

UNIT

4

TIMES OF TROUBLE IN THE NEW STATE

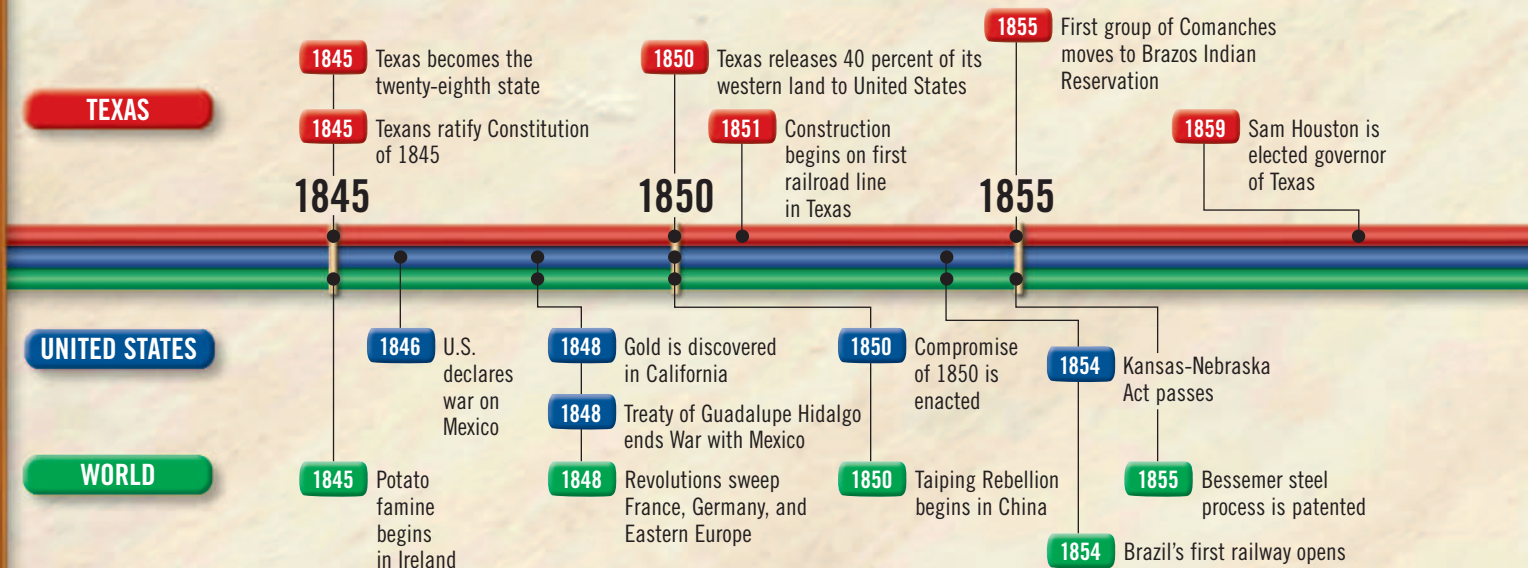
1845–1880

CHAPTER 12 Statehood for Texas

CHAPTER 13 Life in the State of Texas

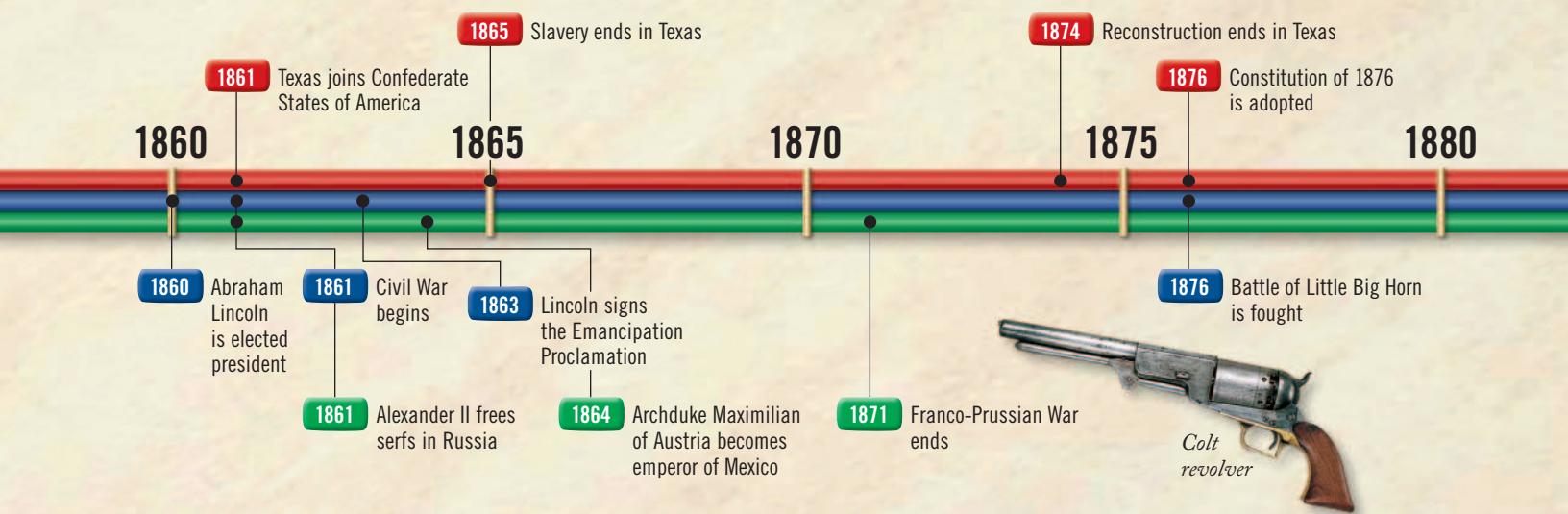
CHAPTER 14 The Civil War

CHAPTER 15 Texas and the Union





Lonestar, Don Troiani





Statehood for Texas

1845–1851

SECTION 1 Texas: The Twenty-Eighth State

SECTION 2 The United States and Mexico at War

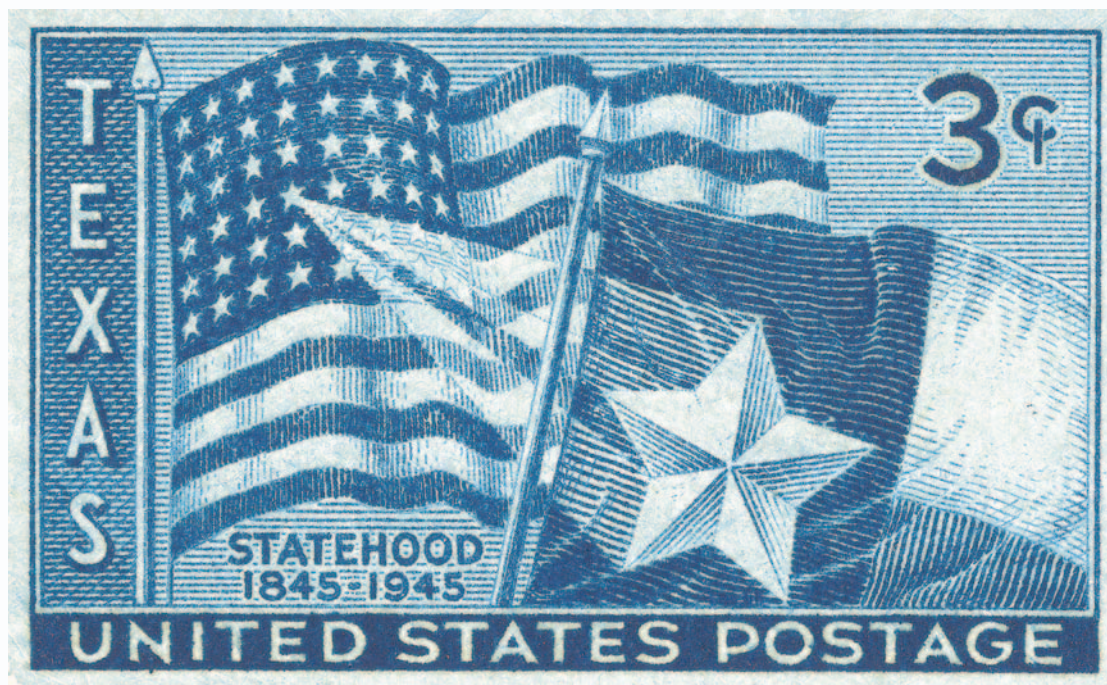
SECTION 3 A New Western Border



VIEW THE **Texas on Tape**
CHAPTER 12 VIDEO LESSON.

The Republic of Texas has made known her desire to come into our Union, to form a part of our Confederacy and enjoy with us the blessings of liberty secured and guaranteed by our Constitution.

President of the
United States
James K. Polk



Postage stamp celebrating 100 years of Texas statehood, 1945

1845

- 1845 Texas is annexed by United States
- 1845 Texans ratify Constitution of 1845
- 1845 James Pinckney Henderson becomes first governor of Texas

1847

- 1846 United States goes to war with Mexico

- 1847 Meusebach-Comanche Treaty is signed between Comanches and German settlers

1849

- 1848 Treaty of Guadalupe Hidalgo ends the war with Mexico

1851

- 1850 Texas releases about one-third of its western land to United States



SKILL BUILDER

Reading Social Studies

Before You Read

Have you ever thought about how boundaries affect your life? Do they protect you or restrict you? The boundaries around a construction site keep you safe from falling objects or a dangerous area, while the boundaries around a football field limit the area where players can run. A boundary may be a street, a river, or an invisible line. Some boundaries are easy to cross, such as those that separate states. Others require special documents to cross, such as boundaries between countries. Sometimes boundaries even cause arguments between different groups.

Think about

- boundaries used in sports
- boundaries that separate states and countries
- how boundaries are established and maintained
- what a boundary can look like



As You Read



One of the challenges that faced the new state of Texas was determining its boundaries. Mexico and Texas disagreed about the location of the boundary between them. The location of the western border of Texas also led to disagreements within the United States. Completing this outline for Chapter 12 will help you to see how the location of boundaries has affected Texas history.

- Copy the outline in your Texas Notebook. The main ideas and the first subtopic have been provided for you.
- As you read, list the rest of the subtopics that support each main idea next to the capital letters.
- Then fill in two supporting details next to the numbers below each subtopic.

Organizing Information

- I. Texans form a state government.
 - A. Delegates write a state constitution.
 - 1.
 - 2.
 - B.
 - 1.
 - 2.
- II. United States annexes Texas.
 - A.
 - 1.
 - 2.
- III. Texas's western border is established.
 - A.
 - 1.
 - 2.
 - B.
 - 1.
 - 2.



Texas: The Twenty-Eighth State

Why It Matters Now

In its first years as a state, Texas established the framework for its laws and government today.

TERMS & NAMES

Thomas J. Rusk, **legislature**, Constitution of 1845, **executive branch, legislative branch, judicial branch, governor, lieutenant governor**, James P. Henderson, Sam Houston

OBJECTIVES

1. Describe the major provisions in the Constitution of 1845.
2. Identify the first political leaders in the state of Texas.

MAIN IDEA

When Texas accepted the offer to become a state of the United States, the first task was to form the state government. In 1845 delegates from across Texas met to write a state constitution. Later that year, Texans elected their state officers.

WHAT Would You Do?

Write your response to *Interact with History* in your *Texas Notebook*.



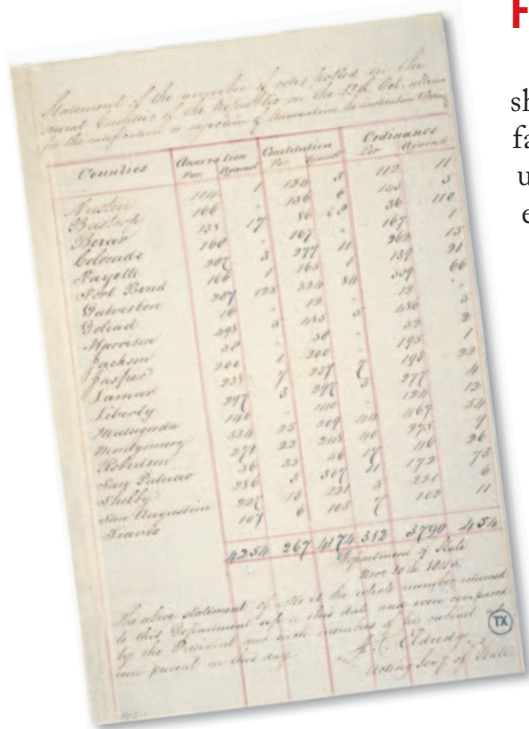
INTERACT WITH HISTORY

Imagine that you are a delegate chosen to draft Texas's new state constitution. Your task is to decide what to include in the constitution and how to form the state government. How do you decide what to include in the new constitution? What kind of information do you include?

From a Republic to a State

From the first election in the Republic of Texas in 1836, Texans had shown that they wanted to be part of the United States. They voted in favor of annexation by a large margin. Almost ten years later, Texas's union with the United States became a reality with Texas as the twenty-eighth state.

The resolution to annex Texas to the United States was signed on March 1, 1845. It stated that Texas could at any time be divided into five states. No other state in the Union has been given this option. Texas's brief experience as an independent country also set it apart from other states in the Union. Memories of Texas's ten years of independence remained a source of pride and helped shape even modern Texans' attitudes toward government, society, and themselves.



Ledger showing annexation votes per county

The Constitutional Convention of 1845

Now that the Texas Congress had voted for annexation, the state government needed a constitution. Many of the nearly 300,000 people who lived in Texas in 1845 had not lived under the rule of Spain or Mexico. They had arrived in the area after Texas had gained independence from Mexico in 1836. Most were familiar with the United States government and its state governments, especially those in the



REPUBLIC OF TEXAS COUNTIES' VOTES ON ANNEXATION					
COUNTIES	FOR	AGAINST	COUNTIES	FOR	AGAINST
Austin	114	1	Jefferson	92	-
Bastrop	166	-	Lamar	238	7
Bexar	138	17	Liberty	297	3
Bowie	269	-	Matagorda	140	-
Brazoria	230	-	Milam	80	14
Brazos	81	-	Montgomery	534	25
Colorado	168	-	Nacogdoches	401	4
Fannin	226	8	Red River	288	15
Fayette	287	3	Robertson	271	22
Fort Bend	166	1	Rusk	283	4
Galveston	287	125	Sabine	103	-
Goliad	16	-	San Augustine	227	13
Gonzales	164	4	San Patricio	56	35
Harris	324	50	Shelby	286	3
Harrison	498	5	Travis	107	6
Houston	344	30	Victoria	95	3
Jackson	58	-	Washington	430	31
Jasper	200	1			

▲ The majority of the votes were in favor of annexing Texas. ● Which county had the most votes against the annexation of Texas?

South. It is not surprising that the state constitution the Texas Congress adopted closely followed the constitutions of other U.S. states.

Delegates to the Constitutional Convention met on July 4, 1845, in Austin to create a state constitution. By that time, 56 of 61 elected delegates were present. José Antonio Navarro was the only Texas-born delegate among them. James Power, who was born in Ireland, was the only other delegate who had not moved to Texas from the United States. Both men also had helped write the constitution for the Republic of Texas. Five delegates had been signers of the Texas Declaration of Independence, and many others had been involved in the government of the Republic of Texas. Most of the delegates were natives of southern states, including 18 from Tennessee, 8 from Virginia, 7 from Georgia, 6 from Kentucky, and 5 from North Carolina. One delegate, Hiram G. Runnels, had helped write the state constitution for Mississippi.

Runnels nominated Thomas Jefferson Rusk as president of the convention. Rusk was well-known in Texas. He had served the republic as commander-in-chief, secretary of war, and chief justice of the Supreme Court. All of the delegates approved his election. As president of the convention, Rusk greatly influenced the form of the new state government.

The State Constitution

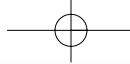
To draft the Texas state constitution, the delegates studied the constitutions of other states, especially that of Louisiana, which had been recently rewritten. The United States Constitution was also a model. The



José Antonio Navarro



José Antonio Navarro was an important contributor to Texas government both before and after Texas became part of the United States. While Texas was still part of Mexico, Navarro was elected to the Coahuila y Tejas state legislature and to the federal congress at Mexico City. After Texas's independence he was elected to the Texas Congress. After Navarro helped to write the Texas state constitution, he went on to serve two terms in the Texas Senate. In 1846 the Texas legislature named Navarro County for him. ● Why do you think a county was named in honor of Navarro?



► The Constitutional Convention of 1845 is considered by some historians to have had the greatest number of participants with the broadest political experience.

● **What was the purpose of the Constitutional Convention of 1845?**



legislature *a government body that has the power to make or pass laws*

delegates also agreed to keep some parts of the Republic's constitution. For example, they protected homesteads from being taken to pay debts. They did not allow ministers and priests to serve in the **legislature**. They did allow settlers from other states to continue bringing slaves with them to Texas. Finally, the delegates protected the right of women to own land, a right they had held under Spanish government. Texas was one of the first states to give women this right. To introduce their ideas, the delegates began the Constitution of 1845 with the following words:

We, the people of the republic of Texas, acknowledging with gratitude the grace and beneficence of God, in permitting us to make a choice of our form of government, do, in accordance with the provisions of the joint resolution for annexing Texas to the United States, approved March first, one thousand eight hundred and forty-five, ordain and establish this constitution.

executive branch *the part of government that carries out the laws*

legislative branch *the part of government that makes the laws*

judicial branch *the part of government that interprets the laws and applies these laws in the court system*

governor *the highest ranking officer in the state government*

lieutenant governor *the second highest ranking officer in the state government*

The Constitution of 1845 outlined three branches of government for Texas: the **executive branch**, the **legislative branch**, and the **judicial branch**. The constitution created the executive offices of **governor** and **lieutenant governor**, replacing the Republic's president and vice-president. These officers would hold two-year terms, and unlike in the Republic, state officers could remain in office for two terms. However, they could serve no more than four years in any six-year period.

The constitution created a legislative arm of the government, made up of a House of Representatives and a Senate. House members would serve two-year terms, and senators were chosen to serve four-year terms.

The constitution also set up a judicial, or court, system. It established the Texas Supreme Court as the highest court in the state. It also established levels of lower courts to hear other types of court cases. Although the governor chose judges at first, a law passed in 1850 allowed the citizens of Texas to elect judges.



The convention ended on August 28, 1845. Anson Jones, president of the Republic of Texas, called an election on October 13 for Texans to accept the constitution. Fewer Texans voted than in the election of 1844, but a majority approved the constitution by a vote of 4,174 to 312. Jones formally accepted the constitution on November 10 and called for a December 15 election to determine Texas's first state officeholders.



James Pinckney Henderson

James Pinckney Henderson arrived in Texas in 1836 from Mississippi and practiced law in San Augustine. He helped bring in troops for Texas during the Revolution and served as President Houston's attorney general and secretary of state. Henderson helped arrange the failed treaty of 1844 and was a member of the Constitutional Convention.



● **What made the election of 1845 different from previous elections in Texas?**

The Election of 1845

In the election on December 15, 1845, James Pinckney Henderson defeated J. B. Miller to become the first governor of Texas. Albert C. Horton defeated N. H. Darnell to become lieutenant governor.

The legislature selected Thomas J. Rusk and Sam Houston as the state's first two United States senators. Houston was appointed to a two-year term, and Rusk to a six-year term. This rotation in office ensured that future seats in the Senate would never be up for election at the same time. Rusk served in the Senate until his death in 1857, and Houston until 1859.

David Kaufman and Timothy Pillsbury were elected to the U.S. House of Representatives. Kaufman had served under President Jones, and Pillsbury had been the chief justice (county judge) for Brazoria County. Governor Henderson chose many of the other officeholders. John Hemphill, the chief justice of the Supreme Court of Texas, had served as chief justice when Texas was a republic.

Henderson served only one term as governor, but it was an important one. During his term he established the state government of Texas. He also governed during the war with Mexico that resulted when Texas was admitted to the Union.

SECTION 1 ASSESSMENT

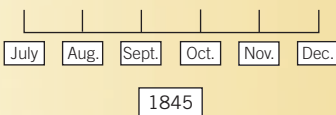
Terms & Names

Identify:

- Thomas J. Rusk
- legislature
- executive branch
- legislative branch
- judicial branch
- governor
- lieutenant governor
- James P. Henderson
- Sam Houston

Organizing Information

Complete a time line like the one below by putting the events of 1845 in order by date.



Critical Thinking

1. What provisions of government did the Constitution of 1845 establish for Texas?
2. Why do you think it was important for Texas to draft a constitution and elect leaders before officially becoming a state?
3. What is the significance of the meeting date of the Constitutional Convention in 1845?

Interact with History

Review your response to *Interact with History* in your Texas Notebook. Were your ideas similar to those of the delegates who wrote Texas's state constitution?

ACTIVITY

Citizenship

Locate the Constitution of 1845. Scan Article 1, which provides a bill of rights. Summarize the rights protected by this state constitution.



Go to www.celebratingtexas.com to research the Activity topic.



LONE STAR

Literature



The annexation of Texas by the United States marked an important turning point in Texas history. No longer a new Republic, Texas now was a state within an established nation. In the following excerpt, Noah Smithwick offers an insider's observations of Texas's statehood

The Evolution of a State

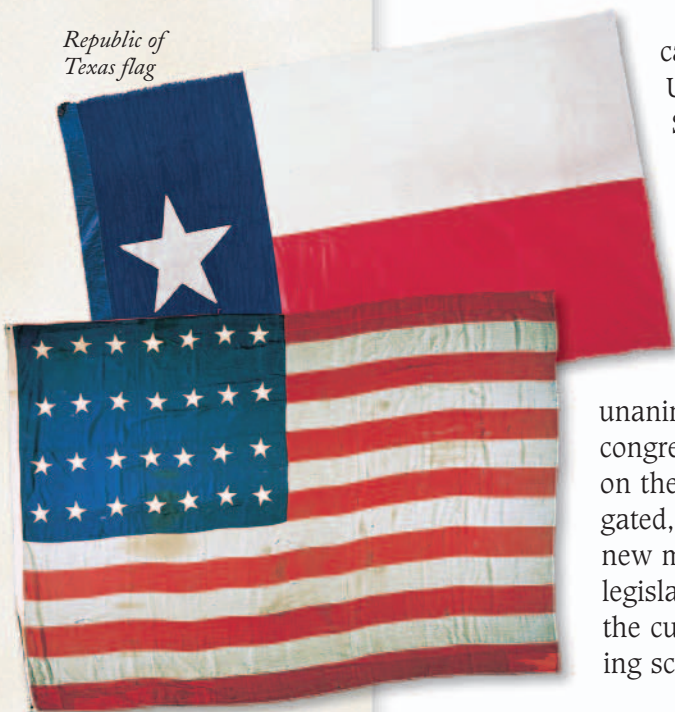
BY NOAH SMITHWICK

Though President Houston by a vigorous application of the pruning knife, both to the number of offices and the salaries attached thereto, had succeeded in reducing the expenses of the government within the limits of its resources, and by his pacific Indian policy secured a cessation of hostilities from most of the native Indians, yet the condition of the country was so unsatisfactory that many of the inhabitants looked to annexation as the only hope of peace and prosperity. The last presidential contest being along that line, and though General Bureson, who led the annexation party, was defeated by the opposition candidate, Anson Jones, the sentiment in favor of annexation grew so rapidly that the first year of his administration saw the Lone Star absorbed into the glorious constellation established by the fathers of its citizens, and with few dissenting voices. After all those years of trial and sore distress, being as it were a kind of football for the greater powers on both sides of the Atlantic, it did seem good to see the old stars and stripes again floating over us, giving assurance of strength and protection, saying to the nations of the world, "Hands off," an injunction which only poor old Mexico refused to obey till General Scott taught her the lesson that more enlightened nations had already learned.

District court was in session in Bastrop when the news came that the bill for the annexation of Texas had passed the United States congress and received the approval of [United States] President Polk. . . .

The first and most difficult step in our route toward statehood had been achieved, but the end was still a long way off. President Polk signed the bill on March 1, 1845. On the 5th of May following, President [of the Republic of Texas] Jones called a convention to meet in Austin on the 4th of July to consider the proposition, which was submitted to the people on October 13, and being almost unanimously indorsed, then went back to the United States congress for final action, receiving the approval of President Polk on the 29th of December. The state constitution had been promulgated, the first governor elected and it was only needed to set the new machinery in motion, to touch the button, as it were. The first legislature met on the 16th of February, 1846, and three days later the curtain fell on the last, and in many respects, the most touching scene in the brief drama of the republic, when Anson Jones, its

*Republic of
Texas flag*



U.S. flag of 1846



PRIMARY SOURCE MEMOIR

last president, standing on the steps of the old capitol, lowered the old flag from the mast and reverently furling it, announced amidst breathless silence, "The republic of Texas is no more." Many a head was bowed, many a broad chest heaved, and many a manly cheek was wet with tears when that broad field of blue in the center of which, like a signal light, glowed the lone star, emblem of the sovereignty of Texas, was furling and laid away among the relics of the dead republic. But we were most of us natives of the United States, and when the stars and stripes, the flag of our fathers, was run up and catching the breeze unrolled its heaven born colors to the light, cheer after cheer rent the air. Methinks the star in the lower left hand corner should have been especially dedicated to Texas.

As was anticipated, the annexation of Texas again involved us in a war with Mexico, but how different from those that had preceded it! Instead of a few hundred poorly armed men, there was General Taylor, "Old Rough and Ready," who "never surrendered," and stern old General Winfield Scott, who won his first honors at Lundy's Lane thirty-five years before, and with them Grant and Lee and many others who developed into able commanders during the civil war, together with their thousands of soldiers equipped with all the latest appliances of war, and above the imposing array, not one lone, lonely star, but a glittering constellation of twenty-eight flashed defiance to all foes.



Anson Jones lowering the flag of the Republic of Texas

To read more about Noah Smithwick's observations of nineteenth-century Texas, read *The Evolution of a State*, University of Texas Press, Austin, Texas, ©1983.

Learning

About the Author

Noah Smithwick served in the Texas Revolution and eventually joined a company of rangers to protect Bastrop residents from Native Texan raids. Before the Civil War Smithwick strongly opposed Texas's secession from the Union, which brought him many enemies in the state. After his death Smithwick's daughter compiled and edited his recollections and had them published.

Reading

the Literature

As you read the selection, notice the author's tone, or attitude toward the subject matter. How does Smithwick's word choice convey his emotions about the events in Texas?

Thinking

About the Literature

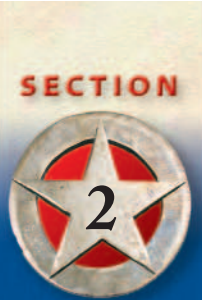
How do you think Smithwick felt about Texas's becoming a part of the United States? What wording in the passage supports your answer?

Writing

About the Literature

Smithwick's account implies that the moment when President Jones lowered the Republic of Texas flag was a time of both sadness and celebration. Write a brief speech describing this turning point in Texas history.





The United States and Mexico at War

Why It Matters Now

The War with Mexico determined Texas's present-day southern border.

TERMS & NAMES

Manifest Destiny, John Slidell, Zachary Taylor, Mariana Arista, War with Mexico, Winfield Scott, Treaty of Guadalupe Hidalgo, Mexican Cession, **cession**

OBJECTIVES

1. Analyze the causes of the War with Mexico.
2. Identify the contributions of the Texas Rangers during the War with Mexico.
3. Describe the provisions of the Treaty of Guadalupe Hidalgo.

MAIN IDEA

Soon after Texas became a state, war broke out between Mexico and the United States. Both countries claimed Texas as part of their nation, and the United States wanted control of other territories under Mexican rule.

A REAL-LIFE STORY

At the time of Texas's annexation, the ties that held Mexico and Texas had not been completely cut. Both Mexico and the United States were beginning to realize that war was likely.

An editorial in a Clarksville, Texas, weekly newspaper described the feelings of many Texans about the idea of going to war with Mexico.



Charles DeMorse

At last we have a real "sure enough" war on hand; something to . . . draw out the national enthusiasm. . . . There is at last—our pulses beat quickly with the thought—an opportunity to pay off a little of the debt of vengeance which has been accumulating since the massacre of the Alamo.

Charles DeMorse, *Northern Standard* newspaper

Mexican and U.S. Policy on Texas

The admission of Texas to the United States created hard feelings in Mexico. Santa Anna had agreed to the independence of Texas in the Treaties of Velasco in May 1836. However, the Mexican government refused to recognize either the treaty or Texas's independence. Mexican officials claimed that Santa Anna signed the treaties only because his life was in danger. International law and custom did not require a nation to honor agreements made under such conditions.

As a result, for nearly ten years Mexico continued to think of Texas as its territory even though Texas was a republic. Leaders in Mexico thought that the Texas Revolution had been planned by the United States. They warned that if the United States admitted Texas to the Union, it would mean war.



The Northern Standard, founded in Clarksville, Texas, in 1842 by Charles DeMorse

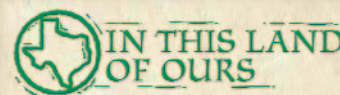


Tensions Between Mexico and the United States

When the United States annexed Texas, it accepted Texas's southern boundary as the Rio Grande. This was based on the secret part of the Treaties of Velasco. However, Mexico did not recognize the Treaties of Velasco. Mexico still claimed all of Texas. Mexicans also believed that the southern border of Texas was the Nueces River, as it had been before Santa Anna signed the Treaties.

The rising tensions between the United States and Mexico were not due merely to the dispute over which nation had control over this part of Texas. The United States ultimately wanted to gain control of California and all the land between Texas and the Pacific coast. Many U.S. citizens believed that expansion of the United States to the Pacific Ocean was certain to happen. This idea was known as Manifest Destiny. Mexico, however, did not want to give up Texas or the territory west of it.

When Texas was annexed, the Mexican government threatened war. President James K. Polk sent representative John Slidell to Mexico to try to ease tensions between the United States and Mexico. Some U.S. residents had filed claims against Mexico for damage to their property. Slidell offered that the United States would pay all of these claims. In return he asked that Mexico recognize Texas as part of the United States and transfer California and all land between Texas and California to the United States. Mexican leaders refused to discuss the matter with Slidell, which angered U.S. leaders. Mexicans were offended that U.S. officials thought they would trade parts of their country for money.

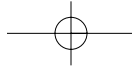


MOVEMENT

The Louisiana Purchase of 1803 reflected the United States' interest in westward expansion. Around the same time, Thomas Jefferson sent Meriwether Lewis and William Clark to explore a route to the Pacific Ocean. It is not a coincidence that a treaty was signed with Great Britain that gave the Oregon territory to the United States in the same year that Texas was formally admitted as a state. Both were part of Manifest Destiny. ● **Why did the United States want to expand westward?**



- ◀ The annexation of Texas was important to fulfilling Manifest Destiny—the goal of extending the United States to the Pacific Ocean. Unresolved issues with Mexico prevented the United States from fully claiming Texas. ● **Why was Texas's ownership unclear?**



Multicultural Connections

The Rio Grande

The Rio Grande has been called many names since its discovery. To the Pueblos it was the *Posoge*, meaning “big river.” It was called the *Río de Nuestra Señora* and the *Río Guadalquivir* by early Spanish explorers. Some British sailors termed it the “River of May” in 1659. The Spanish term *Río Bravo*, meaning “wild and restless river,” is used in Mexico today. Other names for the river included *Río Caudaloso*, meaning “carrying much water,” and *Río Turbio*, meaning “turbulent river.” ● **What political role does the Rio Grande play today?**

Although U.S. leaders wanted the territories controlled by Mexico, some citizens of the United States did not agree. Many New Englanders and Midwesterners thought that the primary reason their government wanted Texas and the southwestern land was to expand slavery. They were against the annexation of Texas and war with Mexico because of their objection to slavery.

Fighting Breaks Out

President Polk ordered General Zachary Taylor to place troops along the Nueces River line. In response, Mexican general Mariano Arista led his troops to a location just south of the Rio Grande.

When the Mexican government refused to discuss matters with Slidell, President Polk ordered Taylor to move some of his forces to the Rio Grande. Major Jacob Brown led part of Taylor’s army to an area north of the river near Matamoros. The post, originally known as Fort Texas, was renamed Fort Brown in Major Brown’s honor. It later developed into the city of Brownsville.

Fighting between Mexico and the United States began in the disputed territory just north of the Rio Grande and south of the Nueces River. Mexican general Francisco Mejía wrote an official letter to the citizens of the northern states of Mexico. His letter reflected the attitude of many Mexicans toward the United States at that time.





TEXAS VOICES

Not only does it [the U.S. government] aspire to the possession of the department of Texas, but it covets also the regions on the left bank of the Rio Bravo [Rio Grande]. . . . With an enemy which respects not its own laws, which shamelessly derides the very principles invoked by it previously, in order to excuse its ambitious views, we have no other resource than arms.

General Francisco Mejía, Matamoros, March 18, 1846

Both armies patrolled the area north of the Rio Grande. On April 24, 1846, more than 60 U.S. soldiers clashed with Mexican troops. Both commanders sent messages to their governments that they had been fired upon on their own nation's soil.

The War with Mexico

General Arista's army moved north of the Rio Grande toward the U.S. troops. The two groups battled at Palo Alto and at Resaca de la Palma, with the United States claiming victory in both locations. After these battles, President Polk urged Congress to declare war.

TEXAS VOICES

. . . Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon the American soil. She has proclaimed that hostilities have commenced, and that the two nations are now at war. . . .

In further vindication of our rights and defense of our territory, I invoke the prompt action of Congress to recognize the existence of the war. . . .

President James K. Polk, message to Congress, May 11, 1846

The United States declared war on Mexico on May 13, 1846. General Taylor marched his troops southward into Mexico. He won against the Mexican army at Monterrey and later at Buena Vista. The commander of the U.S. Army, General Winfield Scott, took command of most of Taylor's regular troops and led them into Mexico. Instead of traveling overland to Mexico City, as Taylor had planned, Scott wanted to move his troops across the Gulf of Mexico and land at Veracruz. From there it would be a fairly short march to Mexico City. In contrast, it would have taken weeks for Taylor's men to fight their way south.

Scott's army landed in Molino del Rey in September 1847. His troops faced heavy opposition by young Mexican forces outside Mexico City at a fort called Chapúltepec. Although the U.S. Army ultimately occupied Mexico City, the Mexicans fought to the last man. Today, September 15 is celebrated in honor of *los niños héroes*, the young heroes of Mexico who sacrificed their lives for their country.

Texans in the War with Mexico

Texans eagerly took part in the battles with Mexico. To many, the fighting offered a chance to "Remember the Alamo" and to settle



To Science

The newly invented electromagnetic telegraph was used to report information from the front lines back to people on the home front. Reporters who traveled to the front lines often sent telegraphs about the commanding officers. General Scott was referred to as "Old Fuss and Feathers" because of his proper manner of dress in his military uniform. General Taylor was called "Old Rough and Ready" because he did not often wear his uniform and he slept in the sand as his troops did. ● **Why might reporters send information about the generals via telegraph?**



▲ General Zachary Taylor's victories in the War with Mexico contributed to his election as president in 1848. He was known as "Old Rough and Ready." ● **In what way do you think these characteristics were important to his success?**



- ▲ After attempts to negotiate by U.S. and Mexican officials failed, General Winfield Scott stormed Mexico City.
- How did seizing Mexico City affect the outcome of the war?

arguments over the men of the Mier expedition who were put in prison. About 5,000 Texans served in the U.S. forces during the war. Even Governor Henderson took a leave of absence to lead a volunteer unit of Texans in the war.

Many of the men from Texas who fought in the War with Mexico were Texas Rangers. They served as scouts for Generals Taylor and Scott. Knowing the Texas landscape helped them guide the Texas troops into Mexico. The Rangers became well-known for their fighting ability as well as for their lack of discipline and wild behavior. Because the Rangers were known as fierce fighters, Mexicans called them *los diablos Tejanos*, or the Texas Devils. Commanded by such leaders as Ben McCulloch, Samuel H. Walker, and John S. Ford, the Texas Rangers were valued when there was fighting to be done.


The Treaty of Guadalupe Hidalgo

Of the 80,000 soldiers in the U.S. Army who fought in the War with Mexico, almost 13,000 died. Mexico lost many more. The war ended when the Treaty of Guadalupe Hidalgo was signed on February 2, 1848. Article 1 of the treaty, quoted below, secured peace between the two nations.

TEXAS VOICES

There shall be firm and universal peace between the United States of America and the Mexican republic, and between their respective countries, territories, cities, towns and people, without exception of places or persons.


The treaty also included several other points. Mexico agreed that Texas was now part of the United States and also surrendered all land between

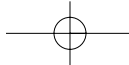


IN THIS LAND OF OURS

MOVEMENT

The Treaty of Guadalupe Hidalgo did not end the United States's desire to control Mexican territory. In 1853 the United States bought a long, narrow strip of Mexican land along the border of Arizona and New Mexico to provide the route for a proposed transcontinental railroad. This land, which came to be known as the Gadsden Purchase, was important for Texas. ● **Why would Americans want a transcontinental railroad?**







Texas Rangers in the 1880s



Texas Rangers today

THE TEXAS RANGERS were first organized by Stephen F. Austin to protect settlers from Native Texan raids. However, it was not until 1874 that the Rangers were officially commissioned by the state legislature. In the beginning, Rangers used their own horses and combat equipment. They served only when they were needed for a certain task. The Rangers were made up of members of different ethnic groups, including Anglo Americans, Hispanics, and Native Americans. Today, over 100 Texas Rangers investigate cattle thefts and major felony crimes under the Texas Department of Public Safety. They are divided into six companies, with their headquarters located in Austin. • **How did the Texas Rangers help the U.S. troops during the War with Mexico?**

Texas and the Pacific Ocean. This transfer of lands, known as the Mexican **Cession**, included California and all or part of the future states of New Mexico, Arizona, Nevada, Wyoming, Utah, and Colorado. In return, the United States paid Mexico \$15 million. It also took over claims by U.S. citizens against Mexico and agreed to respect the rights of Spanish-speaking people. With Texas's standing as a state settled, Texans turned to another border issue.

cession *the transfer of land from one country to another*

SECTION 2 ASSESSMENT

Terms & Names

Identify:

- John Slidell
- Zachary Taylor
- Mariana Arista
- Winfield Scott
- cession

Organizing Information

Use a chart like the one below to list the causes and effects of the War with Mexico.

WAR WITH MEXICO	
Causes	Effects
→	
→	
→	

Which cause resulted from the controversy over the Treaties of Velasco?

Critical Thinking

1. Other than to gain control of Texas, what prompted the United States to fight against Mexico?
2. How did the scouting skills of the Texas Rangers help the U.S. troops?
3. What did the United States gain from the Treaty of Guadalupe Hidalgo? What did Mexico gain?

A Real-Life Story

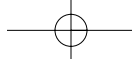
Review *A Real-Life Story* on page 270. What does Charles DeMorse's quote imply about the attitude of Texans toward Mexico?

ACTIVITY

Government

Why did President Polk ask Congress to declare war instead of declaring it himself? Scan the U.S. Constitution. Record the article and section of the Constitution in which you find the answer.

Go to www.celebratingtexas.com to research the Activity topic.



SKILLBUILDER

Social Studies

Sequencing Information

LEARNING *the Skill*

To sequence information means to arrange data in a certain order. For example, movie directors film one scene at a time out of order, but then they arrange the scenes in a specific sequence to form an entire movie. Most often, information is arranged chronologically, or according to the time order of the events. Historical events are often arranged in this way so that people can study the relationship among the events. Another way to sequence information is to arrange events in their order of importance.

To sequence information, use the following steps:

- Determine the sequence. Is the information arranged chronologically or by importance?
- Look for dates, times, and words such as *before*, *after*, *then*, and *next* to help you determine if the sequence of information is arranged chronologically.
- Look for transitional words such as *first*, *second*, *third*, and *finally* to help you determine if the sequence is arranged by order of importance.

PRACTICING *the Skill*

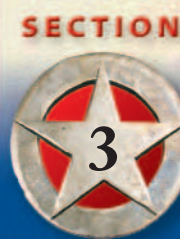
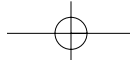
Below is an excerpt from General Zachary Taylor's report of the Battle of Palo Alto. Read the passage and answer the questions that follow.

Our march was resumed the following morning. About noon, when our advance of cavalry had reached the water-hole of "Palo Alto," the Mexican troops were reported in our front, and were soon discovered occupying the road in force. I ordered a halt upon reaching the water, with a view to rest and refresh the men, and form deliberately our line of battle. The Mexican line was now plainly visible across the prairie, and about three-quarters of a mile distant. . . . About 2 o'clock we took up the march by heads of columns, in the direction of the enemy. . . . While the columns were advancing, Lieutenant Blake . . . volunteered a reconnaissance of the enemy line, which was handsomely performed, and resulted in the discovery of at least two batteries of artillery in the intervals of their cavalry and infantry.

1. Which words or phrases indicate a sequence?
2. What action occurs first?
3. How is the information in the passage arranged?

APPLYING *the Skill*

With a partner, list the steps taken from Texas's statehood to the Treaty of Guadalupe Hidalgo. Then create a storyboard, or miniature layouts, to illustrate each step. First, determine what type of sequence best conveys the information. Next, sequence your scenes in this order. Then, write dialogue or a script to accompany the storyboard. Rehearse the dialogue, finalize the visuals, and act out scenes for the class.



A New Western Border

Why It Matters Now

The Compromise of 1850 established the present-day western border of Texas.

TERMS & NAMES

New Mexico, George Wood, **abolitionist**, Fugitive Slave Law, Henry Clay, Compromise of 1850, Millard Fillmore, Stephen A. Douglas

OBJECTIVES

1. Explain the dispute over the western border of Texas.
2. Identify the effects of the Compromise of 1850 on Texas.

MAIN IDEA

After the War with Mexico, the Rio Grande was made the southern border of Texas. However, disagreement arose over Texas's western border. This issue, along with others, was resolved by the Compromise of 1850.

INTERACT WITH HISTORY

Imagine that you are a government leader in Texas. The Texas state government claims the northern part of the Rio Grande as the state's western border. This boundary places parts of New Mexico within Texas. How would you attempt to persuade the citizens of New Mexico to accept the idea that they were now Texans?

WHAT Would You Do?

Write your response to *Interact with History* in your *Texas Notebook*.



The Texas–New Mexico Border Dispute

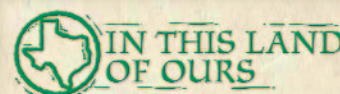
The Treaty of Guadalupe Hidalgo established the Rio Grande as Texas's southern border. However, it created a dispute about the location of Texas's western border. Texans argued that the Rio Grande did not end at El Paso but continued northward through central New Mexico to its source in the San Juan Mountains in Colorado. This would place almost half of present-day New Mexico—including its largest city and capital, Santa Fe—in Texas.

New Mexicans did not think of themselves as citizens of the state of Texas. From the days of the Spanish explorers, most New Mexicans spoke Spanish and had close ties to Mexico. In addition, many people in New Mexico still were angry that Mirabeau Lamar had tried to control the area when he was president of the Republic of Texas.

Texas's Efforts to Gain Control of New Mexico

To gain control of New Mexico, Texas governor James Henderson sent a representative of the Texas state government to Santa Fe. However, the commander of U.S. forces at Santa Fe refused to surrender New Mexico to Texas control.

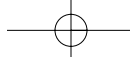
In 1847 George Thomas Wood became governor of Texas. He pledged to continue the fight, even against the New Mexicans and the



REGION

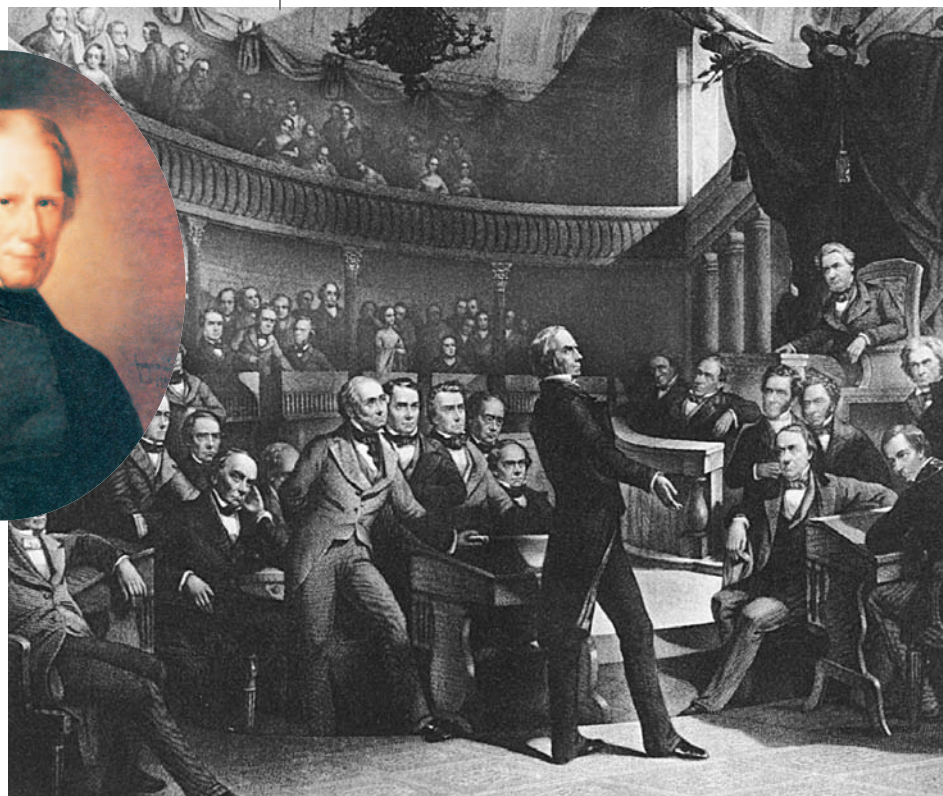
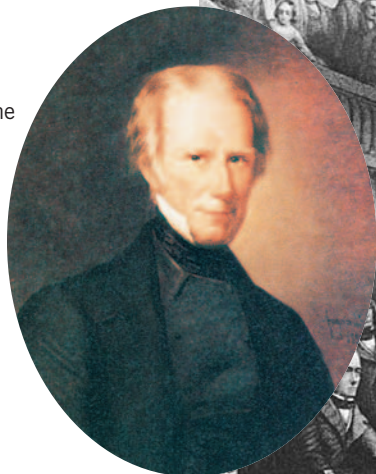
The land that Texas claimed extended all the way to the headwaters of the Rio Grande in southern Colorado. If Texas were to win the battle to keep the boundaries it claimed, it would extend to 42°N latitude in Wyoming. The state would also include parts of present-day Colorado, Oklahoma, and Kansas, as well as the entire eastern half of New Mexico.

- Why would it have been difficult for Texas to control these areas?



► Henry Clay presented the Compromise of 1850 to the U.S. Senate after Millard Fillmore became president.

● **What issue made it so difficult for northern and southern senators to come to agreement?**



FREE AND SLAVE STATES—1848

FREE	SLAVE
Connecticut	Alabama
Illinois	Arkansas
Indiana	Delaware
Iowa	Florida
Maine	Georgia
Massachusetts	Kentucky
Michigan	Louisiana
New Hampshire	Maryland
New Jersey	Mississippi
New York	Missouri
Ohio	North Carolina
Pennsylvania	South Carolina
Rhode Island	Tennessee
Vermont	Texas
Wisconsin	Virginia

abolitionist *a person who wants to end slavery*

United States Army, to secure Texas's western boundary at the Rio Grande.

To strengthen Texas's claims to New Mexico, the state legislature created the counties of Worth, Presidio, Santa Fe, and El Paso in the disputed area. Governor Wood sent Robert S. Neighbors, who had served as a Texas Ranger and an agent to Native Americans, to organize the counties. Neighbors persuaded only the residents in El Paso to agree that they were part of Texas. But, control of El Paso was enough to secure the area west of the Pecos River for Texas.

Disagreements over Slavery and Territories

The dispute over Texas's western boundary was just one question that troubled the United States government in 1848. When Zachary Taylor won the U.S. presidency in 1848, he faced several issues related to territory. Taylor agreed to support the admission of California to the Union as a free state, or a state that did not permit slavery. However, California's status as a free state would have upset the balance between free and slave states in the U.S. Senate. For this reason, pro-slavery states did not want California to be admitted. The residents of New Mexico and Utah also wanted their territories to be admitted to the Union. In addition, **abolitionists** wanted to outlaw slavery at least in Washington, D.C. Finally, the dispute over how far Texas extended to the west added to the controversy over slavery. Because Texas was a slave state, many Americans wanted to limit its state borders.

President Taylor and members of Congress did not agree on how to resolve these problems. The President demanded that California be admitted right away. He argued that residents of California were struggling with the problems after the Gold Rush of 1848 and were in need of a state government to gain stability. He also had given his word to



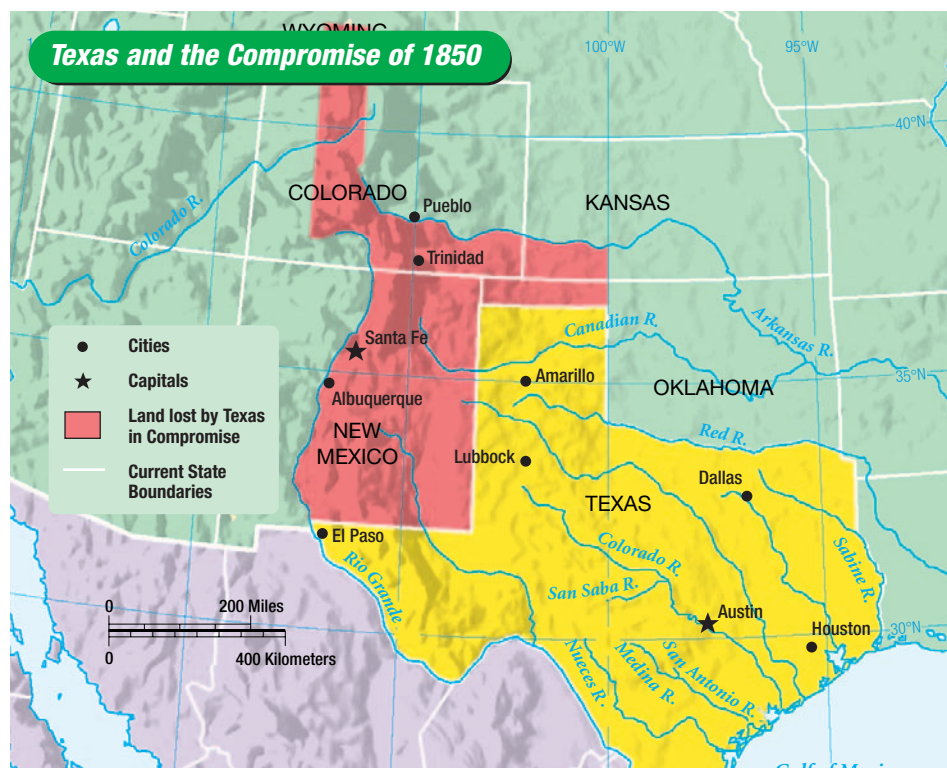
these California residents that their state would be admitted. Many representatives in Congress wanted to wait until the issue of slavery in all the territories had been settled. Southern members of Congress also wanted a federal law to provide help finding runaway slaves. This law became known as the Fugitive Slave Law.

Senator Henry Clay of Kentucky offered a compromise. He proposed the immediate admission of California as a free state. He also proposed the organization of the New Mexico and Utah territories. The residents of these two territories would then be allowed to decide the question of slavery on their own. The compromise included the abolition of the slave trade in Washington, D. C., and the enactment of the Fugitive Slave Law. To settle the “Texas Question,” Clay called for Texas to give up about 40 percent of its western lands in return for \$10 million.

At first glance, it might seem as if the settlement of the “Texas Question” was tacked onto legislation that otherwise dealt with the issue of slavery. A closer look shows that even this provision dealt mostly with slavery. If Texas were to surrender its claim to New Mexico, slavery would not be permitted in this territory. If New Mexico were to remain part of Texas, slavery would be allowed in the area.

The Compromise of 1850

President Taylor demanded that Congress admit California to the Union before he would respond to the remainder of Clay’s proposals.



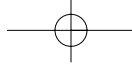
▲ The U.S. Congress discussed at least four proposals for settling the Texas territory in question. Some plans suggested dividing Texas into up to three separate states. ● How did the Compromise of 1850 resolve the Texas land disputes?



FUGITIVE SLAVE LAW

The Fugitive Slave Law required American citizens to help police officers in capturing enslaved people who had run away from their owners. Harsh punishments were given to people who helped slaves during their escape and to the slaves themselves. If and when enslaved individuals were caught, they were taken to court, where they were denied a jury trial and a chance to testify. Usually they were returned to their owners.





Linking History

To Technology

Errors surveying the western boundary of Texas, possibly caused by the tools that were used, made it difficult to determine the exact locations of the Texas border and caused much confusion. Surveyors declared that Texas's western boundary was two miles farther west than what was designated by the Compromise of 1850. • **Why do you think a mistake such as this one is less likely to occur today?**



Surveying tool

Clay's supporters said that they could not get the other provisions through Congress if California was admitted first as a free state. The situation was resolved when Vice-President Millard Fillmore assumed the presidency after President Taylor's death in 1850. Henry Clay left Washington to take a rest and Senator Stephen A. Douglas of Illinois took charge of the compromise legislation. In the end, Congress passed the Compromise of 1850. California became a state, and New Mexico and Utah became territories. The slave trade but not slavery itself was ended in Washington, D.C., and the South received its Fugitive Slave Law.

Senator James A. Pearce of Maryland offered the legislation that finally settled the "Texas Question." Texas gave up some of its disputed territory to the north and the west. In return, Texas received \$10 million. The boundary established in the Texas and New Mexico Act of September 9, 1850, created Texas's present-day borders.

The State of Texas will agree that her boundary on the north shall commence at the point at which the meridian of 100° west . . . is intersected by the parallel of 36° 30' north latitude, and shall run . . . due west to the meridian of 103° west . . . ; thence her boundary shall run due south to the 32° of north latitude; thence . . . to the Rio Bravo del Norte [Rio Grande], and with the channel of said river to the Gulf of Mexico.

Texas and New Mexico Act, September 9, 1850

Some Texans opposed this measure because it called for the surrender of so much territory, but in November 1850 a majority voted in favor of accepting the terms. Many Texans realized that the state needed the money much more than it needed the land. The \$10 million finally helped Texas free itself from debt and left money for many needed programs.

SECTION 3 ASSESSMENT

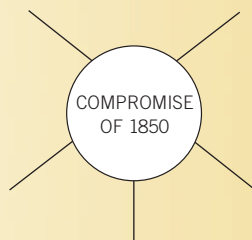
Terms & Names

Identify:

- George Wood
- abolitionist
- Henry Clay
- Millard Fillmore
- Stephen A. Douglas

Organizing Information

Use a spider map like the one below to review the final provisions of the Compromise of 1850.



Critical Thinking

1. Why was the western border of Texas disputed?
2. What issues did the Compromise of 1850 attempt to resolve?
3. How did the Compromise of 1850 affect Texas?

Interact with History

Review your response to *Interact with History* in your Texas Notebook. How does your response compare to the actions that Texas took to gain control over the New Mexican territory?

ACTIVITY

Geography

Using a political map of United States, list present-day cities that would have been part of Texas if the Rio Grande had been the western border of the state. In which current states are these cities located?



Go to www.celebratingtexas.com to research the Activity topic.



SKILL BUILDER

Map & Geography

Interpreting a Political Map



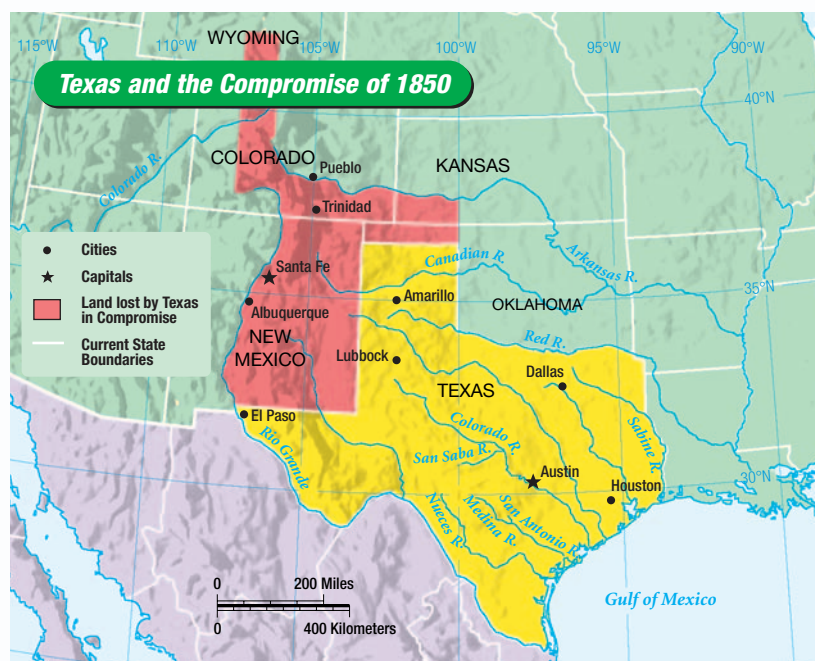
LEARNING *the Skill*

A political map shows the political boundaries of a state, country, or region. Political maps change whenever political borders change. A political map of Texas looked different after the Compromise of 1850 called for new political boundaries to be set. A political map also can show the locations of cities and capitals. A star is often the symbol used to show capital cities. A dot is usually the symbol used to show other cities.

To interpret a political map, use the following steps:

- Read the map title. It often tells the location and time period of the map.
- Study the map legend. The key tells what the symbols on the map represent. On a political map the key can use different kinds of lines, such as dashed or solid lines, to show boundaries of political units.
- Observe the use of color on the map. Different colors are often used to distinguish different states, countries, or regions.
- Analyze the geographic grid to see where the boundaries are located. Unlike political boundary lines, the lines of latitude and longitude do not change.

PRACTICING *the Skill*



Study the map above. Then answer the questions that follow.

1. For what year does the map show boundary changes?
2. What present-day states were given territory that was once part of Texas?
3. How far north in latitude does Texas extend?
4. How far north in latitude would Texas have extended if the original boundaries had been kept?
5. How far west in longitude does Texas extend?
6. Which cities on the map would have remained in Texas if Texas hadn't agreed to the Compromise of 1850?
7. Which line of longitude does the current boundary between Texas and New Mexico share?
8. What different kinds of boundaries are shown on this map?

APPLYING *the Skill*

Obtain a copy of a country map for your area. Use the steps in *Learning the Skill* to interpret the information shown on your country map. What are the political borders of your country? What symbols are used on the map to identify cities? your county seat?



Go to www.celebratingtexas.com to research this topic.

CHAPTER 12 ASSESSMENT

VISUAL Summary

PROBLEMS FACED BY THE NEW STATE OF TEXAS

Establishing a State Government

Leaders in Texas met in 1845 to draft a new state constitution and Texans elected their first state officials.

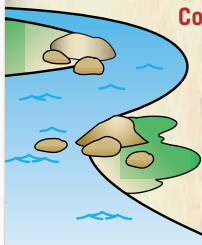
War with Mexico

The annexation of Texas prompted a war between the United States and Mexico. The two countries fought over control of Texas and other southwestern territories.



A Disputed Western Border

Conflicts arose over the western border of Texas. Texans claimed that the Rio Grande was both their southern and western border. The Compromise of 1850 set Texas's border east of the Rio Grande.



TERMS & NAMES

Explain the significance of each of the following:

1. Constitution of 1845
2. James P. Henderson
3. Manifest Destiny
4. Zachary Taylor
5. War with Mexico
6. Mariana Arista
7. Texas Rangers
8. Treaty of Guadalupe Hidalgo
9. Henry Clay
10. Compromise of 1850

REVIEW QUESTIONS

Texas: The Twenty-Eighth State

(pages 264–267)

1. What documents did the delegates use as models when they were writing the state constitution of Texas?
2. What was the purpose of the Constitution of 1845?

The United States and Mexico at War

(pages 270–275)

3. Why was the annexation of Texas by the United States disputed by Mexico?
4. In what ways did the American idea of Manifest Destiny result in the War with Mexico?

A New Western Border

(pages 277–280)

5. Why did Texans claim control over parts of New Mexico?
6. Why was the Compromise of 1850 significant to the future of Texas?

READING SOCIAL STUDIES

After You Read

Review your responses with a partner. Did he or she select different main ideas and supporting details? Discuss why you chose the main ideas and supporting details in your outline. Then decide on an alternate title for the chapter based on the information in your outline.

- I. Texans form state government
 - A. Delegates write a state constitution
 1. Constitution creates positions of governor and lieutenant governor
 2. Constitution creates a court system
 - B.
 - 1.
 - 2.
- II. United States annexes Texas
 - A.
 - 1.
 - 2.
 - B.
 - 1.
 - 2.
- III. Texas's western border established
 - A.
 - 1.
 - 2.
 - B.
 - 1.
 - 2.

CRITICAL THINKING

Making Comparisons

1. When Texas became a U.S. state, the national government of the Republic was replaced with a state government. In what ways was the Texas state government different from its national government? In what ways was it the same?

Recognizing Cause and Effect

2. What were the major causes of the War with Mexico? What were the results of the war?

Synthesizing Information

3. How did the issue of slavery slow down the admission of some states to the United States? How did the Compromise of 1850 solve this problem?



MAP & GEOGRAPHY SKILLS

Applying Skills



1. In what general direction did the U.S. forces move?
2. Where did the majority of battles take place?
3. What advantage did the U.S. troops create by traveling across the Gulf of Mexico and landing at Veracruz?

SOCIAL STUDIES SKILLBUILDER

Sequencing Information

I ordered the supply-train to be strongly packed at its position, and left with it four pieces of artillery. . . . The wounded officers and men were, at the same time, sent back to Point Isabel. I then moved forward with the columns to the edge of the chapparal, or forest. . . . About 3 o'clock I received a report from the advance that the enemy was in position on the road . . . and about 4 o'clock I came up with Captain McCall, who reported the enemy in force in our front. . . .

General Zachary Taylor, official report on the Battle of Resaca de la Palma

1. What words or phrases indicate a sequence?
2. How is the information in this passage sequenced?
3. What advantages does the chosen sequence of information offer to readers of this excerpt?



CHAPTER PROJECT

Five Flags over Texas When Texas became a U.S. state, the United States became the fifth nation to rule all or part of the territory in present-day Texas. Research these five nations. Then create a visual display, including an illustration of the flag of each nation, the time period during which the nation controlled Texas, and a brief description of how that nation had an impact on Texas culture.



Go to www.celebratingtexas.com to research this topic.



SCIENCE, TECHNOLOGY & SOCIETY ACTIVITY

Defining Borders

In the nineteenth century the process of defining a state's or nation's borders was difficult unless the borders were established along geographic features such as rivers or mountain ranges. Today, satellite images are often used to determine the exact location of borders between states and countries. In your Texas Notebook, list three reasons why determining exact borders is important. Then compare your list with a classmate's list.



CITIZENSHIP ACTIVITY

Powers of the State Government

Although the federal government has many duties in the United States, many powers are reserved for the state governments. Read the Tenth Amendment to the U.S. Constitution and interpret its meaning. In your Texas Notebook, write a brief paragraph explaining why it is important for a state government to have specific powers separate from the federal government.

