

# UNIT

# 5

# The Lone Star State

1845–1876

## Why It Matters

*As you study Unit 5, you will learn that the time from when Texas became a state until it left the Union and was later readmitted was an eventful period. Long-standing problems, such as the public debt and relations with Mexico, were settled. The tragedy of the Civil War and the events of Reconstruction shaped Texas politics for many years.*

### Primary Sources Library

See pages 692–693 for primary source readings to accompany Unit 5.

*Cowboy Dance* by Jenne Magafan (1939) was commissioned for the Anson, Texas, post office to honor the day Texas was admitted to the Union as the twenty-eighth state. Today this study can be seen at the Smithsonian American Art Museum in Washington, D.C.





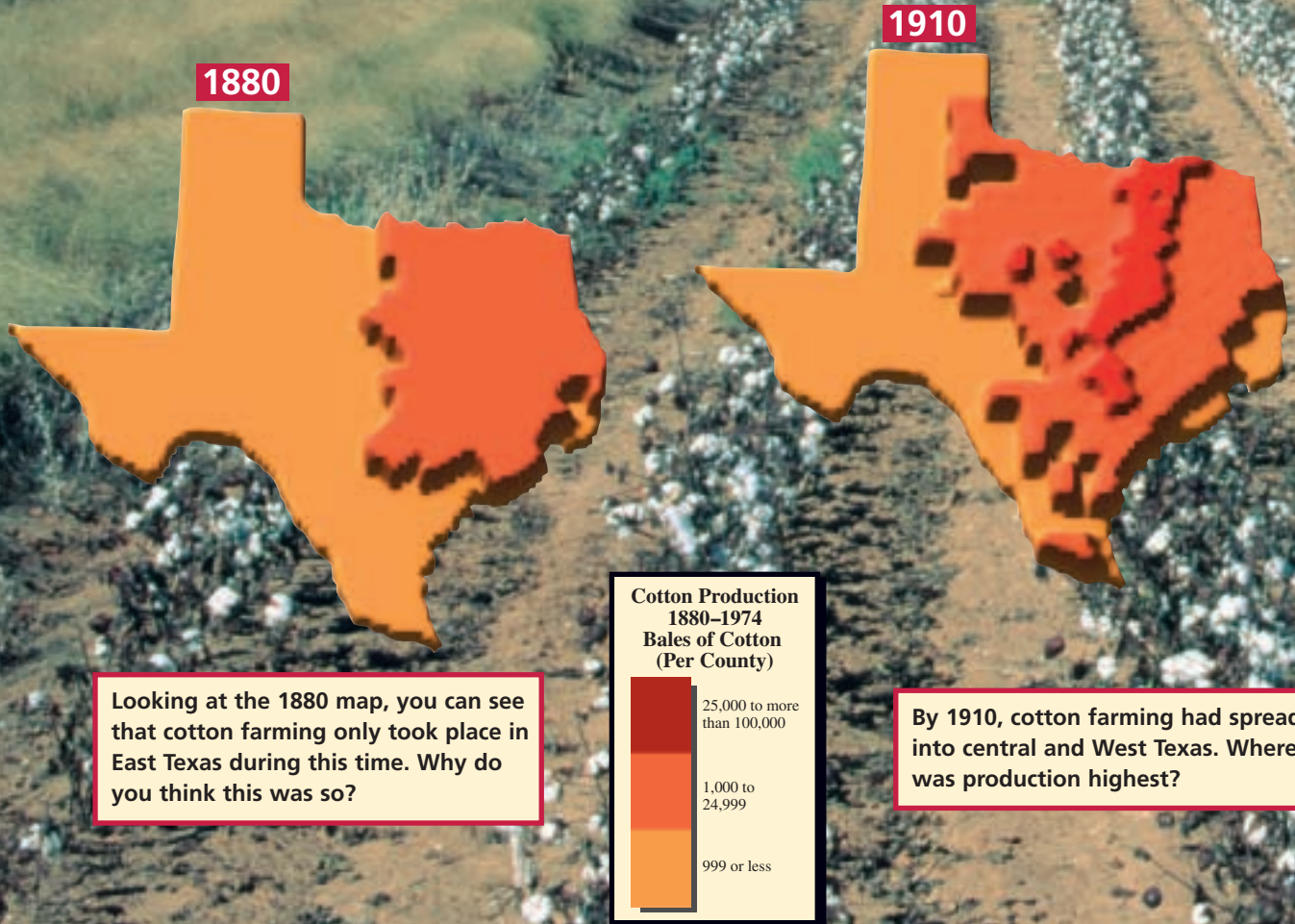
*“I love Texas too well  
to bring strife and  
bloodshed upon her.”*

— Sam Houston,  
“Address to the People,” 1861





# KING COTTON



Looking at the 1880 map, you can see that cotton farming only took place in East Texas during this time. Why do you think this was so?

By 1910, cotton farming had spread into central and West Texas. Where was production highest?

**Cotton has been “king”** throughout most of Texas history. Before the Civil War it was the mainstay of the economy. To be profitable, cotton farming relied on the labor of enslaved people who worked the fields of large plantations. Dependence on slavery helped persuade Texas to join the Confederate cause and to secede from the Union during the Civil War.

The defeat of the Confederacy put an end to slavery, but the cultivation of cotton continued. Many formerly enslaved people stayed on as tenant farmers, renting plots of land from the former plantation owners or working for them as sharecroppers. In the late

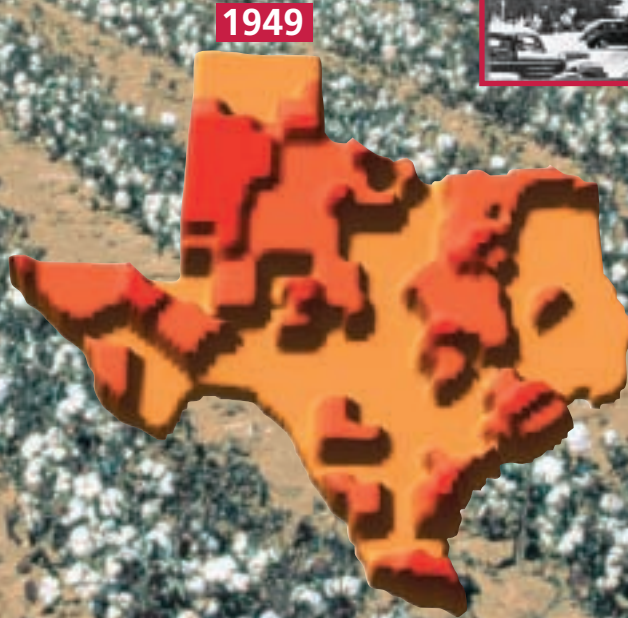
1800s, the cotton belt spread westward as new technologies emerged. Better, stronger plows made it easier for farmers to break up the dry but fertile prairie sod, and new irrigation techniques allowed them to bring water to the thirsty plants. Improvements to the cotton gin increased the yield per acre, while the growing network of railroads provided ready access to faraway markets for the crop.

The boll weevil, an insect that destroys cotton, devastated crops during the early 1900s. Many tenant farmers went broke, abandoning their small plots to work in towns or cities. Pesticides, improved methods of



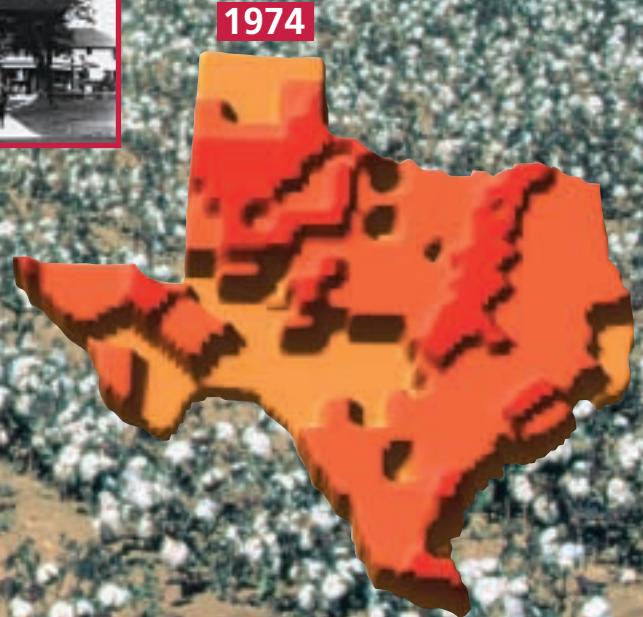


A sign advertises the cotton market in Taylor in 1903. When cotton production suffered, the entire community felt the negative effects.



1949

By 1949, cotton was grown almost all over the state. Why do you think the center of production shifted north and west?



1974

Twenty-five years later, cotton was still concentrated in the same general regions, but production had increased. What factors could account for this?

cultivation, and crop rotation finally brought the weevils under control. As you can see from the last two maps, cotton farming continued to spread into new areas right up through the 1970s. Today, Texas cotton is sold throughout the United States and in other parts of the world.

Cotton remains important, but the addition of other profitable crops such as rice, citrus fruits, and peanuts ensures that Texas and its farmers will never again be entirely dependent on one crop.

## LEARNING *from* GEOGRAPHY

1. Describe what life might have been like for a cotton farmer in post-Civil War Texas.
2. Cotton is one of the most versatile materials ever developed, having many uses and applications. Look around you and make a list of things that are made of cotton.

# CHAPTER 14

# The Young State

## Why It Matters

Very soon after Texas entered the Union, the United States and Mexico clashed in all-out war. The major dispute between the two countries was the annexation of Texas by the United States. The main result of the war was the acquisition of much of the American Southwest by the United States.

## The Impact Today

Portions of Texas, Arizona, Colorado, New Mexico, and Wyoming, and all of California, Nevada, and Utah are part of the United States today as a result of the Mexican–American War of 1846–1848.



**1845**

★ José Antonio Navarro served as a delegate to Convention of 1845




**1846**

- ★ Mexican and American troops clashed at the Rio Grande
- ★ Fredericksburg founded by German immigrants

 Texas

 United States

 World

1845

1846

1847

**1846**

- Mexican–American War began
- United States divided Oregon Country with Great Britain

**1847**

- Charlotte Brontë wrote *Jane Eyre*



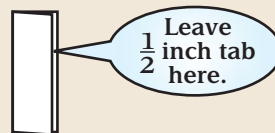


Guenther's Mill by Hermann Lungkwitz (1885). The artist portrayed the primarily rural nature of the new young state.

### Summarizing Information Study Foldable

Make this foldable to help you ask questions about and summarize Texas's involvement in the Mexican–American War.

**Step 1** Fold a sheet of paper in half from side to side, leaving a  $\frac{1}{2}$  inch tab along the side.



**Step 2** Turn the paper and fold it into fourths.



**Step 3** Unfold and cut up along the three fold lines.



**Step 4** Label as shown.



**Reading and Writing** As you read, ask yourself “who” was involved in the Mexican–American War; “what” happened before, during, and after the war; “when” important events took place; and “why” they happened. Write your thoughts and answers under each appropriate tab.

**1850**

- ★ Texas surrendered all claims to New Mexico territory in Compromise of 1850
- ★ Texas constitution amended

**1848**

**1848**

- Mexican–American War ended with Treaty of Guadalupe Hidalgo
- First women's rights convention met in Seneca Falls, New York



**1849**

**1849**

- French physicist measured speed of light

**1850**

**1850**

- Tai Ping Rebellion began in China

**TEXAS HISTORY Online**

### Chapter Overview

Visit the [texans.glencoe.com](http://texans.glencoe.com) Web site and click on **Chapter 14—Chapter Overviews** to preview chapter information.

**CLICK HERE**

# A New State Government

## Guide to Reading

### Main Idea

Many problems needed to be studied and solved as Texas entered the era of statehood.

### Key Terms

legislature  
amend  
convention

### Reading Strategy

**Making Comparisons** As you read this section, complete a chart like the one shown below to differentiate among major political parties.

Party	Main Ideas
Democrat	
Whig	
American	

### Read to Learn

- about the new state constitution.
- about the first elected Texas officials.
- about the major political parties.

### Section Theme

#### Civic Rights and Responsibilities

As most Texans aligned themselves with political parties that protected their interests, free African Americans fought to protect their freedoms.

### Preview of Events

1845

The first state government officials are elected

Texas constitution is amended

1850

First U.S. Census count in Texas

## A Texas Story



Arabian camel

On May 13, 1856, the residents of Indianola abandoned their activities and headed for the docks. A ship was unloading an extraordinary cargo—33 camels! At Camp Verde, near Kerrville, the U.S. Army was experimenting to see if the animals could be used in warfare or to haul supplies. Edward Fitzgerald Beale wrote in the *Outwest* newspaper: “The harder the test [the camels] are put to, the more fully they seem to justify all that can be said of them. They pack water for days under a hot sun and never get a drop.”

### A New Constitution


The delegates attending the convention in July of 1845 worked hard at writing a new constitution. The new constitution was well organized and well written. Texans patterned their basic governing



document after the constitutions of other states. The Texas constitution was similar to Louisiana's constitution.

The **Constitution of 1845** provided for a governor to be elected for a two-year term. It also provided for a **legislature** made up of two houses. The members of the House of Representatives were elected for two years, and members of the Senate were elected for four years. The constitution also created a supreme court and district and county courts. Originally, the governor appointed the judges of the state courts. Then in 1850 the constitution was **amended**, or changed, to provide for the election of all judges. This shifted some power from political leaders to the voters. The new constitution protected the system of slavery and barred women from voting.

 **Reading Check** **Summarizing** What terms of office were designated by the Constitution of 1845?



**Analyzing** Many settlers came to Texas in covered wagons. Addressing the needs of these new settlers became an important responsibility for the first elected officials. *What were some of the needs of the growing population?*

## Texas Legislators at Work

The governor's term was two years, and no governor was allowed to serve more than two terms in a row. Governors had to be citizens and residents of Texas for at least three years before their election and be at least thirty years of age.

J. Pinckney Henderson of San Augustine was elected as the first governor. He served only one term. His wife, Frances Cox Henderson, was one of the first women to practice law in Texas. Sam Houston and Thomas J. Rusk were the first Texans elected to the U.S. Senate. David Kaufman and Timothy Pillsbury were elected to the U.S. House of Representatives.

Members of the early Texas legislature kept busy trying to solve the problems of the young state. Landscape architect Frederick L. Olmsted,

### First Government Officials

Governor of Texas	J. Pinckney Henderson
U.S. Senators	Sam Houston Thomas J. Rusk
U.S. Representatives	David Kaufman Timothy Pillsbury





# People of Texas

Frances Cox Henderson 1820-1897



Frances Cox Henderson was a woman of many talents. She spoke 18 languages, was skilled in math, was a talented musician, and wrote and translated short stories.

She married James Pinckney Henderson, and they settled in the town of

San Augustine where he opened a law practice. When he was elected governor, she remained in San Augustine. She became active in helping to found churches in many East Texas cities, often contributing her own money for this

purpose. She was also a supporter of woman suffrage.

Frances kept learning her whole life. While in her 50s, she wrote a book about an African American woman and life on a plantation—*Priscilla Baker: Freed Woman*.

who visited the state in the 1850s, admired how well the legislators went about their work. He described his impressions in *A Journey Through Texas*, published in 1857:

“We visited, several times, the Texas Legislature in session, and have seldom been more impressed with respect for the working of Democratic institutions.

I have seen several similar bodies . . . the Federal Congress; and the Parliament of Great Britain, in both its branches, on occasions of great moment [importance]; but none of them commanded my involuntary respect for their simple manly dignity and trustworthiness for the duties that engaged them, more than the General Assembly of Texas. There was honest eloquency [fine speaking] displayed at every opportunity for its use, and business was carried on with great rapidity.”

## Political Parties

For the most part, Texas politics revolved around strong leaders like Sam Houston. By the 1850s, however, political parties became organized. Most of the leaders of early Texas joined the

Democratic Party. The Democratic Party was very strong in the South, and Democrats had favored Texas annexation.

The Democratic Party generally represented farmers and laborers. The **Whig Party**—the other major party in the United States in the 1830s to the 1850s—represented mostly business and commercial interests. The Whig Party lacked support in Texas. Voters had not liked the party’s opposition to annexation. Also, many Whigs opposed expanding slavery to the nation’s new territories.

In 1854 and 1855, some Texans joined the **American, or Know-Nothing, Party**. Its members tried to keep new immigrants from voting or holding public office. They were called Know-Nothings because, when asked about their organization or activities, they replied, “I know nothing.” The American Party remained a force in Texas politics for only a few years, but it had an influence on the Texas Democratic Party. In fact, Texas Democrats patterned their own party organization after that of the American Party. They also adopted a practice that the American Party in Texas had used—nominating candidates at political meetings called **conventions**.

None of the major political parties during this period represented African Americans. Free African Americans were not eligible to vote or join political parties. They engaged in political activity by filing petitions with the legislature to remain as



free people in the state. Others went to court to protect their freedom. In 1850, Mary Madison, a Galveston nurse, filed her petition to stay in Texas. It was one of the few granted by the legislature. Another African American woman, known as Emeline FWC (Free Woman of Color), hired attorneys and went to court in Harris County. She claimed she had been sold as a slave in a case of mistaken identity. She and her children were freed by the jury, which awarded her \$1 in damages.

## Federal Aid for Reservations

The federal government stationed troops in western Texas to prevent clashes between settlers and Native Americans. By 1851, however, the line of settlements had moved beyond the line of newly built forts. The federal government built a new string of seven forts about 100 miles to the west.

As settlers pushed westward, clashes between the newcomers and Native Americans increased. The United States government made plans to relocate Native Americans to reservations. The Wacos and Tonkawas were moved to a reservation near present-day Graham. Another reservation, located on the Clear Fork of the Brazos, was established for the nomadic Comanches.

The Texas reservation system never was a success. The Native Americans were not given enough land. Others simply refused to adopt the restricted way of life.

## Early Governors of Texas

Governor	Term of Office
James P. Henderson	1846–1847
George T. Wood	1847–1849
Peter H. Bell	1849–1853
James W. Henderson	Nov.–Dec. 1853
Elisha M. Pease	1853–1857
Hardin R. Runnels	1857–1859
Sam Houston	1859–1861



## TAKS PRACTICE

**Identifying** Most of the early governors of Texas had distinguished backgrounds in the military or politics. *What do you think would be an important leadership quality for an early governor of Texas?*

Many settlers in Texas opposed the reservation system. They believed that raids in northern and central Texas were made by Native Americans from the reservations. To try to stop the conflict, the government decided in 1859 to move Native Americans into the Indian Territory, north of the Red River. The Comanches and Kiowas continued to attack the settlements.

**Reading Check Explaining** Why did the U.S. government place Native Americans on reservations?

## SECTION 1 ASSESSMENT

### Checking for Understanding

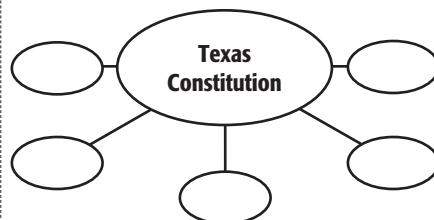
- Using Key Terms** Write one sentence that includes the words **legislature** and **amend**.
- Reviewing Facts** Why did few Texans support the Whig Party?

### Reviewing Themes

- Civic Rights and Responsibilities** How did free African Americans engage in political activity if not through political parties?

### Organizing to Learn

- Categorizing** Draw a cluster like the one below illustrating the main provisions of the Texas constitution.



### Critical Thinking

- Analyzing** What were some of the reasons why the U.S. government's reservation system was not successful?



## TAKS PRACTICE

**Drawing Conclusions** Why would the American, or Know-Nothing, Party try to keep new immigrants from voting or holding public office?



# War With Mexico

## Guide to Reading

### Main Idea

Conflict between the United States and Mexico led to war.

### Key Terms

cede  
abolitionist

### Reading Strategy

**Identifying Key Elements** Complete a chart like the one below. Identify how the Treaty of Guadalupe Hidalgo met the concerns of the United States.

Concern	Treaty Resolution
Texas boundary	
Pacific port	
Damages from Mexican wars	

### Read to Learn

- about the war with Mexico.
- about Texas's role in the war.
- where the new Texas boundaries were after the war.

### Section Theme

**Global Connections** Mexico abandoned all claims to Texas, confirming Texas's annexation to the United States.

### Preview of Events

1846

The U.S. Congress declares war on Mexico

1847

American troops capture Mexico City

1848

Peace treaty is signed at Guadalupe Hidalgo



Pack mule

## A Texas Story

The U.S. army's experiments with camels showed that the animals could haul much heavier loads than could horses or mules. Camels could also travel much greater distances without food or water. As E.F. Beale wrote in *Outwest*, "They pack heavy bundles of corn and oats for months and never get a grain, and on the bitter greasewood and other worthless shrubs, not only subsist, but keep fat." The Camp Verde soldiers in charge of transport did not like the camels, though, because they scared the horses and mules.

### Causes of the War

The government of Mexico never recognized the Republic of Texas and considered the annexation of Texas by the United States an insult to Mexico. Even those Mexicans who had accepted Texas independence

could not accept the Rio Grande as the boundary between Texas and Mexico. Mexico insisted that the Nueces River separated the two countries. It did not appear that this issue could be settled through talking.

Another problem was the commerce created by continued American westward expansion. American merchants in Texas had expanded trade into Mexico. By the 1840s, they were engaged in brisk business both in Santa Fe and Brazos Santiago. American merchants also were trading with China and other countries in the Pacific and East Asia. To help this trade expand further, the United States wanted to acquire the Pacific port of **San Francisco**, then in Mexican California. **President James K. Polk** was determined to accomplish this goal.

Yet another argument was that Mexico’s army had destroyed much American property during the Texas Revolution. Earlier, the United States had demanded that the Mexican government pay the victims of this damage. Now, the U.S. was prepared to pay all of the debts owed to its citizens and give \$30 million to Mexico. In return, Mexico would accept the Rio Grande as the Mexico–Texas boundary and **cede**, or give up, California and the western half of New Mexico to the United States. President Polk sent **John Slidell** to Mexico to negotiate. Slidell was to try to settle the damage claims of U.S. citizens. In addition, he was to try to negotiate the



**Picturing History**

General Zachary Taylor commanded U.S. troops during the Mexican–American War. He was a soldier for 40 years before he became president of the United States. **Which Texas politicians fought in the Mexican–American War?**

boundary dispute and offer to buy California. Slidell arrived in December of 1845, but neither the old nor the new president of Mexico wanted to make concessions to the United States. They were afraid that if they were to do so, their enemies would denounce them as weaklings. No representative of the Mexican government

**Causes and Effects of the Mexican–American War**

**Causes**

- Disputes over the United States’ annexation of Texas
- Boundary disputes between U.S. and Mexico
- Mexico’s refusal to negotiate with the U.S.

**Effects**

- Santa Anna flees to Jamaica.
- Mexico cedes almost 50 percent of its land to the U.S. in the Treaty of Guadalupe Hidalgo.



**Graphic Organizer Skills**

President Polk wanted to gain the port of San Francisco either through negotiations or by war to assist American trade in the Pacific and East Asia.

**Analyzing Information** What prompted the U.S. to declare war on Mexico?







would speak to Slidell. As a result, diplomatic relations completely broke down. In March 1846, President Polk ordered **General Zachary Taylor** to move his troops across the Nueces River to the Rio Grande.

**TAKS PRACTICE**

American forces traveled overland through Texas and also by sea to invade Mexico.

**Drawing Conclusions** Why would American troops want to attack Mexico City in particular?

### War Declared

In late April and early May 1846, American and Mexican soldiers clashed just north of the Rio Grande. When President Polk learned of the fighting between Americans and Mexicans, he declared that “Mexico . . . shed American blood upon

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**TEXAS HISTORY Online**

**Student Web Activity** Visit the [texans.glencoe.com](http://texans.glencoe.com) Web site and click on **Chapter 14—Student Web Activity** to learn more about the Mexican–American War.

American soil.” Because this spot was in the disputed land, Mexican president **Mariano Paredes** could have claimed that Mexican blood had been shed on Mexican soil. However, on May 13, the U.S. Congress declared war. Some members of Congress questioned the American motives. **Abolitionists**, the people who worked to end slavery, considered it a scheme to steal “bigger pens to cram in slaves.”

More than 5,000 Texans quickly answered the call to arms. Texans who served as officers in the United States Army included Edward Burlson,

Albert Sidney Johnston, and Mirabeau B. Lamar—former president of the republic. J. Pinckney Henderson took a leave of absence from his duties as governor to take command of Texas troops. Several companies of Texas Rangers served as scouts for the American army as it marched into Mexico. Tragically, because of their anti-Mexican feelings, some of the Texans took out their anger against Mexican civilians.

**✓ Reading Check Identifying** What were three points of disagreement between Mexico and the United States?

## United States Victory

The United States forces were better equipped and better led than were their opponents. After General Zachary Taylor's army occupied northern Mexico, it moved south. In late September his forces captured Monterrey. In February 1847 Taylor defeated a large Mexican army under the command of Santa Anna at **Buena Vista**. Troops led by **General Winfield Scott** landed at Vera Cruz and captured Mexico City in September 1847. Other American forces moved from Fort Leavenworth, Kansas—by way of Santa Fe—to occupy California.

Women also took an active part in the war. For example, Sarah Borginnis traveled with General Taylor's army—cooking, washing, loading cartridges, and dressing wounds. Teresa Vielé, the wife of an army officer, recalled that Mexican women nursed the American army's sick and wounded.

On February 2, 1848, representatives of both governments signed a peace treaty at Guadalupe Hidalgo (gwad•ah•LOO•pay ee•DAHL•goh), a small town located near Mexico City. Mexico abandoned all claims to Texas and accepted the Rio Grande as the boundary. Mexico

# TWO VIEWPOINTS

## The Mexican–American War (1846–1848)

Views about the Mexican–American War, more than many other events, were challenged by historians as time passed. Read the two views below and then answer the questions.

### You Can't Stop Progress

People in the United States had a reputation that they were in awe of nothing and nothing could stand in their way. The word was boundlessness—there were no bounds, no limits, to what an individual, society, and the nation itself could achieve . . . The United States was often times referred to as a "go-ahead nation," a "go-ahead people" with the locomotive almost as a symbol . . . The Mexican–American War was an example of this boundlessness and reform spirit—a quest for a better place for the nation, a test of the model republic and the ability of a democracy to respond to a crisis . . .

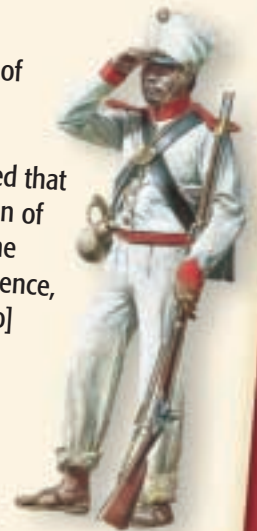
—Robert W. Johanssen, historian



### U.S. Mobilization Was an Outright Attack

In the eyes of the [Mexican] government, the mobilization of the U.S. army was an outright attack on Mexico's territorial integrity and clearly demonstrated that the United States had no intention of subjecting itself to the terms of the 1828 border treaty. As a consequence, the Mexican government [acted to] protect the border, meaning the territory located between the Río Grande and the Nueces River.

—Jesus Velasco-Márquez, historian



### Learning From History

1. According to Velasco-Márquez, why did the Mexican government go to war?
2. What is meant by "go-ahead nation"?

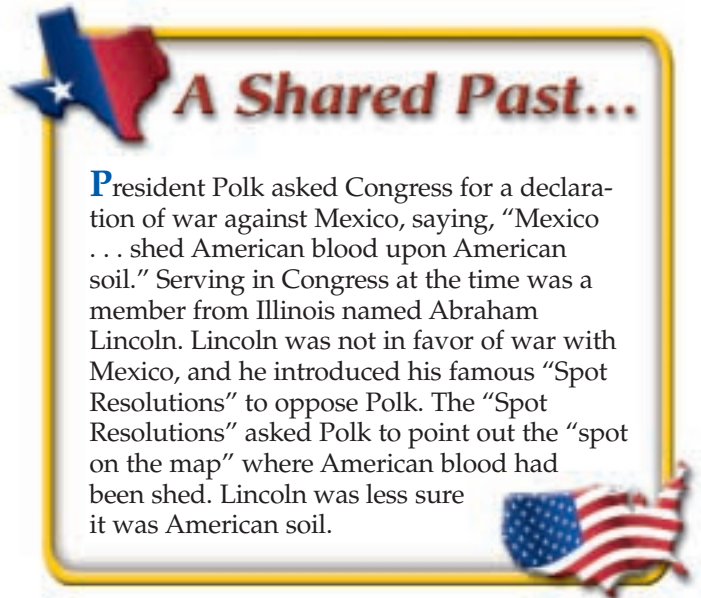


also surrendered to the United States all territory between western Texas and the Pacific Ocean. This vast area of transferred land, known historically as the **Mexican Cession**, included all of California, Nevada, and Utah, and parts of Arizona, Colorado, New Mexico, and Wyoming. In return for this land, the United States paid Mexico \$15 million and agreed to pay claims of American citizens against Mexico up to \$3.25 million. Mexicans living in the lost territory were guaranteed all rights of United States citizenship, including political rights and the right to keep their lands. They had a year to decide if they wished to become American citizens.

## The New Mexico Boundary Dispute

The **Treaty of Guadalupe Hidalgo** ended the dispute between the United States and Mexico concerning Texas. However, the question of whether Santa Fe would become part of Texas became a political issue in the United States.

During its period as a republic, Texas claimed the Rio Grande as its southern and western boundaries. Such a claim gave Texas control of about one-half of New Mexico, including Santa Fe. Many of the people of Santa Fe did not want to be part of Texas. They preferred to become a separate territory or state. Also, many people in the northern United States feared that the



**A Shared Past...**

President Polk asked Congress for a declaration of war against Mexico, saying, “Mexico . . . shed American blood upon American soil.” Serving in Congress at the time was a member from Illinois named Abraham Lincoln. Lincoln was not in favor of war with Mexico, and he introduced his famous “Spot Resolutions” to oppose Polk. The “Spot Resolutions” asked Polk to point out the “spot on the map” where American blood had been shed. Lincoln was less sure it was American soil.

Texans would introduce slavery into this area. They argued that Texas should give up the disputed territory. Members of Congress, led by Henry Clay, worked out a solution. In the **Pearce Act**, a part of the **Compromise of 1850**, Texas agreed to surrender its claims to a portion of the disputed area. The United States agreed to give Texas \$10 million. At long last, Texas could pay its debt and get its finances in order.

 **Reading Check** **Examining** What areas did the United States secure after the peace treaty?

## SECTION 2 ASSESSMENT

### Checking for Understanding

- Using Key Terms** Write two sentences in your own words to demonstrate your understanding of the key terms **abolitionist** and **cede**.
- Reviewing Facts** How were Texas’s borders changed after the war?

### Reviewing Themes

- Global Connections** Texas joined the Union in 1845. How did the United States’ war with Mexico validate this union?

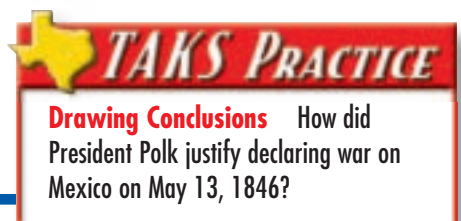
### Organizing to Learn

- Identifying Points of View** Complete a chart like the one below and describe the view of each person or group toward the Mexican–American War.

Individual/Group	View on War
Polk	
Abolitionists	
5000 Texans	
Some members of Congress	

### Critical Thinking

- Resolving Conflicts** What are some of the steps the United States tried to take to resolve many of its conflicts with the government of Mexico? Do you think the U.S. government should have tried harder to resolve the conflict peacefully?



**Drawing Conclusions** How did President Polk justify declaring war on Mexico on May 13, 1846?

# Critical Thinking TAKS Skillbuilder



## Drawing Conclusions

### Why Learn This Skill?

“Elementary, my dear Watson!” Fictional detective Sherlock Holmes often said this to his assistant after he examined all the available facts and solved the case.

Drawing conclusions can help you to form ideas that are not stated directly by using the available facts and your own knowledge and experience to form a judgment or opinion about the material.

### Learning the Skill

Some steps in learning to draw conclusions are:

- Review the facts that are stated directly.
- Develop some conclusions about these facts, using what you already know.
- Look for information to check the accuracy of your conclusions.

### Practicing the Skill

Read the excerpt below about the Mexican–American War and then answer the questions.

*There is no evidence that [President] Polk wanted a war with Mexico for its own sake. He did want Texas and California and was willing to fight, if necessary, to get them . . . [T]he Rio Grande . . . gave the United States a clearly defined southern boundary, which the Nueces could not do. The expansion to the western ocean . . . left the United States as the dominant power upon the North American continent.*

*Polk honestly tried to buy the Mexican claims to Texas and California. But a power struggle was . . . inevitable . . . The Mexicans were not just stubborn; they were [unmovable] . . . Mexico also began preparations for a larger war . . .*

*The South and Southwest, as always, were ready*



*Mexican–American War battle scene*

*for war . . . But the rest of the nation was not, and a majority in Congress stood opposed to a war with Mexico, over Texas or anything else.*

- 1 What steps did President Polk take to avoid war with Mexico?
- 2 What does the author say about Mexico’s role?
- 3 What conclusion can you draw about why Polk went to war with Mexico?
- 4 How could you check the accuracy of your conclusions?



## TAKS PRACTICE

**Drawing Conclusions** Re-read **A Texas Story** on page 326. What conclusion can you reach as to which animal the army should have used to haul supplies?



Glencoe’s **Skillbuilder Interactive Workbook**, Level 1, provides instruction and practice in key social studies skills.



# Immigrants Come to Texas

## Guide to Reading

### Main Idea

As a young state, Texas continued to attract immigrants of many national and cultural origins.

### Key Terms

census  
teamster  
descendant

### Reading Strategy

**Evaluating Results** Complete a web like the one shown here. Identify positive and negative results of the population explosion of the 1850s.



### Read to Learn

- about immigrants in Texas.
- about increased migration to Texas.
- about policies toward Native Americans.

### Section Theme

**Culture and Traditions** As Europeans came to Texas, Mexican Americans and Native Americans experienced tension from Anglos.

### Preview of Events

♦ 1859

Texas Native Americans are moved into Indian Territory

♦ 1860

The population in Texas is three times larger than in 1850



*Tombstone of Hadji Ali*

## A Texas Story



When the U.S. Army bought camels to test in the desert, they also brought three Arab and two Turkish men to care for them. One Arab was named Hadji Ali. When experiments showed that the animals could adapt to Texas's climate, plans were made to develop a route to California. Hadji Ali was appointed to lead the caravan. The Civil War disrupted plans and the camels were sold or turned loose. Hadji Ali stayed in the U.S. After his death, a tombstone with a camel on it was erected in Arizona in his honor.

## Texas Population Booms

The population of Texas grew rapidly during the early years of statehood. The United States Census Bureau of 1850 counted 212,592 Texans. This was almost a 50 percent increase over the state **census** (a count of the population)

figure in 1847. In the next 10 years, the population nearly tripled to 604,215.

Annexation, the lure of inexpensive land, and legalized slavery attracted thousands to Texas during the 1840s and 1850s. Under the Homestead Act, settlers obtained land merely by living on it and improving it. Additional land could be purchased at low cost.

Most of the new arrivals came from the southern United States. In 1860 more than 42,000 residents were Tennessee natives. Travelers visiting southern states in the pre-Civil War years reported seeing abandoned cabins marked with the initials “GTT”—Gone To Texas.

The large increase in population created a need for new counties to be formed to take care of administrative and governmental concerns, such as collecting taxes and arranging for elections. When Texas entered the Union in 1845, there were 36 counties (see maps on page 304). By 1860, that number had grown to 122. One of the first actions of the first session of the state legislature was creating 26 new counties. Some of them, such as Dallas, Tyler, Upshur, and Polk, were named for United States government officials. Competition among towns to become county seats was often fierce. Those towns that won that competition could expect to enjoy increased employment opportunities, as well as great prestige.

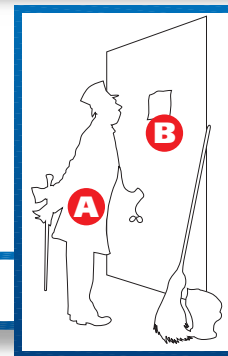
## Mexican Texans

In addition to the thousands crossing the Red and Sabine Rivers from other parts of the United States, Mexicans moved north into Texas. The United States Census of 1860 lists 12,443 people of Mexican descent living in Texas. This figure might be low, however. One study indicates that 25,000 Mexican Americans resided in Texas at the time.



### Analyzing Political Cartoons

So many people were “going to Texas” that the term “GTT” became a familiar sight. A figure representing the banking and manufacturing interests is looking with dismay at a sign that reads “GTT.” Why do you think the artist included a broom and bucket outside the empty dwelling?



Most Mexican Americans lived in one of three areas of Texas: in the wedge-shaped region between the Nueces River and Rio Grande, in the San Antonio–Goliad area, and along the Rio Grande from Del Rio to El Paso. After the Mexican–American War, South Texas towns like Laredo, Corpus Christi, Eagle Pass, Brownsville, Edinburg, and Rio Grande City grew rapidly. While most of the people living in South Texas were Tejanos, most of the political leaders were Anglos.

Farming and ranching provided the main occupations for Mexican Americans. Some owned ranches, but most worked as cowhands, sheepherders, and ranch laborers. Mexican Americans living in the towns were business owners, **teamsters** (animal drivers), domestic servants, day laborers, and craftworkers. After the Civil War, José Policarpo Rodríguez became a surveyor, army and Texas Ranger guide, and a minister. Luis Sánchez served Texas as an interpreter during the republic and statehood periods.

**Reading Check Summarizing** What were some of the most common occupations of Mexican Americans?





## Politics and Bias

Some Mexican Americans were active in political life. **José Antonio Navarro** and **Santos Benavides** (SAHN•tohs beh•nah•VEE•days) made worthwhile contributions to Texas history. Navarro, a native of San Antonio, signed the Texas Declaration of Independence and was a member of the congress during the republic, a delegate to the Constitutional Convention of 1845, and a state senator. Navarro County, created in April 1846, was named for him. Santos Benavides was a prosperous merchant who became mayor of Laredo and later chief justice of Webb County. He also served three times in the Texas legislature.

Despite the contributions of Navarro, Benavides, and others, too many Mexican Americans faced hostility and prejudice. **Juan Cortina** came to be seen as a protector of the rights of Mexicans and Tejanos, and he was a hero to many families along the border. Government

authorities in both Texas and Mexico during the late 1850s generally looked upon him as an outlaw, however. Although he was accused of many crimes, the extent of his activities is uncertain. The Texas Rangers were never able to capture Juan Cortina. Eventually, the Mexican army captured him and removed him from the valley.

The Texas Rangers' constant patrolling of the countryside north of the Rio Grande and the Mexican army's patrolling south of it helped reduce lawlessness. This peace did not come easily, however, and many Mexican Americans would remember these years with bitterness.

In part, the negative feelings against Mexican Americans were a result of the battles fought at the Alamo and Goliad and the entire Texas struggle for independence. That Tejanos held lands wanted by Anglos was another reason for the bitterness toward them. Despite the prejudice and discrimination, Mexican Texans retained their cultural heritage—their religion, language, and

traditions. As time passed, an important Mexican culture mixed with Anglo American culture and tradition. Today, most Mexican Americans are bicultural and many are bilingual.

**Reading Check** **Examining** Why were some Anglos biased against Mexican Americans?

## German Texans

Thousands of people immigrated to Texas from Europe. In 1860 the foreign-born citizens of Texas numbered 43,422 and represented almost every country of western Europe. The German migration that began during the period of the republic continued. New Braunfels, Fredericksburg, and other German communities in central and South Texas expanded further. Some Germans settled in the larger cities of the state. By 1860 one-fifth of the residents of Houston, Galveston, and San Antonio were Germans, and more than 20,000 Germans were living in Texas.

Many people migrated to Texas to escape the hardships in Germany. The potato famine that struck Ireland in the mid-1840s also hit Germany and northwestern Europe. Political and economic difficulties led more and more Germans to seek a fresh start in America.

Germans contributed to the social and intellectual life of the young state. Dr. Ferdinand Herff became one of the most famous surgeons in Texas

and received national recognition for his services to the medical profession. Dr. Ferdinand Jacob Lindheimer, the editor of a German newspaper published in New Braunfels, gained a national reputation as a scientist.

## Other European Arrivals

Immigrants from other European countries came to Texas during its early years of statehood. Natives of Ireland, England, and France settled in major Texas cities and became merchants, artisans, and laborers. In 1855 a group of about 200 French immigrants founded the colony of La Réunion (la ray•oo•NYAW) near Dallas. Although the colony failed, most of the settlers remained in Texas.

Several hundred Polish families migrated to Texas during the 1850s. Polish settlers started the town of Panna Maria (Virgin Mary) in Karnes County. Father Leopold Moczygemba (LEE•oh•pohld moh•chee•GEHM•bah), a young priest who lived in Castroville and New Braunfels, influenced many Poles to settle in Texas.

Many Czechs came to Texas to escape the fighting in Europe during the late 1840s. Anthony Michael Dignowity, who visited Texas in 1836, is believed to have been the first Czech in the state. Dignowity originally came to San Antonio with a group of volunteers to fight in the Mexican–American War. Afterwards, he settled



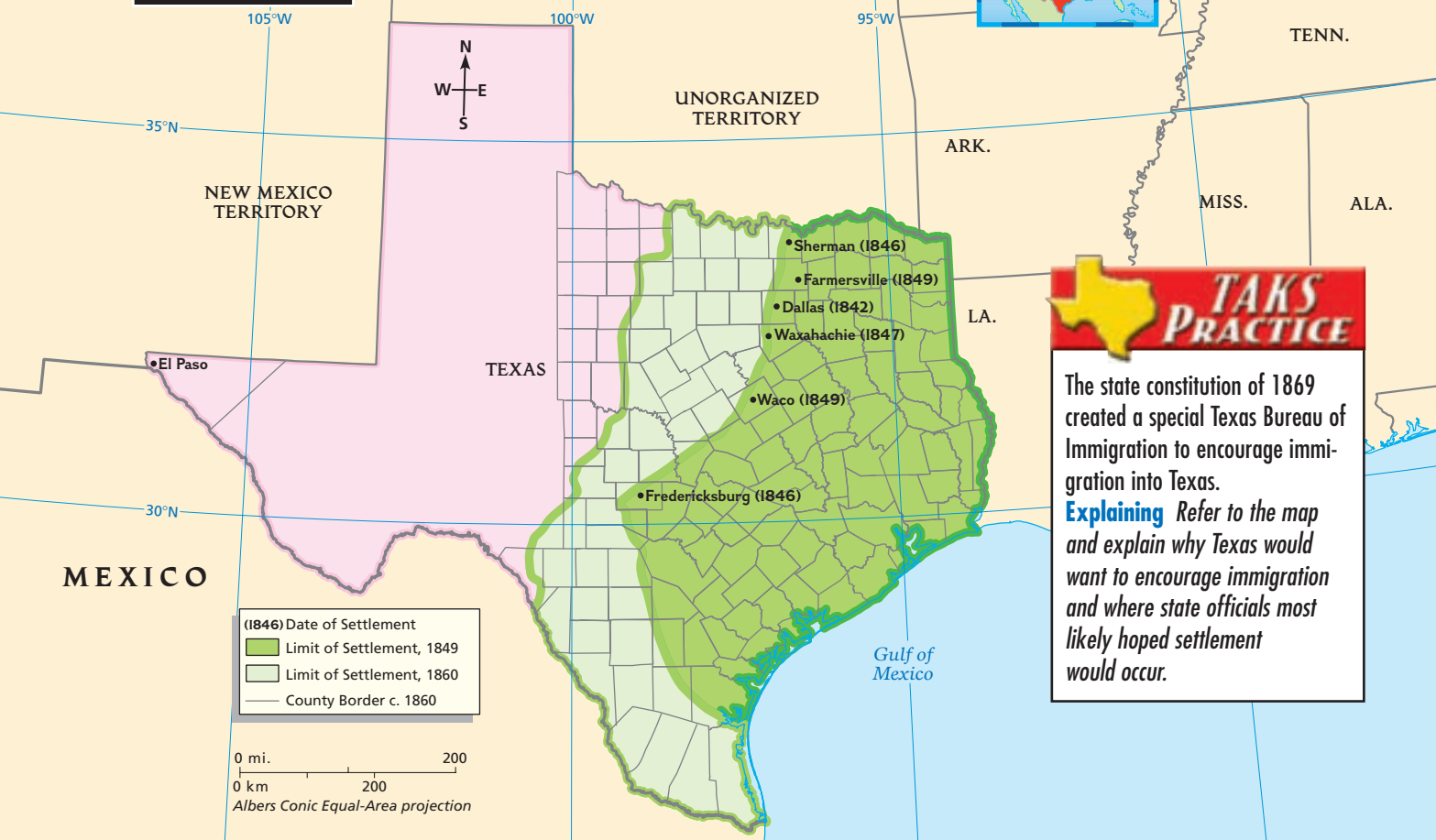
### History Through Art

*South Side Main Plaza, San Antonio Texas* by William G. Samuel, 1849

San Antonio provided many services for settlers moving farther west. In 1860 it was the largest city in Texas and had many German inhabitants. **What other cities attracted large immigrant populations?**







**TAKS PRACTICE**

The state constitution of 1869 created a special Texas Bureau of Immigration to encourage immigration into Texas. **Explaining** Refer to the map and explain why Texas would want to encourage immigration and where state officials most likely hoped settlement would occur.

in San Antonio in 1846 and practiced medicine. His wife, Amanda McCann Dignowity, had studied to be a doctor. Her knowledge of medicine enabled her to work with her husband conducting research.

Ernst Bergmann led some Czechs who settled at Cat Spring. Josef Lesikar guided others to a settlement near New Ulm. New Bremen, Fayetteville, Hostyn, Dubina, and Praha were early communities with sizable Czech populations.

Several hundred Norwegians migrated to Texas during the early years of statehood. Johan Reinert Reiersen, a Norwegian traveler who visited Texas, was very impressed by its economic and social conditions. In 1845 he and his father returned to establish a Norwegian settlement in Henderson County. This settlement, first called Normandy, later became Brownsboro. A second Norwegian settlement was made on the Kaufman and Van Zandt County line in the late 1840s. By

1860 more than 300 Norwegians lived in Texas. **Elise Waerenskjold** (a•LEES VAY•ren•shold) was a pioneer writer and community leader from Norway. She became known as the “walking newspaper.”

In 1850 **Lewis Levy**, a Houston Jew, wrote a letter to the *Asmonean*, a New York newspaper, urging persecuted European Jews to move to Texas.

“Thousands of acres of land can be bought, within the settled portions of the State, for the small sum of 25 cents to \$1 per acre . . . where a man can make his living to his liking, and [be] more independent than the Autocrat of Russia, or the Emperor of Austria.”

Jewish immigrants were active in Texas since the early days of colonization. Albert Moses Levy was the surgeon general of the volunteer army

and a defender of San Antonio. Henri Castro helped bring many French families to Texas. Adolphus Sterne was a prominent Nacogdoches merchant and political leader. Jacob de Cordova, a publisher and writer, was a founder of Waco.

The new arrivals to Texas brought their music, arts, languages, literature, and traditions. They also brought their intellectual pursuits, industrial crafts, and agricultural skills. All of these elements contributed to the development of a diverse Texas culture—one that is a unique product of people from many lands.

## The Alabama–Coushattas

Only a few Native Americans continued to live peaceably in Texas. Before the revolution, the Alabama–Coushattas had settled along the lower Trinity River in East Texas. In 1854 the Texas legislature purchased 1,280 acres (518 hectares) of land in Polk County for the Alabama tribe, but no land was ever set aside for the Coushattas. Some Coushattas, through marriage or by special permission from the Alabama people, came to live on the reservation where they continued to hunt and trade. By 1855 more than 300 Alabama–Coushattas lived on the reservation.

## The Tiguas and the Kickapoos

Texas has recognized two other Native American groups: the Tiguas and the Kickapoos. The Tiguas have lived near El Paso for more than 300 years. They are believed to be **descendants**, or



*Kickapoo warrior*

offspring, of the Pueblos of New Mexico. The Kickapoos originally lived in Illinois but migrated to East Texas and other areas of the Southwest United States in the 1820s. They were eventually forced to leave East Texas. Some went to Oklahoma, while others moved to northern Mexico. The Kickapoos were recognized as a sovereign nation in 1989 and are now officially known as the Kickapoo Traditional Tribe of Texas. The Kickapoos have two settlements, one in Nacimientto, Mexico, and the other on 125 acres (51 hectares) of land near Eagle Pass, Texas.

**✓ Reading Check Identifying:** List five groups of immigrants who settled Texas in the 1840s and 1850s.

## SECTION 3 ASSESSMENT

### Checking for Understanding

- Using Key Terms** Define **teamster**, **census**, and **descendant**.
- Reviewing Facts** Identify three factors that attracted new settlers to Texas.

### Reviewing Themes

- Culture and Traditions** Which Native Americans are considered descendants of Pueblos?

### Organizing to Learn

- Categorizing Population Data** Fill in the population figures for each census listed. How many more people lived in Texas in 1860 than in 1850?

Census	Population
1850	
1860	

### Critical Thinking

- Explaining** Why did Mexican Americans face hostility and prejudice during the early years of Texas's statehood?



**Making Comparisons** In what ways were many of the immigrants to the new state similar?



# Chapter Summary

## The Young State

### 1845

- Texas drafts a new constitution.

### 1846

- ★ The Mexican–American War begins.

### 1848

- ★ The Treaty of Guadalupe Hidalgo ends the Mexican–American war.

- Mexico accepts the Rio Grande as Texas’s southern boundary.

- Mexico cedes the New Mexico and California territories to the United States.

### 1846–1860

- Texas has resources to pay off debt because of the Compromise of 1850.

- ★ Texas’s population explodes as many immigrants arrive.

- ★ Clashes between settlers and Native Americans become more frequent as settlers push westward.

- The U.S. government places many Native Americans onto reservations.

### Reviewing Key Terms

Number your paper 1 to 8. Next to each number, write the letter of the group of words that correctly defines each key term.

- |                |                 |
|----------------|-----------------|
| 1. legislature | 5. abolitionist |
| 2. amend       | 6. teamster     |
| 3. convention  | 7. census       |
| 4. cede        | 8. descendant   |
- an organized body of people having the power to make laws
  - a complete count of the population by the government
  - to change or to add to a document
  - a person who works to end slavery
  - a meeting of delegates of a political party
  - proceeding from an ancestor
  - a person who drives or directs a team of animals
  - to give up, especially by treaty

### Reviewing Key Facts

- List some problems faced by the new state of Texas.
- Describe the Constitution of 1845.
- Describe the boundary dispute between the United States and Mexico.
- List two reasons why American forces overwhelmed their Mexican opponents.
- What treaty ended the war between the United States and Mexico?
- List two reasons for the rapid increase in population in Texas by 1860.
- What Native American tribes have been recognized by the State of Texas?

### Critical Thinking

- Making Generalizations** Why did the Whig Party have little or no support in Texas before the Civil War?
- Determining Cause and Effect** What was the effect of the Homestead Act on the settlement of Texas?
- Identifying Motives** What were some reasons that Europeans came to Texas during its early years of statehood?
- Analyzing Immigration Issues** What were some ways that immigrants influenced Texas?

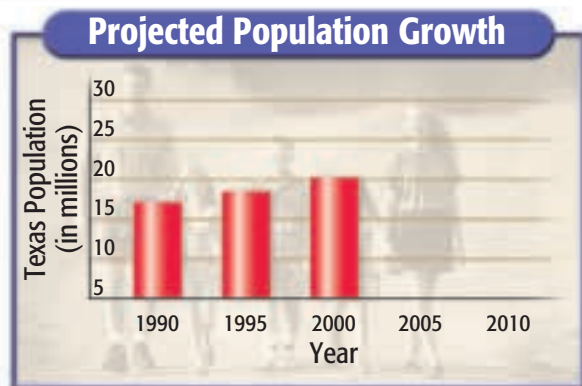


CLICK HERE



### Geography and History Activity

20. **Population Forecast** Draw a graph like the one shown. Project Texas's population growth for the years 2005 and 2010 based on the trends you observed on the chart for the years 1990 to 2000.



### Cooperative Learning Activity

21. **Role Playing** Working in groups of four, formulate one question you would ask of (1) a Democratic Party representative, (2) a Kickapoo chief, (3) Juan Cortina, and (4) Mexican president Mariano Paredes. Have each student represent one of the above individuals and try to answer the question. Then discuss questions and answers to gain a greater understanding of these individuals' perspectives.

### Practicing Skills

22. **Drawing Conclusions** Read the following excerpt from a speech by Sam Houston during the Mexican–American War. Then answer the question that follows.

"[T]here is an instinct in the American people which impels them onward, which will lead them to pervade [dominate] this continent, to develop its resources, to civilize its people and receive [its] rich bounties . . . The Americans regard this continent as their birth-right."

What reason does Houston give for Anglo Americans to keep moving westward?



### Portfolio/TAKS Writing Activity

23. **Writing Critically** Read the following description of a Texas Ranger by former Ranger captain Bob Crowder:

"A Ranger is an officer who is able to handle any given situation without definite instructions from his commanding officer or higher authority."

### Self-Check Quiz

Visit the [texans.glencoe.com](http://texans.glencoe.com) Web site and click on **Chapter 14—Self-Check Quizzes** to prepare for the chapter test.

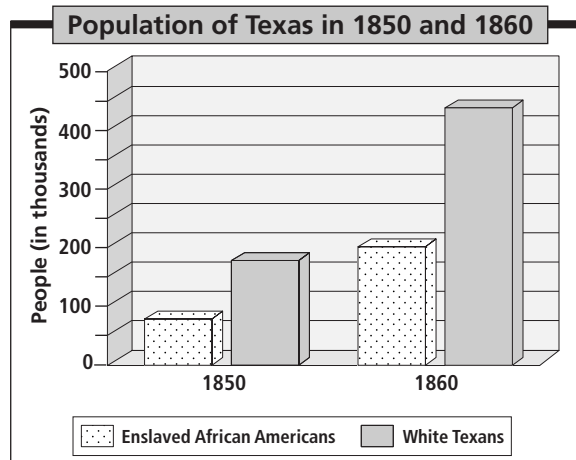
Write a paragraph explaining why you think leadership qualities were especially necessary for early Rangers stationed in central or West Texas to protect settlements.

### Government and History Activity

24. **Foreign Relations** Research the current relationship between the U.S. and Mexico. In a brief essay, discuss one aspect of how relations have improved.



Use the graph to answer the following question.



About how many more enslaved African Americans lived in Texas in 1860 than in 1850?

- F 150,000      H 125,000  
G 200,000      J 250,000

### Test-Taking Tip:

When a question involves reading a graph, do not skip over the title and labels. Instead, read them carefully. They contain important information, such as the purpose of the graph and the units of measurement used in the graph.