

Study Guide: Sunshine State Standards



Chapter 12, Section 1

For use with textbook pages 356–360

THE OREGON COUNTRY

KEY TERMS

joint occupation	The agreement allowing both the United States and Britain to settle in the Oregon territory (page 357)
mountain man	A person who spends most of his time in the mountains (page 357)
rendezvous	A meeting (page 357)
emigrant	People who leave the United States to live in another country (page 358)
Manifest Destiny	The idea that the United States had a special purpose to extend its boundaries from the Atlantic Ocean to the Pacific Ocean (page 360)

DRAWING FROM EXPERIENCE

Have you ever wondered what it would be like to live away from people for a long time, such as in the mountains? What supplies would you need to survive? What would be some dangers? What would be exciting?

This section focuses on how the United States obtained land in the Northwest. It also explains about some of the first settlers in that area.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the countries that sought possession of the Oregon country and how the United States was able to ultimately gain possession of the area.

Sunshine State Standards

SS.A.1.3.1: Understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

	Claim to Oregon	Result of Claim
Spain		
Russia		
Britain		
United States		

Study Guide: Sunshine State Standards



Chapter 12, Section 1 (continued)

READ TO LEARN

- **Rivalry in the Northwest** (pages 356–358)

In the early 1800s, four countries wanted to claim the Oregon country as their own. The area consisted of present-day Oregon, Washington, Idaho, and sections of Wyoming, Montana, and Canada’s British Columbia. The countries seeking to possess this area were the United States, Great Britain, Spain, and Alaska. The United States claimed entitlement to the land because they discovered the Columbia River and supported the Lewis and Clark expeditions. Britain conducted explorations of the Columbia River. Spain owned present-day California and some northern portions. Russia owned present-day Alaska and some southern portions.

President John Quincy Adams arranged an agreement with Spain, called the Adams-Onís Treaty. In this treaty Spain and the United States compromised on the northern border of California. As a result of the compromise, Spain relinquished its claim to the Oregon country. Later, Russia withdrew its claim for the land south of Alaska. An agreement with Great Britain proved to be more difficult. Rather than divide the land between Great Britain and the United States, the two nations agreed to *joint occupation* in 1818. This agreement allowed people from both countries to settle in the Oregon country. Adams later tried to divide the land at the 49° N line. Britain refused Adams’s proposal. Joint occupation continued between the two countries.

The earliest American settlers in the Oregon country were fur trappers called *mountain men*. These men made their living by trapping beaver and living in the harsh wilderness. Often, they adopted the ways of the Native Americans, wearing skins and moccasins. Many also took Native American women as their wives. They lived alone most of the year until late summer. At that time they would meet, or *rendezvous*, with the merchants and other traders. The yearly rendezvous was a time for traders to sell the beaver skins and obtain supplies, food, drink, and presents for their families. Stories were shared and competitions were held between the traders. Tales of their struggles and explorations were a source of pride for the mountain men. Explorations of the South Pass, a large break in the Rockies, would be valuable information for future settlers. When the beaver population declined, some mountain men turned to farming. Others became guides for the settlers moving to the Oregon country.

1. In what way did the United States and Britain compromise in their claim for Oregon?

Sunshine State Standards
SS.B.2.3.1: Knows examples of migration and cultural diffusion in United States history
SS.B.1.3.3: Knows ways the social, political, and economic divisions of the United States have changed over time.

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Study Guide: Sunshine State Standards



Chapter 12, Section 1 (continued)

- **Settling Oregon** (page 358)

Dr. Marcus Whitman, a missionary, and his wife built a mission among the Cayuse people in 1836. Their goal was to bring Christianity into the area. New settlers brought disease. An outbreak of measles spread among the Cayuse people, killing many Native American children. The Cayuse blamed the Whitman’s mission. The Whitmans and 12 others were attacked and killed.

The growth to the Oregon country continued. Over 1,000 people left Missouri in 1843 to start a new life in Oregon. More *emigrants*, people who leave the United States to live in another country, soon followed. They traveled more than 2,000 miles in covered wagons, called prairie schooners. They followed the Oregon Trail across the plains and through the mountains to reach the territory of Oregon.

2. What effect did the first American settlers have on the Native Americans?

- **The Division of Oregon** (pages 359–360)

Though still maintaining joint ownership of the Oregon country, the American settlements grew dramatically, while the British settlements remained the same. At this time many Americans strongly believed that the purpose of the United States was to possess the land from the Atlantic Ocean to the Pacific Ocean. John O’Sullivan, a newspaper editor, named that belief *Manifest Destiny*, meaning that the United States was destined to possess the full continent. In the election of 1844, James Polk beat Henry Clay by actively supporting America’s ownership of Oregon. His slogan was “Fifty-four Forty or Fight,” referring to the latitude of desired ownership. Great Britain compromised and agreed to the 49°N line for the division of Oregon.

3. On what issue did James Polk defeat Henry Clay in the election of 1844?

<p>Sunshine State Standards</p> <p>SS.B.2.3.1: Knows examples of migration and cultural diffusion in United States history</p> <p>SS.B.1.3.3: Knows ways the social, political, and economic divisions of the United States have changed over time.</p>
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Study Guide: Sunshine State Standards



Chapter 12, Section 2

For use with textbook pages 362–368

INDEPENDENCE FOR TEXAS

KEY TERMS

Tejano	Mexican people who permanently lived in Texas (page 363)
empresario	A person who arranged the acquisition of land for new settlers to Texas (page 363)
decree	An official order (page 364)
annex	To take possession of (page 367)

DRAWING FROM EXPERIENCE

Have you ever succeeded in spite of very difficult challenges? Did you have any help in obtaining your success? Were there times when it seemed too challenging?

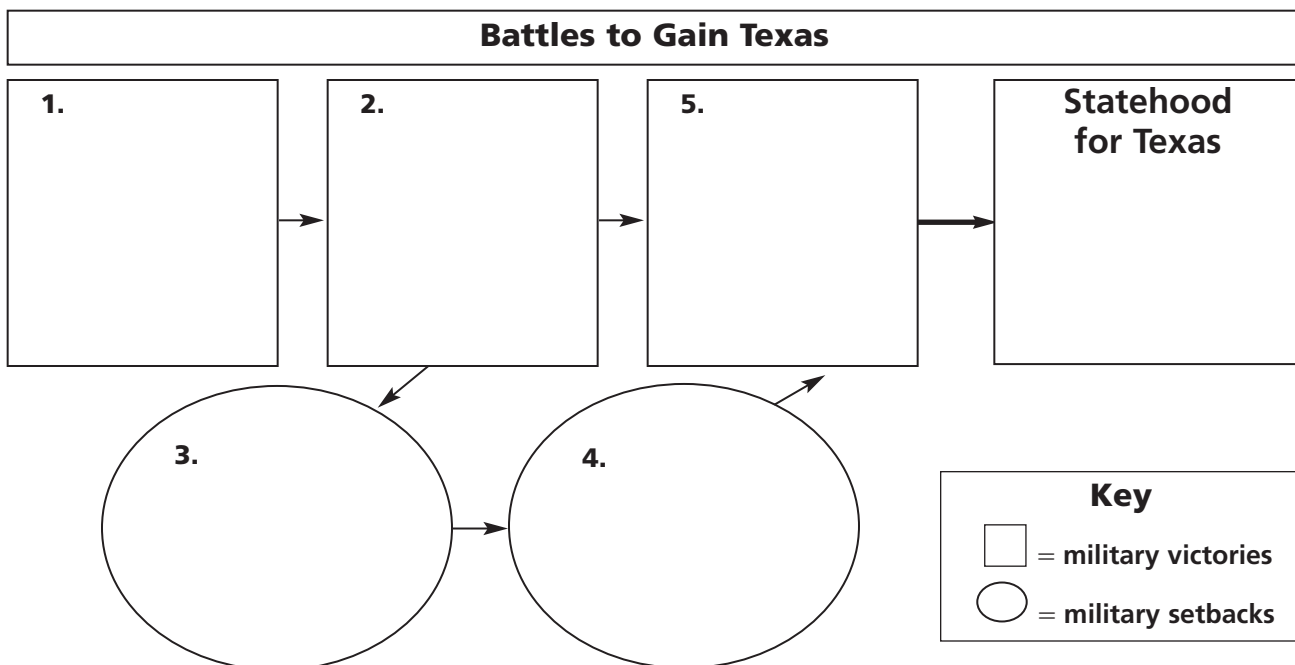
In the last section, you learned how the Northwest territory became part of the United States. This section focuses on the challenges Texas faced on its path to becoming a state.

Sunshine State Standards

SS.B.1.3.3:
Knows ways the social, political, and economic divisions of the United States have changed over time.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the successes and failures that Texas troops encountered in their attempts to achieve statehood.



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Study Guide: Sunshine State Standards



Chapter 12, Section 2 (continued)

READ TO LEARN

• A Clash of Cultures (pages 362–365)

Davy Crockett moved to Texas after losing his seat in Congress in 1835. He was starting over and wanted to help the Texans obtain their freedom. Americans claimed that Texas was part of the Louisiana Purchase. Spain disagreed. The United States ended its claim in 1819 as part of the Adams-Onís agreement.

Most people in Texas were *Tejanos*, Mexicans who lived in Texas, or Native Americans from the North. Spain wanted to expand the population of Texas by using *empresarios*, people who arranged land settlements. Texas had offered large sections of land to people who would settle in Texas with their families. After Mexico gained its independence from Spain, Stephen F. Austin organized a colony by recruiting 300 American families to settle in a fertile section of Texas. The settlers had to agree to learn Spanish, convert to Catholicism, and obey Mexican law in return for the land at a low price.

The Mexican government did not want all the growth in Texas to come from Americans. An official order, or *decree*, was issued in 1830 that ended American immigration, but promoted immigration from Mexico and Europe. The decree also placed a high tax on imports from the United States.

General Antonio Lopez de Santa Anna became president of Mexico in 1833 and eliminated the Mexican constitution. Based on the request of the Texans, Santa Anna lifted the ban on American settlers, but he denied the request that Texas be a separate state. Santa Anna shifted the power away from the local people of Texas.

1. How did the Mexican government attempt to slow American growth in Texas?

• The Struggle for Independence (pages 365–367)

The conflict began in 1835 between the Texans and Mexican troops sent by Santa Anna. The Texans claimed victories in the towns of Gonzales and San Antonio with the help of volunteers like Davy Crockett, African Americans, and Tejanos. Many people left after these victories, believing that the war had been won. Santa Anna was preparing for his next battle.

Sunshine State Standards 
SS.B.2.3.1: Knows examples of migration and cultural diffusion in United States history.

Study Guide: Sunshine State Standards



Chapter 12, Section 2 (continued)

Santa Anna returned with his large army to San Antonio and attacked a mission called the Alamo. There were 150 Texans defending the Alamo, including Davy Crockett and a team from Tennessee, Jim Bowie, and the leader, William B. Travis. The defenders of the Alamo fought for 12 days until the Mexican army broke through the Alamo walls. A few women, children, and servants escaped. Everyone else was killed by the overwhelming attack.

Four days before the fall of the Alamo, Texan leaders declared independence from Mexico. Sam Houston was commander in chief. To avoid more Mexican conflict, Houston ordered Texan troops to leave the fort at Goliad, near the border. During their retreat the Mexican army fiercely attacked them.

Houston renewed his army and launched a surprise attack in San Jacinto on Santa Anna and his Mexican army. As the Texan force prevailed, they yelled, "Remember the Alamo! Remember Goliad!" At the time of his defeat, Santa Anna agreed to recognize the independence of Texas.

- 2. Why did the Texans yell, "Remember the Alamo! Remember Goliad!" at San Jacinto?

• The Lone Star Republic (pages 367–368)

As the new president of Texas, Sam Houston faced several challenges. He requested that the United States *annex*, or take possession of, Texas. The United States initially refused to annex Texas because it was considered a slave state. Its addition to the country would alter the balance of slave states and free states in Washington. Houston’s challenges increased when the Mexican government refused to acknowledge the independence of Texas, and Texas faced significant debt with no means of payment.

In 1844 James Polk was an active supporter of Manifest Destiny. He backed the annexation of both Texas and the Oregon Territory. Under his presidency in 1845, Texas became a state in the United States of America.

- 3. Why did the United States initially refuse to admit Texas into the country?

Sunshine State Standards 
SS.B.1.3.3: Knows ways the social, political, and economic divisions of the United States have changed over time.

Study Guide: Sunshine State Standards



Chapter 12, Section 3

For use with textbook pages 369–374

WAR WITH MEXICO

KEY TERMS

rancho	An expansive section of land that includes large properties (page 371)
ranchero	A person who owns a rancho (page 371)
Californios	Mexican people who lived in California (page 373)
cede	To give up or relinquish (page 374)

DRAWING FROM EXPERIENCE

Have you ever tried to learn another language or about a culture different from your own? What might be some difficulties in understanding that group of people? Could some aspects of the culture conflict with your own background? How could the conflict be resolved? What impact could other cultures make on your own culture?

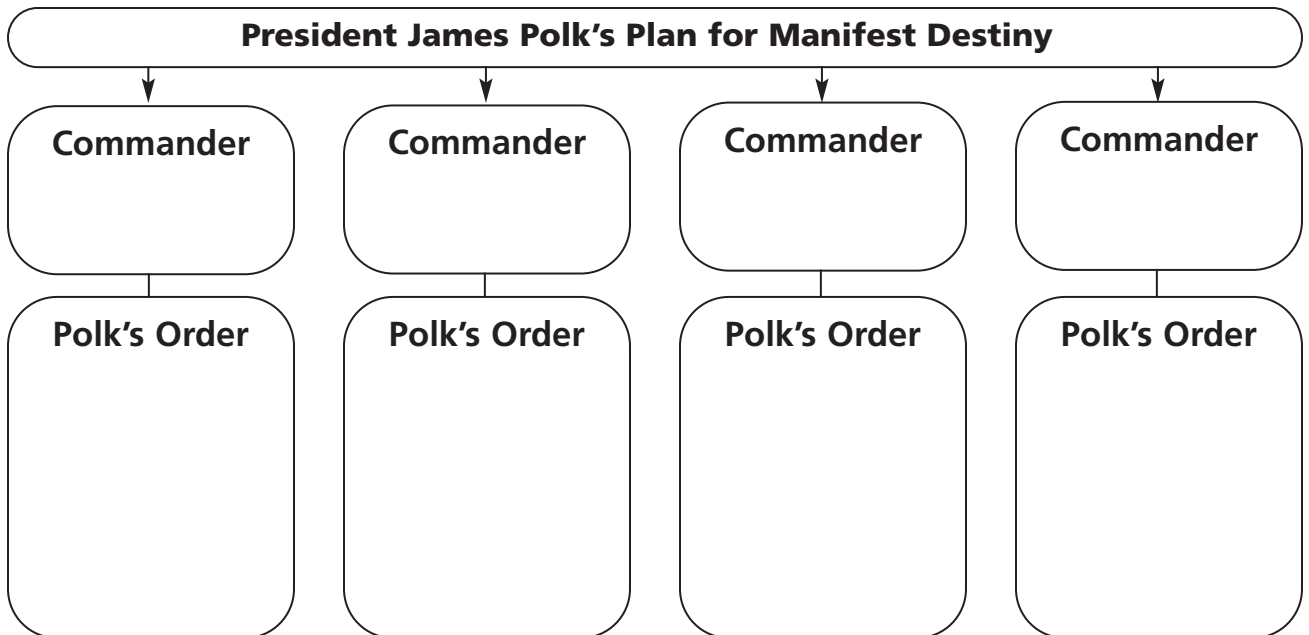
Sunshine State Standards

SS.A.1.3.2.8.2:
Evaluates sources of information for a purpose.

In the last section, you learned about the annexation of Texas. This section focuses on the continued growth of the United States to include the Southwest and California.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the commanders that helped President Polk obtain his vision of Manifest Destiny.



Study Guide: Sunshine State Standards



Chapter 12, Section 3 (continued)

READ TO LEARN

- **The New Mexico Territory** (pages 369–370)

The area called New Mexico in the early 1800s encompassed present-day New Mexico, Arizona, Nevada, and sections of Colorado and Utah. The area belonged to Spain as a colony of Mexico. When Mexico gained independence from Spain in 1821, it also gained control of the New Mexico territory. Unlike Spain, the Mexican government initially encouraged American trade to the area in hopes of stimulating the economy.


William Becknell initiated trade in Santa Fe. He discovered he could gain more profit in the West where goods were in short supply. The path he traveled from Missouri to Santa Fe became known as the Santa Fe Trail. Other traders soon followed Beckner’s example. American interest in the western land of New Mexico and California increased. Discussion had started about the benefits of this land for American acquisition.

1. How did American interest in New Mexico begin?

- **California’s Spanish Culture** (pages 370–371)

Spain encouraged the use of missions to colonize California. The missions served to convert Native Americans to Christianity and to make use of Native American labor for farming and craftwork. California became a Mexican state in 1821 after Mexico’s independence from Spain. The Mexican government banned the operation of the missions and gave some land to the Native Americans. The remaining land was sold to Mexican settlers. The settlers developed these huge properties of land, or *ranchos*. The *rancheros*, ranch owners, persuaded the Native Americans to work the land. Compensation for their work was limited to food and shelter.

Americans started arriving by ships and by land to California to engage in trade. Settlers included shipping company agents, Oregon fur traders, New Mexican merchants, and eventually families. Many Americans recognized the benefit of including California to the nation. It would eliminate any foreign country on either shore and provide direct access to the Pacific Ocean. President James Polk, a supporter of Manifest Destiny, offered twice to buy both California and New Mexico from Mexico. Mexico refused.

Sunshine State Standards 
SS.B.2.3.1: Knows examples of migration and cultural diffusion in United States history

Study Guide: Sunshine State Standards



Chapter 12, Section 3 (continued)

2. How could ownership of California benefit the United States?

• War With Mexico (pages 371–374)

Mexico had never acknowledged the independence of Texas. Therefore, it claimed that the United States had illegally acquired Texas. Another disagreement between the nations concerned the Texas-Mexico border. The United States claimed the border was at the Rio Grande River. Mexico claimed it was 150 miles farther north. President James Polk sent agent John Slidell to negotiate an agreement about the border. Mexico refused, and Polk sent General Zachary Taylor to build an American fort on the disputed section of land. When the Mexican army attacked the fort, Polk convinced Congress to declare war on Mexico in 1846. Supporters of President Polk, the Democrats, supported the war. Northerners, the Whigs, and African American leader Fredrick Douglass opposed the action on the grounds that the real purpose of the war was to spread slavery. Abraham Lincoln, an Illinois congressman, supported the boundary established by Mexico and strongly opposed the act as justification of war.

Polk’s goals were to secure the American border at the Rio Grande, to take control of New Mexico and California, and to attack Mexico City, the capital of Mexico. Zachary Taylor was able to meet the first goal of securing the Texas border by defeating the Mexicans in 1847.

General Stephen Watts Kearney was responsible for the capture of Santa Fe, New Mexico’s capital in 1846. The governor abandoned the city before Kearney’s arrival, making the capture nonviolent.

A group of Americans took control of Sonoma, California, and declared it the independent Republic of California. They named the country the Bear Flag Republic. John C. Frémont and Kit Carson soon joined the American group. Frémont announced plans to conquer California and angered the *Californios*, the Mexicans living in California. United States Navy Commodore, John Sloat, captured San Francisco and San Diego, declaring that California was annexed to the United States. He replaced the Bear flag with the American flag. Sloat, Carson, Frémont, and Kearney traveled across the territory declaring California to be under American control. There was conflict with the Californios as a result. By early 1847, California was completely under the control of the United States.

Sunshine State Standards 
SS.B.1.3.3: Knows ways the social, political, and economic divisions of the United States have changed over time.

Study Guide: Sunshine State Standards



Chapter 12, Section 3 (continued)

President Polk's final goal was to capture the Mexican capital, Mexico City. General Winfield Scott carried out Polk's plan by attacking the Veracruz port and marching 300 miles into Mexico City, fighting the Mexican army and civilians along the way. They eventually overtook the capital.

The cost of war was damaging to both sides, though Mexico suffered more. In the Treaty of Guadalupe Hidalgo, Mexico agreed to the Rio Grande border and *ceded*, or gave up, both California and New Mexico to the United States. The United States later conducted the Gadsden Purchase that gave the United States a section of land along the Arizona and New Mexico border. These acquisitions provided the United States with the mainland borders still recognized today.

Sunshine State Standards 
SS.B.1.3.3: Knows ways the social, political, and economic divisions of the United States have changed over time.

3. Why was California more difficult to acquire than New Mexico?

Study Guide: Sunshine State Standards



Chapter 12, Section 4

For use with textbook pages 375–378

NEW SETTLERS IN CALIFORNIA AND UTAH

KEY TERMS

forty-niners	The miners who arrived in California in 1849 (page 375)
boomtown	A new community that developed extremely quickly to accommodate the people of the gold rush (page 376)
vigilantes	Citizens who took the law into their own hands, acting as police, judge, jury, and possibly executioner (page 377)

DRAWING FROM EXPERIENCE

What would you do if you discovered a way to get rich quickly? How much would you change your life to obtain this wealth? How would you spend your riches?

In the last section, you learned about the acquisition of the Southwest and California by the United States. This section focuses on how the Western land became populated with hopes of great wealth and religious freedom.

Sunshine State Standards

SS.B.2.3.1:
Knows examples of migration and cultural diffusion in United States history.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes as you read the summaries that follow. Think about the different reasons the Western states became populated.

	California	Utah
WHO populated the state?		
WHAT did they do?		
WHERE did they live?		
WHEN did they go?		
WHY did they go?		

Study Guide: Sunshine State Standards



Chapter 12, Section 4 (continued)

READ TO LEARN

• California Gold Rush (pages 375–377)


Almost 80,000 people from America, Mexico, South America, Europe, Australia, and China headed to California in 1849 in hopes of finding gold. The people who came to mine gold in 1849 were called the *forty-niners*.

Many new settlers wanted to claim land in California. The Californios were made United States citizens and given rights to their land by the Treaty of Guadalupe Hidalgo. However, the Land Law of 1851 forced the Californios to prove their land ownership. New settlers were able to claim the land of many Californios because they were unable to demonstrate proof of their current ownership.

In order to accommodate the growing population, new towns were established extremely quickly. These communities were called *boomtowns*. The existing cities also grew at a rapid rate. Gold was discovered in the mountains of California’s Sierra Nevada. Miners rushed to the area to extract any gold that could be found in the mountainside or in the streams. While the California gold greatly contributed to the world supply of gold, most miners failed to achieve great wealth. Many who did find gold lost their riches by gambling or reckless use of their wealth. The merchants in California did, however, succeed in obtaining great wealth. Due to the lack of supplies, they were able to charge extraordinarily high prices for necessary food and products. Levi Strauss succeeded by creating durable pants that could withstand the hardships of mining. The denim pants were known as “Levi’s.”

Crime and violence were common in the mining camps. The law was often ignored. Citizens of the area became concerned and created vigilance committees. These *vigilantes* dispensed justice without the assistance or permission of the law. They determined if a law was broken and what the penalty should be, possibly death, without regard for the legal process.

Many miners who came to California looking for gold stayed in California to become farmers or businessmen. The population of the territory continued to increase. President Zachary Taylor convinced the people of California to apply for statehood. They developed a state constitution, elected a governor, and selected state legislators. They entered the country as a free state in 1850.

Sunshine State Standards 
SS.B.2.3.1: Knows examples of migration and cultural diffusion in United States history
SS.B.1.3.3: Knows ways the social, political, and economic divisions of the United States have changed over time.
SS.A.4.3.1: Understands factors involved in the development of cities and industries in the United States.

1. How did people become wealthy in California, besides mining for gold?

Study Guide: Sunshine State Standards



Chapter 12, Section 4 (continued)

- **A Religious Refuge in Utah** (pages 377–378)

In 1830 Joseph Smith founded the Church of Jesus Christ of Latter-day Saints, or Mormons, in New York. The New York community did not accept the views of his church. He sought to build an ideal society and traveled west with his followers. He was killed in Illinois by an angry mob. Brigham Young headed the church and led his people out to Mexican-owned Utah. In 1846, 12,000 Mormons journeyed to the Great Salt Lake area in Utah. They founded a town they named Deseret, which is present-day Salt Lake City. The Mormons turned the barren land into farms and sold goods to miners on their way to California.

After the war with Mexico, the United States possessed Utah. Brigham Young was made governor. The Mormons clashed with federal officials. They did not want to be subject to the laws of the federal government. Their resistance almost led to a war with the United States Army. Eventually, in 1896, Utah became a state.

2. Why did the Mormons resist the Utah Territory becoming a state?

Sunshine State Standards 
SS.B.2.3.1: Knows examples of migration and cultural diffusion in United States history.