

UNIT

3

TEXAS: FROM COLONY TO REPUBLIC

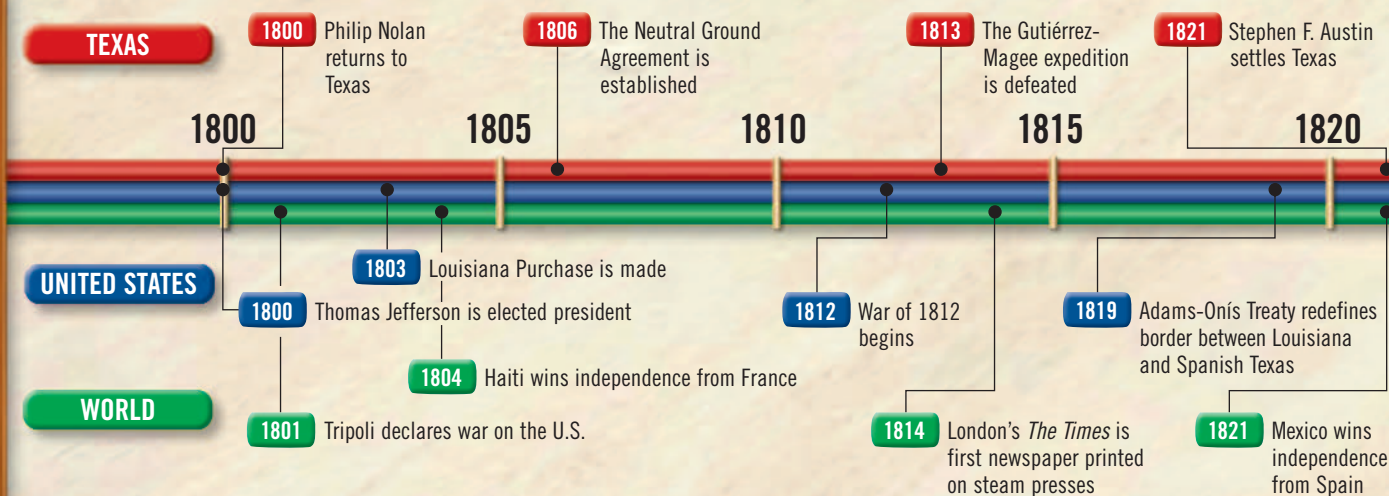
1800–1845

CHAPTER 8 Anglo American Colonization of Texas

CHAPTER 9 The Road to Revolution

CHAPTER 10 The Texas Revolution

CHAPTER 11 An Independent Texas

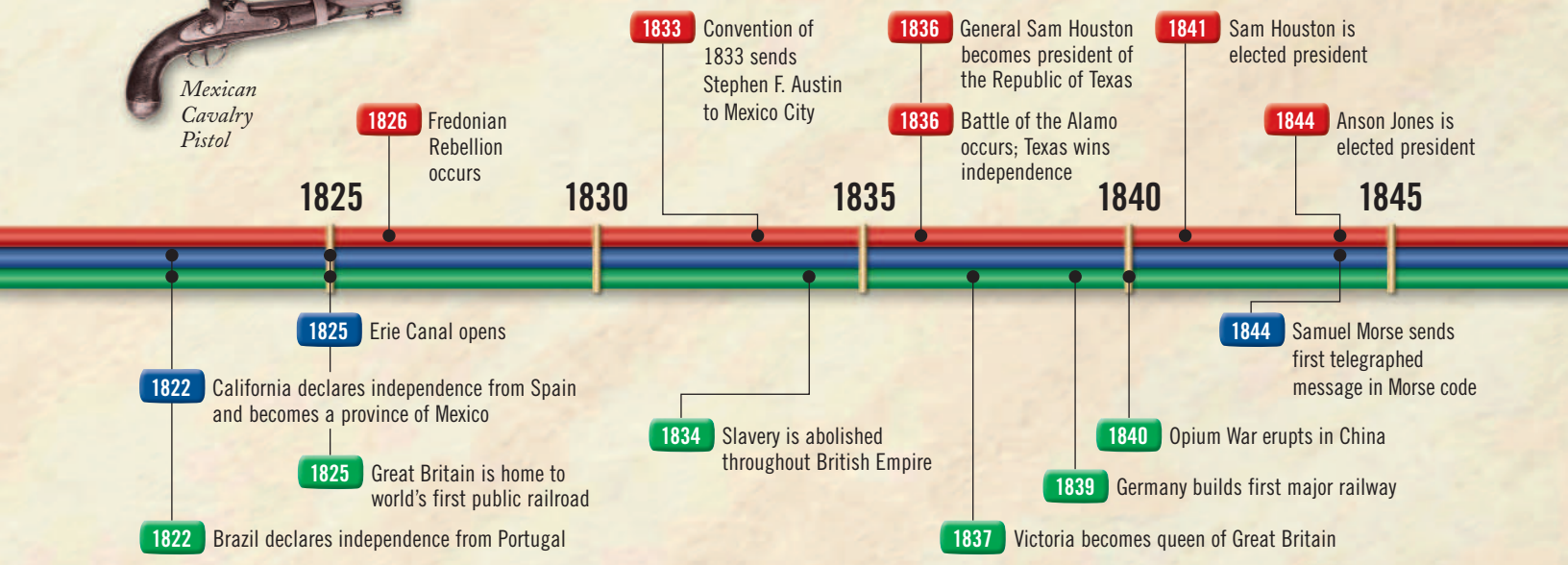


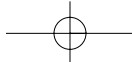


Lajos Markos, *Siege of the Alamo*



Mexican Cavalry Pistol





CHAPTER
8

Anglo American Colonization of Texas

1800–1830

SECTION 1 Interest in Texas Grows Among Anglo Americans

SECTION 2 Stephen F. Austin and the Empresarios

SECTION 3 Life in Colonial Texas

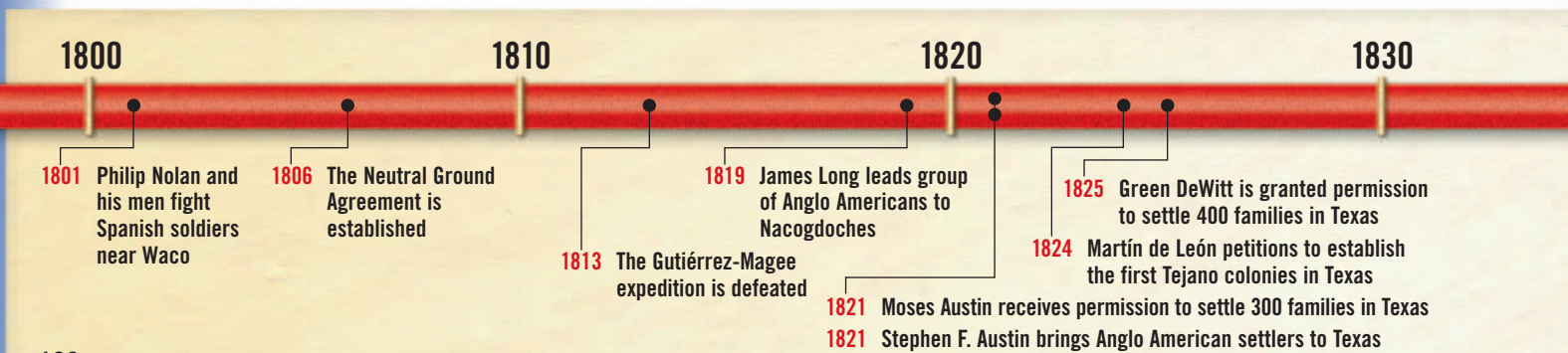


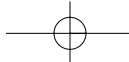
No state on the continent is more eminently favored by nature, in fertility of the soil and salubrity of climate than Texas, or presents a like combination of natural advantages.

Texas author
Mary Austin Holley



Louis Hoppe, *Julius Meyenberg's Farm*





SKILL BUILDER

Reading Social Studies

Before You Read

In the early 1800s, so many people left their homes in the United States to come to Texas that “G.T.T.” (Gone To Texas) signs became common. Settlers came to Texas from various places and traveled along a variety of routes. Your ancestors may have come to Texas during this period. Or they may have been Native or Spanish colonists. They may have moved here 100 years ago or 50 years ago. Or your family may be new to our state.

Think about

- how long members of your family have lived in Texas
- how your family members may have traveled to reach Texas
- what Texas was like when your family arrived
- whose rule the state was under when your family arrived
- the many different ethnicities in Texas



G. T. T.

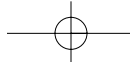
As You Read

During the period of Anglo American colonization, Texas was home to a variety of people. Completing this graphic organizer for Chapter 8 will help you understand their goals in coming to Texas, their accomplishments, and the challenges they faced.

- Copy the chart in your Texas Notebook.
- As you read the chapter, look for the types of people listed in the organizer.
- Complete column 1 with the names of specific people who fit in each category.
- Then complete columns 2 and 3. Identify the goals each person or group had for coming to Texas. List what each person or group accomplished or the challenges they faced in trying to meet their goals.

Organizing Information

WHO	GOAL(S)	ACCOMPLISHMENTS/ CHALLENGES
Empresarios		
Filibusters		
Spanish officials		
U.S. officials		
Revolutionaries		
Pirates		
Colonists		
Religious leaders		



SECTION



Interest in Texas Grows Among Anglo Americans

Why It Matters Now

Much of the language, culture, and government of Texas today came from its Anglo American settlers.

TERMS & NAMES

Anglo American, immigrant, empresario, recruit, filibuster, Philip Nolan, Neutral Ground Agreement, **compromise, neutral,** Gutiérrez-Magee expedition, **republic, Tejano,** James Long, Jane Long, **cede**

OBJECTIVES

1. Describe the filibuster era of Texas history.
2. Analyze the effectiveness of the filibusters in Texas.
3. Identify the contributions of the filibusters in Texas.

MAIN IDEA

Although conflict existed between Spain and the United States, many Americans moved west into Spanish Texas. The actions of these filibusters served as an example to later colonists.

WHAT Would You Do?

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



INTERACT WITH HISTORY

Imagine that you are a United States citizen after the American Revolution. You dream of moving out West, but the western territories are controlled by Spain. If you decide to move, you must agree to become a Catholic citizen of Spain. Would you give up your American citizenship or stay where you are? Why?



Official document with Spanish seal

Anglo American *people whose ancestors moved from one of many European countries to the United States and who now share a common culture and language*

Americans Move West

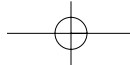
The lure of the Western frontier was very strong. After the United States gained its freedom from Great Britain in 1783, **Anglo Americans** began searching for new areas to settle. Although western parts of North America were controlled by Spain, some adventurers looked across the Mississippi River and dreamed of new homes in the West.

Meanwhile, authorities in New Spain wanted to stop the U.S. government from claiming land west of the Mississippi. However, many American citizens had already moved to Spanish lands, including Texas. Although most of the settlers came for personal gain or adventure, their actions unintentionally affected the policies of Spain and the United States. Their growing numbers alarmed Spanish officials, who feared that Americans would outnumber Spaniards.

Spain Controls Immigration

At first, Spain tried to control the waves of illegal American **immigrants** by allowing Anglo Americans to settle in Missouri on generous land grants if they agreed to two important conditions. The

immigrant *a person who comes to a country to settle*



settlers had to pledge their loyalty to the Spanish government and become Catholics, which many were not.

Spain hoped to accomplish two things with this proposal. First, it wanted to populate the area to extend Spanish rule. At the same time, it hoped the new settlers would prevent other Anglo Americans from entering the territory illegally.

Under the plan, George Morgan became the first **empresario** to **recruit** settlers from the U.S. and be responsible to Spanish authorities for them. In 1789 Morgan founded New Madrid on the west bank of the Mississippi River in what is now Missouri. Morgan's actions in founding the colony served as the example for later empresarios.

Philip Nolan in Texas

Not all settlers agreed to the conditions of the Spanish government. A group of Texas settlers known as **filibusters** threatened Spanish rule. Authorities suspected them of plotting to seize control of Texas. The first filibuster to arrive in Texas was Philip Nolan. Beginning in the late 1700s, Nolan led men into Texas to capture wild horses. He then sold the horses for a profit in the United States. At first, Nolan had permission from the Spanish government to do so, but he made the Spanish authorities suspicious by visiting often with General James Wilkinson, the U.S. Army commander on the frontier. Juan Bautista Elguezábal, the newly appointed Spanish governor of Texas, feared that Nolan was plotting with Wilkinson to take Texas from Spain. He warned Nolan not to return to Spanish lands or he would be arrested.

Nolan ignored the warning and returned to Texas in 1800 with a group of 17 men. In March 1801, Nolan and his men met a patrol of Spanish soldiers near Waco. During the fight that followed, the Spanish soldiers killed Nolan and another man. They captured the rest of Nolan's party and took them to a Mexican prison. One of the men, Peter Ellis Bean, survived and later served as an officer in the Mexican army.

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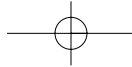
To Language Arts

Filibusters are known by other names in other countries. They were called *boucaniers*, or buccaneers, in French; *piratas*, or pirates, in Spanish; and *freebooters* by the British. The term referred to people in search of personal gain who had some silent support from the government, which in some way benefited from their actions. • **What other terms in this section are similar to words in other languages?**

empresario *an agent who makes all arrangements to bring settlers to a colony*

recruit *to persuade someone to join a group*

filibuster *an adventurer who engages in a private rebellious activity in a foreign country*



compromise *mutual agreement in which each side gives up something it wants in order to reach a settlement*

neutral *not belonging to one side or another*

republic *a nation or state in which people elect representatives to govern them*

Tejano *a person of Mexican descent living in Texas*

Neutral Ground Agreement

In 1800 Spain lost control of its northern territory when Napoléon Bonaparte reclaimed the region for France. The United States then purchased the land from the French in 1803 as part of the Louisiana Purchase. The United States and Spain once again shared a border, this time between Louisiana and Spanish Texas. Although the Sabine River was generally regarded as the border, each country tried to move the border to its advantage. Spanish authorities maintained that their territory extended to the Arroyo Hondo, or about 50 miles east of the river. The United States claimed that the line lay much farther west.

In 1806 General Wilkinson and General Simón Herrera, the commander of Spanish Texas, reached a **compromise**. They decided to create a **neutral** zone between the Arroyo Hondo and the Sabine River. Both countries agreed not to try to control the area or patrol it with their troops.

The Neutral Ground Agreement stopped border clashes between military patrols but created a shelter for lawless citizens of both nations. So many problems arose that Spain eventually agreed to let the U.S. Army enter the area and arrest any lawbreakers. Lieutenant Augustus Magee led the patrol and succeeded in controlling the area.

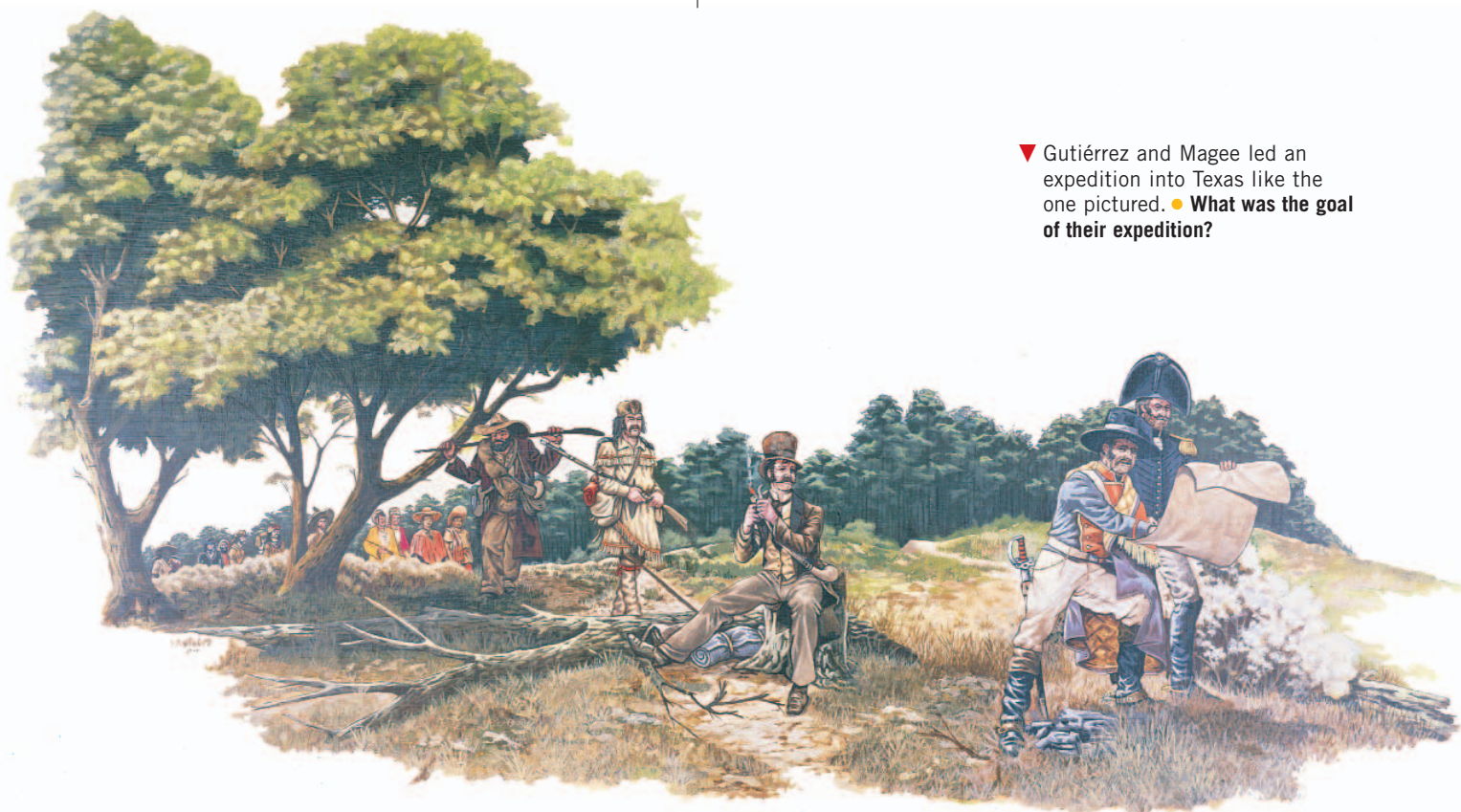
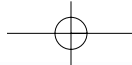
Gutiérrez-Magee Expedition

Soon after his patrol into the Neutral Ground, Magee resigned from the U.S. Army. He met Bernardo Gutiérrez de Lara (goo•TYEH•rehs deh LAH•rah), a follower of Father Miguel Hidalgo y Costilla, who was trying to free New Spain from Spanish control. Continuing the filibuster movement, Gutiérrez and Magee organized the **Republic** of the North. The army, made up of **Tejanos**, Native Texans, Anglo Americans, and other volunteers, arrived in Nacogdoches in 1812 and proclaimed Texas independent of Spain.

The expedition moved on to the presidio at La Bahía, where the army was attacked by Governor Manuel Salcedo's forces. Magee died during the attack and was succeeded by Samuel Kemper and later by Henry Perry. The filibusters defeated Salcedo at the Battle of Salado in February 1813 and occupied San Antonio. Then Gutiérrez was replaced by José Álvarez de Toledo.

The expedition party was finally defeated by General Joaquín de Arredondo (hwah•KEEN deh ah•ray•DOHN•doh) in August 1813. The battle was fought near the Medina River, 15 miles from San Antonio de Béxar. Arredondo's soldiers killed nearly all of the filibusters and many residents of San Antonio de Béxar who had conducted business with them.

The vision of a free Texas that Gutiérrez and Magee shared did not become reality. However, the expedition was not a complete failure. It encouraged others to try to free Texas and Mexico from Spanish rule. Some of the soldiers who accompanied Gutiérrez and Magee later saw their dreams come true.



▼ Gutiérrez and Magee led an expedition into Texas like the one pictured. ● **What was the goal of their expedition?**

Revolutionaries and Pirates in Texas

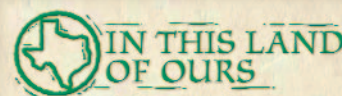
After the Gutiérrez-Magee expedition, Texas became the home of others who tried to weaken Spain's hold. Among these were revolutionaries and pirates. Francisco Xavier Mina and Henry Perry, who had survived the Gutiérrez-Magee expedition, organized a band of revolutionaries on Galveston Island. A French pirate, Louis Michel Aury (oh•REE), agreed to help them. The group hoped to attack Spanish ships. In 1817 Aury led an unsuccessful attack on Spain along the Mexican coast.

While Aury was gone, another pirate, Jean Lafitte, set up his headquarters in Galveston. Lafitte continued pirating from Galveston and founded the settlement of Campeachy. Although he claimed to be helping Mexico win its independence, his real goal was taking Spanish treasures. The U.S. Navy drove Lafitte from the Texas coast when he began raiding U.S. ships.

The Adams-Onís Treaty

Activities outside Texas prompted other filibusters to move to Texas. In 1817 American general Andrew Jackson pursued Native Americans into Spanish Florida. This angered Spanish authorities. However, the incident was resolved in 1819 by the Adams-Onís Treaty. Spain **ceded** Florida to the United States and agreed that the Sabine River would be the boundary between Spanish Texas and Louisiana. The United States agreed not to press claims west of the boundary. This agreement upset many Americans because it denied them the chance to move west. Several people decided to ignore the treaty and take portions of Texas away from Spain themselves.

cede to surrender by treaty or agreement



LOCATION

The Adams-Onís Treaty set the eastern and northern borders of Texas. Borders often are placed along physical features such as rivers or the crests of mountain ranges. The Adams-Onís Treaty, signed between the United States and Spain in 1819, set the eastern boundary of Texas at the Sabine River and the northern border along the Red River. ● **Why are physical features often used to mark political boundaries?**



▲ Jane Long was one of the first Anglo American women to settle in Texas. She became known as the “Mother of Texas.” ● **What qualities helped her endure the hardships of life in Texas?**

The Long Expedition

In June 1819, Dr. James Long led a group from Natchez, Mississippi, to Nacogdoches, where he declared Texas independent from Spain. Jane Long, his wife, later explained his intentions to Mirabeau Lamar.

TEXAS VOICES

General Long hoped to achieve by military operations what the two Austins had the ability and address to accomplish by peaceful negotiation.

Mirabeau Lamar, *Texas and Texans*

After sending men to establish posts on the Brazos and Trinity Rivers, Long traveled to Galveston Island to ask for Jean Lafitte’s help. Lafitte refused, stating that Long had no chance without a large, trained army. After learning that his forces had been defeated in Nacogdoches, Long returned to Natchez and raised supporters for a second expedition to La Bahía. Spanish troops surrounded the group and forced them to surrender. Long was sent to Mexico City and was shot by a prison guard on April 8, 1822. He was the last major filibuster in Texas.

After hearing of her husband’s capture, Jane Long stayed at Point Bolivar with her children and her slave Kian. The men who had been stationed there with her abandoned them. After news of her husband’s death came, Jane went back to Mississippi. She later returned to Texas and eventually settled in Richmond, where she managed a hotel and a plantation. Jane Long became one of the most prominent pioneer women in Texas.

As a whole, the filibusters failed to make any part of Texas free from Spain. However, reports of their activities encouraged many Americans to move to Texas. The quiet arrival of so many crossing into Texas did more to loosen Spanish, and later Mexican, control of the area than did the spectacular expeditions of Nolan, Gutiérrez and Magee, or Long.

SECTION 1 ASSESSMENT

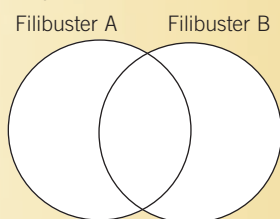
Terms & Names

Identify:

- Anglo American
- immigrant
- empresario
- filibuster
- compromise
- neutral
- republic
- Tejano
- cede

Organizing Information

Use a Venn diagram like the one shown to compare two filibusters from this section. Write similarities in the overlap and differences in the outer portions of the circles.



Critical Thinking


1. What was the primary goal of the filibusters?
2. In what ways were the filibusters successful? unsuccessful?
3. How did the actions of filibusters such as Philip Nolan and James Long encourage later colonization of Texas?

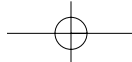
Interact with History

Review your response to *Interact with History* in your Texas Notebook. Now that you have read the section, would your answer remain the same? Or would you have become a filibuster? Explain.

ACTIVITY

Government

Spain, Mexico, and the United States all wanted to control Texas. Choose one of the countries. Research and debate which country should gain control. 



Evaluating Sources

LEARNING *the Skill*

People learn about the past by reading and studying primary and secondary sources. These sources may include books, legal documents, speeches, diaries, magazine and newspaper articles, and interviews. They may also include visuals such as drawings, photographs, maps, videos, and artifacts. When gathering information, it is important to evaluate your sources to determine if the information is valid and relates to what is being studied.

To evaluate sources, use the following steps:

- Determine whether the information is relevant to your topic.
- Check the date of the source. Sometimes information is outdated.
- Determine whether the information is based on facts or opinions.
- Identify any bias in the source.
- Check other sources to determine the validity of the information, if necessary.
- Interpret the information in your own words.
- Summarize the main ideas.

PRACTICING *the Skill*

Read the following excerpt from *Memoir of Col. Ellis P. Bean, Written by Himself About the Year 1816*. Peter Ellis Bean was a survivor of the Philip Nolan expedition of 1800–1801.

In four days more it was our misfortune to be attacked by a hundred and fifty Spaniards sent by the commandant at Chihuahua. He was general-commandant of five northeastern internal provinces, and called Don Nimesio de Salcedo. . . . They surrounded our camp about one o'clock in the morning, on the 22d of March, 1801. They took the five Spaniards and one American that were guarding our horses, leaving but twelve of us. . . . We were all alarmed by the tramping of their horses; and, as day broke, without speaking a word, they commenced their fire. After about ten minutes, our gallant leader Nolan was slain by a musket-ball which hit him in the head.

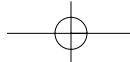
1. What is the subject of this passage?
2. Does the passage contain any opinions? If so, what are they?
3. Is bias reflected in Bean's account of the events?
4. How does the information in this passage compare with the information about Philip Nolan's expedition in the chapter?
5. What is the main idea of the passage?
6. How does the fact that the author was an eyewitness to the events affect the validity of the information?
7. Do you think the information in this source is valid? Why or why not?

APPLYING *the Skill*

Using resources in your school library or online sources, conduct research to find additional information about the filibusters in Texas. Use the steps in *Learning the Skill* to evaluate the validity of your source. Then write a summary of your evaluation and share it with the class.



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



SECTION



Stephen F. Austin and the Empresarios

Why It Matters Now

Stephen F. Austin's colony laid the foundation for thousands of people to later move to Texas.

TERMS & NAMES

Moses Austin, **petition**, Stephen F. Austin, **land title**, San Felipe de Austin, Green DeWitt

OBJECTIVES

1. Identify the contributions of Moses Austin to the colonization of Texas.
2. Identify the contributions of Stephen F. Austin to the colonization of Texas.
3. Explain the major change that took place in Texas during 1821.

MAIN IDEA

Anglo American colonization of Texas began when Stephen F. Austin was given permission to establish a colony of 300 American families on Texas soil. Soon other colonists followed Austin's lead, and Texas's population expanded rapidly.

WHAT Would You Do?

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

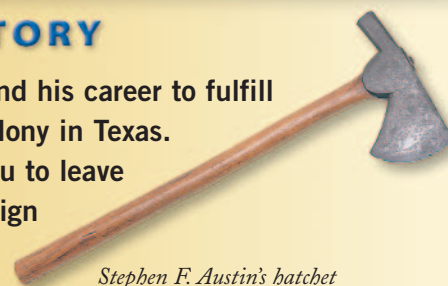


INTERACT WITH HISTORY

Stephen F. Austin gave up his home and his career to fulfill his father's dream of establishing a colony in Texas.

Imagine that a loved one has asked you to leave your current life behind to go to a foreign country to carry out his or her wishes.

Would you drop everything and leave, or would you try to talk the person into staying here?



Stephen F. Austin's hatchet



▲ Moses Austin's vision forever changed Texas history. ● **What hardships did he have to overcome to fulfill his dream?**

Moses Austin Begins Colonization in Texas

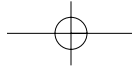
Moses Austin was born in Connecticut in 1761. During his business dealings, he developed a keen interest in lead mining. After learning of George Morgan's colony in what is now Missouri, Austin moved there to operate a lead mine. Austin prospered there as the territory was transferred back to France in 1800 and then sold to the United States in 1803.

Things went well for Austin's family until he lost his fortune and faced a growing debt during the Panic of 1819. Austin thought once more about George Morgan's colony. He decided that helping colonists locate in Texas was the best way to make money and pay off his debt.

Austin traveled to Texas in 1820 with an ambitious plan in mind. He wanted to bring 300 families from the United States into Texas to begin a colony. No one had ever brought such a large group of settlers into the area. Spanish officials were suspicious of Austin at first. Because of their problems with earlier filibusters, they questioned Austin's motives. However, his intentions were good and so were his plans for Texas's future.

To set his plan in motion, Austin traveled 800 miles to obtain approval from Spanish officials. Once he arrived in San Antonio de Béxar, he met with Governor Antonio Martínez and presented his **petition**.

petition *a formal written request*



Martínez, following Spanish policy, quickly rejected Austin's plan. The government had seen too many filibusters attempt to seize Spanish lands. Disappointed, Austin prepared to leave Texas. Little did he know that his luck was about to change.

Before leaving San Antonio de Béxar, Austin met the Baron de Bastrop, Felipe Enrique Neri. Austin told the baron of his plan, and the baron agreed to use his influence with Spanish officials to help Austin win their approval. Bastrop arranged another meeting with Martínez, who agreed to send Austin's request to a higher authority.

Expecting a positive decision, Austin returned to the east to begin recruiting colonists for Texas. He became ill and was dying when he learned that his plan had been approved. On his deathbed, he asked that his son, Stephen, carry out his dream of colonizing Texas.

Stephen F. Austin Takes Over

Only 27 years old when his father died in 1821, Stephen Fuller Austin put aside his plans for a legal career and went to Texas to fulfill his father's wishes. Stephen was born in Virginia and grew up on the frontier. After attending Transylvania University in Kentucky, he served as a legislator in Missouri for six years and briefly as a judge in Arkansas. Despite his youth, Austin proved to be the perfect person to make his father's vision a reality.

Austin's first act was to visit San Antonio de Béxar and meet with Governor Martínez. Erasmo Seguín, a well-known and respected citizen of San Antonio de Béxar, had been appointed by the governor to help Austin. In August 1821, Seguín escorted Austin into the city. Governor Martínez legally transferred Moses Austin's grant to his son Stephen.

Next, Austin had to choose a site for his colony. After looking over the area, Austin chose land between the Lavaca and San Jacinto Rivers. It seemed like the perfect location. Unlike the heavily forested land of East Texas, it would be easy for settlers to clear. Unlike West Texas, it received enough rainfall to raise crops. The grassy prairie provided a good place for settlers to grow sugar cane, corn, cotton, and other crops with which they were familiar. Austin determined that the first settlement would be located along the lower Colorado River.

Settlers Arrive in Texas

After deciding on the colony's location, Austin traveled to New Orleans to recruit colonists. He knew that the success of his colony rested in part on the character of the colonists. By the terms of the empresarial grant, colonists had to be persons of good character and had to either be Catholic or agree to become Catholic. Austin looked for people who were willing to accept hard times and who would be able to provide for themselves in the new colony. Colonists were required to pledge their loyalty to Spain, as shown in the following record of two Texas settlers, Samuel Davenport and William Barr.

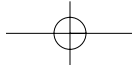


Erasmo Seguín

Juan José María Erasmo Seguín was a successful rancher in Texas who became active in San Antonio politics. He used his political influence to promote the interests of the settlers in Texas. Seguín served as a Texas representative in the Mexican congress and helped write the Constitution of 1824. He also served on the committee that created the national colonization law of 1824. • **What made Erasmo Seguín a good spokesperson for Texas settlers?**

- ▼ Stephen F. Austin was only 27 when he came to Texas, but he had attended college and served as a legislator and judge. • **In what ways did Austin's education and experience serve him well in Texas?**





▲ Stephen F. Austin and the Baron de Bastrop issued land titles to colonists. ● **Why was obtaining a title to the land important?**

land title *proof of ownership*

In the name of God, Amen. In the Town of Nacogdoches before me, Don José María Guadiana, appeared Don Samuel Davenport and Don William Barr, residents of this place, and took a solemn oath of fidelity to our Sovereign, and to reside forever in his Royal Dominions; and to manifest this more fully, put their right hands upon the Cross of our Lord Jesus Christ, to be faithful vassals of His Most Catholic Majesty, to act in obedience to all laws of Spain and the Indies, henceforth adjuring all other allegiance to any other Prince or Potentate, . . .

The grant allowed Austin to bring 300 families to Texas. These families were known as the “Old Three Hundred.” Settlers who were farmers received one *labor*, or 177 acres. Those who raised cattle could obtain a *sitio*, or a square league of 4,428 acres. Many settlers received both. After Austin made sure the colonists qualified, the Baron de Bastrop, as the government’s agent, gave **land titles** to the colonists.

Beginning in 1821, settlers began to arrive. Some traveled through Nacogdoches along El Camino Real, and others came by small boat. Austin purchased a small vessel named the *Lively* to transport the colonists. However, miscommunication caused a problem early on. Austin thought the *Lively* would land at the mouth of the Colorado, but instead it landed at the Brazos. With Austin waiting at the other river, some of the frustrated settlers gave up and returned home.

Austin’s Leadership

Although the first years of the colony were plagued by drought, attacks by Karankawas, and the return of some families to the United States, Austin’s colony prospered. This success was due in large part to Austin’s outstanding leadership. One of Austin’s biggest challenges occurred in 1822, when he visited San Antonio de Béxar to buy more supplies for the colony. While he was there, Austin learned that Mexico had gained its independence from Spain. This meant that Mexico, not Spain, now ruled Texas. Since his grant had been issued by Spain, Austin now had to obtain permission for his colony from Mexican officials. Austin traveled to Mexico City—a journey of over 1,000 miles—to secure the future of his colony. A year passed before he received the approval of the Mexican government.

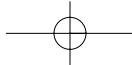
During his time in Mexico, Austin learned to speak Spanish and won the trust of Mexican leaders. This gave him the ability to deal successfully with the new Mexican officials. Austin was awarded grants under the national colonization laws of 1823 and 1824 and the state colonization law of 1825 passed by the government of Coahuila y Tejas (ko•ah•WEE•lah ee TAY•hahs). He also influenced laws that made colonists free from taxes. In addition, he obtained homestead rights for the colonists. These rights meant that the settlers’ land and tools could not be seized to pay back a debt.



El Camino Real

El Camino Real, or The Royal Road, is the oldest highway in the United States. It was established by Spanish settlers in 1691. Beginning in present-day Texas near Eagle Pass, it runs through San Antonio and ends in Nacogdoches. The highway served as a major supply route from Mexico into Texas and helped make San Antonio the largest town in Spanish Texas. Today, sections of highway between San Antonio and Nacogdoches follow the original path of the road.

● **How did settlements along El Camino Real benefit from its existence?**



As the colony’s leader, Austin established his capital on the west bank of the Brazos River. The settlement was named San Felipe de Austin by the Mexican governor to honor both empresario Stephen F. Austin and his patron saint. Although San Felipe became the center of colonial activity in Texas, it remained a small community of perhaps 200 people until it was burned during the Texas Revolution.

Austin led his colony in many different ways. He was the colonists’ main representative to Mexican officials. He also translated Spanish laws and communicated government policies to the settlers. Anglo Americans later came to view him as the “Father of Texas.”

Expanding the Empresarial System

Although Stephen F. Austin was the first empresario in Texas, he was not the only one. In Coahuila y Tejas, the state colonization law of 1825 allowed other empresarios to receive land grants in Texas. By 1830 about 30 people had done so. Austin also received more land grants in Texas.

Green DeWitt is often viewed as the second most important empresario. After receiving his grant in 1825, DeWitt founded a colony southwest of Austin’s original grant. His colony’s headquarters were in Gonzales. Although DeWitt had permission to locate 400 families in Texas, he had settled only 166 by 1831.

Another important empresario was Martín de León. A native of Mexico, de León settled about 200 Mexican families near the coast

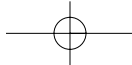
EMPRESARIO CONTRACTS IN TEXAS, 1823–1831

CONTRACTS	YEAR	NO. OF FAMILIES
Stephen F. Austin (4 contracts)	1823–1828	1200
Haden Edwards	1825	800
Robert Leftwich	1825	800
Green DeWitt	1825	400
Martín de León	1825	41
Benjamin R. Milam	1826	300
Arthur G. Wavell	1826	400
John L. Woodbury & Joseph Vehlein & Co.	1826	200
David G. Burnet	1826	300
John Cameron	1827–1828	300
James Hewetson & James Power	1828	200
John McMullen & James McGloin	1828	200
Joseph Vehlein & Co.	1828	100
Lorenzo de Zavala	1829	500
Martín de León	1829	150
Vicente Filisola	1831	600

▲ This chart shows when key empresarios obtained contracts and the number of families they planned to settle. ● What trends can you detect?



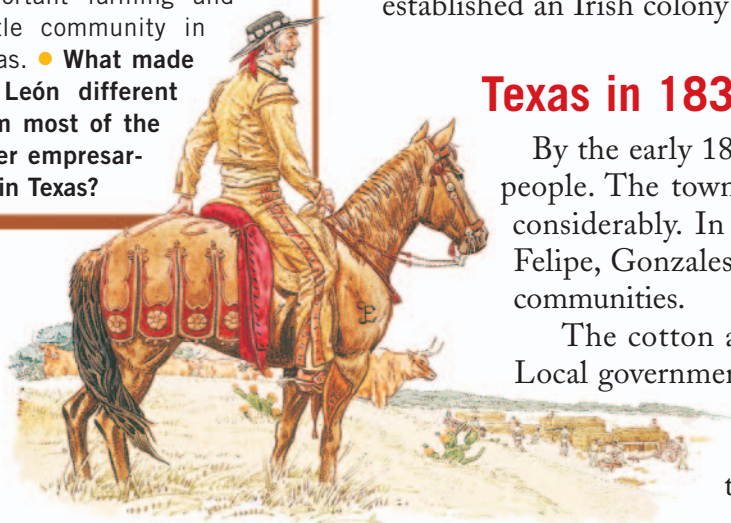
◀ Stephen F. Austin compiled this map of the early empresario land grants. ● Which regions do you think the empresarios considered most desirable? Why?



Martín de León

Empresario Martín de León was an expert rider and a fine rancher. With the help of his wife and four sons, de León encouraged the growth of the cattle industry, and the town of Victoria became a central location for trade between Texas and Mexico. De León’s influence can still be seen today as Victoria continues to be an important farming and cattle community in Texas.

• **What made de León different from most of the other empresarios in Texas?**



between the Lavaca and Guadalupe Rivers. He and his wife Patricia founded the town of Victoria in 1824.

Arthur Wavell and Ben Milam were among the other empresarios in Texas. They received a grant in northeastern Texas along the Red River. Haden Edwards received a large grant in East Texas in return for financing some of Austin’s dealings with the government. However, Edwards later lost the grant after disputes with the Mexican government. As a result, the government did not honor settlers’ claims to land in his colony. Joseph Vehlein and David Burnet were allowed to bring settlers to the lands formerly granted to Edwards.

Some people saw the colonization laws as a way to bring European immigrants to settle in Texas. Empresarios James Power and James Hewetson, both natives of Ireland, settled an Irish colony along the Gulf Coast. John McMullen and James McGloin, also natives of Ireland, established an Irish colony along the Nueces River.

Texas in 1830

By the early 1830s Texas had a population of almost 20,000 people. The towns of La Bahía and Nacogdoches had grown considerably. In addition, there were the new towns of San Felipe, Gonzales, and Victoria. There were also many smaller communities.

The cotton and cattle industries were growing in Texas. Local government functioned in some communities. Working together, the Mexican government, the empresarios, and the settlers would continue to expand Texas’s population.

SECTION 2 ASSESSMENT

Terms & Names

Identify:

- petition
- land title

Organizing Information

Use an outline like the one shown to organize the activities and accomplishments of Moses and Stephen F. Austin.

- I. Colonizing Texas
 A. Moses Austin
 1.
 2.
 B. Stephen F. Austin

How did the Austins set the stage for other empresarios in Texas?

Critical Thinking

1. What role did Moses Austin play in the colonization of Texas?
2. Why is Stephen F. Austin referred to as the “Father of Texas”?
3. How did the events of 1821 change the history of Texas?
4. What factors influenced Austin’s choice of location for his settlement?

Interact with History

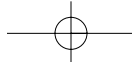
Review your response to *Interact with History* in your Texas Notebook. Knowing the challenges that the empresarios faced, would you have changed your mind?

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

ACTIVITY

Geography

Create a map showing the areas of settlement in Texas to 1830. Shade and label the location of the various empresarial grants and locate the towns that had been established in Texas.



Lone Star Legends

Stephen Fuller Austin



When Stephen Fuller Austin was a young man, he never dreamed he would be an empresario. In fact, when his father went to settle Texas, Stephen did not believe the venture would be a success.

Yet, when his father died, Stephen became the empresario. He used his education and his legal experience to promote his colony and to establish local government. He encouraged the colonists to be good citizens of Spain, then Mexico, and to obey the laws.

Austin's colony prospered and served as an example to other empresarios in Texas. Later, Austin received grants to found additional colonies. In all, he helped over 1,000 families settle in Texas. In a letter to his colonists in 1823, Austin expressed his feelings about having the opportunity to bring people to Texas.

I was animated by the gratifying hope of providing a home for a number of . . . citizens and placing them and their families in a situation to make themselves happy the balance of their lives. One of the greatest pleasures a virtuous mind can receive in this world is the consciousness of having benefited others, this pleasure I now have in prospect.

Several years later, there was trouble between the Texas settlers and the Mexican government. This led to Austin's belief that Texas should be part of Mexico as a separate state. Austin later met with settlers to discuss independence. At first, the idea was hard for Austin to accept because he believed Texas would flourish under Mexican rule. But with Antonio López de Santa Anna in power, he seriously doubted Texas's future. With settlers' support, Austin was made chairperson of the central Committee of Safety. He was charged with coordinating Texans' actions.

Although he was not a military man, Austin led Texas forces against the Mexican army at San Antonio de Béxar in October 1835. Then, giving up his command of the Texas soldiers, he was chosen to go to the United States to get aid and supplies for the Texans. Victory was achieved in 1836.

With the war behind him, Austin decided to run for president of the new Republic of Texas. Unfortunately, he lost the race to another honored Texan, Sam Houston. Houston appointed Austin secretary of state.

Stephen F. Austin, Texas's first empresario, continued to serve the Republic until he died on December 27, 1836, at the age of 43. He had given most of his adult life to Texas—the land he loved.

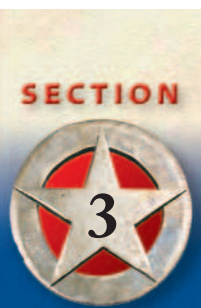
LINKING TO HISTORY

Both Stephen F. Austin and Paul Revere were members of the Committee of Safety, at different times and in different places. Research these two men and the Committee of Safety. Then complete a Venn diagram to compare Austin and Revere.



LINKING TO TODAY

Stephen F. Austin and his father dreamed of changing its unsettled territory into a thriving and populated area. As a result of their vision, Texas was changed forever. Look at your community. What changes are planned or in progress? Whose vision is responsible for these changes?



Life in Colonial Texas

Why It Matters Now

The character of Texas was shaped by the many cultures of its settlers and their courage to face hardships.

TERMS & NAMES

Mary Austin Holley, “G.T.T.,”
emigrate, militia

OBJECTIVES

1. Describe colonial life in Texas.
2. Identify the purposes for the Anglo American settlement of Texas.
3. Identify ways in which colonial Texans adapted to the environment.

MAIN IDEA

Colonists from many different places arrived in Texas. Although they faced many challenges on the Texas frontier, the settlers succeeded in establishing a new life in Texas.

A REAL-LIFE STORY

Mary Austin Holley was a cousin of Stephen F. Austin. An accomplished author, Holley wrote a series of letters, diary entries, and books that prompted many settlers to move from other states to Texas. Her works described the climate, the geography, and everyday life in Austin’s colony of San Felipe. Holley directed some of her helpful hints specifically to women settlers.



Housekeepers should bring with them all indispensable articles for household use, together with as much common clothing (other clothing is not wanted) for themselves and their children, as they, conveniently, can. Ladies in particular, should remember that, in a new country, they cannot get things made at any moment, as in an old one.

Mary Austin Holley, *Texas: Observations Historical, Geographical, and Descriptive*



ANGLO AMERICANS

The term *Anglo American* comes from the Spanish *anglo-americano*, used to describe English-speaking settlers from the United States, regardless of their country of origin. Stephen F. Austin, who spoke Spanish well, used the term in 1836, saying “the sons and daughters of Anglo Americans” looked to the United States “as to a fond mother.”

Gone To Texas

The empresarios had opened the door for Texas colonists. As people poured westward into the area, the inscription *G.T.T.*, meaning “Gone To Texas,” became a common sight on abandoned cabins across the southern United States. This message that the previous owners had packed up and moved beyond the Sabine and Red Rivers.

Settlers moved to Texas for many reasons. Some were seeking adventure. Others sought escape from problems in the United States. Many were attracted by the plentiful and inexpensive land. Land in the United States cost \$1.25 per acre, much more than most Americans could afford.



By contrast, land in Texas could be bought for 12.5 cents per acre and paid out over several years.

Several different routes brought these settlers to Texas. The Tennessee and Ohio Rivers flowed into the Mississippi from the east. Traveling along the rivers on boats was often easier than going by land. Some families followed a line that stretched southwestward from Maryland, Virginia, and the Carolinas through Kentucky, Tennessee, and Arkansas into Texas. Some came south from Missouri. Others traveled westward through the Southern states of Georgia, Alabama, Mississippi, and Louisiana.

Colonists coming to Texas traveled on horseback, in covered wagons, on boats, and even on foot. Some settlers walked because they lacked a horse or a wagon. This limited the supplies they could bring. Most immigrants coming on foot could carry no more than a rifle for hunting and protection, extra ammunition, salt to flavor food, and perhaps some extra clothes. Those who rode horses could bring more tools and supplies, especially if they brought a pack horse. Immigrants who had wagons could bring even more supplies, but they usually walked beside the wagons so the wagons could be filled with supplies. Other colonists floated their belongings down rivers on rafts or flat boats.



- ▲ Posters such as these were distributed to encourage westward expansion into Texas. ● **What conditions made Texas appealing to colonists?**

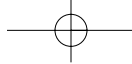
Settlers of Various Nationalities

The settlers of colonial Texas were as varied as the routes they traveled. Although most **emigrated** from the United States, some came from Mexico and Europe. Early Texas colonists included people of German, Irish, Polish, Mexican, and African descent, among others.

emigrate *to leave home to settle elsewhere*

- ▼ Many colonists settled in Texas during the 1820s and 1830s. ● **What was life like for many colonists in Texas?**





Multicultural Connections

One Land, Many Cultures

Immigration changed the face of Texas, making it a land filled with a variety of cultures. As a result, many ethnic groups still coexist within Texas borders. Today, Texas is home to people of Mexican, African, Polish, Czech, Filipino, Lebanese, Syrian, Greek, and Italian descent, as well as many others. • **What ethnic groups make up your community?**

A large population of Tejanos settled in San Antonio de Béxar and along the Rio Grande. Martín de León founded one of the first Tejano colonies in Texas. Other powerful Tejanos in colonial Texas were Erasmo and Juan Seguín, Lorenzo de Zavala, and José Antonio Navarro.

The African American population in Texas also grew. Many enslaved African Americans were brought by settlers from the American South. Slavery was illegal in Mexico after 1829, but the law was seldom enforced. Mexican law did offer protection and legal rights to free African Americans who lived in Texas. Among them were Greenberry Logan, Hendrick Arnold, and William Goyens. These men later helped Texas win independence.

Diet of Colonial Texans

Texas lands held many resources for the colonists. With fish in the streams and animals in the forest and on the prairie, food was plentiful for skilled hunters. One Texas colonist wrote in 1834 about the number of animals that could be hunted on the Texas plains.

TEXAS VOICES

After we got into Texas the game was very abundant, and I found but little difficulty in procuring plenty, more especially after getting into the wide-spread prairie country. Hundreds of deer were to be seen in all directions, and wild geese everywhere—thousands. . . . To kill the geese or the deer either on the prairie was easily effected, and we never failed to have plenty of nice venison or turkey for supper, and a kettle full of choice pieces hot for breakfast.

Gideon Lincecum, *Adventures of a Frontier Naturalist*

In addition to hunting, colonists gathered wild berries and nuts to eat. Some also had staples, or basic food products, such as salt, sugar, and flour that they had brought with them. The settlers eventually planted



Pioneer washboard



Pioneer kitchen

KITCHENS Pioneer kitchens were seldom separate rooms. Women cooked in pots hung over open fires or on wood stoves. Wood had to be chopped to keep the fire going, and there were no matches. Ashes were saved to make lye for soap. Water had to be brought by bucket from a well. Pans were made of cast iron or copper. Women churned their own butter and made their own cheese and bread. Sugar was brown; coffee beans were green and had to be roasted and ground by hand. With no refrigeration, settlers had to preserve fruit and vegetables in jars. Today's kitchens are filled with labor-saving appliances, and running water is available at the turn of a faucet. • **How have modern appliances changed food preparation?**





- ◀ Many colonists' homes had breezeways to connect rooms of their cabins. ● **What were the advantages and disadvantages of this style of architecture?**

crops and built mills to grind sugar cane and grains into syrup and flour. However, colonial Texans rarely enjoyed a balanced diet. Fresh vegetables were available only during the growing season. As a result, colonists ate only meat and dried vegetables for much of the year. Corn was the primary staple and was part of almost every meal. It could be eaten fresh or dried and ground into a meal that could be prepared in various ways.

Colonial Homes

In addition to providing food, the Texas land also offered materials that could be used to build homes. Where timber was found, colonists built log cabins. Rock was used to build houses on the western edges of the settlement. Usually colonists began with a one-room cabin. As the family grew, a second cabin might be built beside it and the space between them covered. This shelter was known as a breezeway, dog-run, or dog-trot because hounds gathered in the shade of the covered area between the structures.

Often, the entire cabin was a single room. Cooking was done in an open fireplace that also provided light and warmth for the cabin. In the summer the settlers might cook over an outside fire to avoid heating the cabin. The floor was often bare ground or, later, boards elevated off the ground. Settlers used tree moss or corn husks to create mattresses. These had to be placed out in the sun from time to time to rid them of mildew or parasites, such as fleas and lice.

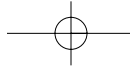
The furnishings of a colonial home were also made from the area's natural resources. Tables and chairs were carved from wood. Chairs might be no more than cross sections of tree trunks standing on end.

Religion and Education

When Texas colonists applied for land grants, they had to be—or agree to become—Catholics. Some settlers became Catholics only to obtain land. So many of these dishonest converts were baptized by Father Michael Muldoon around

- ▼ Inside pioneer homes walls were often whitewashed to hide the rough wood. People often made wooden tables, chairs, and cradles by hand. ● **Which regions of Texas were most suitable for this kind of living? Why?**





▲ Pioneer women spun cotton into thread on a spinning wheel and colored it with plant dyes. They wove the thread into cloth and sewed the cloth into clothing. When clothes wore out, they were torn into strips and woven into rugs on a loom. ● **How many sets of clothes do you think a pioneer Texan probably owned?**

militia *a military force that is not professional*

San Felipe de Austin that they became known as “Muldoon Catholics.” Since there were so few priests in Texas, colonists usually worshiped as they pleased. Samuel Doak McMahan established a Methodist church near San Augustine. Baptists Joseph E. Bays and Thomas J. Pilgrim preached their faith in relative freedom, as did Cumberland Presbyterian preacher Sumner Bacon.

Although some colonies had schools, there was no real system of education. Few children attended formal classes. Instead, most were taught at home by their parents.

Challenges

Texas colonists faced many challenges. Disease was one of the most common hardships of colonial life. Most settlers lived too far from a town to visit doctors. Even if they could reach a town, many doctors had no medical training. Colonists who were ill or injured often used homemade remedies that did not always work.

Colonists also had conflicts with Native Americans. In 1824 Aylett Buckner, an agent of Stephen F. Austin, secured a treaty with the Tawakonis and Wacoes. This treaty reduced danger for several years. Other native groups, however, saw the colonists as intruders to be driven out. Colonists came to fear raids by the powerful Karankawas. To protect the colonists, Austin formed a small **militia** to ride throughout the colony and prevent raiding parties. This patrol was later organized into the Texas Rangers. Eventually, both friendly and hostile Native Americans were driven out of the area.

Anglo Americans accepted the requirements and hardships that came with colonial life. Some made a genuine effort to become Mexican citizens. However, by 1830 tensions between the colonists and the Mexican government had begun to develop. These conflicts would later lead to the colonists’ demand for independence.

SECTION 3 ASSESSMENT

Terms & Names

Identify:


- emigrate
- militia

Organizing Information

Use a chart like the one shown to summarize life in colonial Texas.

Food	
Shelter	
Religion	
Education	
Challenges	

Critical Thinking

1. Describe what life was like for colonists in Texas.
2. For what main reasons did people from Spain settle in Texas? people from the United States?
3. In what ways did the colonists in Texas adapt to their environment? 


4. Contrast Spanish and Anglo American methods of settlement in Texas.

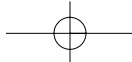
A Real-Life Story

Review *A Real-Life Story* on page 180. Why do you think Holley gave advice to settlers in her writings?

ACTIVITY

Geography

On an outline map of Texas, trace some of the routes settlers followed to Texas. How were these routes similar? How were they different? 



TALES OF *Texas*



Settling Texas

The settlers who moved to Texas brought very few possessions. With them, however, came their stories and songs. The settlers shaped their old songs to fit their new lives on the frontier, singing about who they were and how they lived.

The song “Texas Boys” is a humorous song sung by girls to warn other young ladies about the kind of life they might lead if they married a frontiersman who was going to Texas.

*Come all you young ladies and listen to
my noise,
And don't you go marrying those Texas boys,
'Cause if you do your life's gonna be
Johnny cake and venison and sassafras tea.*

*When they come a-courtin' I'll tell you what
they wear,
An old tattered shirt all patched and bare,
An old straw hat more brim than crown,
And a pair of leather britches that they
wear the winter round.*

*They'll take you to a house with hewed
log walls,
And it ain't got no windows at all,
A pine-shake roof and a puncheon floor,
And it's that way all Texas o'er.*

The settlers who moved to the Texas plains lived in dugouts, or sod shanties, or in crudely built wood huts. They made sod shanties by cutting squares of topsoil and laying the squares into walls. In “Greer County Bachelor,” a “soddy” from Greer County, Texas, sings about his home.

*My house it is built out of natural soil.
The walls are erected according to Hoyle.
The roof has no pitch but is level and plain,
And I always get wet if it happens to rain.*

The Greer County settler sings about his life on the frontier.

*My clothes are all ragged; my language
is rough.
My bread is corn dodgers, both solid
and tough.
And yet I am happy and live at my ease
On sorghum molasses and bacon and cheese.*

*How happy am I when I crawl into bed,
And a rattlesnake hisses a tune at my head.
A gay little centipede, all without fear
Crawls over my pillow and into my ear.*

In a verse sung to the old tune “Shady Grove,” women sing about their desires to go to the new frontiers.

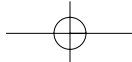
*If I had a needle and thread,
As fine as I could sew,
I'd sew my skirt to his shirt tail
And through the world we'd go!*

LINKING TO HISTORY

Write your own four-line verse to describe some aspect of colonial life. Use the verses on this page as models.

LINKING TO TODAY

Working in groups of three or four, write a song that describes some common aspect of your lives at school. Share your songs with your class.



CHAPTER 8 ASSESSMENT



VISUAL Summary

DEVELOPMENT OF ANGLO COLONIES

Filibusters

Several expeditions that were led by filibusters attempted to make Texas independent of Spain. All of the expeditions failed, but they created an interest in Texas among Anglos.



Empresarios and the First Colonies

Moses and Stephen F. Austin began the first Anglo colony in Texas. Other empresarios received grants and formed additional colonies.



Colonial Texas

Colonists found plenty of food and fertile soil to grow crops. They used natural resources to build and furnish their houses. However, they faced many challenges.



TERMS & NAMES

Explain the significance of each of the following:

1. Philip Nolan
2. Neutral Ground Agreement
3. Gutiérrez-Magee expedition
4. James Long
5. Jane Long
6. Moses Austin
7. Stephen F. Austin
8. Green DeWitt
9. San Felipe de Austin
10. Mary Austin Holley

REVIEW QUESTIONS

Interest in Texas Grows Among Anglo Americans (pages 168–172)

1. What two requirements did Spain establish for U.S. immigrants settling in Texas?
2. Why did Spain and the United States create the Neutral Ground Agreement?
3. What were the results of James Long's last expedition?

Stephen F. Austin and the Empresarios (pages 174–178)

4. How did Moses Austin obtain permission to form a colony in Texas?
5. What location did Stephen F. Austin select for his first settlement? Why?
6. What effect did the state colonization law of 1825 have on Texas?

Life in Colonial Texas

(pages 180–184)

7. Why did many American settlers choose to move to Texas?
8. What challenges did the Texas colonists face?

READING SOCIAL STUDIES

After You Read

Review your completed chart. Which of the groups in the first column do you think was most important in colonizing Texas? Explain.

WHO	GOALS(S)	ACCOMPLISHMENTS/CHALLENGES
Empresarios		
Filibusters		
Spanish officials		
U.S. officials		
Revolutionaries		
Pirates		
Colonists		
Religious leaders		

CRITICAL THINKING

Identifying Points of View

1. Examine the reasons why Spain wanted to limit the number of U.S. immigrants in Texas. Use these reasons to support Spain's policy of colonization.

Comparing Information

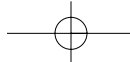
2. Compare the different filibusters who led expeditions into Texas during the early 1800s. What did they have in common? How were their efforts different from one another?

Determining Cause and Effect

3. What effect did Mexico's independence from Spain have on Stephen F. Austin and the colonists in Texas?

Contrasting Information

4. How did Spaniards and Anglo Americans differ in their purposes for and methods of settling Texas?



MAP & GEOGRAPHY SKILLS

Applying Skills

What rivers helped form the boundaries of the Neutral Ground?



SOCIAL STUDIES SKILLBUILDER

Evaluating Sources

The following passage is from the Adams-Onís Treaty, signed on February 22, 1819.

Article 2. His Catholic Majesty cedes to the United States, in full property and sovereignty, all the territories which belong to him, situated in the eastward of the Mississippi, known by the name of East and West Florida. . . .

Article 3. The boundary line between the two countries, west of the Mississippi, shall be on the Gulph [sic] of Mexico, at the mouth of the river Sabine, in the sea, continuing north, along the western bank of that river. . . .

1. What is the subject of this passage?
2. Does the passage contain any opinions or bias?
3. What is the main idea of the passage?
4. Is this information valid? Why or why not?



CHAPTER PROJECT

Plan a Colony Imagine that you are an empresario in Texas. You want to recruit settlers for your colony. Create and compile a kit of information for your colonists. Include the following items:

- a map showing the location of the colony and the routes to reach it
- a description of the resources in the area
- a list of supplies that the settlers will need
- an explanation of the requirements necessary to become a colonist in Texas



SCIENCE, TECHNOLOGY & SOCIETY ACTIVITY

Comparing Texas Lifestyles

Life in colonial Texas was very different from life today. Colonists used simple tools and built most of the furnishings in their homes. Today, most homes include many appliances and machines designed to make life easier. Although the tools have changed dramatically, some aspects of life have remained the same since colonial days. Create a two-column chart in your Texas Notebook comparing and contrasting life in colonial Texas with life today. Include aspects of life such as housing, furnishings, sources of food, tools and appliances, and medical care.



CITIZENSHIP ACTIVITY

What Does It Mean to Be a Citizen?

Colonists who came from the United States and settled in Texas gave up their American citizenship to become Spanish subjects. Then, when Mexico gained its independence from Spain, the colonists became citizens of Mexico. Interview your family members and friends on what it means to be a citizen of a country or a state. Using this information and your own views, prepare an informative three-minute oral presentation to the class.