

# Life in the New Nation

(1783–1850)

SECTION 1 Cultural, Social, and Religious Life

SECTION 2 Trails to the West

SECTION 3 The Great Plains and the Southwest



Revival meeting

## American Events

1786

Charles Willson Peale founds Peale's Museum in Philadelphia.

1792

Kentucky becomes the first state west of the Appalachians.

1816

Sixteen congregations form the African Methodist Episcopal Church.

## Presidential Terms:

George Washington 1789–1797

J. Adams 1797–1801

Thomas Jefferson 1801–1809

James Madison 1809–1817

1780

## World Events

The French Revolution begins.

1789

1790

Slaves in Haiti rise up against French authorities.

1791

1800

The discovery of the Rosetta Stone leads to the translation of Egyptian hieroglyphics.

1799

1810

# Growth of the United States, 1790–1830

Two or more persons per square mile

- 1790
- 1810
- 1830

1812 Year entered Union  
1830 borders



**1819**  
Spain cedes Florida to the United States under the Adams-Onís Treaty.

**1828**  
Noah Webster publishes the *American Dictionary of the English Language*.

**1836**  
American settlers declare an independent Republic of Texas and successfully defend their country against Mexican forces.

**1842**  
Organized wagon trains begin traveling the Oregon Trail.

**1848**  
The discovery of gold draws thousands of migrants to California.

James Monroe 1817–1825

John Q. Adams 1825–1829

Andrew Jackson 1829–1837

M. Van Buren 1837–1841

W. Harrison 1841

John Tyler 1841–45

J. Polk 1845–49

Z. Taylor 1849–50

**1820**

Mexico wins independence from Spain.

**1821**

**1830**

Slavery is abolished in the British Empire.

**1833**

**1840**

Revolutions erupt in Paris, Berlin, Vienna, and Rome.

**1848**

**1850**

# Cultural, Social, and Religious Life

## READING FOCUS

- How did Americans try to advance the culture of the new nation?
- What were some important social changes of the early 1800s?
- How did a renewal of religious faith affect Protestant churches?

## MAIN IDEA

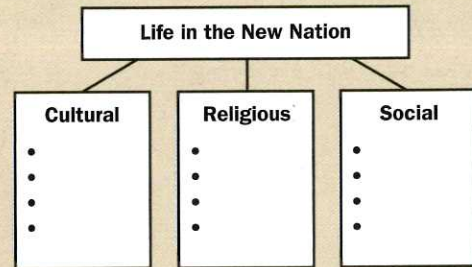
In the early 1800s, the culture, religion, and social practices of Americans adapted to meet the challenges of a new and growing nation.

## KEY TERMS

republican virtues  
mobile society  
Second Great Awakening  
evangelical  
congregation  
revival  
denomination

## TAKING NOTES

Complete the chart below. Fill in the chart with examples of cultural, religious, and social changes of the early 1800s.



**VIEWING FINE ART** In the early 1800s, John James Audubon studied the birds of the new nation and published his illustrations in *The Birds of America*. His book included this picture of a young bald eagle before it developed its distinctive white coloring. **Drawing Conclusions** Why did the Continental Congress choose the bald eagle as a symbol of the nation?

**Setting the Scene** With independence from Great Britain, Americans gained the right to determine their own destiny. What kind of country would they create? While politicians worked to fashion a new, American form of government, others began to think about a new, American way of life.

In 1782, the Continental Congress helped shape the image of the new nation by choosing the bald eagle as the symbol of the United States. Soaring fearlessly through the sky, the eagle represented freedom and independence, as well as raw energy. These characteristics were prized by many Americans, including Noah Webster, a respected teacher and author. In 1790, he called for the new nation to stride boldly into the future:

“Americans, unshackle your minds, and act like independent beings. . . . You have an empire to raise and support by your exertions, and a national character to establish and extend by your wisdom and virtues.”

—Noah Webster

## Cultural Advancement

Webster and others worked diligently to establish the country’s “national character.” They promoted education and the arts as well as virtuous behavior. Their goal was to improve the lives of all Americans. In this spirit of improvement, the nation began to focus on the importance of learning.

**American Scholars and Artists** As a result of increased prosperity, a growing number of people, like Noah Webster, had the time to devote themselves to scholarship and the arts. Many of these well-educated men and women contributed to the development of American learning.

*Mercy Otis Warren* Believing that she had a duty to participate in the Revolution, Warren hosted political meetings at her home in Plymouth, Massachusetts. She wrote several patriotic plays encouraging the cause of independence, and in 1805 she wrote a book titled *History of the American Revolution*. Warren actively

encouraged other women to take up scholarly interests, but she cautioned them to balance their intellectual pursuits with responsibilities in the home.

**Benjamin Rush** A doctor, scientist, and revolutionary, Rush signed the Declaration of Independence and represented Pennsylvania in the Continental Congress. He published numerous books on chemistry and medicine. In a time when many believed that mental illness was caused by the devil, Rush suggested that it often resulted from physical disease. His medical lectures in Philadelphia attracted large audiences when they began in 1790.

**Benjamin Banneker** Born in Maryland to free parents of mixed African American and white ancestry, Banneker worked as a writer, inventor, mathematician, and astronomer. Largely self-educated, Banneker used his skills in many tasks, including surveying (mapping out) the site of the nation's new capital of Washington, D.C. In 1791, he published the first issue of an almanac detailing the motions of the moon, sun, planets, and stars. He presented a copy to Thomas Jefferson, along with a letter calling for better treatment of enslaved African Americans.

**Charles Willson Peale** A skilled artist, Peale painted more than 1,000 portraits in his long life. Yet he also served as a soldier in the Revolution, a representative in the Pennsylvania legislature, a scientist, and an inventor. He was the father of 17 children. In 1786, he founded the first major museum in the new nation. Peale's Museum, as it was called, soon housed about 100,000 objects, including a series of Peale's own paintings of heroes of the Revolution. Before Peale's time, people had thought of art and science as luxuries for the wealthy. Peale's Museum proved that these fields could be a source of enjoyment and education for ordinary citizens of the new republic.

**Phillis Wheatley** In 1761, the Wheatley family of Boston bought a young enslaved woman from Senegal, West Africa, and named her Phillis. They recognized her intelligence when she was still a child and allowed her to learn to read and write. Phillis Wheatley published her first poem in 1770, and her fame spread to Europe in 1773 when her collection *Poems on Various Subjects, Religious and Moral* was published in England. Wheatley gained further recognition and acclaim when a poem she wrote and dedicated to George Washington was published in 1776.

**Education** Some Americans began to see children's education as a means of developing a rich and uniquely American culture. In pursuit of this goal, Webster wrote *The American Spelling Book*, which first appeared in 1783. Webster also called for establishing standards for a national language. He backed up this call by compiling the first major dictionary of American English, the *American Dictionary of the English Language*. The growing republic offered a good market for Webster's books. Many state constitutions required free public education for all children. Even though few state governments actually provided free education in those early years, academies, or private high schools, often filled the gap.

American schools had a profound responsibility. In 1789, the Massachusetts legislature called on the state's schoolteachers to teach students "the principles of piety, justice, and a sacred regard to truth, love to their country, . . . chastity, moderation and temperance, and those other virtues which are the ornaments of human society, and the basis upon which the Republican Constitution is structured."

**Republican Virtues** Like the Massachusetts legislature, many Americans hoped to develop character by promoting certain virtues. The virtues that the



Benjamin Rush (top) pioneered the study and teaching of medicine in Philadelphia. Phillis Wheatley (bottom) won international recognition for her poetry.



American people would need to govern themselves in the new republic were called **republican virtues**. They included self-reliance, hard work, frugality, harmony, and sacrificing individual needs for the good of the community.

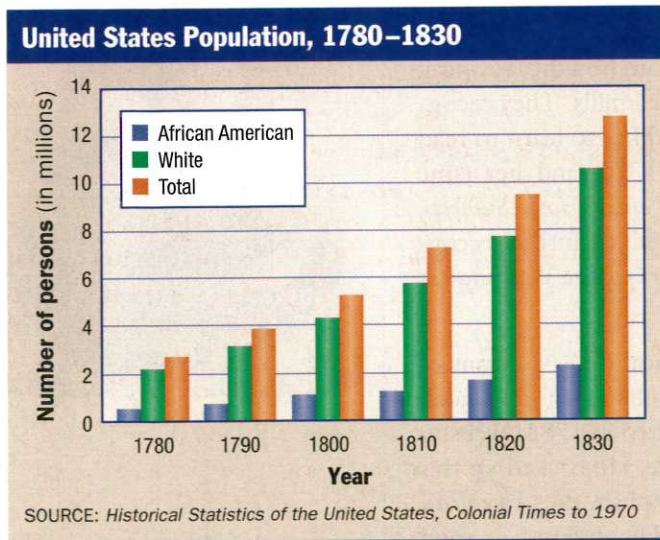
In the early 1800s, Americans began to look to women to set the standard for republican virtues. Women were mothers, wives, and sometimes teachers, they reasoned, and thus had a powerful influence on the men who would vote in, and lead, the republic. If women had such virtues as honesty, self-restraint, and discipline, they could teach these qualities to men.

To serve as examples of these virtues, however, women had to learn them first. In the late 1700s, the vast majority of schools accepted boys only. As people began to recognize the value of educating girls, many academies added “female departments” to help girls become “republican women.” A republican woman was one who had the virtues that would help her contribute to the success of the republic.

Americans in the early 1800s believed that women should play only a supporting role in the new nation. Still, that represented a significant change from colonial times, when women had few rights and little, if any, power. People were now beginning to think about the importance of women in the life of the republic.

## Social Changes

Americans in the early republic knew that they were living in a time of rapid change. The pressures created by change presented them with many challenges to resolve.



### INTERPRETING GRAPHS

The census, a national head count taken every ten years, recorded the startling population growth of the United States. **Analyzing Information** Which group grew more rapidly, whites or African Americans? About how much did the total population increase between 1780 and 1830?

**Population Growth** The young nation faced the problem of a mushrooming population. About 2.7 million people lived in the original 13 states in 1780. By 1830, the population had grown to an estimated 12 million people in 24 states. The graph on this page shows this explosive increase in population. From 1780 to 1830, the population doubled about every 20 years. In fact, in the first half of the 1800s, the American population grew more than twice as fast as that of any other nation.

Immigration played only a minor role in this growth. As you will read later, the great rise in the number of immigrants from Germany and Ireland did not begin until the 1830s and 1840s. In addition, fewer Africans came to the United States after a law banning the import of slaves took effect in 1808. Although some slave traders continued to smuggle

Africans into the United States, by the early 1800s the slave trade primarily involved enslaved people sold within the United States.

About 90 percent of the American population growth came from an astonishing increase in the number of children born to each family. In the first half of the 1800s, the average American woman had nearly five children in her lifetime. By comparison, this figure declined to about three children by the 1870s. The huge growth of the population is all the more amazing in view of the high infant mortality rate at the time. The infant mortality rate is the rate at which infants (babies less than 1 year old) die. During the early 1800s, about 130 of every 1,000 children died before their first birthday. Today, the rate is only 7 deaths per 1,000 births.

The large number of children meant that most of the population was young. The median age of Americans in 1820 was about 17. That is, half of the population was under the age of 17. Today, the median age is about 35, and fewer than one fourth of all Americans are younger than 17 years old.

**Mobility** The expanding population led to crowding, especially along the Atlantic Coast. Americans solved this problem by moving away from crowded areas. They could do this because the United States was (and remains) a **mobile society**—one in which people continually move from place to place. This ease of movement meant that Americans could readily change not only their location but also their position in society. The new mobility had two major effects:

1. Americans had great opportunities to improve their lives. Unlike Europeans, they were not tied to the land, but could pack up their belongings and leave. After the Revolution many Americans decided to move west, to the frontier beyond the Appalachian Mountains. They carved out new lives in Kentucky, Tennessee, Ohio, and other wilderness regions, where land was available and society placed no limits on their success. For example, the son of a poor farmhand in Vermont could become a successful store owner in frontier Ohio. Of course, not everyone had an equal chance to get ahead, and opportunity did not guarantee success. Enslaved Americans, especially, did not benefit from the mobile society.
2. People who moved often found themselves living among strangers. As a result, they felt lonely. Previously, people had enjoyed the company of family and friends in the villages where they had lived all their lives. Now they had to develop friendships with people whom they had never known before. Thus they had to learn new skills and make up new rules for getting along with others.

One social skill that became more important was the ability to judge strangers. This involved knowing what role a stranger played in society. Yet because people moved so often, their places in society were not clear. As a result, people were more likely to question one another's social position. On the frontier, questioning another's social position could lead to violence, sometimes in the form of a duel. In the early American republic, men of all social classes took up this tradition of formal one-on-one fights to defend one's honor, using weapons such as swords or pistols.

**New Rules for Courtship and Marriage** Women, too, had to deal with uncertainty about others in the changing world of the early republic. One of the few decisions in life that a young woman had some control over was her choice of a marriage partner. It was vital that she learn how to judge a potential mate. Many women looking for this kind of guidance found it in books. Some read advice manuals, but many more turned to moralizing novels.

By far the most popular of these works was the 1794 novel *Charlotte Temple* by Susanna Haswell Rowson. Rowson's novel tells the sad story of a 15-year-old girl who is carried off by a handsome man in a splendid military



**VIEWING HISTORY** Starting a new home in Ohio was tough work for most of the nearly one million people who settled there by 1830. **Drawing Conclusions** What tasks are shown in the picture?

**READING CHECK**

Why were new social skills important on the frontier?

**VIEWING FINE ART** Whether rushed or carefully considered, courtship led to the marriages that were building the new nation. *Country Wedding*, a painting from about 1814, gently pokes fun at young love and informal country life. **Drawing Inferences** Describe the activities of the participants in the wedding.



uniform. He soon leaves her penniless and pregnant. The moral of the story is that appearances do not provide enough clues to a person's character.

As American society became less ordered and certain, women became increasingly cautious about marriage. They preferred a long period of getting acquainted with suitors before they committed themselves to marry. This period, called a courtship, was not new but had a new importance in the early 1800s. Women used courtship both to get to know a potential partner and to negotiate the terms of their future life together.

Consider, for example, the proposal of Zadoc Long, a 24-year-old storekeeper in Buckfield, Maine. After a year of courting Julia Davis, he wrote a letter asking her to be his wife. No one knows what their courtship was like. However, his offer—which she accepted—sounds like a response to a long list of demands that Davis may have made:

*“ I feel sad when I don't see you. Be married, why won't you? And come to live with me. I will make you as happy as I can. You shall not be obliged to work hard; and when you are tired, you may lie in my lap, and I will sing you to rest. . . . I will play a tune upon the violin as often as you ask and as well as I can; and leave off smoking, if you say so. . . . I would be always very kind to you, I think, because I love you so well. I will not make you bring in wood and water, or feed the pig, or milk the cow, or go to the neighbors to borrow milk. Will you be married? ”*

—Zadoc Long



This wreath was worn by Lucy B. Marsh when she married Hiliiah Hawks in 1827.

For most women, getting married was a matter of survival, since few decent employment opportunities existed. Nevertheless, women had other concerns besides marriage. For one thing, American women were becoming increasingly interested in religion. In the early 1800s, a new wave of religious feeling swept the United States. Many Americans, especially women, soon joined this religious movement.

## Religious Renewal

During the colonial era, many churches had received financial support from state governments. Government aid continued to flow to Congregational churches in New England well into the 1800s. States had cut support for churches, however, in part because of a drop in church membership. The 1790 census showed that only about one out of ten Americans belonged to a church. Yet in the early 1800s, the pressures of a changing society led many people to renew their religious faith.

**The Second Great Awakening** The powerful religious movement of the early 1800s is known as the **Second Great Awakening**. The movement began in the backcountry of Kentucky and Tennessee and attracted large numbers of people. Like the Great Awakening a century earlier, it was an **evangelical** movement that affected Protestant Christians. A Christian religious movement is considered evangelical when it emphasizes these three ideas:

1. The Christian Bible, known as the Scripture, is the final authority.
2. Salvation can be achieved only through a personal belief in Jesus.
3. People demonstrate true faith by leading a transformed life and by performing good deeds. This is sometimes called “witnessing for Christ.”

In addition to its evangelical nature, the Second Great Awakening was democratic. Anyone, rich or poor, could win salvation if he or she chose to do so. Evangelical religions generally stressed the importance of the **congregation**, or the members of the church, rather than ministers.

One common feature of the Second Great Awakening was the **revival**. In this kind of gathering, people were “revived,” or brought back to a religious life, by listening to preachers and accepting belief in Jesus. Revivals were also called camp meetings, because they often took place outdoors in temporary shelters such as tents. One participant described a camp meeting in New Haven, Connecticut, in 1804:

*“The power increased during the whole meeting. . . . Triumphant, . . . weeping, people falling, the voice of joy and sorrow mingling, prayer, praise, and shouting, shouting, shouting filled the groves around.”*

—William Thacher

Women took an active role in the Second Great Awakening. In part this may have reflected the loneliness and unhappiness of many women on the frontier. Religion offered them a chance to connect with others. They might work together to help widows and orphans, to spread the Christian religion, or to improve conditions for mothers. In a world of strangers, they were especially grateful for the company of “beloved sisters” who shared their religious views.

The revival movement brought women increased power, but it was indirect. Few women actually preached or took leadership roles in the Second



**VIEWING HISTORY** Lanterns like this one lit the way to camp meetings similar to the one below. Camp meetings were often dramatic events that could sweep up the whole community. **Drawing Conclusions** Describe the reactions of the crowd to the speaker at this meeting.







**VIEWING HISTORY** This small Methodist church was built in Pleasant Mills, New Jersey, in 1808. Many communities were visited by circuit riders who traveled from town to town to preach the Gospel.

**Recognizing Ideologies** Which aspects of the Methodist faith are reflected in the simple, undecorated nature of the building?

Great Awakening. Women did, however, assume greater responsibility for choosing their church ministers. In this way they influenced the beliefs and standards of behavior in their community.

**New Denominations** During the Second Great Awakening several Protestant **denominations**, or religious subgroups, experienced rapid growth. The United States soon had more different Christian denominations than any other nation. By 1850, Presbyterians and Congregationalists, once the most popular denominations, had fallen to third and fourth place. The fastest-growing denominations included the following:

*Baptists* Baptists got their name from their beliefs about baptism, a Christian ceremony by which a person is

made a member of the church. Unlike other denominations, which tend to baptize people as infants, Baptists believe that only those who are old enough to understand Christian beliefs should be baptized. Also, instead of baptizing people by sprinkling them with water, as other denominations do, Baptists baptize by immersion, or dunking people completely underwater.

Baptist churches had existed in what became the United States since the 1600s. The numbers of Baptists grew rapidly during the Second Great Awakening through their evangelical beliefs and their frequent camp meetings. By 1850, the Baptist church was the nation's second-largest denomination.

*Methodists* Methodism grew out of the beliefs of a British minister, John Wesley, who lived from 1703 to 1791. His ideas reached the United States in the 1780s and spread rapidly after 1800. By 1850, the Methodists had become the largest Protestant denomination in the United States.

Methodism attracted many followers for four main reasons. First, it focuses on a person's personal relationship with God rather than on religious doctrines that might be hard to understand. Second, unlike ministers in other denominations, Methodist preachers in the early 1800s were common folks instead of highly-educated scholars. They could understand the needs of congregations in the rough-and-tumble frontier world. Third, the Methodists spread their message through a system of traveling ministers called circuit riders. Traveling on horseback in sweeping routes or "circuits" through the wilderness, circuit riders won many new converts. Finally, Methodists held frequent, exciting camp meetings. They held a thousand revivals across the country in one year alone.

*Unitarians* Although Unitarianism is not an evangelical faith, it gained strength during the Second Great Awakening. Unitarians believe that Jesus was a human messenger of God but not divine himself, and they see God as a loving father, not a stern judge. Unitarianism took root in New England, where many elite churchgoers wanted a modern religion that offered moderation and reason, but not the intensity and emotion found in evangelical congregations.

In 1825, Boston minister William Ellery Channing organized a conference of Congregational ministers that became the American Unitarian Association. He was the perfect spokesperson for the rising denomination. Calm and caring, Channing said that God trained people, as a father would, "by aids and obstructions, by conflicts of reason and passion. . . for union with himself." This Unitarian idea that people are on Earth to improve themselves deeply affected the social reform movement in New England.

*Mormons* The western and central regions of New York also experienced a lot of activity during the Second Great Awakening. Fiery religious movements swept through this region so often that it became known as the Burned-Over District. Here, in 1830, Joseph Smith published *The Book of Mormon*. According to Smith, the book was a translation of the writing on gold plates that he found buried in the ground, with the help of an angel. The book foretold that God would soon restore a truer, simpler church, free of ministers. This was to take place in North America. Smith went on to start a religion based on the *Book of Mormon*. He called it the Church of Jesus Christ of Latter-day Saints. In time, people began calling members of the church *Mormons*.

*Millennialists* Many evangelical ministers believed that the United States was leading the world into the millennium, or Earth's final thousand years of glory before the Day of Judgment. They looked for signs of the coming event in everyday life.

One of these ministers, a Baptist preacher named William Miller, studied the Bible closely and determined that Jesus would return to the world in March 1843. This return was called the Advent, or the Second Coming. Miller preached that only the people who knew of the Advent ahead of time and believed in it would be saved and go to heaven. His followers, called Millerites or Adventists, numbered between 50,000 and 100,000, according to his estimate. When Jesus failed to arrive at the predicted time, the Millerites changed the date of the Advent to October 22, 1844.

Many of Miller's followers continued to believe that Jesus would soon return despite the "Great Disappointment" in 1844. In the 1860s, they formed several churches, including the Seventh-Day Adventist Church and the Advent Christian Church.

**African American Worship** Like white Americans, great numbers of African Americans turned to evangelical religion. They found a strong sense of community in Methodism and other Protestant denominations. As African Americans joined Christian churches, black and white traditions blended together. One example is the call-and-response method of worship, in which the congregation responds together to a statement made by one member. This is a feature of both older Protestant worship and African music.

Both white and black Christians also sang spirituals, or folk hymns. African American singers, however, often focused on themes that held a double meaning. For example, in the Bible, Moses led the Israelites to freedom from slavery under the Pharaoh, the ruler of Egypt. African Americans used this story as a symbol for winning both spiritual freedom and freedom from physical slavery. One spiritual put it this way:

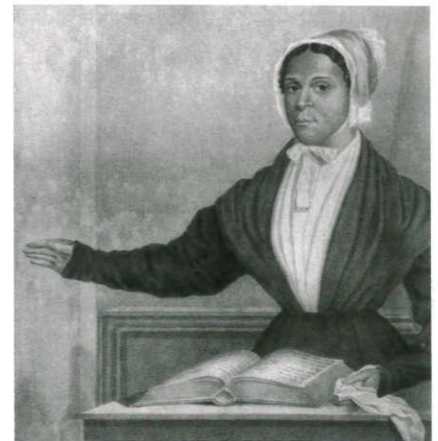
*When Israel was in Egypt's Land  
(Let my people go)  
Oppressed so hard they could not stand  
(Let my people go)  
Go down, Moses, way down in Egypt's land,  
Tell ol' Pharaoh to let my people go. . . .  
O let us all from bondage flee  
(Let my people go)  
And let us all in Christ be free  
(Let my people go). . . .*

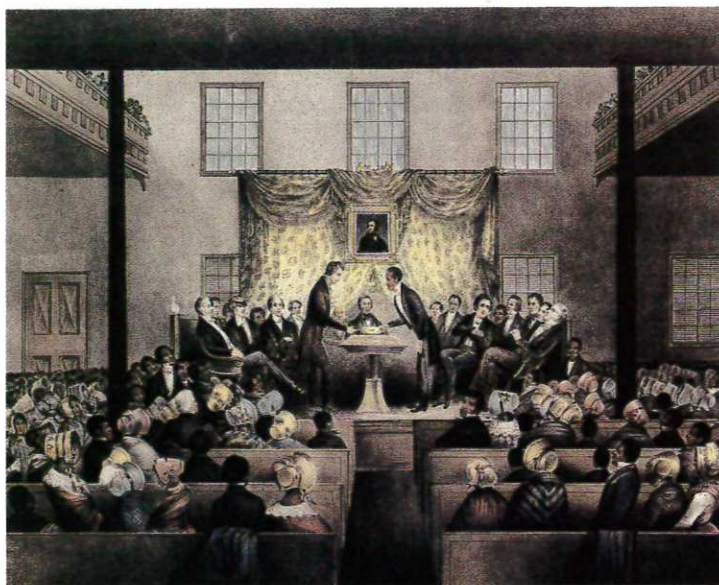
## Focus on GEOGRAPHY

**New Jewish Communities** The first Jews arrived in what became the United States in the mid-1600s. They remained a tiny minority, numbering only 4,000 by 1820. Most American Jews traced their origins to Spain and Portugal.

Beginning in the 1840s, large numbers of Jews came to the United States from Germany, adding to the religious diversity of the nation. Active in trade and commerce, German Jews settled in New York City, Philadelphia, and Baltimore, and along the Erie Canal, Great Lakes, and Ohio River in Buffalo, Cleveland, Cincinnati, and Louisville. One of the largest Jewish communities took root in San Francisco, where an immigrant from southern Germany, Levi Strauss, made tough clothes of canvas and denim for gold miners. As a result of this first large wave of Jewish immigration, the number of American Jews rose to 150,000 by 1860 and 300,000 by 1880.

African American female preachers, such as Juliann Jane Tillman, found a voice within the African Methodist Episcopal Church (AME).





**VIEWING HISTORY** One African American church, the Bethel Church of Baltimore, celebrated its good relationship with the minister of a neighboring white congregation in 1845. **Drawing Conclusions** How did white and African American worshippers influence each other's religious traditions?

African Americans sometimes felt unwelcome in white-dominated churches. The tensions between whites and blacks increased as African Americans became more assertive about sharing in democratic liberty. In 1787, white worshippers at the St. George Methodist Church in Philadelphia asked the African Americans in the congregation to leave the main floor and sit up in the gallery. They refused. Under the leadership of Richard Allen, the black worshippers left and started a new church of their own. Allen, an African American minister, explained their purpose:

“Our only design is to secure to ourselves our rights and privileges, to regulate our own affairs, [worldly] and spiritual, the same as if we were white people.”

—Richard Allen

African Americans in other cities soon followed Allen's example and started their own churches. Sixteen congregations joined in 1816 to form the African Methodist Episcopal Church (AME). Members elected Allen as their first bishop. By 1831, the African Methodist Episcopal Church included 86 churches with about 8,000 members.

The democratic nature of the Second Great Awakening had attracted many African Americans to the churches of evangelical denominations. Despite setbacks, many remained in predominantly white evangelical churches. Working by themselves, however, the evangelical churches could not establish real equality or overcome racial prejudice against African Americans. Yet they did remind Americans of every background that what mattered in the United States was not wealth or education or color, but what Martin Luther King, Jr., would later call “the content of one's character.”

## Section

# 1

## Assessment

### READING COMPREHENSION

- (a) What were **republican virtues**?  
(b) Why were they considered important?
- What factors drove population growth in the early 1800s?
- Why did courtship take on new importance in this time period?
- How did the **Second Great Awakening** lead to the growth of new Christian **denominations**?

### CRITICAL THINKING AND WRITING

- Making Comparisons** Compare and contrast the Great Awakening of the colonial era and the Second Great Awakening.
- Drawing Inferences** Was Mercy Otis Warren a good example of a “republican woman”? Why or why not?
- Writing an Expository Essay** Research and write a brief essay explaining the role of the African Methodist Episcopal Church in the evangelical revivals.



### Take It to the NET

**Activity: Creating a Graph** Study census data from the 1800s. Choose one group of people (for example, males aged 16–25) and chart data for this group over 50 years. What does your chart show you about America's population during this period? Use the links provided in the *America: Pathways to the Present* area of the following Web site for help in completing this activity.  
[www.phschool.com](http://www.phschool.com)

# Trails to the West

## READING FOCUS

- Why and how did settlers cross the Appalachians?
- How did the United States expand into Florida?
- What factors motivated American migrants bound for the Pacific?

## MAIN IDEA

In the early years of the republic, many people traveled west over the Appalachians to settle in the Ohio and Mississippi valleys. Later, settlers would cross the continent to the Great Salt Lake and Pacific Coast.

## KEY TERMS

trans-Appalachia  
Adams-Onís Treaty  
cede  
manifest destiny  
mountain man  
Oregon Trail  
pass  
Santa Fe Trail  
California Gold Rush  
ghost town

## TAKING NOTES

Fill in the chart below with descriptions of American settlement in each of the following regions.

Region	Description of American Settlement
Trans-Appalachia	<ul style="list-style-type: none"> <li>• Farmers settled in Ohio Valley</li> <li>•</li> </ul>
Oregon Country	
Utah	
California	

**Setting the Scene** In the early years of the nation, Americans were bursting with energy and enthusiasm about their new country. Many left their homes in the coastal states and headed inland in search of open land, independence, and prosperity. In 1828, James Hall, a lawyer and writer who lived in the Ohio Valley, captured the mood of a nation on the move in a travel book called *Letters From the West*. In the book, Hall described his voyage down the Ohio River in a keelboat. Hall saw “a great number and a great variety of people” passing through the area on their way west:

“The innumerable caravans of adventurers, who are daily crowding to the west in search of homes, and the numbers who traverse [cross] these interesting regions from motives of curiosity, produce a constant succession of visitors of every class, and of almost every nation. English, Irish, French and Germans, are constantly emigrating to the new states and territories.”

—James Hall

These pioneers had all overcome a geographical barrier to reach the American West. They had crossed the Appalachian Mountains.

## Crossing the Appalachians

With a growing and youthful population, the United States needed space to expand. Young couples dreamed of creating a bright and secure future for themselves and their families. Others sought to escape the overcrowding along the Atlantic Coast—to find a place with “elbow room.” The area west of the Appalachian Mountains, a region known as **trans-Appalachia**, attracted these

Many pioneers crossed the Appalachians by way of the Cumberland Gap (below).



## Focus on TECHNOLOGY

**The Log Cabin** One reason so many Americans left their homes and migrated westward may have been that they knew it would not be very difficult to build a new shelter. The typical log cabin took only a few days to build and required no expensive nails or spikes. (The builder cut notches in the logs to fit them together.) In fact, a pioneer could build a log cabin with no tools besides an axe, and could even build a small cabin by himself.

Many log cabins had only one room, with blankets or sheets hung from the ceiling to provide a bit of privacy. Glass windows were rare, since glass was both costly and difficult to transport. For floors, some cabins used wooden boards; others simply used packed earth.

Families generally saw their cabins as temporary homes while they cleared the surrounding fields for farming. In time, many built larger, more comfortable homes.

Americans. They loaded up their wagons and headed out toward a better life in the wilderness.

In the early 1800s, Americans traveled several main roads over the Appalachians. From New England, they followed the Mohawk Trail into western New York. From Philadelphia, they took Forbes' Road to Pittsburgh, where, like James Hall, they could voyage west on the Ohio River. From Baltimore, they also went to Pittsburgh, on Braddock's Road. From the Middle Atlantic states, settlers used the newly built Cumberland Road, also called the National Road. Southerners followed either the Great Valley Road or the Richmond Road through the mountains to the Cumberland Gap, a low spot in the Appalachians in Southwestern Virginia. From there, they could take the Wilderness Road north, into the Ohio Valley.

**Settling the Wilderness** As James Hall noted, people from many different backgrounds settled in trans-Appalachia. One settler, Daniel Boone, became a legend in his own lifetime, though in many ways he was no different from thousands of other pioneers. He had hunted in Kentucky as early as 1767 and had survived a clash with a band of Cherokee in 1773. In 1775, the Transylvania Company employed Boone and a group of men to cut the Wilderness Road through the Cumberland Gap. This road became the main route to trans-Appalachia for countless Americans, including Boone's own family. By 1792, nearly 75,000 pioneers had settled in Kentucky, which entered the Union that year as the fifteenth state.

Several other important roads carried the earliest settlers on the long and difficult journey across the Appalachians. Most of these routes ended in the Ohio Valley. In the late 1780s, only a few hundred white Americans lived north of the Ohio River. By 1830, hundreds of thousands of Americans had settled in the region, which by then consisted of Michigan Territory and three new states. These new states were Ohio (with close to 1,000,000 residents), Indiana (with almost 350,000 residents), and Illinois (with more than 150,000 residents).

Settlers usually moved as families, although young men often traveled west alone. Once the newcomers settled on a piece of land, they faced a heavy burden of work. Families toiled to clear trees and underbrush, plant corn or other crops, and build themselves a log cabin—all with hand tools and muscle power.

Although most new settlers were white, many African Americans also crossed the Appalachians. An estimated 98,000 slaves moved west with their owners between 1790 and 1810 to settle in the region south of the Ohio River. The Northwest Ordinance of 1787 had forbidden slavery in territories north of the Ohio.

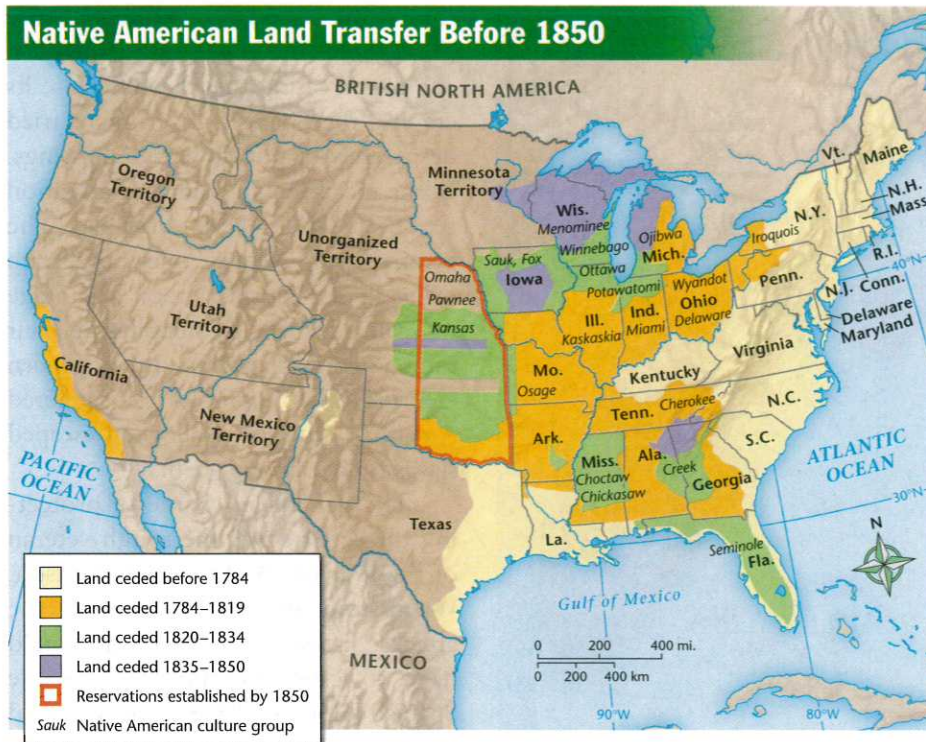
**Forcing Native Americans West** Settlers pushing across the Appalachians wanted land, free of competition from the Native Americans living there. The government developed a plan to help settlers by pressuring the eastern tribes to move farther west to the Louisiana Territory. Government leaders saw this as the perfect site for a permanent Indian home. It lay well beyond existing settlements, and most of it, according to reports, was unfit for farming. There the Indians could be isolated from American settlers.

Federal agents carried out the removal plan. Occasionally, they would bribe a dishonest chief into approving a land sale, often against the wishes of his people or of other tribes in his Indian nation. Gradually Native Americans gave



### Sounds of an Era

Listen to the words of Morris Birkbeck, a British traveler who observed the westward migration of settlers, and other sounds from the early years of the republic.



**MAP SKILLS** A map can only hint at the hardship and turmoil of being forced to move. For instance, the Seminole people fought United States troops well into the 1840s to avoid being removed from their homeland in Florida. **Place** List three Indian nations that gave up some or all of their homelands between 1784 and 1819.

up their homelands in one treaty after another. Although some Native Americans fought bitterly against removal, most went peacefully.

By 1840, most Native Americans in the eastern states had resettled on reservations west of the Mississippi River, in what had come to be known as Indian country. No matter where Native Americans lived, however, their numbers steadily shrank. The main cause of their decline continued to be diseases brought by white settlers. Devastating epidemics regularly swept through Indian villages on both sides of the Mississippi River.

## Expanding Into Florida

Daniel Boone's Kentucky was just one area south of the Ohio River that drew settlers. Americans also swarmed into Tennessee and the Gulf Coast states. The population of Alabama, Mississippi, and Louisiana swelled with pioneers. By 1830, even Florida had 35,000 American settlers, only 11 years after becoming part of the United States.

**Spanish Occupation** The story of how the United States acquired Florida begins in 1795. In that year the United States and Spain agreed to the Pinckney Treaty, named after Thomas Pinckney, the American diplomat who arranged it. The treaty settled several points, including the following:

1. The southern boundary of the United States was set at 31° N latitude, leaving Florida firmly in Spanish hands.
2. United States citizens would be allowed free use of the Mississippi River through Spanish territory.
3. Spain and the United States agreed to control the Native Americans living within their borders and to prevent them from attacking each other's territory.

By 1810, so many Americans had settled in the western part of Florida that they declared the region's independence. Later, the United States annexed West Florida. Expansionists wanted the rest of the Spanish colony, too, and Americans proceeded to take control of several parts of East Florida. At about

### READING CHECK

What were Spain's responsibilities according to the Pinckney Treaty?

## The Annexation of Florida



**MAP SKILLS** The United States annexed part of West Florida in 1810 and the rest of West Florida and East Florida nine years later. **Location** Why were the Seminole settlements at Pensacola and St. Marks a threat to the United States?

### READING CHECK

Why did Spain agree to give Florida to the United States?

the same time, rebellions arose throughout Spain's South American colonies. Fearing that it would lose its empire, the Spanish government tried desperately to put down the uprisings. In the meantime, it paid little attention to East and West Florida. The Seminoles, a Native American group living in the Floridas, took advantage of Spain's lax rule by stepping up their raids on settlements in southern Georgia. The Seminoles also angered American officials by allowing escaped slaves to live among them.

The general in charge of protecting the settlers was the tough veteran of the War of 1812, Andrew Jackson. When told to put an end to the attacks, Jackson noted that he would have to cross the border into the Spanish Floridas. "Let it be signified to me," Jackson wrote President

Monroe, "that the possession of the Floridas would be desirable to the United States, and in sixty days it will be accomplished." Though Monroe did not openly encourage him, Jackson decided to go ahead with his invasion plan.

**The Seminole Wars** General Jackson proved to be as good as his promise. Setting out in March 1818 with only 2,000 men, he swept across the border, escalating what would later be called the First Seminole War. The American troops burned Seminole villages, captured Spanish towns, and within a few weeks claimed possession of the entire western part of the Floridas. Spain expressed outrage, and Congress threatened to condemn Jackson. Most Americans, however, applauded Jackson's bold move.

Monroe and his Secretary of State, John Quincy Adams, decided to make the best of the situation. In late 1818, Adams defined the American position on the issue. Refusing to apologize for Jackson's actions, Adams accused Spain of breaking the Pinckney Treaty by failing to control the Seminoles.

The Spanish were in a poor position to argue. If the United States recognized and supported the independence movements forming in South America, Spain would have no hope of holding on to its colonies there. Besides, by then the Americans had already occupied West Florida and stationed troops in East Florida. The Spanish decided that they might as well try to get something for the land they had already lost.

Spain's representative in Washington, Luiz de Onís, spent weeks working out a treaty with Adams. Finally, in 1819, the two men agreed on what has since been called the **Adams-Onís Treaty**. Spain agreed to **cede**, or give up, Florida to the United States. The treaty also fixed the boundary between the Louisiana Purchase and Spanish territory in the West. To settle the dispute over this boundary, the United States agreed to cede its claims to a huge territory in what is now the southwestern United States, including part of present-day Texas.

## Bound for the Pacific

Once Americans had crossed the Appalachian barrier, they realized that the entire continent lay open before them. Some began to dream of an American empire stretching from the Atlantic to the Pacific. They believed that the United States had a divine mission to spread liberty across the continent. A New York journalist named John L. O'Sullivan captured this attitude when he coined the phrase **manifest destiny**, meaning "obvious or undeniable fate." Writing in 1845, O'Sullivan claimed that it was the nation's "manifest destiny to overspread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and federated self-government entrusted to us."

**The Oregon Country** Americans first began to hear stories of a beautiful land beyond the Rocky Mountains in the 1820s. This vast territory, known as the Oregon Country, stretched from northern California to the southern border of Alaska. The area had magnificent mountains, endless forests, and fertile valleys.

Several Native American groups had lived in the Oregon Country for centuries. Yankee merchants from New England, traveling by ship, first traded for furs with these Indians in the late 1700s. After Lewis and Clark completed their overland expedition in 1806, growing numbers of American fur traders, such as Jedediah Smith and Jim Beckwourth, began to roam the Rocky Mountains in search of beaver pelts. Dubbed **mountain men**, these hardy trappers generally adopted Indian ways, and many of them married Indian women. They also used the Indian trails that led through the Rockies to California and Oregon.

By the early 1800s, four different nations—the United States, Great Britain, Russia, and Spain—claimed rights to the Oregon Country. In 1818, the United States and Britain signed a treaty agreeing to joint occupation of the region. This treaty, called the Convention of 1818, disregarded the wishes of Native Americans who already lived there. A year later, in the Adams-Onís Treaty, Spain gave up its claim to this region, and Russia followed suit in 1825.

As news of the Oregon Country filtered back to the East, a few churches decided to send missionaries to the territory to convert Native Americans to Christianity. The first of these missionaries, a Methodist minister named Jason Lee, arrived in Oregon in 1834. He promptly built a mission school for Indians in the Willamette Valley.

Encouraged by his example, four Presbyterian missionaries joined Lee in Oregon in 1836. Among them was one of the first white women to cross the Rocky Mountains, Narcissa Prentiss Whitman. Whitman and her husband, a doctor, lived and worked among the Cayuse and Nez Percé. Neither Whitman nor the other missionaries who settled in Oregon had much success in converting the region's Indians. In fact, their actions often created more hostility than goodwill.

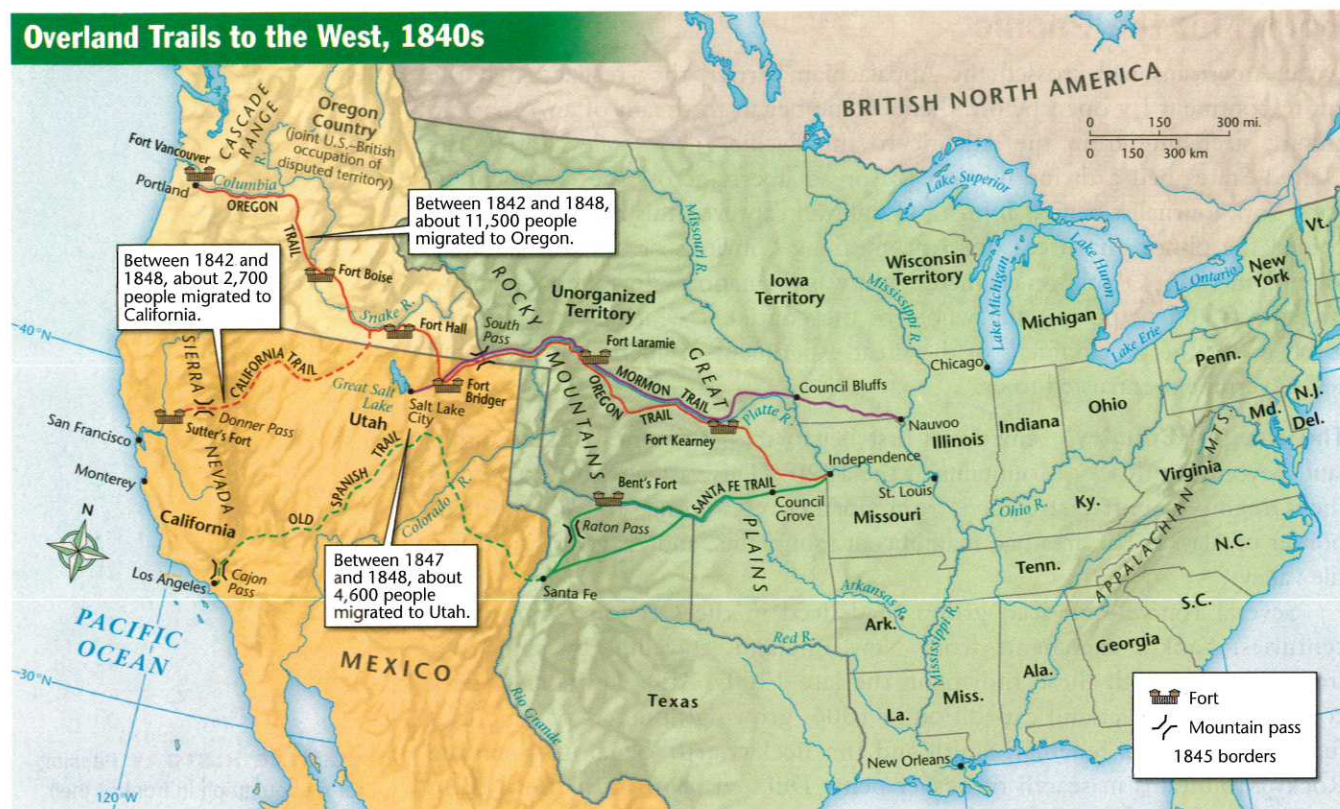
**VIEWING HISTORY** Pausing for a photograph in front of their covered wagon, this family was one of many that headed west in the 1840s in search of a better life.

**Recognizing Bias** Why do you think fictional portrayals of the westward journey differ so much from the facts?





## Overland Trails to the West, 1840s



**MAP SKILLS** Thousands of settlers headed west along various overland trails in the 1840s, facing dry country in some parts of the journey and tall, rugged mountains in others. **Movement** Along what important river did the final leg of the Oregon Trail run?

**Overland Travelers** Starting in 1842, organized wagon trains carried masses of migrants to the West, largely following Indian trails opened up by mountain men. Groups would first meet at a small town in western Missouri called Independence. From there they began the grueling, 2,000-mile trek, or journey, to Oregon. The wagon trains traveled along the **Oregon Trail**, the main route across the vast central plains and the Rocky Mountains.

The journey to the Oregon Country could take from four to six months, and it was expensive. A typical family paid between \$500 and \$1,000 to make the trip. It was also exhausting. Getting the heavy covered wagons across rivers, through muddy bogs, and up steep hills was backbreaking work.

Why, then, did people head west? The most common reason was to obtain land, which could be settled and farmed or bought and sold at a profit. Another reason was to trade goods, and as the western population grew, the region's attractiveness to merchants grew as well. Beyond these economic factors, many of the pioneers also enjoyed the challenge and independence of life on the frontier.

Movies and television westerns would have us believe that western pioneers and Indians continually fought with each other. In fact, they spent more time trading than fighting. Serious conflict did not develop until the 1850s. Before then, white travelers regularly received food and other items from Indians in return for clothing and tools. Disease was a far more deadly threat to the pioneers than the Native Americans. For example, cholera killed as many as 10,000 pioneers (about 4 percent of the total) between 1840 and 1860.

Normally, pioneers on the Oregon Trail traveled along the Platte River in present-day Nebraska and through the South Pass in present-day Wyoming. A **pass** is a low spot in a mountain range that allows travelers to cross over to the other side. After entering Oregon, they would follow the Snake River to settlements in the Northwest.

## Focus on GEOGRAPHY

### Attack at Mountain Meadows

The isolation and freedom that drew Mormons to the Great Salt Lake did not last. After gold was discovered in California, increasing numbers of Americans passed through Salt Lake City on their way west. The United States won the Mormon settlements from Mexico in 1848 and organized the land as the Utah Territory. Mormon settlers sometimes came into conflict with both federal agents assigned to work in Utah and migrants heading west.

These tensions led to violence in September 1857. At Mountain Meadows in southern Utah, over 100 members of a California-bound group were captured and killed by a small number of Mormon settlers and Native Americans. News of the massacre surfaced in California two years later, but it was soon overshadowed by the outbreak of the Civil War.

Not all westward trails led to Oregon. The **Santa Fe Trail**, which also began in Independence, veered southwest to Santa Fe, New Mexico. Merchants used this route starting in 1821 to carry goods into Mexican territory. From Santa Fe, the Old Spanish Trail carried travelers to southern California. People heading for northern California would follow the Oregon Trail as far as the Snake River. Then they would turn southwest along the California Trail.

By 1845, more than 5,000 Americans had migrated to the Oregon Country, and they demanded complete control of the area. In fact, the Democrats won the 1844 election with the slogan “Fifty-four forty or fight,” calling for the northern boundary of American territory to extend past the fifty-fourth parallel (line of latitude). In the Treaty of 1846, however, the United States and Great Britain agreed to divide the Oregon Country along the forty-ninth parallel.

**Mormon Migrations** You have read about the Mormons, a religious group founded by Joseph Smith in New York State. Harassed by neighbors who condemned their beliefs, the Mormons migrated to Ohio and then to Missouri before finding a home in Nauvoo, Illinois, in 1839. For a while, the Mormons prospered in Illinois. Relations with neighbors broke down, however, in part because Smith revealed that the Mormons allowed men to have more than one wife at the same time. After a hostile mob killed Smith and his brother in 1844, the Mormons moved on once again.

The new leader of the church, Brigham Young, decided that the Mormons’ only hope was to live beyond the borders of the United States. He and other leaders chose an area near the Great Salt Lake, in Mexican territory, as the Mormons’ new home.

Starting in 1847, hundreds of Mormons left their temporary camps in Iowa for new homes in the valley of the Great Salt Lake. The route they followed came to be called the Mormon Trail. Within three years, more than 11,000 Mormons had settled in the valley. By 1860, about 30,000 Mormons lived in Salt Lake City and more than 90 other towns in what was then Utah Territory. They prospered as farmers and traders by skillfully irrigating their desert region and by selling food and supplies to pioneers heading to California and Oregon.

**Gold Rush** In January 1848, a carpenter who was building a sawmill for John Sutter, a Swiss immigrant living in California, discovered gold on Sutter’s land. The Mexican governor of California had originally granted Sutter the land to build a colony for settlers. By August of that year, some 4,000 gold-crazed prospectors swarmed over the property, destroying the colony and bankrupting Sutter. The **California Gold Rush** had begun. No event was more important in attracting settlers to the West than the gold strike at Sutter’s Mill.

The news filled the papers in the eastern United States, and Americans touched by gold fever rushed west by the thousands. California had about 14,000 residents in 1848. A year later the population had exploded to an estimated 100,000, and it reached roughly 200,000 by 1852. Some settlers traveled by ship around the tip of South America or by a combination of ship, rail, and foot via Central America. Most, however, took the direct route, west across the overland trails.

A majority of the new immigrants were unmarried men. In fact, women and children made up only 5 percent of the “forty-niners” who went to

**VIEWING HISTORY** This gold miner was one of thousands who traveled to California to find his fortune. **Drawing Conclusions** Describe the typical “forty-niner.”





**VIEWING HISTORY** Within two years of the discovery of gold, Columbia, California, had grown from a small camp in the Sierra Nevadas into the bustling town shown here. After miners extracted most of the area's gold, the town's population declined from a peak of about 6,000 to only 500. **Recognizing Cause and Effect** *Why did the population drop so much when the mining boom ended?*

California in the 1849 gold rush. African Americans, both enslaved and free, also took part in the gold rush. Slaves worked as servants or searched for gold on their owners' work crews, while some free African Americans became independent miners. The gold rush brought settlers not only from the United States but also from Europe and Asia. By 1852, about 10 percent of Californians were Chinese. These Chinese immigrants mainly labored as miners and servants.

The gold rush had a tremendous impact on life in California. For Native Americans, the flood of immigrants was a disaster. Miners forced Indian men to work in the mines and Indian women to work in their households.

Although few miners actually became rich from their efforts, the Gold Rush brought commercial prosperity to cities along the Pacific Coast. The growth of San Francisco was the most impressive. From a small trading village of about 800 people before the gold rush, it had grown to a bustling city of more than 35,000 by 1852.

In the wake of the California Gold Rush came news of more gold strikes. Miners rushed to Cripple Creek in Colorado in the late 1850s, to the Fraser River in western Canada in 1858, and to smaller strikes in Montana and Idaho in the early 1860s.

Whenever reports of a strike circulated, new towns appeared almost overnight. Men and women came to mine, to open stores, or to run saloons. Some stories have exaggerated the number of fights and murders that took place in these boomtowns, but many of the towns were truly wild and violent places.

Mining towns usually had short lives. During the boom, hundreds of new residents arrived and built scores of houses and businesses with amazing speed. Then, when the mines stopped producing, the towns went bust and people moved on. Many mining communities slowly decayed and died, turning into abandoned **ghost towns**. A few of the luckier mining towns were reborn in the late 1900s as tourist and skiing centers.

## Section

## 2

## Assessment

### READING COMPREHENSION

1. What areas did Americans settle in the early 1800s?
2. Why did Spain **cede** Florida to the United States?
3. How did the idea of **manifest destiny** shape American attitudes regarding the Oregon Country?
4. What were some consequences of the **California Gold Rush**?

### CRITICAL THINKING AND WRITING

5. **Making Comparisons** How were the migrations of Native Americans different from those of people of European descent?
6. **Writing to Persuade** In your view, would a young population be more likely to migrate than an older population? Write a brief essay explaining your position.



### Take It to the NET

#### Activity: Writing a One-Act Play

Read first-hand accounts of Americans traveling to the West. Use the primary sources you have read to write a one-act play based on life on the trail or life in the West. Use the links provided in the *America: Pathways to the Present* area of the following Web site for help in completing this activity.

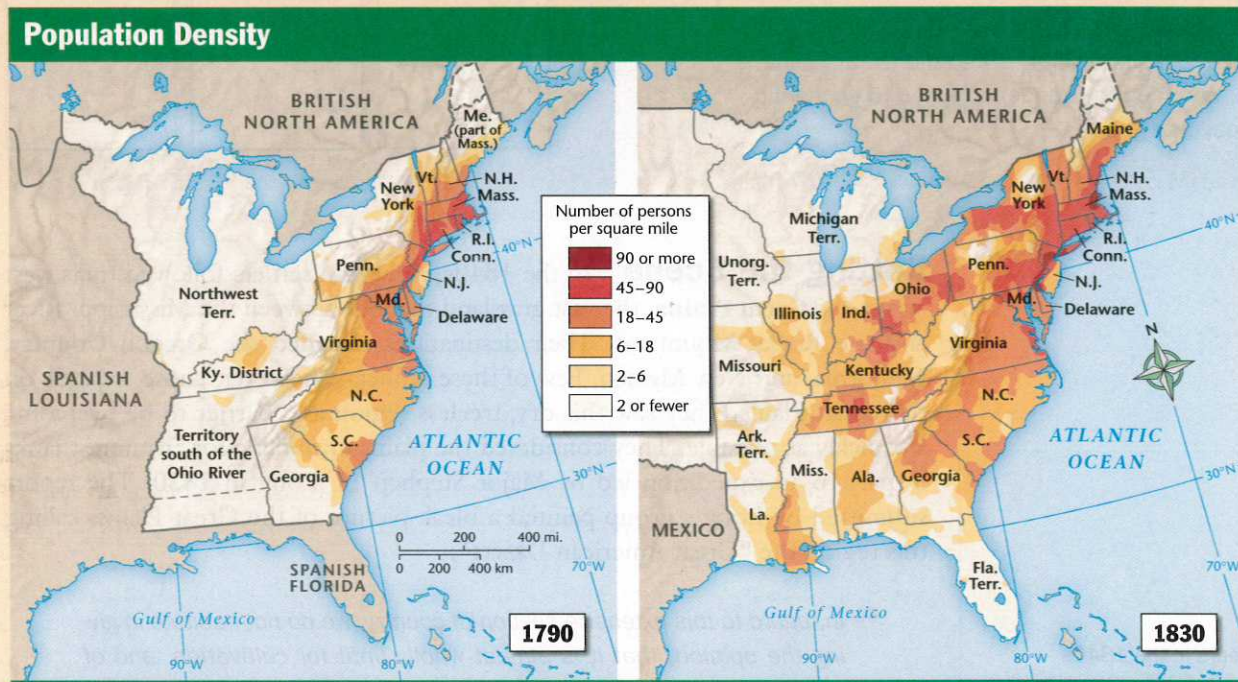
[www.phschool.com](http://www.phschool.com)



# Using Population Density Maps

A population density number represents the average number of persons living in a given area—usually a square mile or a square kilometer. Population density maps can show density for a small area, such as a city, or for a very large area, such as a continent or the entire world. Historians use population density maps to see patterns of human settlement at a particular period of time or changes in population over time.

The maps below represent the population densities in the United States in 1790 and 1830. The figures are based on United States census counts, which, at that time, included whites and African Americans but not Native Americans.



## LEARN THE SKILL

Use the following steps to interpret population density maps:

- Determine what information each map provides.** Look at the map title and key; then study the map.
- Determine the population density of different regions.** Use the map key as your guide.
- Analyze population density patterns.** Note where density is the highest and the lowest, and where changes have occurred over time.
- Study the maps to draw conclusions.** Relate what you already know about history to what you see on the maps.

## PRACTICE THE SKILL

Answer the following questions:

- (a) What kind of information is represented by the colors? (b) What do the darkest and lightest colors represent?

- (a) What was the population density of the Northwest Territory in 1790? (b) Which states on each map had population densities of 45 or more persons per square mile?
- (a) In general, where was most of the population concentrated in 1790? (b) Which was the most densely populated state in 1790? (c) Do you think this state also had the largest total population of any state? Explain. (d) Which states experienced the greatest and most widespread increase in population density between 1790 and 1830?
- (a) What economic factors do you think accounted for the difference in the population densities of the North and the South, in 1790 and 1830? (b) What geographical factors probably contributed to the overall pattern of settlement in 1830? Explain.

## APPLY THE SKILL

See the Chapter Review and Assessment for another opportunity to apply this skill.

# The Great Plains and the Southwest

## READING FOCUS

- How did the lives of Plains Indians change from the 1500s to the 1800s?
- How did Spain integrate California and the Rio Grande valley into Hispanic North America?
- Why did Texas fight to win its independence from Mexico?

## MAIN IDEA

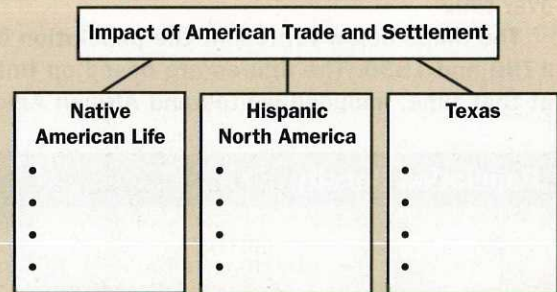
The migration of Spaniards from central Mexico and settlers from the United States into the Great Plains, California, and the Rio Grande valley led to economic and political changes.

## KEY TERMS

Great Plains  
nomadic  
presidio  
Texas War for Independence  
Battle of the Alamo

## TAKING NOTES

As you read, complete the chart below to show how different parts of western North America were affected by settlers and trade in the early 1800s.



**Setting the Scene** In the 1840s, American settlers followed trails west across the **Great Plains**, the vast grassland that lies between the Mississippi River and the Rocky Mountains. Their destinations included the Oregon Country, California, and New Mexico. Few of these pioneers, however, chose to settle on the Great Plains. They saw this dry, treeless region as a barrier to be overcome as quickly as possible. They considered the plains unsuitable for farming, thanks in part to an expedition led by Major Stephen H. Long in 1820. The report submitted by Long's group painted a bleak picture of the Great Plains, calling this region the "Great American Desert":

*“In regard to this extensive section of country, we do not hesitate in giving the opinion, that it is almost wholly unfit for cultivation, and of course uninhabitable by a people depending upon agriculture for their subsistence. Although tracts of fertile land, considerably extensive, are occasionally to be met with, yet the scarcity of wood and water, almost uniformly prevalent, will prove an insuperable obstacle in the way of settling the country.”*

—Account of an Expedition from Pittsburgh to the Rocky Mountains, 1823

Many pioneers in the 1840s crossed the prairies of the “Great American Desert” and high mountain ranges in search of fertile land on the Pacific Coast.

## Plains Indians

Long's description was too harsh. For thousands of years before Long's expedition, Native Americans had thrived in this seemingly inhospitable land. Some of these Plains Indians, especially in the western part of the region, were **nomadic**—continually migrating instead of living permanently in one place. They hunted the bison, or what white settlers called buffalo, on foot, moving their camps to stay close to the huge herds. Plains peoples in the eastern part, where the climate was wetter, hunted buffalo and other game but also established permanent farms and villages. These Native Americans' way of life changed dramatically after Europeans arrived on the Plains.

**The Impact of the Horse** One European animal, the horse, had a profound impact on the everyday lives of the Plains Indians. The Spanish had brought horses to their colonies in northern Mexico in the 1500s. Native Americans acquired them through trade and also through raids on Spanish settlements. By the mid-1700s, horses had spread as far north as the Missouri Valley, the Dakotas, and the Oregon Country.

Horses changed much about Native American life, from the nature of warfare to the division of labor between men and women. Many Native Americans, however, took advantage of the horse without allowing it to transform their cultures. The Pawnee, Mandan, and other Native American nations continued to live primarily as farmers, hunters, and gatherers. As in most Native American societies, the women in these villages did most of the farming, while the men took charge of the hunting.

For other Native Americans, the horse completely changed their way of life. Carrying their possessions on the backs of horses, they followed the vast herds of buffalo that crisscrossed the Great Plains. These nomadic Indians of the Plains differed sharply from each other in many respects, but they did share some common practices. They depended heavily on skilled riding, hunting, and fighting—skills that were formally taught to men alone.

By 1800, the Plains Indians had hunted the buffalo on horseback for more than half a century. During that time they discovered countless uses for the buffalo. James R. Walker, a doctor who lived for a time among the Oglala Sioux, described how the buffalo had become an important resource for Native Americans:

*“ [They used] the hair for making ropes and pads and for ornamental and ceremonial purposes; the horns and hoofs for making implements and utensils; the bones for making soup and articles to be used in their various occupations and games; the sinews [tendons] for making their sewing thread and their stronger cords such as bowstrings; the skins for making ropes, tipis, clothing . . . ; the flesh and viscera [intestines] for food.”*

—James R. Walker

## Focus on DAILY LIFE

### The Role of Plains Indian Women

Women had gained influence in farming villages partly because their responsibilities kept them close to home. When the men left for long periods of hunting or fighting, the women ran the village.

Women in nomadic cultures, however, generally had less influence and wealth. These Indians rarely stayed in one place long enough to farm the land, and women of the Sioux and Comanche nations followed their husbands and fathers on an endless buffalo hunt. Therefore, women spent their time either preparing for the hunt or drying buffalo meat and tanning buffalo hides after the hunt was over. Power had shifted from the farming village, where females had some authority, to the male-dominated hunting camp.

### READING CHECK

How did the horse change the lives of Native Americans on the Great Plains?



**VIEWING FINE ART** Alfred Jacob Miller's painting illustrates the nomadic life adopted by many Native Americans of the Plains. Both horses and dogs provided hauling power. Using a *travois*, or sled, a dog could pull a 40-pound load 5 or 6 miles a day. **Recognizing Cause and Effect** How did the nomadic lifestyle affect the roles of men and women?



**New Nations and New Settlers** Many of the nomads who dominated the Great Plains in the early 1800s were newcomers to that region. The Crow had long lived on the Plains, but the Cheyenne, the Sioux, the Comanche, and the Blackfeet all migrated to the Plains after horses made it easy for them to live on the move.

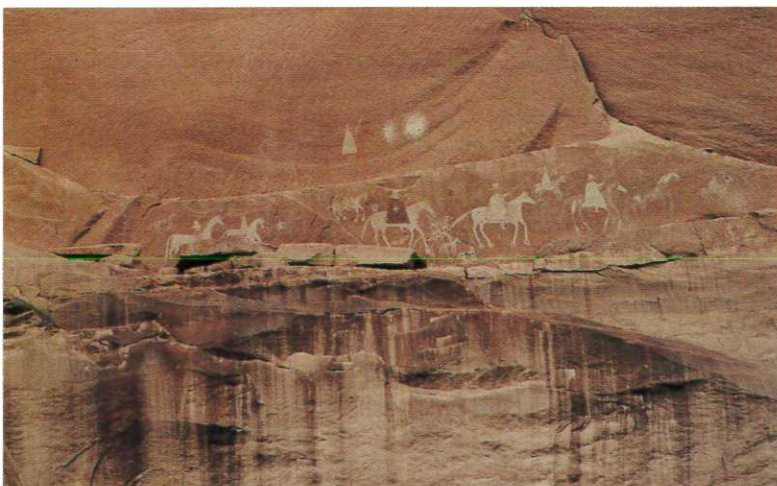
The seemingly endless herds of buffalo were only one reason that Indian nations migrated to the Plains. Another motivation was the need to avoid the wave of settlers pushing westward toward the Mississippi River and beyond. By the 1830s, white settlers had already penetrated the land set aside as Indian Country. In the North, the steady stream of migrants led to the creation of three new states: Iowa (1846), Wisconsin (1848), and Minnesota (1858). Nomads could stay ahead of this migration, but Indians who had settled in villages had no option but to cope with it.

**The Decline of Villages** Before the arrival of the horse, the nomadic and village people of the Great Plains had often lived together peacefully. As the 1700s wore on, some nomadic groups developed into warrior cultures. To gain power in their group, Indians joined war parties and rode into battle. Warfare, like the buffalo hunt, became a way of life.

Nomadic Indians engaged in destructive raids on more settled Native American groups. The Comanche drove the Apache and Navajo west into Spanish New Mexico. By the early 1800s, they controlled the southern Plains. The Sioux—in alliance with the Arapaho and Cheyenne—assumed a similar dominance in the northern Plains.

Caught between white Americans advancing from the east and their nomadic neighbors to the west, agricultural Native Americans suffered greatly. Diseases brought by white traders and settlers added to the losses. No group was hit harder by European diseases than the Mandan. From a population of close to 10,000 in the mid-1700s, the number of Mandan already had fallen to a

This Navajo wall painting shows the Spanish bringing horses and other animals into the Southwest. Horses quickly spread north into the Great Plains.



total of around 2,000 in the summer of 1837. Then a smallpox epidemic hit, leaving only a hundred or so Mandan alive.

By 1850, roughly 75,000 nomadic Indians lived on the Great Plains. They still swept across the grasslands, trailing the buffalo and pursuing their enemies. In addition to these nomads, roughly 84,000 Native Americans from the East lived in present-day Oklahoma. The United States government had forced them to relocate from land east of the Mississippi. Together, these two groups made up about 40 percent of the Native American population of North America.

## Hispanic North America

In the 1500s, Plains Indians first made contact with Spanish settlers in northern Mexico. This region, in the present-day southwestern United States, lay on the edge of Spain's American empire. Unlike the Aztecs of central Mexico and the Incas of Peru, the Native Americans in northern Mexico did not possess fabulous wealth. Spanish explorers looking for gold and silver established settlements in present-day New Mexico and Texas but found little there to encourage intensive colonization. Missionaries and soldiers tried to control the native people, but most of their efforts failed, thanks in part to Spain's lack of interest in the distant land.

**Spanish Colonies** After the Pueblo revolt against Spanish settlers in New Mexico in the late 1600s, Spain's commitment to controlling the region had grown even weaker. In the 1700s, surrounded by hostile Indians, the Spanish limited settlement to a string of small towns along the Rio Grande and in Texas.

Once the most powerful nation in Europe, Spain was on the decline. In the late 1700s, it faced growing threats to its North American territory from other European nations. To meet those challenges, the Spanish government tried to establish better relations with the Comanche and Navajo. Their efforts achieved an uneasy peace with these Native American groups.

More dramatic was the Spanish effort to secure the area that is the present-day state of California. The Spanish feared that this land would fall into the hands of either the British or the Russians. In the late 1700s, Spanish soldiers and priests began building a network of missions and **presidios**, or forts, along the rugged California coastline. They created a chain of 21 missions running north from San Diego to San Francisco.

Enthusiastic Franciscan missionaries devoted themselves to converting Native Americans to Christianity. One such missionary, Father Junípero Serra, founded the first of the California missions at San Diego in 1769. By 1782, he had founded eight more missions farther north. While Spain's settlements in present-day New Mexico and Texas remained small, the presidios and missions in California grew and thrived, becoming lively centers of trade.

The missions owed much of their success to the Indians who labored for them. Indians built the missions, tended the cattle and sheep, farmed the land, and wove clothing. In return for their efforts, they usually received only food, clothing, and shelter. Soldiers and priests both treated the Indians harshly. Those who refused to work could be whipped or locked in chains. For these reasons, some Native Americans chose to escape when the opportunity arose. Those who stayed often endured poor living conditions and limited medical care, both of which contributed to tragic epidemics of measles and smallpox. Between 1769 and 1848, the population of Indians in California fell from about 300,000 to about 150,000.

## Focus on ECONOMICS

**The Mandan** The Mandan lived in several villages along the Missouri River in the present-day Dakotas. French traders visited them as early as the 1730s, bringing manufactured goods, including blankets, beads, tools, and guns. They exchanged these goods for beaver pelts and buffalo hides. By the late 1700s, the Mandan had become part of an international trading system. They served as middlemen in the fur trade—that is, they bought items from one source (Indian trappers) and then sold them to others (white traders). This trade had a far greater impact on their way of life than did the introduction of the horse.

### READING CHECK

How did Spain establish control of California?



**VIEWING HISTORY** Franciscan friars lead a religious procession in this painting of a California mission in the early 1880s.

**Drawing Inferences** How were the missions able to develop into centers of trade?



Settlements in New Mexico began to revive in the late 1700s. Despite continued fighting with Indians, New Mexico benefited from increased attention from Spain. The Mexican population in the region increased from about 3,800 in 1750 to about 19,000 by 1800. Unlike settlers in eastern North America, those in New Mexico did not spread over the countryside in small farms. Instead, the presence of powerful nomadic Indians and the harsh landscape encouraged Mexicans to live close together in large settlements, such as Albuquerque.

**Effects of Mexican Independence** Mexico won its independence from Spain in 1821, after a 13-year struggle. The independence movement started with demands for self-government and a few local uprisings. In 1810, one of those uprisings, led by a priest named Miguel Hidalgo, triggered a rebellion that spread throughout southern Mexico. Spanish authorities crushed the early rebel groups, but the idea of independence stayed alive. In 1821, when a respected army officer named Agustín de Iturbide joined forces with the remaining rebels, victory came quickly. The Treaty of Córdoba, signed August 24, 1821, officially granted Mexico its independence from Spain.

California, New Mexico, and Texas were far from the fighting. Still, they benefited from being part of an independent Mexico. Political reforms brought greater democracy. As citizens of Mexico, the men in these territories were now free to elect representatives to the new government in Mexico City.

New Mexican policies, on the other hand, did not always benefit the territories. For example, in 1833 the government took control of California's missions, along with their irrigated farmlands, vineyards, and huge herds of cattle and sheep. They granted the rights to these lands to hundreds of wealthy, influential citizens. This action and other new economic policies, designed to bolster the Mexican economy, actually widened the gap between rich and poor in Mexico's northern territories. They did, however, encourage trade with the United States.

In 1821, William Becknell, a nearly bankrupt American, brought a load of goods from Missouri to the New Mexican capital of Santa Fe, where he sold them for mules and silver coins. Other American traders followed. The high

quality and low prices of American goods nearly replaced New Mexico's trade with the rest of Mexico. By the early 1830s, caravans of wagons traveled regularly along the Santa Fe Trail.

American fur traders and merchants took advantage of economic openings in other parts of northern Mexico. New Englanders who sailed around South America to reach the West soon dominated the trade with California in fur, cattle hides, and tallow, a waxy substance used to make candles and soap. In return, Californians bought finished goods from the New Englanders. According to one resident of Monterey in the 1840s, "There is not a yard of tape, a pin, or a piece of domestic cotton or even thread that does not come from the United States."

Thus the United States had strong economic ties with New Mexico and California long before it gained political control over these areas. When the Mexican government loosened the rules affecting trade with American merchants, it ensured that Mexico's northern territories would trade more with the nearby United States than with the rest of Mexico. More important, stronger commercial ties encouraged some Americans to settle in northern Mexico.

## Texas Fights for Independence

Nowhere was the flow of Americans into Mexican territory more apparent in the 1820s than in Texas. Stephen Austin, 29 years old and a former member of the Missouri territorial legislature, led the first organized group of American settlers into Texas in 1822. Austin had received permission from the Mexican government to found a colony of several hundred families in east Texas. By 1825, some 1,800 immigrants lived in Austin's colony. Many of them were farmers from the region south of the Ohio River. On the coastal plains of Texas they found just what they wanted—fertile land for growing cotton.

### READING CHECK

How did trade links develop between the United States and northern Mexico?

## Fast Forward to Today

### U.S.-Mexico Trade

The Santa Fe Trail provided an important connection between the United States and New Mexico, but New Mexico was sparsely settled and the volume of trade was low. Traders relied on horse power to carry goods from Independence, Missouri, to Santa Fe along a trail following the Cimarron and Canadian Rivers west.



**TODAY** Trade between Mexico and the United States crosses an international border stretching from the Rio Grande to the Pacific Ocean. The population on both sides of the boundary has soared as the place where the United States and Mexico meet has become a vibrant economic force of its own.

Trade has long been important to the border region, but the North American Free Trade Agreement (NAFTA), which went into effect in 1993, lowered barriers and led to a



large expansion of cross-border flows. Exports to Mexico rose from \$41 billion in 1992 to \$87 billion in 1999, while imports from Mexico tripled from \$35 billion to \$110 billion in the same period. Much of the increase can be credited to *maquiladoras*, or factories

where parts are shipped from the United States and assembled to make goods for re-export to the north. Manufacturers can pay *maquiladora* workers in cities like Tijuana, near San Diego, and Ciudad Juarez, across the Rio Grande from El Paso, less money than workers in American factories are paid. Tijuana and Ciudad Juarez have boomed because of their border location, attracting workers from all parts of Mexico.

## Texas War for Independence



**MAP SKILLS** General Santa Anna's army far outnumbered the Texan fighters. **Movement** Why do you think Santa Anna expected victory as the Mexican forces moved eastward?

Mexican government that they had possessed in the United States. Some settlers vowed to fight for independence if Mexico denied their request.

In 1833, General Antonio López de Santa Anna took power in Mexico and soon made himself dictator. Texans condemned Santa Anna's move away from democratic rule. American as well as Mexican settlers sharpened their demand for self-government, but the general refused to give in. Santa Anna's actions united Texans behind the cause of self-rule. In October 1835, these independence-minded settlers clashed with Mexican troops, beginning the **Texas War for Independence**. The settlers named Sam Houston, a recent immigrant from Tennessee, as their commander in chief.

The settlers' defiance of Mexico provoked Santa Anna into action. He led an army of several thousand men north to put down the rebellion. After crossing the Rio Grande, the Mexican general headed for the Alamo, a ruined Spanish mission in San Antonio that had been converted into a fortress. In December 1835, a group of Texas rebels had ousted Mexican troops from the fortress.

The Texans at the Alamo, numbering fewer than 200 men, prepared to resist Santa Anna. Their leaders, William Travis and James Bowie, hoped to be able to slow the general's advance long enough to allow their fellow rebels to assemble an army. The **Battle of the Alamo** lasted 13 days. Under siege by a vastly larger Mexican force, Travis sent this plea for help "to the People of Texas and all Americans in the World":

*“Fellow citizens & compatriots, I am besieged by a thousand or more of the Mexicans under Santa Anna. . . . I call on you in the name of Liberty, of patriotism & of everything dear to the American character to come to our aid, with all dispatch [speed]. . . . If this call is neglected, I am determined to sustain myself as long as possible & die like a soldier who never forgets what is due to his own honor or that of his country.”*

—Colonel William B. Travis

The Texans inflicted heavy casualties on the roughly 4,000 Mexican troops, but on the morning of March 6, Santa Anna's soldiers forced their way inside the walls. The Mexican general ordered his men to take no prisoners. When the fighting stopped, more than 180 Texans lay dead, including Travis, Bowie, and the legendary frontiersman Davy Crockett.

On March 2, 1836, the rebels formally declared the founding of an independent Republic of Texas. By the end of the month, however, the young republic seemed about to fall to Santa Anna's army. Thousands of Texans were fleeing eastward in what became known as the Runaway Scrape. Sure that victory was near, Santa Anna divided his force to finish off the rebels.

Just when all seemed lost, about 800 Texans regrouped at the San Jacinto River under Sam Houston. There, on April 21, they surprised the overconfident Santa Anna. Rallying to cries of "Remember the Alamo!" they routed the Mexican troops in a matter of minutes.

The Texans captured Santa Anna and, on May 14, forced him to sign the Treaty of Velasco recognizing the Republic of Texas. Mexico later denounced that treaty but did not try to retake Texas. In the fall of 1836, the citizens of Texas elected Sam Houston as their first president. They then drafted a constitution modeled on that of the United States. The constitution included a provision that prohibited the Texas Congress from interfering with slavery. The slavery provision would raise difficult issues in the years to come.

By the end of the 1830s, with almost no help from the United States government, American traders and settlers had established a firm presence in Hispanic North America. They had also succeeded in prying away a large piece of territory from Mexico. The loss of Texas remained a source of considerable tension between the United States and Mexico. Meanwhile, however, Americans kept on pushing west, moving beyond Texas into Mexican territory in present-day New Mexico and California. With these issues unresolved, tensions between Mexico and the United States grew to the point that war became a possibility.

## American BIOGRAPHY



**Sam Houston**  
1793-1863

Born in Virginia and raised in the Tennessee wilderness, Sam Houston left home as a teenager to live with Cherokee Indians. He took the name Black Raven and learned the Cherokee language.

During the War of 1812, Houston fought under Andrew Jackson, who later helped him get a job managing the removal of Cherokee Indians from Tennessee. Houston quit in 1818 after the Secretary of War scolded him for wearing his Indian clothes in the Secretary's office.

After studying law and serving in Congress, Houston became governor of Tennessee in 1827, at age 34. After his first term, he moved to Arkansas to trade with the Cherokee and use his knowledge of government to fight for Cherokee rights. In 1832, President Jackson sent Houston to Texas to work out treaties with Indians there. Houston later became a leader of the independence movement.

## Section

# 3

## Assessment

### READING COMPREHENSION

1. How did horses and traders change the way of life of the Plains Indians?
2. Why was Spain unable to establish firm control over northern Mexico?
3. Why did people in New Mexico trade more with the United States than with the rest of Mexico?
4. What events triggered the **Texas War for Independence**? How did the war end?

### CRITICAL THINKING AND WRITING

5. **Drawing Inferences** Why do you think the Mandan chose not to adopt the nomadic way of life?
6. **Recognizing Cause and Effect** Name two effects of increased trade between the United States and northern Mexico.
7. **Writing to Explain** Write a paragraph explaining how Mexican independence from Spain affected California, New Mexico, and Texas.



### Take It to the NET

**Activity: Virtual Field Trip** Visit the Alamo, site of one of the most famous battles in American history. What do the images tell you about the history of the Alamo? Summarize your trip in a brief report. Use the links provided in the *America: Pathways to the Present* area of the following Web site for help in completing this activity.

[www.phschool.com](http://www.phschool.com)

## Review and Assessment

## creating a CHAPTER SUMMARY

Copy this chart (right) on a piece of paper and complete it by adding important events and issues that fit each heading.



For additional review and enrichment activities, see the interactive version of *America: Pathways to the Present*, available on the Web and on CD-ROM.



Important Events	
Cultural, Social, and Religious Life	<ul style="list-style-type: none"> <li>• Scholars and artists contribute to a new American culture.</li> <li>• Leaders emphasize republican virtues: hard work, self-reliance, self-sacrifice, and harmony.</li> <li>•</li> </ul>
Migration to Trans-Appalachia, Utah, and the Pacific Coast	
The Great Plains and the Southwest	

## ★ Reviewing Key Terms

For each of the terms below, write a sentence explaining how it relates to the growth of the American colonies.

- |                       |                                |
|-----------------------|--------------------------------|
| 1. republican virtues | 9. Oregon Trail                |
| 2. mobile society     | 10. Santa Fe Trail             |
| 3. evangelical        | 11. nomadic                    |
| 4. revival            | 12. presidio                   |
| 5. denomination       | 13. Texas War for Independence |
| 6. trans-Appalachia   | 14. Battle of the Alamo        |
| 7. cede               |                                |
| 8. manifest destiny   |                                |

## ★ Reviewing Main Ideas

- Describe the attitude toward education in the early republic. (Section 1)
- What was the main cause of the great increase in the population of the United States before 1830? (Section 1)
- What attracted Americans to the Second Great Awakening? (Section 1)
- How did the Second Great Awakening contribute to democracy? (Section 1)
- How did African Americans participate in the development of trans-Appalachia? (Section 2)

- How did fur traders help open the Oregon Country to settlement? (Section 2)
- Why did Brigham Young bring his followers to the Great Salt Lake region? (Section 2)
- Describe the way of life of the nomadic Plains Indians. (Section 3)
- How did the Spanish try to strengthen their hold on California in the late 1700s? (Section 3)
- Describe the settlement of Texas before 1836. (Section 3)

## ★ Critical Thinking

- Recognizing Cause and Effect** How did the ideals of the American Revolution continue to influence social developments in the new republic?
- Predicting Consequences** You have read that the population of the United States doubled every 20 years during the era of the new republic. What might be the effects on your own town or city if its population doubled in the next 20 years?
- Drawing Conclusions** Why were the Spanish missionaries in California more successful than the American missionaries in Oregon?
- Making Comparisons** Compare Spain's relations with Native Americans in Florida and the Southwest with relations between American settlers and Native Americans in trans-Appalachia. Why did the two relationships differ so greatly?

## ★ Skills Assessment

### Analyzing Political Cartoons ▶

29. Analyze the images in this cartoon titled “The Way They Go to California,” and answer the following questions. (a) Why are the people in this cartoon traveling to California? (b) How does the reader know that this is the reason?
30. (a) List three methods of travel shown in this drawing. (b) According to your reading, which of these methods was actually used by migrants going to California? (c) What point is the cartoonist trying to make by including ridiculous machines?
31. What lesson might be taught by the fact that several people have fallen into the water?

### Analyzing Data

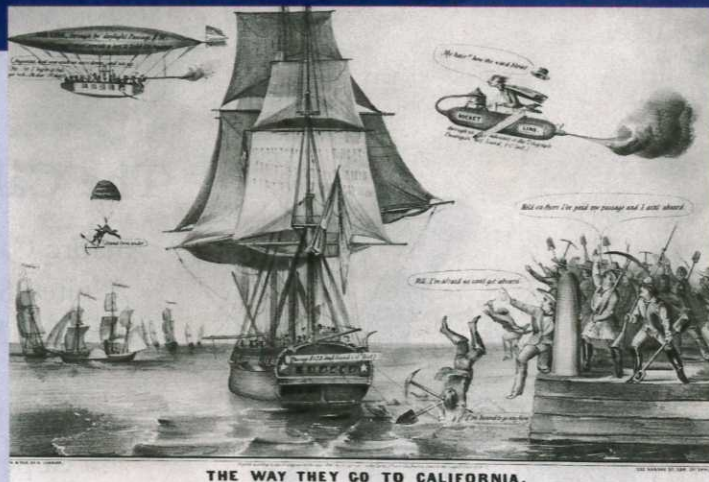
Turn to the chart of population growth in the United States on p. 242. Study the chart and use the data presented to answer the questions below.

32. Approximately how much did the African American population increase from 1800 to 1830?
- A 1,300,000  
B 2,300,000  
C 2,300  
D 1,000
33. When did the population of the United States first reach 10 million?
- F Before 1780  
G 1780–1810  
H 1810–1830  
J After 1830

### Applying the Chapter Skill:

#### Using Population Density Maps

34. Review the population density maps on page 257. Describe the change in settlement patterns in Pennsylvania from 1790 to 1830 based on the information presented in this map.



## ACTIVITIES

### Writing to LEARN

#### Writing to Compare

Reread the section beginning on page 243 about the effects social mobility had on society. Research and write an essay that answers the following question: Have recent technological changes made the United States more, or less, a nation of strangers? Include evidence to support your conclusions.

### Primary Source CD-ROM

**Working With Primary Sources** Find additional information on life in the early republic on the *Exploring Primary Sources in U.S. History CD-ROM* and use the selection(s) provided to complete the Chapter 7 primary source activity located in the *America: Pathways to the Present* area of the following Web site.

[www.phschool.com](http://www.phschool.com)

### Take It to the NET

**Chapter Self-Test** As a review activity, take the Chapter 7 Self-Test in the *America: Pathways to the Present* area at the Web site listed below. The questions are designed to test your understanding of the chapter content.

[www.phschool.com](http://www.phschool.com)

## The California Gold Rush

Before California became part of the United States in 1848, it was a thinly settled Mexican territory inhabited mainly by Native Americans and no more than 8,000 Mexicans, Americans, and Europeans. In 1848, a carpenter was building a sawmill in present-day Sacramento when some sparkling flakes of rock caught his eye. Those flakes were gold. Gold! Headlines around the country and overseas screamed the news. By the next year, tens of thousands of gold seekers streamed to California from all over the world.



### Panning for Gold

Many early gold miners used pans to collect river sediment that might contain gold flakes.

### Gold Rush California

California's gold fields lay in the foothills of the snow-capped Sierra Nevada. The river ports of Sacramento and Stockton provided key services to the miners, but San Francisco was the state's biggest city, seaport, and commercial center. At the time, Los Angeles was a small cattle town that sent beef cattle north to feed the miners.

### Geographic Connection

What aspects of San Francisco's location allowed it to serve as the chief port and commercial center of California during the Gold Rush?



## Migration and Immigration to California During the Gold Rush

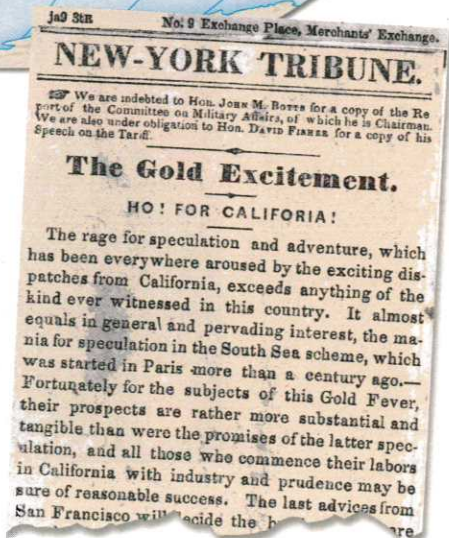


### A Global Migration

Gold seekers traveled to California over land from Mexico and the Midwest, and by sea from the East Coast, South America, Europe, and China. Sea travelers arrived at the booming port of San Francisco, from which they traveled upriver and over land to the gold fields.

### Geographic Connection

What routes might a traveler from the eastern United States take to reach California?



### A Diverse Population

By 1852, California had more than 200,000 residents, and roughly 10 percent were Chinese. Many others were migrants from Mexico, South America, or Europe. California still has the ethnic diversity that it had in its first days as a state.

### Geographic Connection

Why did California acquire such a diverse population during the Gold Rush?