

# Expansion and Conflict



## Essential Question

What was gained and lost as Americans expanded into the Southwest?



**About the Photo:** This Spanish mission in San Antonio was the site of the Battle of the Alamo, which was fought in March 1836 during the Texas Revolution. After losing this battle, "Remember the Alamo!" became a rallying cry for Texans during the battle that followed.

In this module you will learn about how the United States acquired lands in the Southwest.

### What You Will Learn ...

**Lesson 1: The Texas Revolution . . . . . 392**  
**The Big Idea** In 1836 Texas gained its independence from Mexico.

**Lesson 2: The Mexican-American War . . . . . 397**  
**The Big Idea** The ideals of manifest destiny and the outcome of the Mexican-American War led to U.S. expansion to the Pacific Ocean.

**Lesson 3: The California Gold Rush . . . . . 408**  
**The Big Idea** The California gold rush changed the future of the West.

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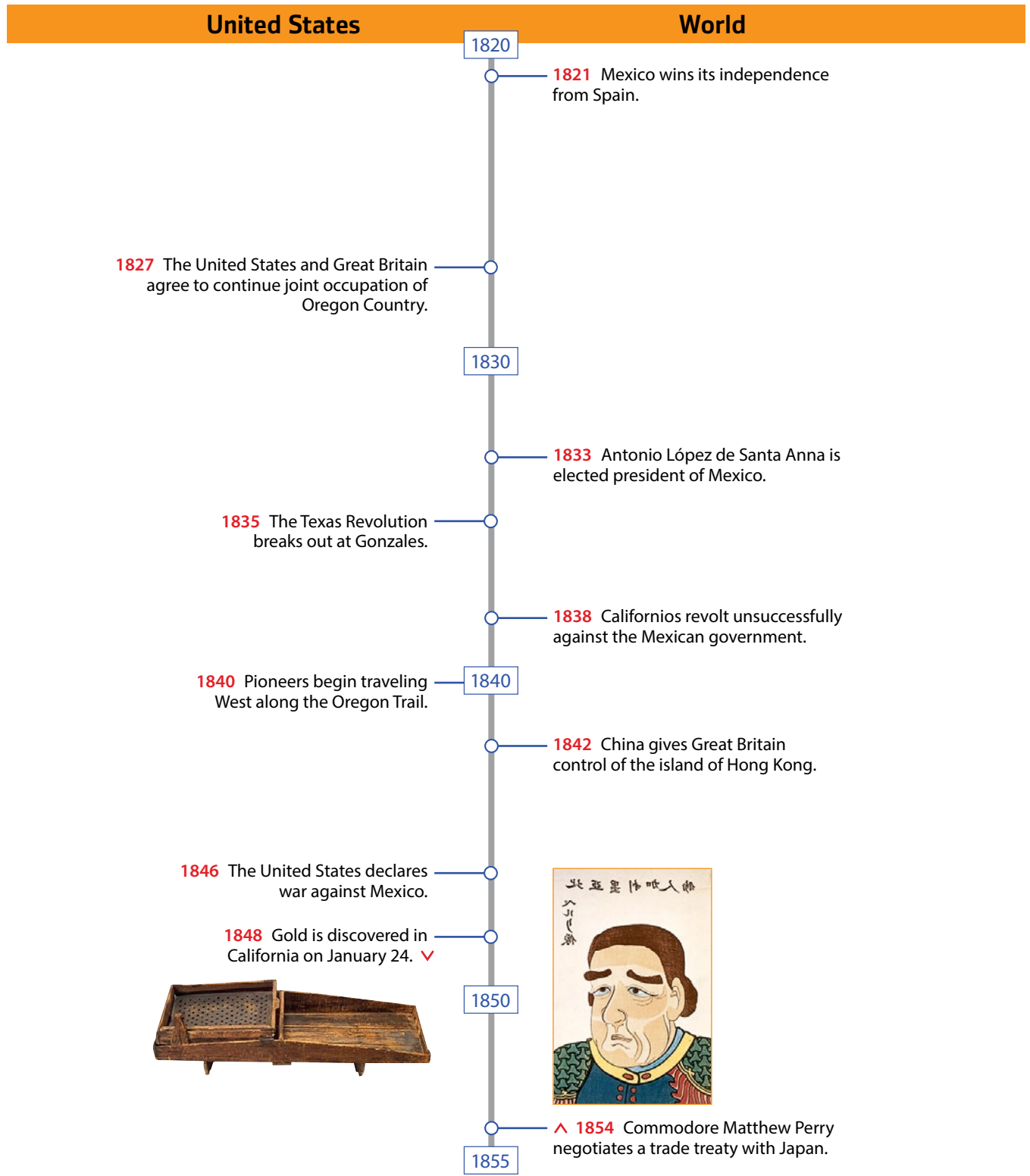
#### VIDEOS, including...

- Heading West
- Independence for Texas
- The Mexican-American War
- The Gold Rush
- Search for the Mother Lode
- Statehood

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Image Carousel: Texas Settlers
- Image with Hotpots: Ranch Life

# Timeline of Events 1820–1855

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# Reading Social Studies

## THEME FOCUS:

### Economics and Geography

In this module you will read about how the United States continued to extend its boundaries, this time to the southwest. You will find out about Texas's fight for independence from Mexico and Mexico's war with the United States. Finally, you will read about the California gold rush that brought thousands of people west. As you read each lesson, you will see how economic issues affected the growth of different geographic areas.

## READING FOCUS:

### Vocabulary in Context

Writers sometimes give you clues to a word's meaning in the same or a nearby sentence. Those clues are usually definitions, restatements in different words, or comparisons or contrasts. But what do you do if you do not know the word and the writer doesn't think to give you a direct clue?

**Use Broader Context Clues** If the writer does not give you one of those direct clues, you have to try to figure out the meaning of the word for yourself.

1. Read the whole paragraph and look for information that will help you figure out the meaning.
2. Look up the word in the dictionary to be sure of its meaning.

Notice how a student used information from the whole paragraph to learn the meaning of two unknown words.

In 1844, the Whig Party passed up Tyler and chose Senator Henry Clay of Kentucky as its presidential candidate. At first opposing *annexation*, Clay changed his mind due to pressure from southern politicians. The Democratic Party chose former Tennessee governor James K. Polk to oppose Clay. Both candidates strongly favored *acquiring* Texas and Oregon.

I'm not sure about *annexation*. The southerners convinced Clay to be for it. Maybe I'll understand if I read some more.

Oh, both presidential candidates favored *acquiring* Texas and Oregon. Maybe *annexation* means almost the same thing as *acquiring*. I'll check the dictionary.



# You Try It!

The following passage is from the module you are about to read. Read the passage and then answer the questions.

## American Settlement in the Mexican

**Cession** The war ended after Scott took Mexico City. In February 1848, the United States and Mexico signed the Treaty of Guadalupe Hidalgo, which officially ended the war and forced Mexico to turn over much of its northern territory to the United States. Known as the Mexican Cession, this land included the present-day states of California, Nevada, and Utah. . . .

In exchange for this vast territory, the United States agreed to pay Mexico \$15 million. In addition, the United States assumed claims of more than \$3 million held by American citizens against the Mexican government.

Refer to the passage to answer the following questions.

1. Do you know what the word *cession* means? What clues in the first paragraph can help you figure out what the word might mean? Use those clues to write a definition of *cession*.
2. Look up *cession* in a dictionary. How does your definition compare to the dictionary definition?
3. In your experience, what does the word *assume* usually mean? Do you think that meaning is the one used in the second paragraph? If not, what do you think *assume* means in this case?
4. Look up *assume* in a dictionary. Does one of its meanings match the one you came up with?

**As you read Module 12**, use context clues to figure out the meanings of unfamiliar words. Check yourself by looking the words up in a dictionary.

## Key Terms and People

### Lesson 1

Father Miguel Hidalgo y Costilla  
empresarios  
Stephen F. Austin  
Antonio López de Santa Anna  
Alamo  
Battle of San Jacinto

### Lesson 2

manifest destiny  
James K. Polk  
*vaqueros*  
Californios  
Bear Flag Revolt  
Treaty of Guadalupe Hidalgo  
Gadsden Purchase

### Lesson 3

John Sutter  
Donner party  
forty-niners  
prospect  
placer miners



# The Texas Revolution

## The Big Idea

In 1836 Texas gained its independence from Mexico.

## Main Ideas

- Many American settlers moved to Texas after Mexico achieved independence from Spain.
- Texans revolted against Mexican rule and established an independent nation.

## Key Terms and People

Father Miguel Hidalgo y Costilla  
empresarios

Stephen F. Austin

Antonio López de Santa Anna

Alamo

Battle of San Jacinto

## If YOU were there . . .

You are the father of a large farm family in Missouri. There is not enough land for everyone, so you're looking for another opportunity. One day, a land agent comes to town. He is looking for people to settle in Texas. The Mexican government is offering generous tracts of land to colonists. However, you have to become a citizen of Mexico and follow Mexican laws.

**Would you decide to move your family to Texas? Why or why not?**

## American Settlers Move to Texas

By the early 1700s Spain's colony in Mexico was thriving. However, in the territories to the north—which included the modern states of California, Arizona, New Mexico, and Texas—the situation was very different. Few Spaniards lived in these largely barren territories. The Spanish government, though, feared losing territory to attacks by neighbors. They wanted to establish settlements that would secure the Spanish claim to what we now call the Southwest.

However, the Spanish did not form colonies like the English had on the East Coast. Instead, they established small individual settlements. Among them were three major types of settlements. Missions were religious settlements. Each mission housed a small number of priests and others who worked to teach local Native Americans about Christianity and the Spanish way of life. The Native Americans also grew crops to feed themselves and the priests. To protect the missions from attacks, the Spanish built presidios, or forts. The soldiers based at a presidio could ride out to defend the priests at any nearby missions. Finally, the Spanish also created towns, sometimes called pueblos, near some missions. In these towns, Spanish citizens would live, grow crops, and raise cattle. Although missions, presidios, and towns were often located near each other, each had to be able to support



## Settling Texas

Stephen F. Austin (standing, in black coat) and other settlers were empresarios—they contracted with the Mexican government to bring settlers to Texas in exchange for land of their own.

itself. No one could depend entirely on support from others or from Spain to guarantee its survival.

The political situation in the Southwest changed when Mexicans moved to overthrow Spanish rule in the early 1800s. In September 1810 **Father Miguel Hidalgo y Costilla**, a Mexican priest, led a rebellion of about 80,000 poor Indians and mestizos, or people of Indian and Spanish ancestry. They hoped that if Mexico became independent from the Spanish monarchy, their lives would improve.

Hidalgo's revolt failed, but the rebellion he started grew. In 1821 Mexico became independent. In 1824 it adopted a republican constitution that declared rights for all Mexicans. The new Mexican government contracted with **empresarios**, or agents, to bring settlers to Texas. They paid the agents in land.

In 1821 one young agent, **Stephen F. Austin**, started a Texas colony on the lower Colorado River. The first 300 families became known as the Old Three Hundred. Austin's successful colony attracted other agents, and American settlers flocked to the region. These Anglo-American settlers, most of them Protestant, became known as Texans. The Mexican residents of Texas, the Tejanos, were Catholic. The two groups generally lived in separate communities. Over time, Texas developed a culture that was distinct from the rest of Mexico and from the United States.

In exchange for cheap land, settlers had to obey Mexican laws. But some settlers often **explicitly** ignored these laws. For example, despite restrictions on slavery, many brought slaves. Concerned that it was losing control of the growing American population, Mexico responded. In 1830 it banned further settlement by Americans. Angry about the new law, many Texans, as they came to be known, began to think of gaining independence from Mexico.

**Academic Vocabulary**  
explicit fully revealed without vagueness

**Reading Check**  
Find Main Ideas  
Why did settlers  
move to Texas?

By 1834 Mexico came under the rule of General **Antonio López de Santa Anna**. He soon suspended Mexico's republican constitution and gave himself more power. To the already unhappy Texans, this was too much. They felt the time had come to fight for independence.

## Texans Revolt against Mexico

In October 1835 the Mexican army tried to remove a cannon from the town of Gonzales, Texas. Rebels stood next to the cannon with a flag reading "Come and take it." After a short battle, the rebels drove the Mexican force away, keeping the cannon. Within a few months, the Texas rebels formed an army and captured the key settlements of Goliad and San Antonio. The Texas Revolution, also known as the Texas War for Independence, had begun.

**Texas Independence** On March 2, 1836, Texans declared their independence from Mexico. The new Republic of Texas was born. Both the declaration and the constitution that shortly followed were modeled after the U.S. documents. The Texas constitution, however, made slavery legal.

Delegates to the new Texas government chose politician David Burnet as president and Lorenzo de Zavala as vice president. Another revolutionary, Sam Houston, was named to head the Texas army. Austin went to the United States to seek money and troops.

**Battle at the Alamo** The Texans' actions angered Santa Anna. He began assembling a force of thousands to stop the rebellion.

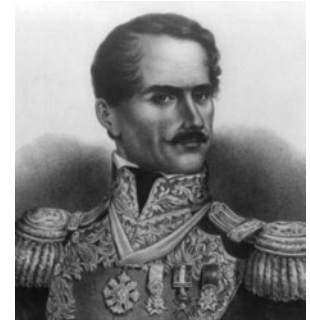
A hastily created army of Texas volunteers had been clashing with Mexican troops for months. Near San Antonio, the Texans occupied and fortified the **Alamo**, a former mission that became an important battle site in the Texas Revolution. Volunteers from the United States, including frontiersman Davy Crockett, joined Texans such as Colonel Jim Bowie in the Alamo's defense.

The rebels, numbering about 200, hoped for reinforcement from other parts of Texas. For almost two weeks, from February 23 to March 6, 1836, the Texans held out. Colonel William Travis managed to get a message to other Texans through enemy lines:

"I call on you in the name of Liberty, of patriotism, and everything dear to the American character, to come to our aid with all dispatch [speed] . . . VICTORY OR DEATH."

—William Travis, from a letter written at the Alamo, 1836

Before dawn on March 6, the Mexican army attacked. Despite heavy losses, the army overcame the Texans. All the defenders of the Alamo were killed, though some civilians survived. Following a later battle at Goliad, Santa Anna ordered the execution of 350 prisoners who had surrendered. Texans were enraged by the massacres. Mexican leaders hoped that these terrible defeats would convince the Texans to stop fighting. However, the battles had the opposite effect. Outraged by the harsh treatment Texan soldiers had received, the people of Texas vowed to fight on.



In 1836, when American settlers in Texas rebelled, Mexican president General Santa Anna personally marched his army into San Antonio.



**Battle of San Jacinto** Santa Anna now chased the untrained forces of Sam Houston. Outnumbered, the Texans fled east. Finally, they reorganized at the San Jacinto River, near Galveston Bay. There, the Texans took a stand.

Santa Anna was confident of victory, but he was careless in choosing the site for his camp. On the afternoon of April 21, 1836, while Mexican troops were resting, Houston launched a surprise attack. The Texan forces swarmed over the camp, shouting, “Remember the Alamo!” and “Remember Goliad!”

The fighting ended swiftly. In fewer than 20 minutes, Santa Anna’s army was all but destroyed. In the **Battle of San Jacinto**, the Texans captured Santa Anna and forced him to sign a treaty giving Texas its independence.

**An Independent Nation** Sam Houston was the hero of the new independent nation of Texas. The republic created a new town named Houston and made it the capital. Voters elected Sam Houston as president. Stephen F. Austin became secretary of state, but died shortly after his election.

To increase the population, Texas offered land grants. American settlers came from nearby southern states, often bringing slaves with them to help grow and harvest cotton.

Most Texans hoped that the United States would annex, or take control of, Texas, making it a state. Some Southerners in Congress wanted to

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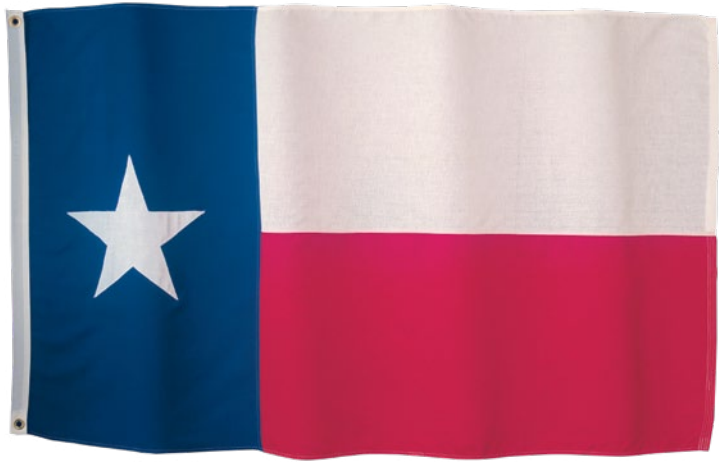
## The Texas Revolution



### Interpret Maps

- 1. Movement** In what direction did Santa Anna’s troops move during the battles of the Texas Revolution?
- 2. Place** What was the site of the Texan victory in April 1836?

The single star of the flag represents the Republic of Texas, also called the Lone Star Republic.



annex Texas, but President Andrew Jackson did not pursue the issue. He was concerned that admitting Texas as a slave state would upset the fragile balance of free and slave states. The president also did not want to have a war with Mexico over Texas.

Finally, Jackson did recognize Texas as an independent nation. France did so in 1839. Britain, which wanted to halt U.S. expansion, recognized Texas in 1840.

The Mexican government, however, did not recognize Santa Anna's forced handover of Texas. For this reason, in 1837 the republic organized the Texas Rangers to guard its long frontier from Mexican and Native American attacks. Finally, in 1844 Texas and Mexico signed an armistice. However, Mexico refused to recognize Texas's independence.

**Summary and Preview** American settlers in Texas challenged the Mexican government and won their independence. In the next lesson you will learn about the war between Mexico and the United States.

**Reading Check**  
Find Main Ideas  
What issues did the new nation of Texas face?

## Lesson 1 Assessment

### Review Ideas, Terms, and People

- a. Identify** What role did Stephen F. Austin play in the settlement of Texas?

**b. Make Inferences** Why did Mexican officials want to bring more settlers to Texas?

**c. Contrast** How was Spanish settlement in the Southwest different from English settlement on the East Coast?

**d. Evaluate** Do you think Mexico's requirements for foreign immigrants were reasonable or unreasonable? Explain.
- a. Describe** What were the important battles in the Texas War for Independence? Why was each important?

**b. Make Inferences** Why did Texas offer land grants to settlers?

**c. Predict** What problems might the Republic of Texas face?

### Critical Thinking

- 3. Sequence** In this lesson you learned about American settlement in Texas. Create a chart similar to the one below and use it to show the significant events that led to the formation of the Republic of Texas.

Significant Events
1.
2.
3.
4.
5.
6. Houston is founded and made the capital.

# The Mexican-American War

## The Big Idea

The ideals of manifest destiny and the outcome of the Mexican-American War led to U.S. expansion to the Pacific Ocean.

## Main Ideas

- Many Americans believed that the nation had a manifest destiny to claim new lands in the West.
- As a result of the Mexican-American War, the United States added territory in the Southwest.
- American settlement in the Mexican Cession produced conflict and a blending of cultures.

## Key Terms and People

manifest destiny  
James K. Polk  
*vaqueros*  
Californios  
Bear Flag Revolt  
Treaty of Guadalupe Hidalgo  
Gadsden Purchase

## If YOU were there . . .

Your family are Californios, Spanish settlers who have lived in California for many years. You raise horses on your ranch. So far, you have gotten along with American settlers. But it has become clear that the American government wants to take over California. You hear that fighting has already started between American and Mexican troops.

**How might life change under American rule?**

## Manifest Destiny

“We have it in our power to start the world over again.”

—Thomas Paine, from his pamphlet *Common Sense*

Americans had always believed they could build a new, better society founded on democratic principles. In 1839 writer John O’Sullivan noted, “We are the nation of human progress, and who will, what can, set limits to our onward march?”

Actually, there was one limit: land. By the 1840s the United States had a booming economy and population. Barely 70 years old, the nation already needed more room for farms, ranches, businesses, and ever-growing families. Americans looked West to what they saw as a vast wilderness, ready to be taken. With American settlers already living in Oregon, New Mexico, and Texas, many believed that the country should annex those lands to the United States, giving Americans more lands into which they could spread.

Some people believed it was America’s **manifest destiny**, or obvious fate, to settle land all the way to the Pacific Ocean in order to spread American ideals. O’Sullivan coined the term in 1845. He wrote that it was America’s “manifest destiny to over-spread and to possess the whole continent which Providence [God] has given us for the development of the great experiment of liberty. . . .”





The woman represents America, moving west and bringing sunlight, settlers, and telegraph wires to the new lands.

The Mississippi River is in the background as settlers push farther west.

Native Americans and buffalo are pushed away by the approaching settlers.

### Manifest Destiny

John Gast's 1872 painting *American Progress* shows the spirit of manifest destiny leading settlers westward.

In the 1840s and 1850s, manifest destiny was tied up with the slavery issue. If America expanded, would slavery be allowed in the new territories? Several presidents became involved in the difficult issue, including President John Tyler. A pro-slavery Whig, Tyler wanted to increase the power of the southern slave states by annexing Texas. His fellow Whigs disagreed.

In 1844 the Whig Party passed up Tyler and chose Senator Henry Clay of Kentucky as its presidential candidate. At first opposing annexation, Clay changed his mind due to pressure from southern politicians. The Democratic Party chose former Tennessee governor **James K. Polk** to oppose Clay. Both candidates strongly favored acquiring Texas and Oregon.

Southerners feared the loss of Texas, a possible new slave state. Others worried that Texas might become an ally of Britain. These concerns helped Polk narrowly defeat Clay.

**Acquiring New Territory** President Polk quickly set out to fulfill his campaign promise to annex Oregon and Texas. By the 1820s Russia and Spain had given up their claims to Oregon Country. Britain and the United States had agreed to occupy the territory together.

As more Americans settled there, they began to ask that Oregon become part of the United States. Polk wanted to protect these settlers' interests. Some politicians noted that Oregon Country would provide a Pacific port for the growing U.S. trade with China.

Meanwhile, Britain and the United States disagreed over how to draw the United States–Canadian border. American expansionists cried, “Fifty-four forty or fight!” This slogan referred to 54°40’ north latitude, the line to which Americans wanted their northern territory to extend.

Neither side really wanted a war, though. In 1846 Great Britain and the United States signed a treaty that gave the United States all Oregon land south of the forty-ninth parallel. This treaty drew the border that still exists today. Oregon became an organized U.S. territory in February 1848.

The Texas question was also coming to a head. By March 1845 Congress had approved annexation and needed only the support of the Republic of Texas. Texas politicians hoped that joining the United States would help solve the republic’s financial and military problems. The Texas Congress approved annexation in June 1845. Texas became part of the United States in December. This action angered the Mexican government, which considered Texas to be a “stolen province.”

**The Mexican Borderlands** Though it had lost Texas, Mexico still had settlements in other areas of the present-day Southwest to govern. New Mexico was the oldest settled area, with its capital at Santa Fe. Mexico also had settlements in present-day Arizona, Nevada, and California.

During early Spanish rule, the mission system had dominated much of the present-day Southwest. Over time, it had become less important there, especially in New Mexico, where settlers lived in small villages. In California, however, missions remained the focus of everyday life. Missions under later Spanish rule carried out huge farming and ranching operations using the labor of Native Americans. Some of the Native Americans came willingly to the missions. Others were brought by force. Usually, they were not allowed to leave the mission once they had arrived. They had to adopt the clothing, food, and religion of the Spaniards.

Missions often sold their goods to local pueblos, or towns, that arose near the missions and presidios. One wealthy California settler, Mariano Guadalupe Vallejo, remembered the early days.

“We were the pioneers of the Pacific coast, building towns and missions while General [George] Washington was carrying on the war of the Revolution.”

—Mariano Guadalupe Vallejo, “Ranch and Mission Days in Alta California,”  
*The Century Magazine*

After winning independence from Spain in 1821, Mexico began to change old Spanish policies toward California and Texas. In 1833, for example, Mexico ended the mission system in California. Mission lands were broken up, and huge grants were given to some of the wealthiest California settlers, including Vallejo. They created vast ranchos, or ranches, with tens of thousands of acres of land. **Vaqueros**, or cowboys, managed the large herds of cattle and sheep. Cowhides were so valuable that they were called “California banknotes.” Hides were traded for household items and luxury goods from the eastern United States. Some settlers also made wine and grew citrus fruits.



## Ranch Life

Spanish and Mexican *vaqueros*, or cowboys, were expert horse riders. They used their horses to herd cattle on the ranches of the Spanish Southwest.

*Vaqueros* were known for their specially designed hats.

Saddles like these were highly prized by *vaqueros*.

Leather chaps protected riders from dust and scrapes.

### Analyze Visuals

What features of the *vaqueros'* life are shown in the painting?

### Academic Vocabulary

**element** a basic part of an individual's surroundings

Although they had been freed from the missions, for most California Indians the **elements** of life changed very little. They continued to herd animals and do much of the hard physical labor on ranches and farms. Some, however, ran away into the wilderness or to the nearby towns of San Diego and Los Angeles.

**The Californios** Because of the great distance between California and the center of Mexico's government, by the early 1820s California had only around 3,200 colonists. These early California settlers, called **Californios**, felt little connection to their faraway government.

Californios developed a lasting reputation for hospitality and skilled horse riding. In *Two Years Before the Mast*, American novelist Richard Henry Dana Jr. wrote about his encounters with Californio culture. He described, for example, what happened after a Californio served a feast to Dana and a friend.

“We took out some money and asked him how much we were to pay. He shook his head and crossed himself, saying that it was charity—that the Lord gave it to us.”

—Richard Henry Dana Jr., from *Two Years Before the Mast*

In addition to traders and travelers, a small number of settlers also arrived from the United States. They were called Anglos by the Californios. Although there were few Anglo settlers in California, their calls for independence increased tensions between Mexico and the United States.

### Reading Check

**Draw Inferences**  
How did manifest destiny affect Mexican rule in California?



## Mexican-American War

Although diplomacy helped the United States resolve territorial disputes in the Pacific Northwest, diplomats working in the Southwest faced more challenges. Faced with an unstable and uncooperative Mexican government, the U.S. government found it necessary to become more aggressive in its diplomatic overtures. As a result, diplomatic relations between Mexico and the United States became increasingly strained. U.S. involvement in California and Texas contributed to this tension.

**Conflict Breaks Out** Mexico had long insisted that its northern border in Texas lay along the Nueces River and refused to accept Texas annexation as legitimate. The United States said the border was farther south, along the Rio Grande. In June 1845 President Polk ordered General Zachary Taylor to lead an army into the disputed region.

Polk sent diplomat John Slidell to Mexico City to try to settle the border dispute. Slidell came with an offer to buy New Mexico and California for \$30 million. Mexican officials refused to speak to him.

In March 1846 General Taylor led his troops to the Rio Grande. He camped across from Mexican forces stationed near the town of Matamoros, Mexico. In April, the Mexican commander told Taylor to withdraw from Mexican territory. Taylor refused. The two sides clashed, and several U.S. soldiers were killed.

In response, President Polk said to Congress:

“Mexico has passed the boundary of the United States, has invaded our territory, and shed American blood upon the American soil. . . . The two nations are now at war.”

—James K. Polk, from his address to Congress, May 11, 1846

Polk’s war message was persuasive. Two days later, Congress declared war on Mexico.

**War Begins** At the beginning of the war with Mexico, the U.S. Army had better weapons and equipment. Yet it was greatly outnumbered and poorly prepared. The government put out a call for 50,000 volunteers. About 200,000 responded. Many were young men who thought the war would be a grand adventure in a foreign land.

On the home front, many Americans supported the war. However, many Whigs thought the war was unjustified and avoidable. Northern abolitionists also opposed the conflict. They feared the spread of slavery into southwestern lands.

While Americans debated the war, fighting proceeded. General Taylor’s soldiers won battles south of the Nueces River. Taylor then crossed the Rio Grande and occupied Matamoros, Mexico. While Taylor waited for more men, Polk ordered General Stephen Kearny to attack New Mexico. On August 18, 1846, Kearny took Santa Fe, the capital city, without a fight. He claimed the entire province of New Mexico for the United States and marched west to California, where another conflict with Mexico was already under way.

# Mexican-American War, 1846–1847



### Interpret Maps

- 1. Location** What Mexican city did Scott's forces attack in March 1847?
- 2. Movement** Which U.S. commander led forces from Santa Fe to San Diego?

## The Bear Flag Revolt

American settlers took over Sonoma, the regional headquarters of the Mexican general Mariano Vallejo, and declared California a new country: the California Republic.



**The Bear Flag Revolt** In 1846 only about 500 Americans lived in the huge province of California, in contrast to about 12,000 Californios. Yet, in the spirit of manifest destiny, a small group of American settlers seized the town of Sonoma, north of San Francisco, on June 14. Hostilities began between the two sides when the Americans took some horses that were intended for the Mexican militia. In what became known as the **Bear Flag Revolt**, the Americans declared California to be an independent nation. Above the town, the rebels hoisted a hastily made flag of a grizzly bear facing a red star. Californios laughed at the roughly made bear, thinking it “looked more like a pig than a bear.”

John C. Frémont, a U.S. Army captain, was leading a mapping expedition across the Sierra Nevada when he heard of the possible war with Mexico. Frémont went to Sonoma and quickly joined the American settlers in their revolt against the Californios. Because war had already broken out between the United States and Mexico, Frémont’s actions were seen as beneficial to the American cause in the region. His stated goal, however, was Californian independence, not to annex California to the United States. During the revolt, several important Californios were taken prisoner, including Mariano Vallejo. Governor Vallejo and his brother were held at an Anglo settlement for two months without any formal charges being brought against them. Long after his release, Vallejo wrote a history of California that included an account of his time as a bear flag prisoner.

But the bear flag was quick to fall. In July, naval forces from the United States—which never recognized Californian independence—came ashore in California and raised the stars and stripes. Kearny’s army arrived from the East. The towns of San Diego, Los Angeles, and San Francisco fell rapidly. In August, U.S. Navy commodore Robert Stockton claimed California for the United States. Some Californios continued to resist until early 1847, when they surrendered.

**War’s End** In Mexico General Taylor finally got the reinforcements he needed. He drove his forces deep into enemy lands. Santa Anna, who had been removed from office and exiled the previous year, returned to power in Mexico in September 1846. He quickly came after Taylor.

The two armies clashed at Buena Vista in February 1847. After a close battle with heavy casualties on both sides, the Mexican Army retreated. The next morning, the cry went up: “The enemy has fled! The field is ours!”



Taylor's success made him a war hero back home. The general's popularity troubled President Polk, and when Taylor's progress stalled, Polk gave the command to General Winfield Scott. A beloved leader, Scott was known by his troops as "Old Fuss and Feathers" because of his strict military discipline.

Scott sailed to the port of Veracruz, a major port and the site of the strongest fortress in Mexico. On March 29, after an 88-hour artillery attack, Veracruz fell. Scott moved on to the final goal, Mexico City, the capital. Taking a route similar to one followed by Spanish conquistador Hernán Cortés in 1519, the Americans pushed 200 or so miles inland. Santa Anna tried to stop the U.S. forces at Cerro Gordo in mid-April, but failed. By August 1847 U.S. troops were at the edge of Mexico City.

After a truce failed, Scott ordered a massive attack on Mexico City. Mexican soldiers and civilians fought fierce battles in and around the capital. At a military school atop the steep, fortified hill of Chapultepec, young Mexican cadets bravely defended their hopeless position. At least one soldier jumped to his death rather than surrender to the invading forces. Finally, on September 14, 1847, Mexico City fell. Santa Anna soon fled the country. Scott's capture of the Mexican capital led to the end of the war.

### Reading Check

**Sequence** In chronological order, list the key battles of the Mexican-American War.



American soldier

### Battle of Buena Vista

After the two-day Battle of Buena Vista, the American army gained control of northern Mexico. At the beginning of the battle, Mexican forces outnumbered the Americans. But the Mexicans suffered more than twice as many casualties.

## American Settlement in the Mexican Cession

The war ended after Scott took Mexico City. In February 1848 the United States and Mexico signed the **Treaty of Guadalupe Hidalgo**, which officially ended the war and forced Mexico to turn over much of its northern territory to the United States. Known as the Mexican Cession, this land included the present-day states of California, Nevada, and Utah. In addition, it included most of Arizona and New Mexico and parts of Colorado and Wyoming. The United States also won the area claimed by Texas north of the Rio Grande. The Mexican Cession totaled more than 500,000 square miles and increased the size of the United States by almost 25 percent.

**Diplomatic Agreements and Payments** In exchange for this vast territory, the United States agreed to pay Mexico \$15 million. In addition, the United States assumed claims of more than \$3 million held by American citizens against the Mexican government. The treaty also addressed the status of Mexicans in the Mexican Cession. The treaty provided that they would be “protected in the free enjoyment of their liberty and property, and secured in the free exercise of their religion.” The Senate passed the treaty in March 1848.

After the war with Mexico, some Americans wanted to guarantee that any southern railroad to California would be built completely on American soil. James Gadsden, U.S. minister to Mexico, negotiated an important diplomatic agreement with Mexico in December 1853. Under the terms of the **Gadsden Purchase**, the U.S. government paid Mexico \$10 million. In exchange, the United States received the southern parts of what are now Arizona and New Mexico. With this purchase, the existing boundary with Mexico was finally fixed.

**Surge of American Settlers** After the Mexican-American War, a flood of Americans moved to the Southwest. Their movement sparked a new debate about slavery in the United States. Many southerners who moved west wanted to bring slaves with them into the new territories. Northerners who opposed slavery wanted to ban the practice in the new lands. Even before the war had ended, northern Senator David Wilmot proposed a policy, called the Wilmot Proviso. His policy would have banned slavery in all lands gained from Mexico. The proviso was defeated in Congress, but debates about slavery in the Mexican Cession continued for several years.

American newcomers struggled against longtime residents to control the land and other valuable resources, such as water and minerals. Most Mexicans, Mexican Americans, and Native Americans faced legal, economic, and social discrimination. As a result, they found it difficult to protect their rights.

The Treaty of Guadalupe Hidalgo promised full U.S. citizenship to all Mexicans who wished to stay in the new American lands. However, many of those who stayed faced discrimination. Even Mexican Americans who

## Mexican Americans Today

Today Mexican Americans make up a little over 10 percent of the U.S. population, or about 33 million people. Mexican Americans live in all 50 states, although most live in the South and Southwest. Many Mexican Americans in these areas are descended from people who lived there long before the region became part of the United States.

**Top Ten States by Mexican American Population**

Rank	State	Mexican American Population
1	California	11,423,146
2	Texas	7,951,193
3	Arizona	1,657,668
4	Illinois	1,602,403
5	New Mexico	837,171
6	Colorado	757,181
7	Florida	629,718
8	Washington	601,768
9	Nevada	540,978
10	Georgia	519,502

Source: U.S. Census Bureau (2010)

were already living in Texas, some of whom had fought against Mexico, faced challenges. For example, differences between Mexican and U.S. land laws led to great confusion. The U.S. government often made Mexican American landowners go to court to prove that they had titles to their land. Landowners had to pay their own travel costs as well as those of witnesses and interpreters. They also had to pay attorneys' and interpreters' fees. These legal battles often bankrupted landowners. New settlers also tended to ignore Mexican legal concepts, such as community property or community water rights.

White settlers also battled with Native Americans over property rights. In some areas, for example, new white settlers soon outnumbered southwestern Native Americans. The Anglo settlers often tried to take control of valuable water resources and grazing lands. In addition, settlers rarely respected Native American holy places. Native American peoples such as the Navajo and the Apache tried to protect their land and livestock from the settlers. Settlers and Native Americans alike attacked one another to protect their interests.

**Cultural Encounters** Despite conflicts, different cultures shaped one another in the Southwest. In settlements with large Mexican populations, laws were often printed in both English and Spanish. Names of places—such as San Antonio, San Diego, and Santa Barbara—show Hispanic heritage. Other place-names, such as Taos and Tesuque, are derived from Native American words. Communities throughout the Southwest regularly celebrated both Mexican and American holidays.

Mexican and Native American knowledge and traditions also shaped many local economies. Mexican Americans taught Anglo settlers about mining in the mountains. Many ranching communities were first started by Mexican settlers. In addition, Mexican Americans introduced new types of saddles and other equipment to American ranchers. Adobe, developed by the Anasazi Indians, was adopted from the Pueblo people by the Spanish. It is still commonly used by American residents in New Mexico, Arizona, and California.

Trade also changed the Southwest. For example, the Navajo created handwoven woolen blankets to sell to Americans. Americans in turn brought manufactured goods and money to the Southwest. The city of El



Paso became an important regional trading center. As trade increased after the Mexican-American War, the economies of many Mexican American and Native American communities in the Southwest began to change.

**Water Rights** Eastern water-use laws commonly required owners whose land bordered streams or rivers to maintain a free flow of water. These restrictions generally prevented landowners from constructing dams because doing so would infringe upon the water rights of neighbors downstream.

In the typically dry climate of the West, large-scale agriculture was not possible without irrigation. Dams and canals were required to direct scarce water to fields. This need conflicted with the accepted eastern tradition of equal access to water.

Brigham Young established a strict code regulating water rights for the Mormon community. In any dispute over water use, the good of the community would outweigh the interests of individuals. Young's approach stood as an example for modern water laws throughout the West.

**Summary and Preview** America's westward expansion continued rapidly after the Mexican-American War. In the next lesson you will learn about the California gold rush.

### Reading Check

**Summarize** What were some of the early important agreements between the United States and Mexico, and why were they significant?

## Lesson 2 Assessment

### Review Ideas, Terms, and People

- Define** What was manifest destiny?
  - Make Inferences** Why was westward expansion such an important issue in the election of 1844?
  - Identify Cause and Effect** How did Mexican independence affect California?
- Recall** Why did the United States declare war on Mexico?
  - Explain** Why did American diplomacy with Mexico become more aggressive, and what was the result?
  - Summarize** What was General Winfield Scott's strategy for winning the war with Mexico?
  - Elaborate** Would you have sided with those who opposed the war with Mexico or with those who supported it? Why?
- Describe** What conflicts did American settlers, Native Americans, and Mexican Americans in the Mexican Cession experience?

- Draw Conclusions** Why were water rights so important in the American Southwest?
- Evaluate** In your opinion, what was the most important effect of the annexation of the Mexican Cession?

### Critical Thinking

- Identify Cause and Effect** In this lesson you learned about manifest destiny and U.S. territorial expansion. Create a graphic organizer like the one shown below. Identify how Americans' expansion into California caused the war with Mexico as well as the effects of the war.



# The California Gold Rush

## The Big Idea

The California gold rush changed the future of the West.

## Main Ideas

- The discovery of gold brought settlers to California.
- The gold rush had a lasting impact on California's population and economy.

## Key Terms and People

John Sutter  
Donner party  
forty-niners  
prospect  
placer miners

## If YOU were there . . .

You are a low-paid bank clerk in New England in early 1849. Local newspaper headlines are shouting exciting news: "Gold Is Discovered in California! Thousands Are on Their Way West." You enjoy having a steady job. However, some of your friends are planning to go west, and you are being influenced by their excitement. Your friends are even buying pickaxes and other mining equipment. They urge you to go with them.

**Would you go west to seek your fortune in California? Why?**

## Discovery of Gold Brings Settlers

In the 1830s and 1840s, Americans who wanted to move to California started up the Oregon Trail. At the Snake River in present-day Idaho, the trail split. People bound for California took the southern route, which became known as the California Trail. This path ran through the Sierra Nevada mountain range. American emigrants and traders on the California Trail tried to cross these mountains before the season's first snows.

Although many Americans traveled along the California Trail, few actually settled in California. American merchants were usually more interested in trading goods made in factories than in establishing settlements. They traded for gold and silver coins, hides, and tallow (animal fat used to make soap and candles) from Mexico. California became a meeting ground for traders from Mexico and the United States.

Before the Mexican-American War, California's population consisted mostly of Mexicans and Native Americans. When Mexico controlled California, Mexican officials did not want many Americans to settle there. However, in 1839 they did give Swiss immigrant **John Sutter** permission to start a colony. Sutter's Fort, located near the Sacramento River, soon became a popular rest stop for many American emigrants. These new arrivals praised Sutter's hospitality

and helpfulness. By the mid-1840s some Anglo Californians were publishing newspaper advertisements and guidebooks encouraging other settlers to move to the West.

The **Donner party** was a group of western-bound travelers who went to California but were stranded in the Sierra Nevada Mountains during winter. The party began its journey west in the spring of 1846. Trying to find a shortcut, the group left the main trail and got lost. When the Donner party reached the Sierra Nevada Mountains, they became trapped by heavy snows. They were stuck and had almost no food.

A rescue party found the starving and freezing group in February 1847. Of the original 87 travelers, 42 had died.

**Gold in California** In January 1848 Sutter sent a carpenter named James Marshall to build a sawmill beside a nearby river. While working near Sutter's Mill, Marshall glanced at the ground. "I reached my hand down and picked it up; it made my heart thump, for I was certain it was gold."

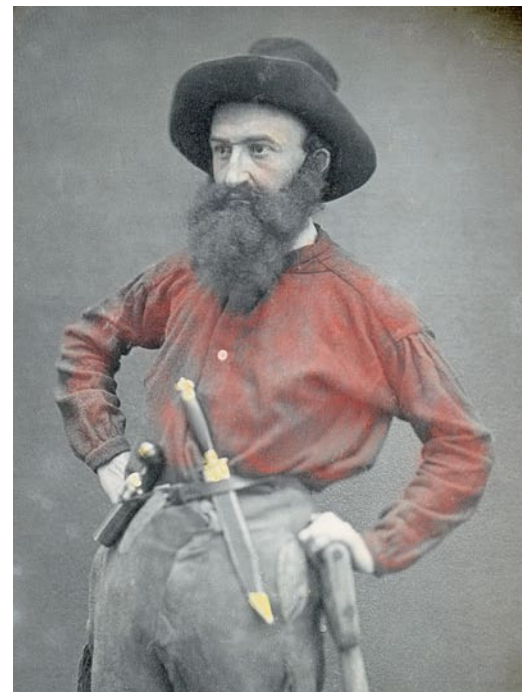
Sutter and Marshall agreed to keep the discovery a secret. However, when they examined the work site the next day, they met a Spanish-speaking Native American worker holding a nugget and shouting, "Oro [gold]! Oro! Oro!"

Sutter's workers soon quit to search for gold. Stories of the discovery rapidly spread across the country. President Polk added to the national excitement by confirming the California gold strike in his farewell message to Congress in December 1848. In 1849 about 80,000 gold-seekers came to California, hoping to strike it rich. These gold-seeking migrants to California were called **forty-niners**. As one Iowa woman who left to find gold recalled, "At that time the 'gold fever' was contagious, and few, old or young, escaped the malady [sickness]." Nearly 80 percent of the forty-niners were Americans, while the rest came from all over the world.

#### "Gold Fever"

"Gold fever" brought 80,000 people, like this miner, to California in 1849 alone.

One California newspaper captured the excitement: "The whole country, from San Francisco to Los Angeles, and from the sea shore to the base of the Sierra Nevadas, resounds with the cry of 'gold, GOLD, GOLD!' while the field is left half planted, the house half built, and everything neglected but the manufacture of shovels and pickaxes."





Most forty-niners braved long and often dangerous journeys to reach California. Many easterners and Europeans arrived via sea routes. Midwestern gold-seekers usually traveled west in wagon trains. Most forty-niners first arrived in San Francisco. This port town became a convenient trade center and stopping point for travelers. As a result, its population increased from around 800 in March 1848 to more than 25,000 by 1850.

**Staking a Claim** Few of the forty-niners had any previous gold-mining experience. The work was difficult and time-consuming. The forty-niners would **prospect**, or search for gold, along the banks of streams or in shallow surface mines. The early forty-niners worked an area that ran for 70 miles along rivers in northern California.

The first person to arrive at a site would “stake a claim.” Early miners frequently banded together to prospect for gold. The miners agreed that each would keep a share of whatever gold was discovered. When one group abandoned a claim, more recent arrivals often took it over, hoping for success. Sometimes two or more groups arrived in an area at the same time. In the early gold-rush days, before courts were established, this competition often led to conflict. Occasionally, violent disputes arose over competing claims.

Mining methods varied according to the location. The most popular method, placer (PLA-suhr) mining, was done along rivers and streams. **Placer miners** used pans or other devices to wash gold nuggets out of loose rock and gravel. To reach gold deposits buried in the hills, miners had to dig shafts and tunnels. These tasks were usually pursued by mining companies, rather than by individuals.

Miners came to California from around the world to make their fortune. In the photo, Anglo and Chinese miners work together in Auburn Ravine in 1852.



In 1853 California's yearly gold production peaked at more than \$60 million. Individual success stories inspired many miners. One lucky man found two and a half pounds of gold after only 15 minutes of work. Two African American miners found a rich gold deposit that became known as Negro Hill in honor of their discovery. The vast majority of miners, however, did not become rich. Forty-niner Alonzo Delano commented that the "lean, meager [thin], worn-out and woebegone [sorrowful] miner . . . might daily be seen at almost every point in the upper mines."

**Life in the Mining Camps** Mining camps sprang up wherever enough people gathered to look for gold. These camps had colorful names, such as Hangtown or Poker Flat. The mining camps usually began as a row of tents along the streams flowing out of the Sierra Nevada. In time the tents gave way to rough wooden houses, stores, and saloons.

Miners in the camps came from many cultures and backgrounds. Most miners were young, unmarried men in search of adventure. Only around 5 percent of gold-rush immigrants were women or children. The hardworking women generally made good money by cooking meals, washing clothes, and operating boardinghouses. One such woman, Catherine Haun, recalled her first home in California—a wooden shed that was built in a day. The building next door was a saloon. However, she quite liked her new home and neighbors.

Haun's husband was a lawyer. He concluded that he could make more money practicing law than he could panning for gold. He was one of many people who made a good living supplying miners with food, clothing, equipment, and other services. Miners paid high prices for basic necessities because the large amounts of gold in circulation caused severe inflation in California. A loaf of bread, for example, might cost 5 cents in the East, but would sell for 50 to 75 cents in San Francisco. Eggs sometimes sold for \$1 apiece.

Some settlers took full advantage of these conditions for free enterprise. Biddy Mason and her family, for instance, had arrived in California



A woman joins men to look for gold. Fewer women than men moved west to search for gold, but the ones who did often found greater social and economic opportunity than they had in the east.



as slaves. A Georgia slaveholder had brought them during the gold-rush years. Mason quickly discovered that most Californians opposed slavery, particularly in the gold mines. She and her family gained their freedom and moved to the small village of Los Angeles. There she saved money until she could purchase some land. Over time, Mason's property increased in value from \$250 to \$200,000. She became one of the wealthiest land-owners in California, a community leader, and a well-known supporter of charities.

**Immigrants to California** The lure of gold in California attracted miners from around the world. Many were from countries that had seen few immigrants to the United States in the past. They were drawn to California by the lure of wealth. For example, famine and economic hardship in southeastern China caused many Chinese men to leave China for America. Most hoped to find great wealth, and then return home to China. These immigrants were known in Chinese as *gam saan haak*, or “travelers to Gold Mountain.” Between 1849 and 1853, about 24,000 Chinese men moved to California. “From far and near we came and were pleased,” wrote merchant Lai Chun-chuen in 1855.

Chinese immigrants soon discovered that many Americans did not welcome them, however. In 1852 California placed a tax of \$20 a month on all foreign miners. This was more than many of the Chinese miners could afford. However, they had no choice but to find a way to pay this tax if they wanted to prospect for gold. Some Chinese workers were the targets of violent attacks. If the Chinese miners dared to protest the attacks, the legal system favored Americans over immigrants.

Despite such treatment, many Chinese immigrants still worked in the gold mines. Some looked for other jobs. Others opened their own businesses. A newspaper reported Chinese working as “ploughmen, laundry-men, placer miners, woolen spinners and weavers, domestic servants, cigar makers, [and] shoemakers.” So many Chinese owned businesses in San Francisco that their neighborhood became known as Chinatown, as it still is today.

In 1849 alone, about 20,000 immigrants arrived in California not only from China but also from Europe, Mexico, and South America. Like most Americans who sought gold, these new arrivals intended to return home after they had made their fortunes. However, many decided to stay. Some began businesses. For example, Levi Strauss, a German immigrant, earned a fortune by making tough denim pants for miners.

## Impact on California

During the Spanish and Mexican periods of settlement, California's population grew slowly. The arrival of the forty-niners changed this dramatically.

**Population Boom** By 1849 California was home to more than 100,000 people, including Americans and immigrants. Also included in this number were slaves, although a state constitution written in 1849 outlawed

### Reading Check

#### Categorize

What types of people came to California hoping to benefit from the gold rush?



## Westward Movement in the United States



### Causes

- Americans believe in the idea of manifest destiny.
- The United States acquires vast new lands in the West.
- Pathfinders open trails to new territories.
- Gold is discovered in California.

### Effects

- Native Americans are forced off lands.
- Americans travel west to settle new areas.
- The United States stretches to the Pacific Ocean.
- California experiences a population boom.

slavery. California's population explosion made it eligible for statehood only two years after being acquired by the United States. In 1850 California became the 31st state.

However, fast population growth had negative consequences for many Californios and California Native Americans. One early observer of the gold rush described why.

“The Yankee regarded every man but [his own kind] as an interloper [trespasser], who had no right to come to California and pick up the gold of ‘free and enlightened citizens.’”

—W. Kelly, *An Excursion to California*

**Economic Growth** In addition to rapid population growth, a flood of new businesses and industries transformed California's economy. Gold mining remained an important part of its early economy. But Californians soon discovered other ways to make a living. Farming and ranching became industries for those willing to do the necessary hard labor. The California farming industry quickly took off, with Sacramento as its business center. Soon crops from the state were being shipped to markets around the United States and the world. In addition, lumber mills and factories were established to provide for the needs of miners and city dwellers.

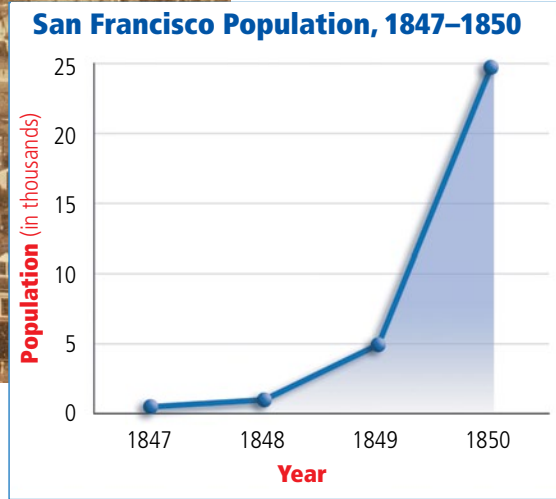
Perhaps the most successful industry during the gold rush, however, was retail trade. Miners wanted to spend their time looking for gold, not growing crops or making products. Instead, they chose to buy the food and supplies they needed from merchants. However, the prices they paid were often very high. California could not supply all the food and materials its new population demanded, and materials had to be imported. Food and lumber were shipped from the eastern United States and from other parts of the world in return for gold. Merchants, in turn, sold these goods for inflated prices. Many successful merchants made huge fortunes in California. Some of them took their money back east to create new companies of their own. Among the entrepreneurs who owed their fortunes to gold rush sales were railroad tycoon Leland Stanford and blue jeans manufacturer Levi Strauss.



### San Francisco Grows

San Francisco boomed in the early years of the gold rush.

*What factors led to San Francisco's population growth?*



### Reading Check

Analyze Information

What political effect resulted from California's rapid population growth?

California faced an obstacle to growth, though. The state was isolated from the rest of the country. It was difficult to bring in and ship out goods. The answer to the isolation problem was to bring the railroad all the way to California. Although Californians would have to wait almost 20 years for that, the gold rush did inspire the development of the American railroad industry. Completion of the transcontinental railroad in 1869 at last gave Californians the means to grow a stronger economy.

**Summary and Preview** Americans moved west to create new lives and seize new opportunities. In the next module you will learn about the Industrial Revolution in America.

## Lesson 3 Assessment

### Review Ideas, Terms, and People

- a. Recall** Why was Sutter's Mill important?

**b. Summarize** What types of people participated in the California gold rush, and how did they take part in it?

**c. Elaborate** What are some possible problems caused by the arrival of so many new settlers to California?
- a. Describe** How did some people hope to solve the problem of California's isolation from the rest of the country?

**b. Draw Inferences** What effect did California's rapid population growth have on Californios and Native Americans?

- c. Evaluate** Overall, do you think that the gold rush had a positive or negative effect on California? Explain.

### Critical Thinking

- 3. Evaluate** In this lesson you learned about the California gold rush. Create a concept web like the one shown below. Use it to show how the discovery of gold changed California.



# Social Studies Skills

## Interpret Maps: Expansion

### Define the Skill

Maps show features on Earth's surface. These can be physical features, such as mountains and rivers, or human features, such as roads and settlements. Historical maps show an area as it was in the past. Some show how a nation's boundaries changed over time. Interpreting maps can answer questions about history as well as geography.

### Learn the Skill

Follow these steps to gain information from a map.

1. Read the title to determine what the map is about and the time period it covers.
2. Study the legend or key to understand what the colors or symbols on the map mean. Note the map scale, which is used to measure distances.

3. Note the map's other features. Maps often contain labels and other information in addition to what is explained in the legend or key.

### Practice the Skill

Interpret the map below to answer the following questions about the expansion of the United States.

1. The addition of which territory almost doubled the size of the United States?
2. What was the last expansion that completed the establishment of the northern U.S. border, and when did it take place?
3. According to the map, when did California become part of the United States?
4. What choice of overland routes did a traveler have for getting to California?
5. What physical obstacles does the map show that such a traveler would face?





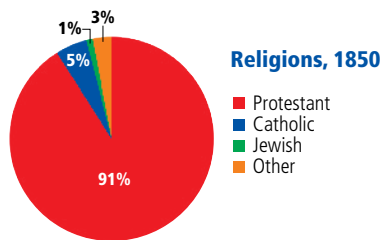
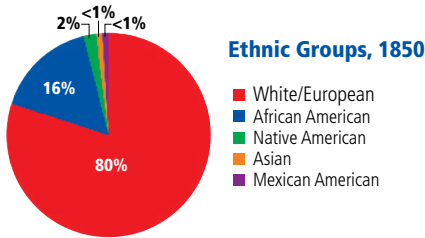
# History and Geography

## America's Growth by 1850

In the 1830s a new dream began to shape the American mind—manifest destiny. Manifest destiny was the belief that the United States should extend all the way to the Pacific Ocean. By 1850 that dream had become a reality. In 1845 the United States annexed Texas. In 1848 it acquired Oregon and the huge Mexican Cession. By 1853, with the Gadsden Purchase, the United States had taken the basic shape it still has today.

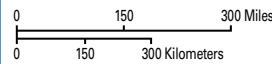


## America's Population, 1850: 23.6 million

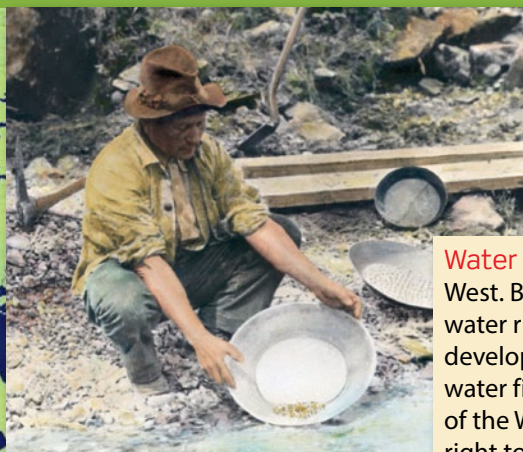


**Gold Fever** The discovery of gold in California in 1848 set off a massive migration. In 1849 some 80,000 forty-niners headed toward California. San Francisco, located on an excellent natural port, grew quickly as a result.

- Texas annexation, 1845
- Claim recognized in Oregon Treaty, 1848
- Mexican Cession, 1848
- Gadsden Purchase, 1853







**Water Rights** Water was critical in the dry West. Bitter disputes arose over who had the water rights to streams. Gold rush miners developed a simple system: whoever used the water first owned the rights to it. In other parts of the West, the community as a whole had a right to use the water source.

**Manifest Destiny** Supporters of manifest destiny believed it was God's will that the United States should expand and spread democracy across North America. Huge numbers of settlers headed west to tame new lands.



**The Rocky Mountains** The Rocky Mountains were a gigantic obstacle to settlers on their way west. Pathfinders like Lt. John C. Frémont traveled widely in the region, making maps and noting possible trails. The South Pass, through which the Oregon Trail ran, was one of the few easy ways through the great chain of mountains.



**Interpret Maps**  
1. **Movement** Why did San Francisco grow so rapidly?  
2. **Human-Environment Interaction** Why was water so important in the West?



# Module 12 Assessment

## Review Vocabulary, Terms, and People

Identify the correct term or person from the module that best fits each of the following descriptions.

1. Mexican priest who led a rebellion for independence from Spain
2. Early settlers in California
3. A group of pioneers who were stranded in the Sierra Nevada Mountains and struggled to survive the winter
4. Agents hired by the Mexican government to attract settlers to Texas
5. The belief that the United States was meant to expand across the continent to the Pacific Ocean
6. Mexican ruler who fought to keep Texas from gaining independence
7. Swiss immigrant who received permission from Mexico to start a colony in California

## Comprehension and Critical Thinking

### Lesson 1

8.
  - a. **Identify** Who were Stephen F. Austin and Antonio López de Santa Anna?
  - b. **Draw Conclusions** Why did settlers in Texas rebel against Mexican rule?
  - c. **Elaborate** In what ways was the Texas struggle for independence similar to that of the United States?

### Lesson 2

9.
  - a. **Recall** Why were some Americans opposed to the annexation of new territories?
  - b. **Draw Conclusions** What economic and cultural influences did Native Americans and Mexican Americans have on American settlers in the Mexican Cession?
  - c. **Predict** What are some possible problems the acquisition of so much territory might cause the United States?

### Lesson 3

10.
  - a. **Identify** What roles did women and immigrants play in the California gold rush?
  - b. **Make Inferences** Why were most gold-rush settlers young, unmarried men?

- c. **Predict** What long-term effects might the gold rush have on California's future?

## Review Themes

11. **Economics** What impact did the gold rush have on the economy in California?
12. **Geography** Why did many Americans in the 1840s believe the United States should annex the territories of Oregon, New Mexico, and Texas?

## Reading Skills

**Vocabulary in Context** Use the Reading Skills taught in this module to answer the question about the reading selection below.

Texas politicians hoped that joining the United States would help solve the republic's financial and military problems. The Texas Congress approved annexation in June 1845. Texas became part of the United States in December.

13. Determine the definition of *annexation* using context clues.



# Module 12 Assessment, continued

## Social Studies Skills

**Interpret Maps: Expansion** Use the Social Studies Skills taught in this module to answer the question about the map below.

- Place the expansions in the order in which they were acquired by the United States, according to the map.

## Focus on Writing

- Write an Outline for a Documentary Film**  
Choose one topic from this module that you think would make a good 10-minute documentary. Your outline should be organized by scene (no more than three scenes) and in chronological order. For each scene, give the following information: main idea of scene, costumes and images to be used, audio to be used, and length of scene. As you plan, remember that the audience will be students your own age.

 Explore ONLINE!

### Growth of the United States to 1853







## 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.



# CALIFORNIA!

Mutual Protection  
Trading & Mining Co.



“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.



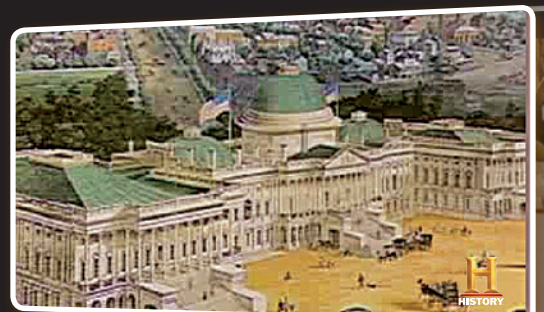
## Heading West

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.



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