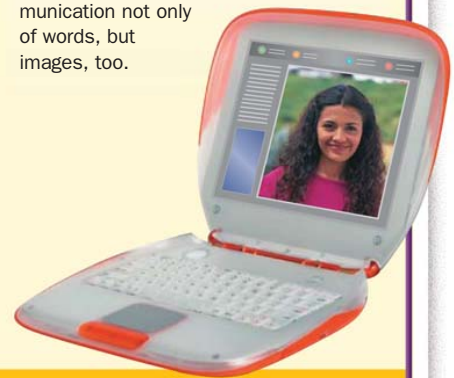
1929

**COMPUTERS** Scientists develop electronically powered computers during the 1940s. In 1951, UNIVAC I (UNIVersal Automatic Computer) becomes the first commercially available computer. In 1964, IBM initiates System/360, a family of mutually compatible computers that allow several terminals to be attached to one computer system.



1964

**INTERNET** Today, on the Internet, through e-mail (electronic mail) or online conversation, any two people can have instant dialogue. The Internet becomes the modern tool for instant global communication not only of words, but images, too.



By the 1840s, steam engines pulled freight at ten miles an hour—more than four times faster than canal boats traveled. Passengers found such speeds exciting, although early train travel was far from comfortable, as Samuel Breck, a Philadelphia merchant, complained.

### A PERSONAL VOICE SAMUEL BRECK

“If one could stop when one wanted, and if one were not locked up in a box with 50 or 60 tobacco-chewers; and the engine and fire did not burn holes in one’s clothes . . . and the smell of the smoke, of the oil, and of the chimney did not poison one . . . and [one] were not in danger of being blown sky-high or knocked off the rails—it would be the perfection of travelling.”

—quoted in *American Railroads*

Eventually, railroads grew to be both safe and reliable, and the cost of rail freight gradually came down. By 1850, almost 10,000 miles of track had been laid, and by 1859, railroads carried 2 billion tons of freight a year. **C**

#### MAIN IDEA

#### Analyzing Effects

**C** How did new products, communications methods, and transportation methods help the U.S. economy?

## New Markets Link Regions

By the 1840s, improved transportation and communication made America’s regions interdependent. Arteries like the National Road, whose construction began in 1811, had also opened up western travel. By 1818, the road extended from Cumberland, Maryland, west to Wheeling, Virginia; by 1838, it reached as far west as Springfield, Illinois.

Growing links between America’s regions contributed to the development of regional specialties. The South exported its cotton to England as well as to New England. The West’s grain and livestock fed hungry factory workers in eastern cities and in Europe. The East manufactured textiles and machinery.

**SOUTHERN AGRICULTURE** Most of the South remained agricultural and relied on such crops as cotton, tobacco, and rice. Southerners who had seen the North’s “filthy, overcrowded, licentious factories” looked with disfavor on industrialization. Even if wealthy Southerners wanted to build factories, they usually lacked the capital to do so because their money was tied up in land and the slaves required to plant and harvest the crops.

Though the new transportation and communication lines were less advanced in the South, these improvements helped keep Americans from every region in touch with one another. Furthermore, they changed the economic relationships between the regions, creating new markets and interdependencies.

**NORTHEAST SHIPPING AND MANUFACTURING** Heavy investment in canals and railroads transformed the Northeast into the center of American commerce. After the opening of the Erie Canal in 1825, New York City became the central link between American agriculture and European markets. In fact, more cotton was exported through New York City than through any other American city.

The most striking development of the era, however, was the rise in manufacturing. Although most Americans still lived in rural areas and only 14 percent of workers had manufacturing jobs, these workers produced more and better goods at lower prices than had ever been produced before. **D**

#### MAIN IDEA

#### Analyzing Causes

**D** How did the transportation revolution bind U.S. regions to one another and to the rest of the world?

### WORLD STAGE

#### BRITAIN’S COTTON IMPORTS

By 1840, the American South, the world’s leading producer of cotton, was also the leading supplier of cotton to Great Britain. In all, Great Britain imported four-fifths of its cotton from the South. Cotton directly or indirectly provided work for one in eight people in Britain, then the world’s leading industrial power.

For its part, Britain relied so heavily on Southern cotton that some cotton growers incorrectly assumed that the British would actively support the South during the Civil War. “No power on earth dares make war upon [cotton],” a South Carolina senator boldly declared in 1858. “Cotton is king.”





### MIDWEST FARMING

As the Northeast began to industrialize, many people moved to farm the fertile soil of the Midwest. First, however, they had to work very hard to

make the land arable, or fit to cultivate. Many wooded areas had to be cleared before fields could be planted. Then two ingenious inventions allowed farmers to develop the farmland more efficiently and cheaply, and made farming more profitable. In 1837, blacksmith **John Deere** invented the first steel plow. It sliced through heavy soil much more easily than existing plows and therefore took less animal power to pull. Deere's steel plow enabled farmers to replace their oxen with horses.

Once harvest time arrived, the mechanical reaper, invented by **Cyrus McCormick**, permitted one farmer to do the work of five hired hands. The reaper was packed in parts and shipped to the farmer, along with a handbook of directions for assembling and operating. Armed with plows and reapers, ambitious farmers could shift from subsistence farming to growing such cash crops as wheat and corn.

Meanwhile, the rapid changes encouraged Southerners as well as Northerners to seek land in the seemingly limitless West.

▲ **Cyrus McCormick patented the first successful horse-drawn grain reaper (above left). The McCormick company grew into the huge International Harvester Company. Their ads helped persuade farmers to revolutionize farming.**

## SECTION 1

### ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Samuel F. B. Morse
- specialization

- market revolution
- capitalism

- entrepreneur
- telegraph

- John Deere
- Cyrus McCormick

### MAIN IDEA

#### 2. TAKING NOTES

Create a time line like the one below, on which you label and date the important innovations in transportation, communication, and manufacturing during the early 19th century.



Which innovation do you think was most important, and why?

### CRITICAL THINKING

#### 3. COMPARING AND CONTRASTING

Compare economies of the different regions of the United States in the mid-1800s. Use details from the section to support your answer.

#### 4. DRAWING CONCLUSIONS

Why were the reaper and the steel plow important?

#### 5. ANALYZING EFFECTS

During the 1830s and 1840s, transportation and communication linked the country more than ever before. How did these advances affect ordinary Americans?

##### Think About:

- the new kinds of transportation
- specific changes in communications
- the new industries of the time period



# Manifest Destiny

## MAIN 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.

## Terms & Names

- manifest destiny
- Treaty of Fort Laramie
- Santa Fe Trail
- Oregon Trail
- Mormons
- Joseph Smith
- Brigham Young
- “Fifty-Four Forty or Fight!”

## One American's Story

Amelia Stewart Knight's diary of her family's five-month journey to Oregon in 1853 described “the beautiful Boise River, with her green timber,” which delighted the family. The last entry in the diary describes when she and her family reached their destination, Oregon.

### A PERSONAL VOICE AMELIA STEWART KNIGHT

“[M]y eighth child was born. After this we picked up and ferried across the Columbia River, utilizing a skiff, canoes and flatboat. It took three days. Here husband traded two yoke of oxen for a half section of land with one-half acre planted to potatoes and a small log cabin and lean-to with no windows. This is the journey's end.”

—quoted in *Covered Wagon Women*

Knight's situation was by no means unique; probably one in five women who made the trek was pregnant. Her condition, however, did little to lighten her workload. Even young children shouldered important responsibilities on the trail.



▲ Amelia Stewart Knight told of camping by hot springs where she could brew tea without starting a fire.

## The Frontier Draws Settlers

Many Americans assumed that the United States would extend its dominion to the Pacific Ocean and 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. Americans began to believe that their movement westward and southward was destined and ordained by God.

**MAIN IDEA****Summarizing**

**A** Explain the concept of manifest destiny.

The editor of the *United States Magazine and Democratic Review* described the annexation of Texas in 1845 as “the fulfillment of our manifest destiny to over-spread the continent allotted by Providence for the free development of our yearly multiplying millions.” Many Americans immediately seized on the phrase “**manifest destiny**” to express their belief that the United States’ destiny was to expand to the Pacific Ocean and into Mexican territory. They believed that this destiny was manifest, or obvious. **A**

**ATTITUDES TOWARD THE FRONTIER** Most Americans had practical reasons for moving west. Many settlers endured the trek because of personal economic problems. The panic of 1837, for example, had dire consequences and convinced many people that they would be better off attempting a fresh start in the West.

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 and miners moved west, merchants followed, seeking new markets.

While Americans had always traded with Europe, the transportation revolution increased opportunities for trade with Asia as well. Several harbors in the Oregon Territory helped expand trade with China and Japan and 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.

**THE BLACK HAWK WAR** In the early 1830s, white settlers in western Illinois and eastern Iowa placed great pressure on the Native American people there to move west of the Mississippi River. Consequently, representatives from several Native American tribes visited Chief Black Hawk of the Sauk tribe, and one told of a prophet who had a vision of future events involving Black Hawk.



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

### A PERSONAL VOICE

“ 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 lead a rebellion against the United States. The Black Hawk War started in Illinois and spread to the Wisconsin Territory. It ended in August 1832, when Illinois militia members slaughtered more than 200 Sauk and Fox people. As a result, the Sauk and Fox tribes were forcibly removed to areas west of the Mississippi. **B**

**MAIN IDEA****Evaluating Leadership**

**B** What motivated Black Hawk to rebel against the United States?



### THE OGLALA SIOUX

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

In the 1990s, tourism was the largest source of revenue for Pine Ridge, which boasts some of the most beautiful territory in the Northern Plains. Visitors also come for the annual pow-wow, held in August, and the tribe's Prairie Winds casino.

Nevertheless, with only 20 percent of adults employed and a 61 percent poverty rate, the reservation remains one of the poorest areas in the United States.

**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. Amelia Stewart Knight described such an encounter on the middle ground.

### A PERSONAL VOICE AMELIA STEWART KNIGHT

“Traveled 13 miles, over very bad roads, without water. After looking in vain for water, we were about to give up as it was near night, when husband came across a company of friendly Cayuse Indians about to camp, who showed him where to find water. . . . We bought a few potatoes from an Indian, which will be a treat for our supper.”

—quoted in *Covered Wagon Women*

By the 1840s, the middle ground was well west of the Mississippi, 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 trampled and 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. **C**

### MAIN IDEA

#### Analyzing Effects

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

## Trails West

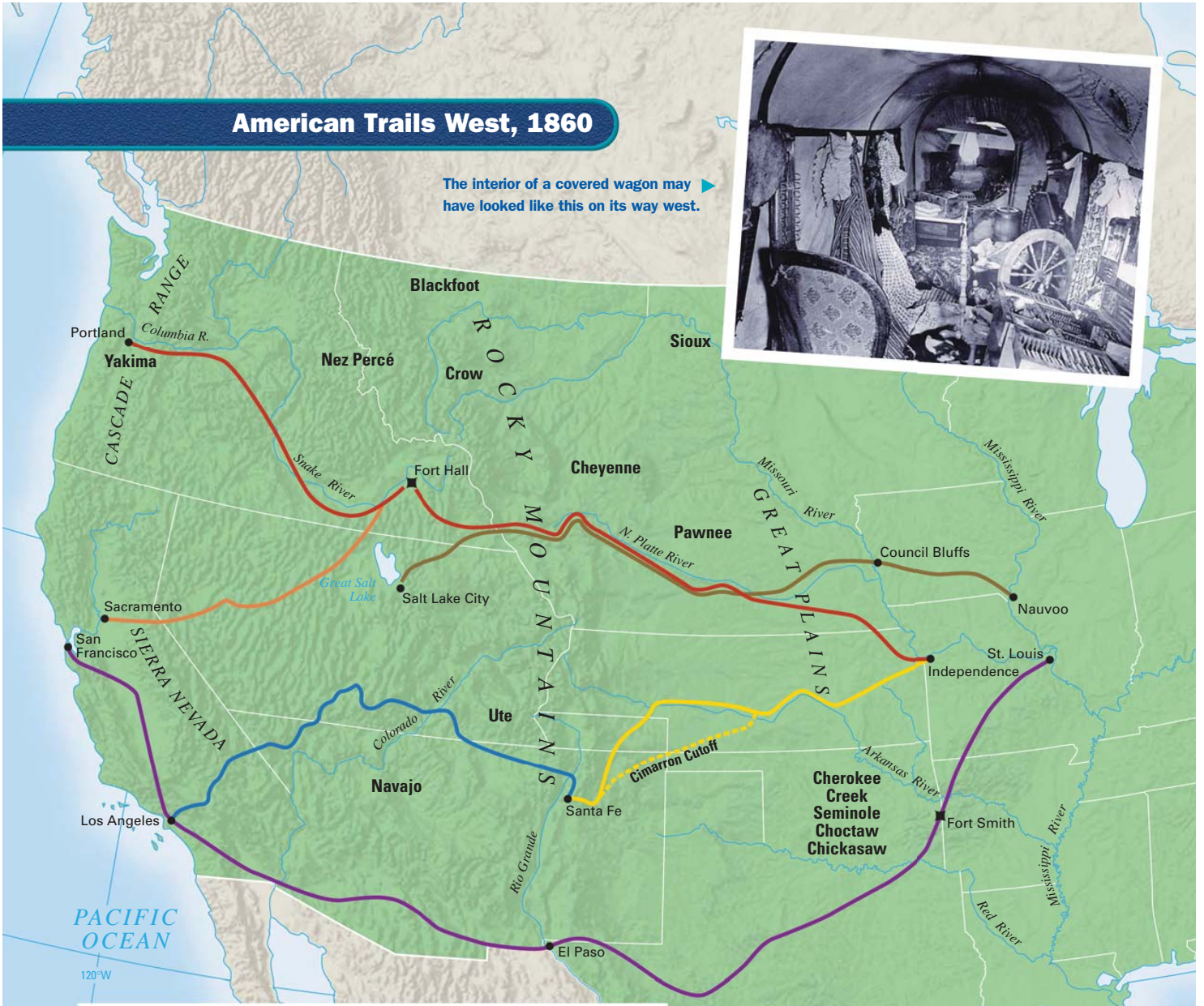
While the westward movement of many U.S. settlers had disastrous effects on the Native American communities there, the experience was also somewhat perilous for traders and settlers. Nevertheless, thousands made the trek, using a series of old Native American trails and new routes.

**THE SANTA FE TRAIL** One of the busiest and most well-known avenues of trade was the **Santa Fe Trail**, which led 780 miles from Independence, Missouri, to Santa Fe, New Mexico.

Each spring between 1821 and the 1860s, Missouri 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

## American Trails West, 1860

The interior of a covered wagon may have looked like this on its way west.

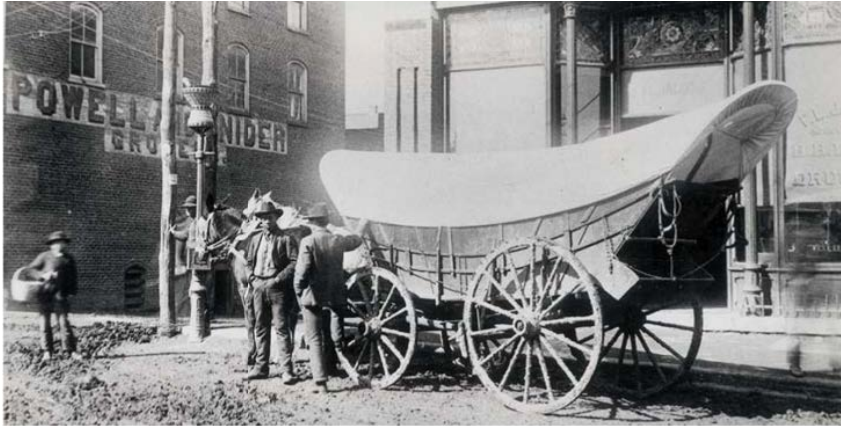


A Navajo man and woman in photographs taken by Edward S. Curtis

### GEOGRAPHY SKILLBUILDER

- 1. Location** Approximately how long was the trail from St. Louis to El Paso?
- 2. Movement** At a wagon train speed of about 15 miles a day, about how long would that trip take?

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



organized 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 where 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 east 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.

*“Eastward I go only by force, but westward I go free.”*

HENRY DAVID THOREAU

Following the Whitmans’ lead, some of the Oregon pioneers bought wooden-wheeled 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, who were then buried alongside the trail.

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.

**A PERSONAL VOICE** CATHERINE HAUN

*“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.”*

—quoted in *Frontier Women*

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

**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 in 1827 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’

**MAIN IDEA**

**Analyzing Events**

**D** What difficulties were faced by families like the Whitmans and the Hauns?

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. Thousands of Mormons travelled by wagon north to Nebraska, across Wyoming to the Rockies, and then south-west. In 1847, the Mormons stopped at the edge of the lonely desert near the Great Salt Lake. **E**

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.

**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.

In 1844, Democrat James K. Polk's presidential platform called for annexation of the entire Oregon 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 advisors deemed the land north of 49° latitude unsuited for agriculture. Consequently, the two countries peaceably agreed in 1846 to extend 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.

**MAIN IDEA**

**Analyzing Motives**

**E** Why did the Mormons move farther west in their search for a new home?

**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



**ASSESSMENT**

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- manifest destiny
- Santa Fe Trail
- Mormons
- Brigham Young
- Treaty of Fort Laramie
- Oregon Trail
- Joseph Smith
- “Fifty-Four Forty or Fight!”

**MAIN IDEA**

**2. TAKING NOTES**

Use a chart like this one to compare the motivations of travelers on the Oregon, Santa Fe, and Mormon trails.

Trail	Motivations
Oregon Trail	
Mormon Trail	
Santa Fe Trail	

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

**CRITICAL THINKING**

**3. EVALUATING**

What were the benefits and drawbacks of the belief in manifest destiny? Use specific references to the section 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

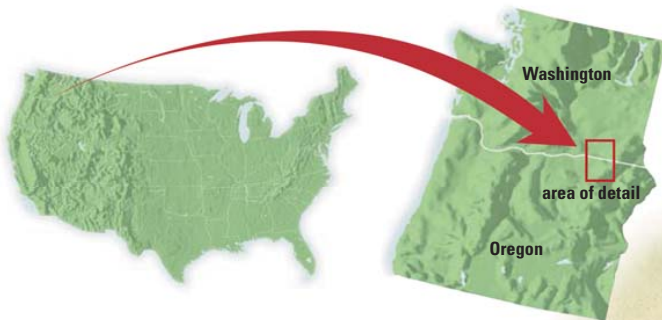
**4. ANALYZING PRIMARY SOURCES**

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

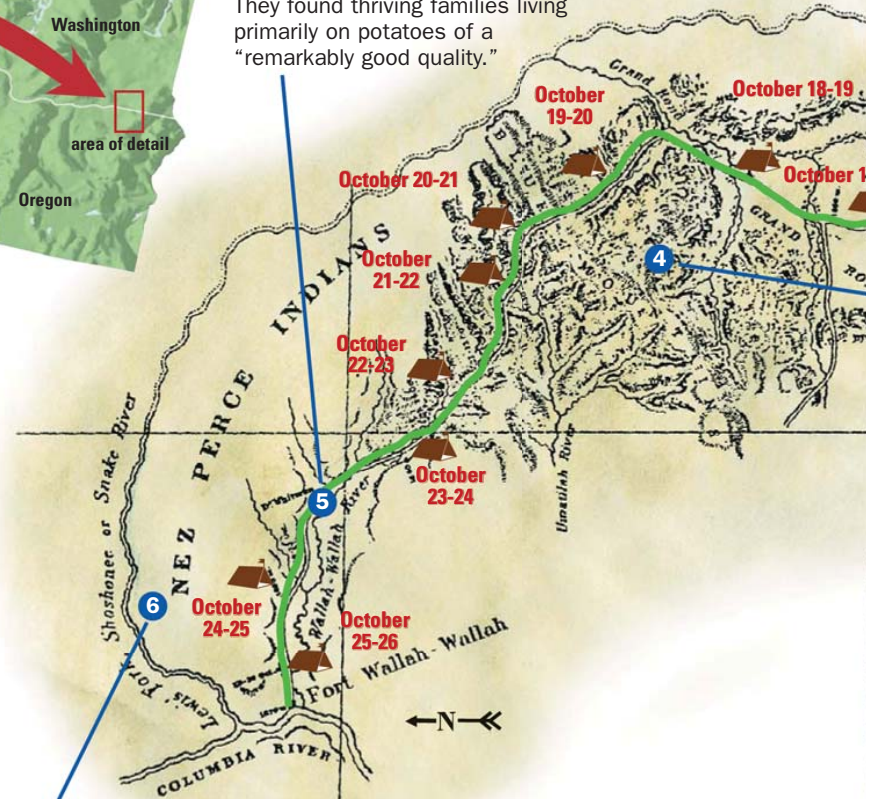
In 1841, Congress appropriated \$30,000 for a survey of the Oregon Trail. John C. Frémont was named to head the expeditions. Frémont earned his nickname “the Pathfinder” by leading four expeditions—which included artists, scientists, and cartographers, among them the German-born cartographer Charles 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.



## 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 (left, in 1871) and the Nez Perce had “harmless” interactions with Frémont and his expedition.

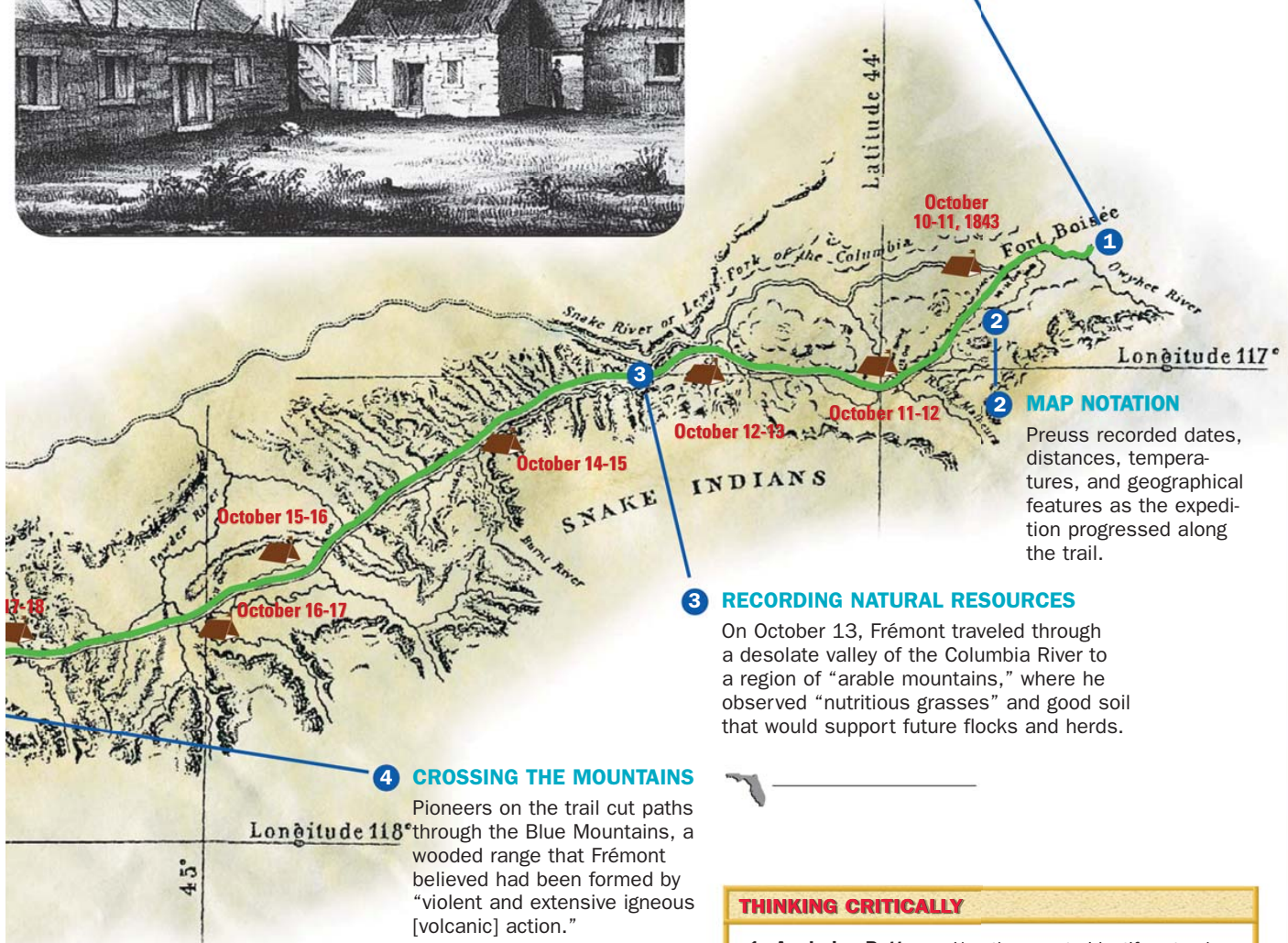






### 1 FORT BOISÉE (BOISE)

This post became an important stopping point for settlers along the trail. Though salmon were plentiful in 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.”



### THINKING CRITICALLY

- Analyzing Patterns** Use the map to identify natural obstacles that settlers faced on the Oregon Trail.
- Creating a Thematic Map** 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, pose some questions that a settler might have and that your map will answer. Then, sketch and label your map.

SEE SKILLBUILDER HANDBOOK, PAGE R32.

 **RESEARCH LINKS** [CLASSZONE.COM](https://www.classzone.com)



SECTION 3

# Expansion in Texas

### MAIN 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.

### Terms & Names

- 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 “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; 12 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.



### A PERSONAL VOICE STEPHEN F. AUSTIN

“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.”

—quoted in *Texas: An Album of History*

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

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

## 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 in California, New Mexico, and Texas tried to convert Native Americans to Catholicism and to 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. While 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, terrorizing Mexican settlements and stealing livestock that supported many American settlers and Mexican settlers, or *Tejanos*. **A**

**MAIN IDEA**

**Analyzing Effects**

**A** How did relations between the Mexicans and Native Americans in the Southwest change after 1821?

**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, north and west of Texas.

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, which included present-day New Mexico, California, Texas, Arizona, Nevada, and Utah.

Mexico was beginning to discover what Spain had previously learned: owning a vast territory did not necessarily mean controlling it. Mexico City—the seat of Mexican government—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 thinly 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*. The *empresarios*, in turn, attracted American settlers, who 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. The same restless determination that produced new inventions and manufactured goods fed the American urge to remove any barrier to settlement of the West. 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. **B**

**AUSTIN IN TEXAS** The most successful *empresario*, Stephen F. Austin, established a colony between the Brazos and Colorado rivers, where “no drunkard, no gambler, no profane swearer, and no idler” would be allowed. By 1825, Austin had issued 297 land grants to the group that later

**MAIN IDEA**

**Analyzing Motives**

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



**TEJANO CULTURE**

The Anglo and Mexican cultures of Texas have shaped one another, especially in terms of music, food, and language.

For example, Tejano music reflects roots in Mexican mariachi as well as American country and western music and is now a \$100 million a year industry. As for language, Tejanos often speak a mixture of Spanish and English called Spanglish.

As Enrique Madrid, who lives in the border area between Texas and Mexico, says, “We have two very powerful cultures coming to terms with each other every day on the banks of the Rio Grande and creating a new culture.”

became known as Texas's Old Three Hundred. Each family received 177 very inexpensive acres of farmland, or 4,428 acres for stock grazing, as well as a 10-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 but 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." **C**

In 1836, Mary Austin Holley, Stephen Austin's cousin, wrote admiringly about towns such as Galveston on the Gulf Coast and Bastrop.

**MAIN IDEA**

**Evaluating Leadership**

**C** Why was Stephen Austin's colony so successful?

**A PERSONAL VOICE** MARY AUSTIN HOLLEY

"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."

—quoted in *Texas: An Album of History*

**KEY PLAYER**



**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.

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 (known in Mexico as 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 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.

**"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 well. Despite restrictions, the Anglo population of Texas doubled between 1830 and 1834. In 1834, Austin won a repeal of the prohibition on immigration. By 1835, more than 1,000 Anglos each month streamed into Texas, scrawling the initials "G.T.T." on their doors to indicate that they had "Gone to Texas." A year later, Texas's population included only 3,500 Tejanos, 12,000 Native Americans, 45,000 Anglos, and 5,000 African Americans. **D**

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**.

**MAIN IDEA**

**Contrasting**

**D** List some of the cultural conflicts caused by the influx of Anglo settlers into Texas.

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, including 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.

**MAIN IDEA**

**Comparing**

**E** Compare the reasons for the Texas Revolution with the reasons for the American Revolution.

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 stormed and destroyed the small American garrison in the Alamo. All 187 U.S. defenders died, including the famous frontiersmen Jim Bowie, who had designed the razor-sharp Bowie knife, and Davy Crockett, who sported a raccoon cap with a long tail hanging down his back. Hundreds of Mexicans also perished. Only a few women and children were spared. **E**

**THE LONE STAR REPUBLIC** Later in March of 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

**War for Texas Independence, 1835–1836**



Henry Arthur McArdle conveys the brutality of the fighting in *Dawn at the Alamo*, painted between 1876 and 1883.

## KEY PLAYER



**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.”

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. Believing that Mexico had deprived them of their fundamental rights, the Texas rebels had likened themselves to the American colonists who had chafed under 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. U.S. opinion, however, divided along sectional lines. 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—and prompt war with Mexico. **F**

Then in 1844, the U.S. presidential election featured a debate on westward expansion. The man who would win the presidency, James K. Polk, a slaveholder, firmly favored annexation of Texas “at the earliest practicable period.”

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.

### MAIN IDEA

#### Contrasting

**F** Explain the differences between the Northern and Southern positions on the annexation of Texas.

## SECTION 3

### ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Stephen F. Austin
- land grant

- Antonio López de Santa Anna
- Texas Revolution

- Alamo
- Sam Houston

- Republic of Texas
- annex

### MAIN IDEA

#### 2. TAKING NOTES

Use a diagram similar to this one 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?

### CRITICAL THINKING

#### 3. COMPARING

Compare and contrast Santa Anna and Austin as leaders. Use details from the section to explain your answer. **Think About:**

- Santa Anna’s role as president of Mexico
- Santa Anna’s qualities as a military leader
- Austin’s settlement in Texas
- Austin’s abilities as a negotiator

#### 4. SYNTHESIZING

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 references to the section.



# The War with Mexico

## MAIN 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.

## Terms & Names

- 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 younger brother, Sidney Smith Lee. The elder Lee wrote about the battle.

### A PERSONAL VOICE ROBERT E. LEE

“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.”

—a letter cited in *R. E. Lee* by Douglas Southall Freeman

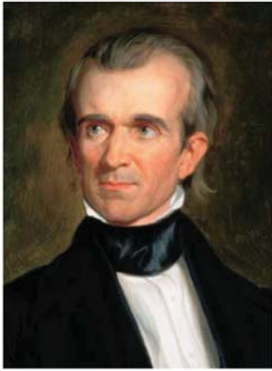
In recoiling at the ugliness of the war with Mexico, Lee hardly stood alone. From the start, Americans hotly debated whether the United States should pursue the war.



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

## 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**.



▲ James Polk, also known as “Polk the Purposeful”

Polk now believed that war with Mexico would bring not only Texas but also New Mexico and California into the Union. The president supported Texas’s claims in disputes with Mexico over the Texas-Mexico border. While 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 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, but 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, and the advent of daily newspapers, printed on new rotary presses, gave the war a romantic appeal.

Not everyone cheered. 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. Furthermore, the Wilmot Proviso, 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.” **A**

**MAIN IDEA**

**Analyzing Effects**

**A** 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 exploration party through Mexico’s Alta California province, another violation of Mexico’s territorial rights. The Mexican government had had enough.

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 9 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, asking “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, and the Senate 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. **B**

**MAIN IDEA**

**Analyzing Causes**

**B** How did President Polk provoke Mexico to attack U.S. forces?

**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, across the desert 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 to southern California. **C**

**MAIN IDEA**

**Analyzing Motives**

**C** How do Kearny's actions support the idea of manifest destiny?

**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 of 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.

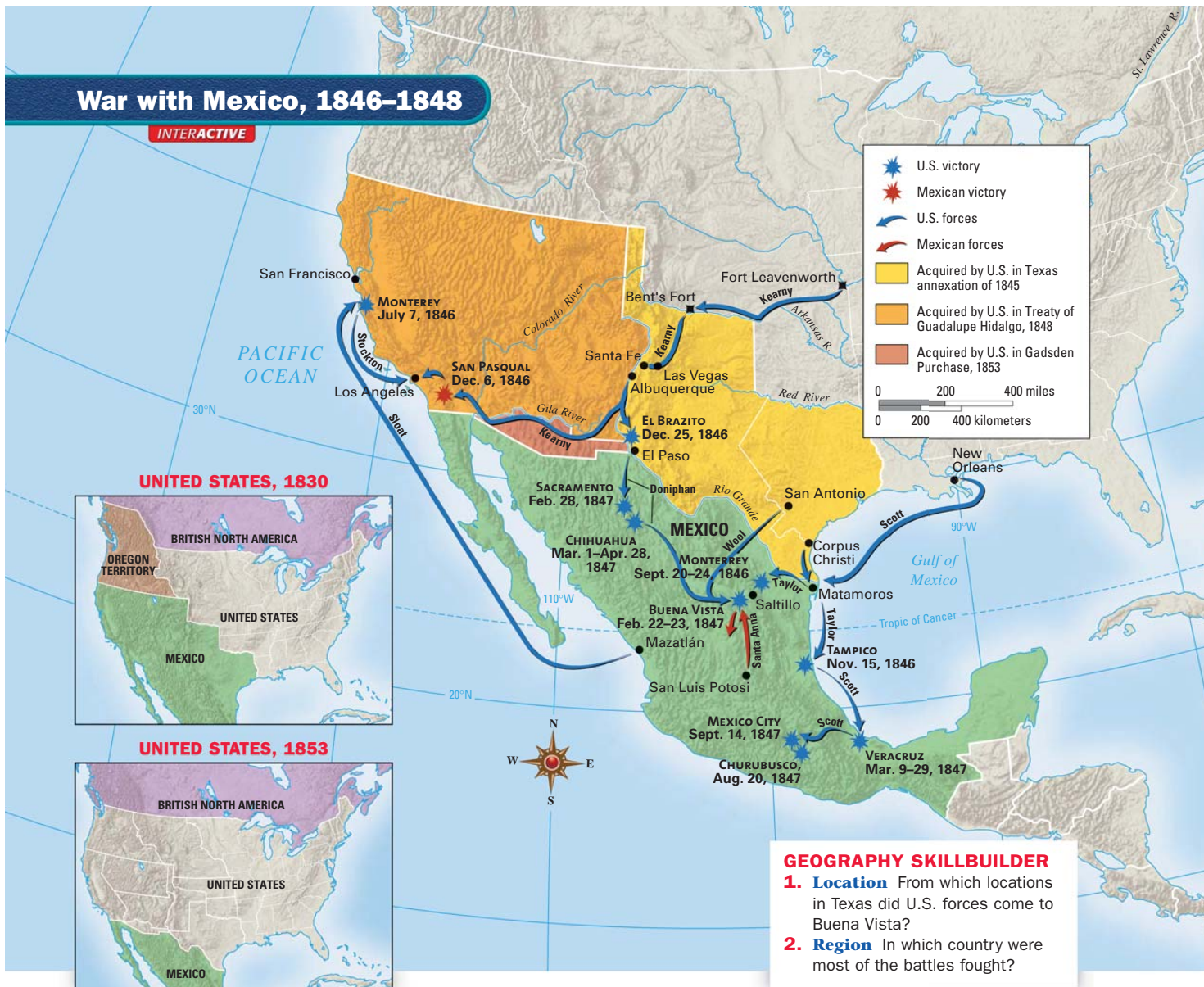
**THE WAR IN MEXICO** For American troops in Mexico, one military victory followed another. Though Mexican soldiers gallantly defended their own soil, their army labored under poor leadership. In contrast, U.S. soldiers served under some of the nation's best officers, such as Captain Robert E. Lee and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



▲ This 19th-century wood engraving shows Colonel Stephen Kearny capturing Santa Fe, New Mexico.

# War with Mexico, 1846–1848

INTERACTIVE



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 attacked and captured Monterrey, Mexico, in September 1846, but allowed the Mexican garrison to escape.

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, took command of the army and, in February 1847, ordered an attack 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 California 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.

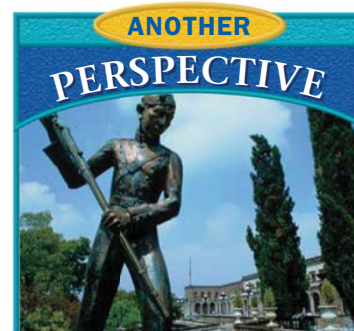
Five years later, in 1853, President Franklin Pierce would authorize his emissary James Gadsden to pay Mexico an additional \$10 million for another piece of territory south of the Gila River. Along with the settlement of Oregon and the Treaty of Guadalupe Hidalgo, the **Gadsden Purchase** established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

**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, which 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.

## The California Gold Rush

In January 1848, James Marshall, an American carpenter working on John Sutter's property in the California Sierra Nevadas, discovered gold at Sutter's Mill. Word of the chance discovery traveled east.

**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."



### 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 the hard-fought Battle of 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 (shown above) that honors *los Niños Héroes* (the boy heroes) inspires pilgrimages every September.

### MAIN IDEA

#### Summarizing

**D** Explain the importance of the Treaty of Guadalupe Hidalgo and the Gadsden Purchase.

## Analyzing Political Cartoons

### “THE WAY THEY GO TO CALIFORNIA”

This cartoon lithograph by Nathaniel Currier (1813–1888) was inspired by the California gold rush. Currier was a founder of the Currier and Ives company, which became famous for detailed lithographs of 19th-century daily life.

Here Currier portrays some of the hordes of prospectors who flocked from all over the world to California in 1849. The mob wields picks and shovels, desperate to find any means of 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.

#### SKILLBUILDER

##### Analyzing Political Cartoons

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?



SEE SKILLBUILDER HANDBOOK,  
PAGE R24.



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.

#### A PERSONAL VOICE WALTER COLTON

“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!”

—quoted in *California: A Bicentennial History*

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. **E**

**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 with a forest of masts.

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

#### MAIN IDEA

##### Comparing

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

mining town of Rich Bar. While her husband practiced medicine, Louisa tried her hand at mining and found it hardly to her liking.

### A PERSONAL VOICE

LOUISA CLAPP

“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 blacksmith’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.”

—quoted in *They Saw the Elephant*



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

**GOLD RUSH BRINGS DIVERSITY** By 1849, California’s population exceeded 100,000. The Chinese were the largest group to come from overseas. Free blacks also came by the hundreds, and many struck it rich. By 1855, the wealthiest African Americans in the country were living in California. The fast-growing population included large numbers of Mexicans as well. The California demographic mix also included slaves—that is until a constitutional convention in 1849 drew up a state constitution that outlawed slavery.

California’s application for statehood provoked fiery protest in Congress and 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.

## SECTION 4

### ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- James K. Polk
- Republic of California
- Treaty of Guadalupe Hidalgo
- forty-niners
- Zachary Taylor
- Winfield Scott
- Gadsden Purchase
- gold rush
- Stephen Kearny

### MAIN IDEA

#### 2. TAKING NOTES

Draw a chart showing how the boundaries of the contiguous United States were formed.

Effect: Present-Day U.S. Borders

Causes:

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

### CRITICAL THINKING

#### 3. EVALUATING

How would you evaluate President Polk’s attitude and behavior toward Mexico? Use specific references to the chapter to support your response. **Think About:**

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

#### 4. ANALYZING EFFECTS

What were some of the effects of the California gold rush?

#### 5. EVALUATING DECISIONS

Would you have supported the controversial war with Mexico? Why or why not? Explain your answer, including details from the chapter.

**VISUAL SUMMARY**

**EXPANDING MARKETS AND MOVING WEST**

UNITED STATES IN 1830



**MARKET REVOLUTION**

- technological changes
- economic interdependence
- greater economic diversity among the regions of the nation

**MANIFEST DESTINY**

- the idea of manifest destiny used to justify settling the land
- increasing westward migration

**EXPANSION IN TEXAS**

- land grants offered by Mexico
- American settlement of Texas
- conflict over cultural differences, and over slavery
- American uprising
- Texas independence
- U.S. annexation of Texas

**WAR WITH MEXICO**

- tension over annexation of Texas
- war with Mexico
- huge territorial gains for the U.S.
- greater westward movement of settlers

**CALIFORNIA GOLD RUSH**

- discovery of gold in California
- population and economic boom in California
- California statehood (1850)

UNITED STATES IN 1853



**TERMS & NAMES**

For each term or name below, write a sentence explaining its connection to the expansion of the U.S. in the mid-19th century.

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

**MAIN IDEAS**

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

**The Market Revolution** (pages 274–279)

1. What inventions and technological advancements changed lives as part of the market revolution?
2. How did the inventions and innovations of the mid-19th century encourage various regions to specialize in certain industries?

**Manifest Destiny** (pages 280–285)

3. Why was the concept of manifest destiny of particular appeal to Americans in the 1840s?
4. What were the factors that drew settlers west during the first half of the 19th century?

**Expansion in Texas** (pages 288–292)

5. What made Americans want to settle in Texas?
6. What were the major events that led to Texas joining the Union?

**The War with Mexico** (pages 293–299)

7. What developments caused the United States to go to war with Mexico?
8. What effect did the gold rush have on the growth of California?

**CRITICAL THINKING**

1. **USING YOUR NOTES** 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. **INTERPRETING MAPS** Review the map on pages 286–287. In what ways would this map have been helpful to settlers following the Oregon Trail to a new home? Explain your answer.

3. **ANALYZING EFFECTS** What was the impact of the new methods of communication during this period? Use details from the text to support your response.

## Standardized Test Practice

Use the map and your knowledge of U.S. history to answer questions 1 and 2.



1. Which area on the map corresponds to the label "Mexican Cession, 1848"?  
A Area A  
B Area B  
C Area C  
D Area D
2. Which area on the map corresponds to the label "Oregon territory"?  
F Area A  
G Area B  
H Area C  
J Area D

Use the quotation below and your knowledge of U.S. history to answer question 3.

"[T]he right of our manifest destiny to over spread 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,  
*United States Magazine and Democratic Review*

3. In this passage, the writer uses the term "manifest destiny" to mean that —  
A expansion is not only good but bound to happen.  
B neighboring territories will resent U.S. expansion.  
C America's growth can be compared to a tree.  
D self-government leads to expansion.
4. All of the following were outcomes of the California Gold Rush *except* —  
F increased diversity in the region.  
G the rapid growth of San Francisco.  
H an increase in overland migration.  
J the expansion of slavery in California.

**ADDITIONAL TEST PRACTICE, pages S1–S33.**

 **TEST PRACTICE** CLASSZONE.COM

### ALTERNATIVE ASSESSMENT

1. **INTERACT WITH HISTORY** Recall your discussion of the question on page 273:

*What are the ways that a nation increases its territory?*

Suppose you are a journalist covering the War with Mexico for an American newspaper. Write an editorial that presents your point of view about whether the terms of the Treaty of Guadalupe Hidalgo are fair to Mexicans living in the territories covered by the treaty. Use information from the chapter to support your opinion.

2. **INTERNET ACTIVITY** CLASSZONE.COM

Visit the links for Chapter Assessment to find out more about the revolution in technology and communication in the first half of the 19th century. What invention most appeals to you, and why?

Prepare an oral report that describes the impact that your favorite invention had on society at the time.