



Section 3

Standards-Based Instruction



SECTION

3

Conflict With Mexico



Standards at a Glance

Students have learned about traders moving west. Now they will find out how the increased tensions between the United States and Mexico led to war.

Section Focus Question

What were the causes and effects of the Texas War for Independence and the Mexican-American War?

Write the Section Focus Question on the board. (*Lesson focus: American settlement, the United States expanding*)

Prepare to Read

Build Background Knowledge

L2

In this section students will read about the years of conflict with Mexico that resulted in the independence of Texas and in the Mexican Cession. Remind students that they have read about settlers moving to Texas. Ask them to consider the cultural and religious differences between the American settlers and Mexicans. Would they consider these people likely to live in harmony or not? Why? Use the Think-Write-Pair-Share strategy (TE, p. T39) to elicit responses.

Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements true or false.

All in One Teaching Resources, Unit 4, Reading Readiness Guide, p. 79

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T38) to call on students to share their group's perspectives. The students will return to these worksheets later.



Standards Preview

H-SS 8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

H-SS 8.8.6 Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

Prepare to Read

Reading Skill

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

H-SS Analysis Skill RE&PV 1

Vocabulary Builder

High-Use Words

levy, p. 328
provoke, p. 331

Key Terms and People

Stephen Austin, p. 328
dictatorship, p. 329
siege, p. 329
Sam Houston, p. 329
annex, p. 330
James K. Polk, p. 330
cede, p. 331
John C. Frémont, p. 331

Background Knowledge Mexico became independent in 1821. That year, American traders began to travel to the Southwest along the Santa Fe Trail. In this section, you will see how increasing tensions between the United States and Mexico led to war.

Texas Wins Independence

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

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

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

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

Main Idea

Conflicts with the Mexican government led American settlers in Texas to declare independence.

Vocabulary Builder

levy (LEHV ee) *v.* to force to be paid

Universal Access

L1 English Language Learners

L1 Less Proficient Readers

L1 Special Needs

Peer Assistance The High-Use Words and Key Terms include several words that might be not only unfamiliar to students, but also difficult to pronounce. Words such as *levy*, *provoke*, *siege*, *annex*, and *cede* all present challenges. Once you have intro-

duced the words to the entire class, pair English Language Learners, Less Proficient Readers, and Special Needs Students. Have each pair write a sentence for each of these words. Check that sentences demonstrate student understanding of the words.

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

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

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

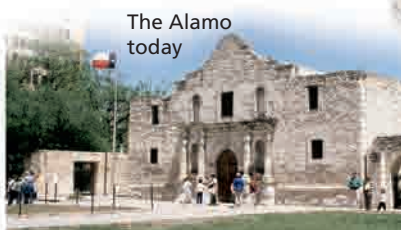
Texans at War Santa Anna responded with force. His troops laid siege to the Alamo, a mission in San Antonio where about 185 Anglo-Americans and Tejanos were gathered. A **siege is an attack in which one force surrounds a city or fort**. The defenders of the Alamo held out for 12 days under heavy cannon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

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

Explore More Video

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

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



The Alamo today



Section 3 Conflict With Mexico 329

Universal Access

L1 English Language Learners **L1** Less Proficient Readers **L1** Special Needs

Sam Houston To better understand a major figure in the Texas War for Independence, have students do the Sam Houston worksheet. Ask students to tell the class

about Houston's contributions to Texas independence.

All in One Teaching Resources, Unit 4,
Sam Houston, p. 84

Teach

Texas Wins Independence

H-SS 8.8.2, 8.8.6

Instruction

L2

Vocabulary Builder

High-Use Words Before teaching this section, preteach the high-use words **levy** and **provoke** using the strategy on TE page 317.

Key Terms Have students continue to fill in the See It–Remember It chart.

- Have students read Texas Wins Independence using the Choral Reading strategy (TE, p. T36).
- Ask: **What were the conflicts between Mexicans and new settlers in Texas?** (*Mexico forbade slavery and the building of Protestant churches and taxed American imports heavily.*)
- Have students complete the worksheet Texas War for Independence. Have them refer to their time lines as you continue reading the section.

All in One Teaching Resources, Unit 4,
Texas War for Independence, p. 83

Independent Practice

Have students begin filling in the study guide for this section.

Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure that they understand the conflict between Texans and Mexican norms.

Explore More Video

Discovery School Video

The Alamo This video examines the fight at the Alamo between the Texan rebels and the Mexican army led by General Antonio López de Santa Anna.

Answer

Detect Points of View Possible answer: the defenders' bravery

Annexing Texas and Oregon

H-SS 8.8.6


Instruction

L2

- Have students read Annexing Texas and Oregon. Remind them to look for the sequence of events.
- Ask: **How was the annexation of Texas linked to Oregon?** (*The balance of slave and free states was maintained*)
- Help students see the link between national politics and foreign policy. Ask them to speculate why President Tyler presented Texas annexation to Congress before leaving office. (*Students should understand that Polk's election showed that voters supported annexation; Tyler believed he was fulfilling the will of the people.*)

Independent Practice


Have students continue filling in the study guide for this section.


 **Interactive Reading and Notetaking Study Guide**, Chapter 9, Section 3 (Adapted Version also available.)


Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure that they understand the overarching theme of expanding the United States. Provide assistance as needed.

Answers

 **Reading Skill** Possible answer: A state's status affected the balance of power between slave and free states. Possible research topic: What issues did Texas face seeking statehood?

 **Checkpoint** Texans wanted freedom of religion and wanted to establish cotton plantations using slave labor.

 **(a)** Mexico **(b)** because there was a large disputed area

Ask Questions to Synthesize Information

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

Main Idea

Americans elected a new President in 1844 who promised to expand the territory of the United States.

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

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

 **Checkpoint** Why did Texans want independence from Mexico?

Annexing Texas and Oregon

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

Election of 1844 President John Tyler favored the annexation of Texas. But Tyler proved unpopular. In 1844, the Whigs nominated Henry Clay for President instead.

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

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

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

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



Universal Access

L3 Advanced Readers

Defenders of the Alamo Have students choose one of the three famous defenders of the Alamo—William Travis, Davy Crockett, or Jim Bowie—and research his life. Have students write a brief report

L3 Gifted and Talented

about the defender or work with other students to prepare a visual display about his life and contributions to the defense of the Alamo.

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

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

The Mexican-American War

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

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

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

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

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

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

Main Idea

Expansionists favored war with Mexico, but some Americans disapproved.

Vocabulary Builder

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

Biography Quest



John C. Frémont
1813–1890

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

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

Biography Quest

How did John C. Frémont become involved in the California rebellion?

For: The answer to the question about Frémont

Visit: PHSchool.com

Web Code: myd-4093

History Background

Opposition to the Mexican-American War There was no shortage of prominent Americans who opposed the Mexican-American War. War opponents like Lincoln were disturbed by the way the war started. Many were also bothered by the problems new territory would present

regarding slavery. Writer Henry David Thoreau was jailed overnight for his refusal to pay a poll tax that supported the war. As a result, he wrote the essay “Civil Disobedience,” which later influenced Mohandas Gandhi in India and Dr. Martin Luther King, Jr.

The Mexican-American War

 H-SS 8.8.6


Instruction

L2

- Have students read The Mexican-American War. Remind them to look for support for the Main Idea.
- Ask: **How did the Mexican-American War start?** (*President Polk sent General Taylor to the disputed territory between the Nueces River and the Rio Grande. A Mexican force attacked Taylor’s men. Polk asked for a declaration of war.*)
- Ask: **Do you agree or disagree with Lincoln’s opinion that Taylor invaded Mexico, rather than that Mexico invaded the United States? Explain your view.** (*Students should see that Polk provoked the war by sending Taylor into the disputed territory.*)
- Ask students to compare and contrast the fights for California and Texas. (*Both became independent republics by fighting Mexican rule. Texans suffered defeats in a bloody fight. In California, there was less fighting.*)

Independent Practice

Have students continue filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 9, Section 3 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure that they understand the causes and results of the Mexican-American War. Provide assistance as needed.

Answers

Checkpoint Mexico had never accepted Texas’s independence or the Rio Grande boundary.

Biography Quest Frémont was ordered to invade California at the outbreak of war in 1845. He and his troops arrived in time to aid the settlers in the revolt.

Achieving Manifest Destiny

H-SS 8.8.6

Instruction


L2

- Have students read Achieving Manifest Destiny. Remind students to look for causes and effects.
- Ask: **How did the Treaty of Guadalupe-Hidalgo help the United States achieve Manifest Destiny?** (*The United States now stretched to both coasts.*)
- Discuss with students that the Treaty of Guadalupe Hidalgo was a blow to Mexico's national honor. The lost land had a long connection to Spanish and Mexican rule and culture.
- To help students visualize and understand how different parts of the West became part of the United States, use the Growth of the United States to 1853 transparency.

Color Transparencies, Growth of the United States to 1853

Independent Practice

Have students complete the study guide for this section.

 **Interactive Reading and Notetaking Study Guide,** Chapter 9, Section 3
(Adapted version also available.)

Monitor Progress


- As students complete the Notetaking Study Guide, circulate and make sure that they understand the geographic results of the Mexican-American War. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

 **Teaching Resources, Unit 4,** Reading Readiness Guide, p. 79

- To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 9, Section 3

Answer

 (a) Oregon, Mexican Cession, Texas, Gadsden Purchase (b) Answers will vary.




332 Chapter 9 Westward Expansion

History Background

War Between Texas and Mexico The Texas War for Independence was short but noteworthy for its brutality, with atrocities on both sides. Santa Anna's position was that all rebellious Texans were traitors to Mexico. At the Alamo, the few survivors of the attack were executed. In what became

known as the Goliad Massacre, James Fannin and about 338 men were executed after surrendering as prisoners of war. Houston's army at San Jacinto shouted "Remember Goliad" as well as "Remember the Alamo" as they charged the Mexican soldiers.

After Mexico's defeat at Chapultepec, Santa Anna left Mexico City. The Mexicans were unable to defend their cities from American occupation. The United States had won the war.


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


Achieving Manifest Destiny

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

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

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

 **Checkpoint** What was the Mexican Cession?

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

Main Idea

As a result of the Mexican-American War, the United States gained a huge new territory.

Section 3 Check Your Progress



Standards Review

H-SS: 8.8.2, 8.8.6, RE&PV 1

Progress Monitoring

For: Self-test with instant help

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Web Code: mya-4093

Comprehension and Critical Thinking

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

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

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

Reading Skill

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

Vocabulary Builder

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

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

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

Writing

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

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Section 3 Check Your Progress

- (a) Texans wanted the rights of American citizens.

(b) Texas would tip the balance in Congress in favor of slave states, thus allowing pro-slavery laws to be enacted.
- (a) the land known as the Mexican Cession, including California, Nevada, and Utah and parts of Wyoming, Colorado, Arizona, and New Mexico

(b) Possible answer: It caused hostility and suspicion.
- Possible answer: Perhaps he felt that surrender would be humiliating. Possible research topic: How does Mexican history view and present the time period of the Mexican-American War?
- Possible answer: adding it onto the United States
- Possible answer: since he was the only ruler

Assess and Reteach


Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.

 **Teaching Resources, Unit 4,** Section Quiz, p. 92

Reteach

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

 **Interactive Reading and Notetaking Study Guide,** Chapter 9, Section 3 (Adapted Version also available.)


Extend


Ask students to write a newspaper editorial on the Mexican-American War after the announcement of the Treaty of Guadalupe-Hidalgo. They should express their opinions on how the war started, its ending, and its implications for the future of the United States. Ask several students to share their work with the class.

Writing Rubric

- Score 1** Little effort, many errors
- Score 2** Ineffective order of sentences, some errors
- Score 3** Logical sentence order, sentences correct
- Score 4** Varied structure of sentences, effective transitions, clear meaning

Answers

 **Checkpoint** By ordering Taylor into disputed territory, Polk provoked a Mexican attack and got Congress to declare war on Mexico.

 **Checkpoint** land Mexico ceded to the United States; today California, Nevada, and Utah; parts of Wyoming, Colorado, Arizona, and New Mexico

- Possible answer: completely surrounding the fort
- Check to see that students have a well-written paragraph. See rubric.

The Mexican-American War

 H-SS 8.8.6

Build Background Knowledge

L2

Have students recall the Texas War for Independence. Ask students how Texan independence helped cause the Mexican-American War. (Possible answer: Mexico did not accept the Texas border at the Rio Grande, and the United States saw that Manifest Destiny could be achieved.) Have students locate the disputed border on the map.

Instruction

L2

- Have students read the introductory paragraph and discuss why hostilities broke out between Mexico and the United States. Ask students why Mexico was unhappy with the United States. (The United States had annexed Texas.) Then ask students why many people in the United States wanted to go to war. (Americans felt that Mexico stood in the way of Manifest Destiny.)
- Show History Interactive transparency The Mexican-American War. Ask students to describe the United States strategy on land and at sea. (On land, American forces invaded Mexico in two directions. At sea, the United States Navy blockaded Mexico's east and west coasts.) Ask: **What was similar about American land and sea strategies?** (Both involved approaching Mexico from two directions.)

Color Transparencies, The Mexican-American War

- Ask students: **What led the Mexican government to move for peace?** (The Mexicans had lost key battles, such as the Battle of Chapultepec, and U.S. forces had surrounded Mexico City. The Mexicans had also lost control of northern California and New Mexico to the United States.)

The Mexican-American War



History-Social Science

8.8.6 Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

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



War on Land

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

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



Universal Access

L1 English Language Learners

The Mexican Point of View Ask Spanish-speaking students to find a source that tells about the Mexican-American War from a Mexican point of view. Have students

make a chart comparing the points of view of people in the two countries. Have students present or display their charts to the class.

War at Sea

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



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

Understand Effects:

The War's Final Days

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



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

Analyze GEOGRAPHY AND HISTORY

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

Independent Practice

To help students expand their understanding of the Mexican-American War, have them complete the History Interactive activity online.

Extend Online

For: Help with the History Interactive
Visit: PHSchool.com
Web Code: Myp-4092

Monitor Progress

Ask students to complete the Analyze Geography and History activity. Circulate to make sure individuals understand the impact of the Mexican-American War.

Writing Rubric Share the rubric with students.

Score 1 Journal entry is incomplete, vague, shows little effort

Score 2 Ideas not developed well, opinions based on incorrect information

Score 3 Thoughtful entries, contains some details to develop ideas

Score 4 Well written and organized, opinions supported with facts

History Background

Zachary Taylor Despite a lack of political experience, Zachary Taylor's status as a hero of the Mexican-American War led to his election as President in 1848. His plain manners and sloppy clothing, which had earned him the nickname "Old Rough and Ready," helped him appeal to voters. Tay-

lor was a southerner and a slave owner, but his successful army career also helped him appeal to northerners. Besides his role in the Mexican-American War, Taylor had served for many years on the frontier fighting Native Americans.

Answer

Analyze GEOGRAPHY AND HISTORY

The revolt in California helped the American war effort because it helped Frémont and Kearny take control of California. The geographic consequences of Frémont's and Kearny's victories were that the United States gained control of California and New Mexico. Journal entries will vary but should show students' understanding of the United States and Mexican points of views about the war.



Standards at a Glance

Students have read how the United States gained territory after the war with Mexico. Now they will explore how Mormon settlement and the discovery of gold transformed the West.

Section Focus Question

How did Mormon settlement and the gold rush lead to changes in the West?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: It brought people seeking gold and greatly increased the area's population.*)

Prepare to Read

Build Background Knowledge

L2

In the previous section students read about how Californians rose up against Mexican rule and formed the Bear Flag Republic. Tell students that after the Mexican-American War a discovery took place that brought people from all around the world flooding into California. Use the Idea Wave technique (TE, p. T38) to have students discuss how they think a very rapid growth in population might change a place.

Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements true or false.

All in One Teaching Resources, Unit 4, Reading Readiness Guide, p. 80

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T38) to call on students to share their group's perspectives. The students will return to these worksheets later.



Standards Preview

H-SS 8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokee's "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

H-SS 8.8.4 Examine the importance of the great rivers and the struggle over water rights.

H-SS 8.8.6 Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

Prepare to Read

Reading Skill

Ask Questions That Go Beyond the Text Research questions should build on the information you learn in your textbook. Use the many strategies you practiced in Sections 1–3 to build questions that link the text topic to larger issues. For example, you might look at how history fits with modern situations or why the people of history made the decisions they made. Check yourself to be sure that your questions cannot be answered with *yes* or *no*.

H-SS Analysis Skill RE&PV 1

Vocabulary Builder

High-Use Words

efficient, p. 337

prospect, p. 338

Key Terms and People

Joseph Smith, p. 336

polygamy, p. 336

Brigham Young, p. 337

forty-niner, p. 338

water rights, p. 338

vigilante, p. 339

Background Knowledge You have seen that, as a result of the war with Mexico, the United States gained the lands known as the Mexican Cession. In this section, you will see why large numbers of Americans began to settle in this vast region.

Mormons Settle Utah

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

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

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

Main Idea

The Mormons journeyed westward seeking a safe place to practice their religion.

Universal Access

L3 Gifted and Talented

Poly = many The vocabulary word *polygamy* introduces students to the prefix *poly-*, which means "many." Have them find at least five other words that begin with *poly*. As a contest, you could have students work in teams and see who can

write the funniest paragraph using as many "poly" words as possible. The key rule for the paragraphs is that students must define the words in the paragraph as well as use them.


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

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

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

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

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

 **Checkpoint** Why did the Mormons leave Illinois?

Vocabulary Builder

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

Mormons Come to Utah

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



Teach

Mormons Settle Utah

 **H-SS 8.8.2, 8.8.6**

Instruction

■ **Vocabulary Builder**

L2


High-Use Words Words Before teaching this section, preteach the high-use words **efficient** and **prospect** using the strategy on TE page 317.

Key Terms Following the instructions on page 317, have students continue to preview Key Terms.

- Read *Mormons Settle Utah* with students, using the Oral Cloze reading strategy (TE, p. T36).
- Ask: **Why did the Mormons have to move so many times before finding a home?** (*People where they lived disagreed with their beliefs.*)
- Discuss with students why people felt threatened by the Mormons. Extend the discussion to explore the conflict between the Mormons' pursuit of religious freedom and their denial of rights to non-Mormons.

Independent Practice

Have students continue filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 9, Section 4 (Adapted Version also available.)

Monitor Progress

As students complete the Notetaking Study Guide, circulate and make sure that they understand the Mormons' search for a home. Provide assistance as needed.

Answers

Identify Benefits freedom of religion; no outside interference in family life; could hold land in common

 **Checkpoint** Joseph Smith was murdered and they feared for their safety.

The California Gold Rush

H-SS 8.8.2, 8.8.4


Instruction

L2

- Have students read The California Gold Rush. Remind students to look for causes and effects.
- Ask: **How did California's population change in 1849?** (*More than 80,000 miners came to California.*)
- Ask: **Why was lawlessness a problem in California mining towns?** (*There was no official law enforcement.*)
- Discuss with students the social dislocation caused by the gold rush. Ask students to suppose that the class is starting its own town 100 miles away. Have them list what they will need, problems they might face, and help they might have. Write the ideas on the board. Then compare them to the conditions of the gold rush.

Independent Practice

Have students continue filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 9, Section 4 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure that individuals understand the immediate impact of the gold rush. Provide assistance as needed.

Main Idea

The discovery of gold brought thousands of new settlers to California.

Primary Sources

See David Rohrer Leeper, *Gold Rush Journal*, in the Reference Section at the back of this textbook.

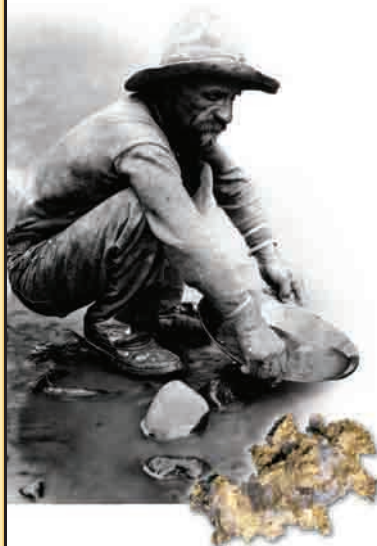
Vocabulary Builder

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

Panning for Gold

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

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



338 Chapter 9 Westward Expansion

The California Gold Rush

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

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

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

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

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

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

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

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

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

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

Universal Access

L1 English Language Learners

Word Derivation Spanish-speaking students should recognize the word *vigilante* because it comes from Spanish, but in English it has a very different meaning. Work with students so that they see that in Spanish, *vigilante* means "watchman," or

one who is vigilant, whereas in English it means someone who takes the law into his or her own hands. Have students use the English word in a sentence and then share the origin of the word with the class.

Answer

Apply Information panning for gold

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

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

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

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

✓Checkpoint Why were water rights an important issue?

Links Across Time

Water for Los Angeles

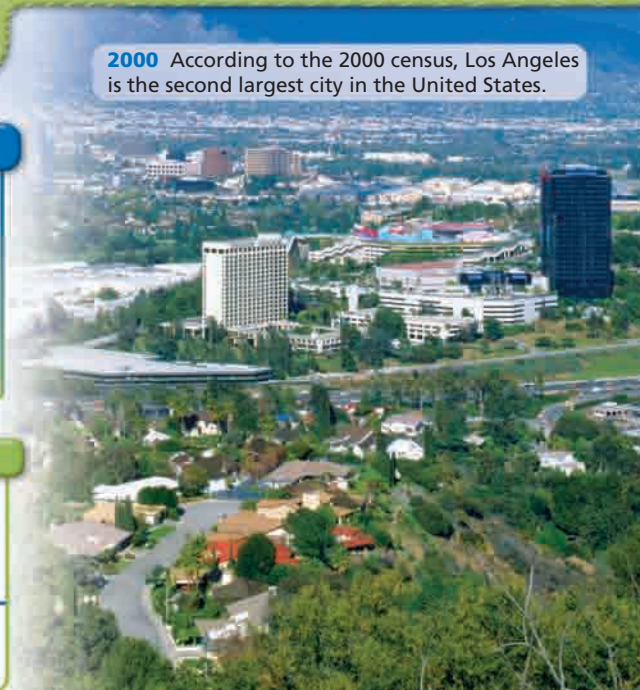
1905–1924 Los Angeles was a small but growing city. In 1905, city politicians gained rights to the Owens River, 200 miles away. Engineer William Mulholland then built a series of aqueducts and dams to carry the water to the city. This water was also used to irrigate the San Fernando Valley. Ranchers and farmers in the Owens River valley bitterly resented the loss of their water rights. Violent protests broke out in 1924.

Link to Today

Connection to Today Farms and communities still fight over the right to clean, available water. Go online to find out more about water rights today.

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

2000 According to the 2000 census, Los Angeles is the second largest city in the United States.



Section 4 A Rush to the West 339

History Background

Levi Strauss The most famous success story of the gold rush was Levi Strauss, a German-Jewish immigrant who arrived in San Francisco with canvas fabric to make tents. Strauss quickly saw that there were plenty of tent suppliers. What miners really needed was sturdy pants that could

stand up to the rigors of mining. So Strauss hired a tailor to use his canvas, later denim fabric, to make sturdy pants. He not only sold a lot of pants but also started a business that has become an American institution. His pants later became known as blue jeans.

Answer

✓Checkpoint Much of California is desert. Water rights were important for irrigation and mining.

California's Changing Population

 H-SS 8.8.2


Instruction

L2

- Have students read California's Changing Population. Remind them to look for the sequence of events.
- Ask: **Why did groups like Irish, Jewish, and Italian workers often have an easier time in California?** (*Mining towns were more egalitarian than American society in general, so they often faced less prejudice.*)
- Ask: **Which groups did face prejudice in mining communities?** (*Chinese, African Americans, Native Americans*)
- Ask students how everyone being new to the area and having to work hard to find gold affected mining communities. (*Mining towns were more democratic because people in the gold fields had to depend on one another.*)

Independent Practice

Have students continue filling in the study guide for this section.


 **Interactive Reading and Notetaking Study Guide**, Chapter 9, Section 4 (Adapted Version also available.)

Monitor Progress

- As students fill in the Notetaking Study Guide, circulate and make sure that they understand the impact of the gold rush on California's population. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.
- To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 9, Section 4

- Have students go back to their Word Knowledge Rating Form. Rerate their word knowledge and complete the last column with a definition or example.

 **Teaching Resources**, Reading Readiness Guide, p. 80; Word Knowledge Rating Form, p. 76

Answer

Distinguish Relevant Information People in the street are wearing clothes from different cultures and ways of life.

San Francisco During the Gold Rush

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



Main Idea

The gold rush permanently altered the makeup of California's population.

California's Changing Population

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

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

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

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

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

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


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

Universal Access

L3 Advanced Readers

L3 Gifted and Talented

Mariano Vallejo Have students use the General Mariano Vallejo worksheet to read and answer questions about the life of a prominent Californio. Have them summarize their findings for the class.

 **Teaching Resources**, General Mariano Vallejo, p. 85


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


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

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

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

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

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

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



Ask Questions That Go Beyond the Text

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

Section 4 Check Your Progress



Standards Review

H-SS: 8.8.2, 8.8.4, 8.8.6, RE&PV 1

Progress Monitoring online

For: Self-test with instant help
Visit: PHSchool.com
Web Code: mya-4094

Comprehension and Critical Thinking

- (a) Recall** Why did the Mormons decide to move to Utah?
(b) Identify Alternatives What other options might the Mormons have considered?
- (a) List** Which groups migrated to California after 1848?
(b) Make Inferences Which groups benefited most from the discovery of gold? Which groups suffered most? Explain.

Reading Skill

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

Vocabulary Builder

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

Writing

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

Section 4 A Rush to the West 341

Section 4 Check Your Progress

- (a)** They feared violent attacks by non-Mormons.
(b) giving up their religious beliefs
- (a)** Easterners, African Americans, Chinese, and other people from Asia, South America, and Australia
(b) Eastern miners who struck it rich benefited. Chinese laborers and Native Americans suffered. The Chinese faced

prejudice and Native Americans had their lands stolen by miners.

- 3.** Possible question: What influenced the responses of existing California inhabitants to newcomers?
- 4.** formal: legal rights to use the water in a river, stream, or other body of water; informal: who gets to use the water and who doesn't
- 5.** Answers will vary. See rubric.

Assess and Reteach


Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.

 **Teaching Resources, Unit 4,** Section Quiz, p. 93

Reteach

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

 **Interactive Reading and Notetaking Study Guide,** Chapter 9, Section 4 (Adapted Version also available.)

Extend

Have students suppose they are forty-niners recently arrived in California. Have them research life in the time. Ask them to write a diary entry about what they have found in the gold fields. Provide students with the Web Code below.

Extend Online

For: Help in starting the Extend activity
Visit: PHSchool.com
Web Code: Mye-0266

Writing Rubric

- Score 1** Ideas unsupported, shows lack of understanding, many sentence fragments
Score 2 Sentences poorly organized, supporting evidence uneven
Score 3 Clear idea development, logical sentence order, gives details
Score 4 Well-written, gives supporting details, strong topic sentence and conclusion

Answer

 **Reading Skill** Possible question: In what ways did Californios face discrimination after 1849?

 **Checkpoint** Californios lost political power and faced discrimination.

Objective

Many primary and secondary sources contain both opinions and facts. This analysis skill lesson will teach students how to identify and check factual information.

Determining Verifiable Information

Instruction

L2

1. Write the steps to identify verifiable information on the board and ask the class to read the steps aloud.
2. Have students identify facts and opinions in the primary source. (*Facts: The places they saw, such as the Red Buttes, Independence Rock, and Devil's Gate; they were not among the Wallawalla Indians. Opinions: description of Red Buttes as appearing like houses with flat roofs, the beauty and grandeur of snow-covered Mount St. Elias*)
3. Practice the skill by following the steps on page 342 as a class. Model each step to identify verifiable information. (1. *the color of the Red Buttes; the height of Devil's Gate* 2. *almanac, encyclopedia* 3. *Possible questions: What do the Red Buttes look like? How high is the Devil's Gate?*)

Monitor Progress

Ask students to do the Apply the Skill activity. Then assign the Analysis Skill Worksheet. As students complete the worksheet, circulate to make sure individuals are applying the skill steps effectively. Provide assistance as needed.

All in One Teaching Resources, Unit 4, Analysis Skill Worksheet, p. 88

Reteach

L1

If students need more instruction, use the Social Studies Skills Tutor to reteach this skill.

Social Studies Skills Tutor CD-ROM Analyzing Primary and Secondary Sources

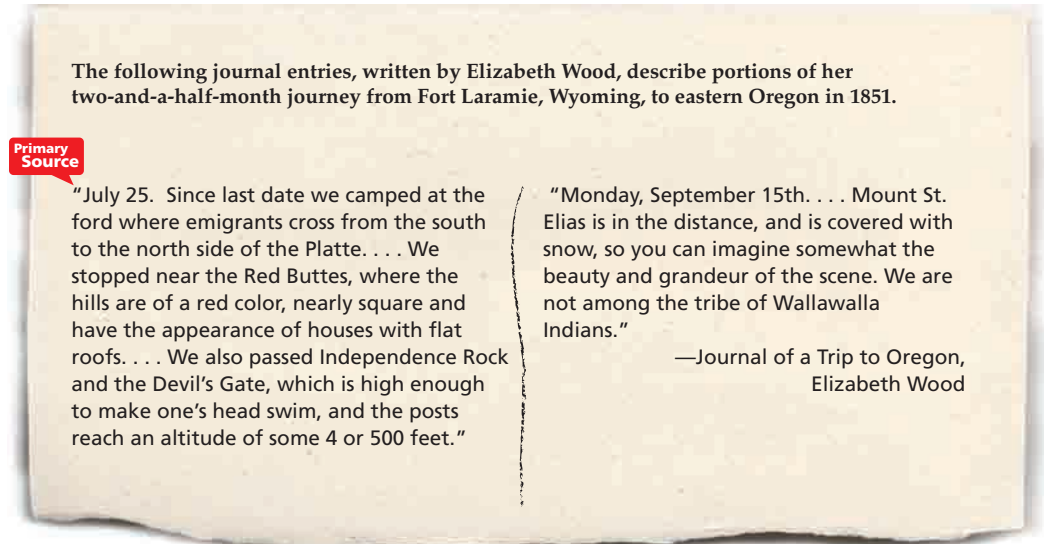


Chapter Standards

History-Social Science

Analysis Skill RE&PV 1 Students frame questions that can be answered by historical study and research.

Analysis Skill RE&PV 3 Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.



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

Primary Source

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

"Monday, September 15th. . . . Mount St. Elias is in the distance, and is covered with snow, so you can imagine somewhat the beauty and grandeur of the scene. We are not among the tribe of Wallawalla Indians."

—Journal of a Trip to Oregon, Elizabeth Wood

Learn the Skill

Use these steps to identify verifiable information.

- 1 **Identify statements that can be verified.** Look for statements that are facts. Facts are statements that can be proved to be true.
- 2 **Determine how these statements could be verified.** Identify the reliable research sources, such as atlases, encyclopedias, or textbooks, that could be used to find the information.
- 3 **Ask questions about the statements that can be answered in reliable research sources.** Writing good questions will help you identify the facts that can be verified by research. For example, you might ask: How far is Independence Rock from the ford on the Platte River?

Practice the Skill

Answer the following questions about primary sources on this page.

- 1 **Identify statements that can be verified.** Which statements are probably true? Write down two verifiable statements.
- 2 **Determine how these statements could be verified.** What are two sources you could use to verify each statement?
- 3 **Ask questions about the statements that can be answered in reliable research sources.** What is one question you would ask about each statement to verify it as a fact?

Apply the Skill

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

Chapter Summary



H-SS: 8.8.2, 8.8.3, 8.8.4, 8.8.5, 8.8.6

Section 1

The West

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

Section 2

Trails to the West

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

Section 3

Conflict With Mexico

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

Section 4

A Rush to the West

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

Key Concepts

These notes will help you prepare for questions about key concepts.

U.S. Territorial Acquisitions in the West

Oregon

- Also claimed by Britain
- Region divided by agreement with Britain, 1846

Texas

- Won independence from Mexico in 1836; became independent republic
- Annexed by Congress, 1845

Mexican Cession

- Acquired from Mexico after Mexican-American War, 1848
- Included California, Utah, most of Southwest

Gadsden Purchase

- Purchased from Mexico, 1853
- Small portion of southern Arizona and New Mexico

Key Groups That Settled the American West

- Traders—first Americans to move to the West
- Trappers—made their living in the fur trade
- Missionaries—came west to convert Native Americans
- Farmers—attracted to the West by land
- Mormons—moved west for religious freedom
- Forty-niners—flocked to California to hunt for gold

Quick Study Guide 343

Think Like a Historian

Return to the Unit Question on the Unit Opener. Put students’ original brainstorming answers on the board. Ask students to review these answers and revise the list, adding and deleting as necessary. As a formal summary, show the Unit 4 Focus Question transparency and the related transparencies. Ask: **How do the forces that unite the United States today com-**

pare to the forces that united the nation in the early 1800s? (*Students’ answers will vary, but should show an understanding of what contributes to our national identity and self-image.*)

Color Transparencies, Think Like a Historian, Unit 4

Chapter Summary

Remind students of the Chapter Focus Question. How did westward expansion change the geography of the nation and demonstrate the determination of its people? Have students review the bulleted statements to help them answer this question.

To bolster students’ retention, at this time they should complete the study guide in print or online. Remind students that they should also continue notetaking for the Unit and Chapter Focus Questions.



Interactive Reading and Notetaking Study Guide, Chapter 9 (Adapted Version also available.)



Study Guide Online, Chapter 9

Chapter Challenge

To wrap up this chapter, students should apply the knowledge they have gained to this activity. Have students generate a list of personal characteristics that a western settler might need for success. Have them rate their top five and explain their choices. (*Answers will vary, but might include patriotism, determination, strong work ethic, courage, and a sense of adventure.*)

Assessment at a Glance

Formal Assessment

Chapter Tests A/B (L1/L2)

AYP Monitoring Assessment

Document-Based Assessment

Performance Assessment

Group/Individual Activities, TE pp. 314g, 314h

Teacher’s Edition, pp. 326, 327, 330

Assessment Rubrics

Assessment Through Technology

ExamView CD-ROM

MindPoint CD-ROM

Progress Monitoring Transparencies

Progress Monitoring Online