

Mr. Case's Days 11-20 Social Studies NTI Assignments

8 Gold

Days 11-15

You will be reading about the Westward Movement of the United States during the 1840's and 1850's. This is an important time in the growth of the United States as we look to fulfill our "Manifest Destiny", which means it was the United States' God-given right to control the continent from the Atlantic Ocean to the Pacific Ocean. However, with this belief, Native Americans will have their lives' changed in a very negative way. Also, what about slavery? How does the acquisition of all this land help lead to the split between the North and South? Also, should this land be slave holding or free?

Day 11: Read "Trails to the West" – Answer questions 1-3 all parts at end of section. Focus on why the pioneers and Mormons moved west and the challenges they faced.

Day 12: Read "The California Gold Rush" – Answer questions 1-2 all parts at end of section. Focus on what the 49ers faced searching for gold.

Day 13: Read "The Texas Revolution" – Answer questions 1-2 all parts at end of section. Focus on the problem with adding Texas to the United States

Day 14: Read "War With Mexico" – Answer questions 1-13 on attached sheet. Focus on who was against this war and why.

Day 15: Read "The Railroad Unites America" – Answer questions 1-5 at end of section. Focus on the changes/effects to Native American lives

Days 16-20

You will be reading about two Reform Movements that began in the 1830's and 1840's to try to change the lives of two groups of people, slaves and women. If you remember, slaves and women were not considered equal during this time and the Abolitionist Movement and Women's Rights Movement tried to bring equality to these two groups of people. I want you to focus on the people of these movements and the different ways they tried to change their lives.

Day 16/17: Read “The Movement to End Slavery” – Answer questions 1-3 all parts at end of section. Focus on who were abolitionists and how they went about trying to end slavery.

Day 18/19: Read “Women’s Rights” – Answer questions 1-3 all parts at end of section. Focus on what rights women did not have and how did they fight to change this. Also, focus on the Seneca Falls Convention.

Additional resources that you can watch to help with your learning:

Videos:

Go to You Tube: Search “Hip Hughes Seneca Falls Convention” and watch video. It is a little over 4 minutes long.

Go to You Tube: Search “Hip Hughes Manifest Destiny” and watch video. It is about 5 minutes long.

Go to You Tube: Search “American Experience Abolitionists”. Watch American Experience Abolitionist Part 1 Chapter 1, Part 2 Chapter 1, and Part 3 Chapter 3. All three combined are 35 minutes total.

Web Game Simulation:

www.mission-us.org

You will need to register to play and it is free. We would have done this in class. Play “Flight to Freedom” about the Underground Railroad in Kentucky and see if you can escape from slavery. Also, play “A Cheyenne Odyssey” to see how the westward movement changed the lives of Native Americans.

If you have any questions, you can contact me three different ways:

1. Call the school 234-7123
2. Email me at james.case@harrison.kyschools.us
3. Text me at 859-771-3945

If you would like to turn in assignments early, please feel free to scan and email them to me or take a picture of completed assignments and email to me. DO NOT throw away written assignments if you choose to submit via email

SECTION 1

Trails to the West

What You Will Learn...

Main Ideas

1. During the early 1800s, Americans moved west of the Rocky Mountains to settle and trade.
2. The Mormons traveled west in search of religious freedom.

The Big Idea

The American West attracted a variety of settlers.

Key Terms and People

John Jacob Astor, p. 346
 mountain men, p. 346
 Oregon Trail, p. 348
 Santa Fe Trail, p. 349
 Mormons, p. 349
 Brigham Young, p. 349

TAKING NOTES

Create a diagram like the one below. As you read, take notes on the different groups that settled in the American West, the trails they took, and their motives for moving West.

Trails	Travelers	Motives

If YOU were there...

You live in Ohio in 1840. A few months ago, you and your family heard stories about a wonderful land in the Northwest, with sparkling rivers and fertile valleys. You all decide to pull up stakes and head West. You travel to Independence, Missouri, planning to join a wagon train on the Oregon Trail. In Missouri, you're surprised to find hundreds of other people planning to make the trip.

What would you expect your journey West to be like?

BUILDING BACKGROUND Many Americans in the Jacksonian Era were restless, curious, and eager to be on the move. The American West drew a variety of settlers. Some looked for wealth and adventure. Others, like this family on its way to the Northwest, dreamed of rich farmland and new homes.

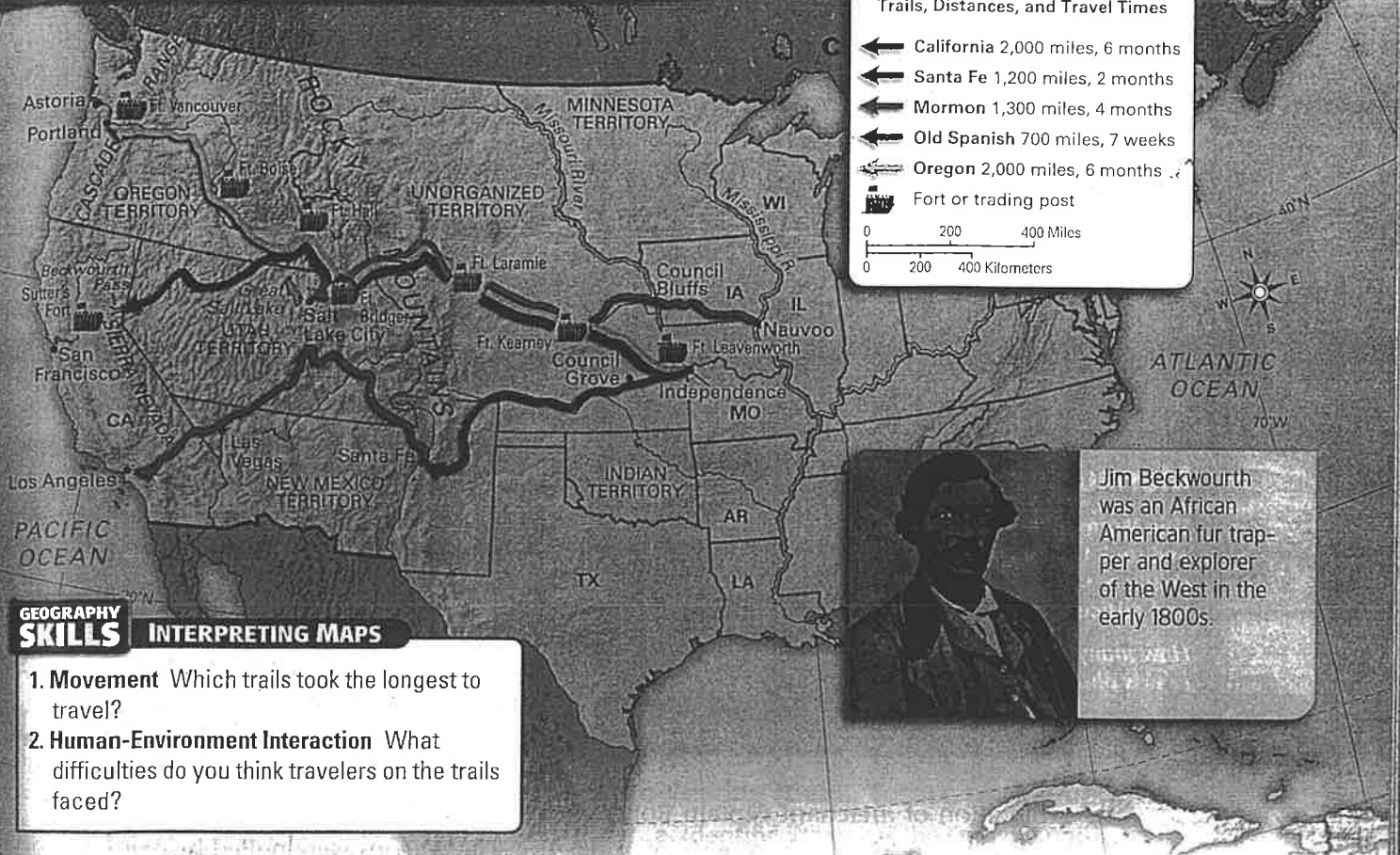
Americans Move West

In the early 1800s, Americans pushed steadily westward, moving even beyond the territory of the United States. They traveled by canoe and flatboat, on horseback, and by wagon train. Some even walked much of the way.

The rush to the West occurred, in part, because of a hat. The "high hat," made of water-repellent beaver fur, was popular in the United States and Europe. While acquiring fur for the hats, French, British, and American companies gradually killed off the beaver population in the East. Companies moved west in search of more beavers. Most of the first non-Native Americans who traveled to the Rocky Mountains and the Pacific Northwest were fur traders and trappers.

American merchant **John Jacob Astor** created one of the largest fur businesses, the American Fur Company. His company bought skins from western fur traders and trappers who became known as **mountain men**. These adventurers were some of the first easterners to explore and map the Rocky Mountains and lands west of them. Mountain men lived lonely and often dangerous lives. They trapped animals on their own, far from towns and settlements. Mountain men such as Jedediah Smith, Manuel Lisa, Jim Bridger, and Jim

Trails Leading West



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Movement** Which trails took the longest to travel?
- 2. Human-Environment Interaction** What difficulties do you think travelers on the trails faced?



Jim Beckwourth was an African American fur trapper and explorer of the West in the early 1800s.

Beckwourth survived many hardships during their search for wealth and adventure. To survive on the frontier, mountain men adopted Native American customs and clothing. In addition, they often married Native American women. The Indian wives of trappers often worked hard to contribute to their success.

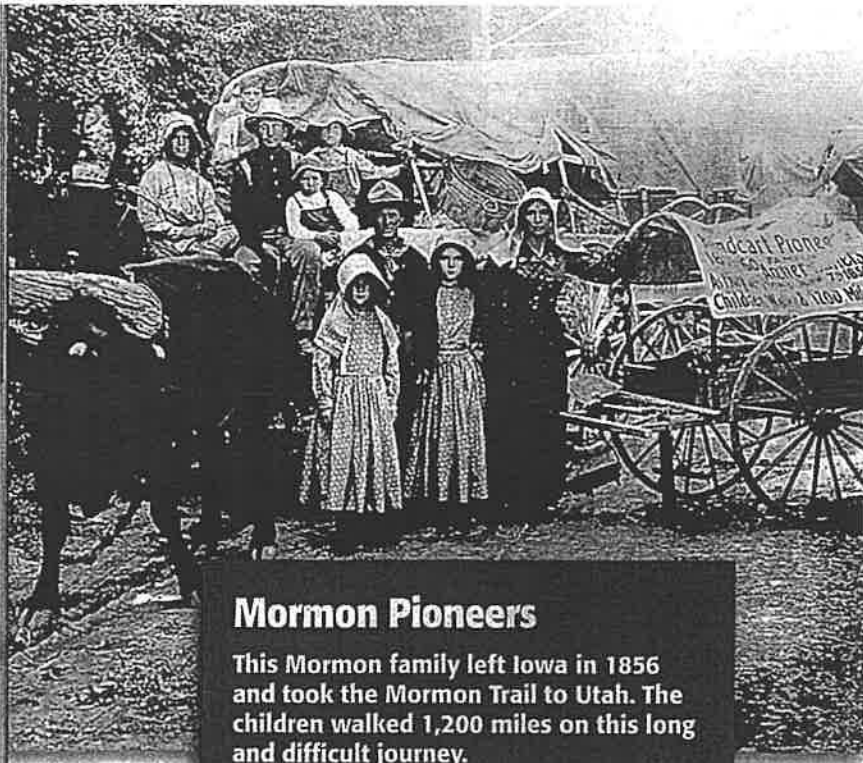
Pioneer William Ashley saw that frequently bringing furs out of the Rocky Mountains was expensive. He asked his traders to stay in the mountains and meet once a year to trade and socialize. This practice helped make the fur trade more profitable. The yearly meeting was known as the rendezvous. At the rendezvous, mountain men and Native American trappers sold their fur to fur-company agents. It was thus important to bring as many furs as possible. One trapper described the people at a typical rendezvous in 1837. He saw Americans, Canadian French, some Europeans, and "Indians, of nearly every tribe in the Rocky Mountains."

The rendezvous was filled with celebrating and storytelling. At the same time, the meeting was also about conducting business. Western artist Alfred Jacob Miller described how trade was begun in the rendezvous camp.

"The Fur Company's great tent is raised; the Indians erect their picturesque [beautiful] white lodges; the accumulated [collected] furs of the hunting season are brought forth and the Company's tent is a ... busy place."

—Alfred Jacob Miller, quoted in *The Fur Trade of the American West*, by David J. Wishart

In 1811, John Jacob Astor founded a fur-trading post called Astoria at the mouth of the Columbia River. Astoria was one of the first American settlements in what became known as Oregon Country. American Indians occupied the region, which was rich in forests, rivers, and wildlife. However, Britain, Russia, Spain, and the United States all claimed the land. The United States based its claim on



Mormon Pioneers

This Mormon family left Iowa in 1856 and took the Mormon Trail to Utah. The children walked 1,200 miles on this long and difficult journey.

How many family members can you see in this photo?

the exploration of merchant captain Robert Gray, who had reached the mouth of the Columbia River in 1792.

Recognizing the huge economic value of the Pacific Northwest, the United States made treaties in which Spain and Russia gave up their claims to various areas. The United States also signed treaties with Britain allowing both countries to occupy Oregon Country, the Columbia River, and its surrounding lands.

By the 1840s, the era of American fur trading in the Pacific Northwest was drawing to a close. The demand for beaver furs had fallen because fashions changed. Too much trapping had also greatly reduced the number of beavers. Some mountain men gave up their work and moved back east. Their daring stories, however, along with the treaties made by the U.S. government, inspired other Americans to move West. Lured by rich resources and a mild climate, easterners poured into Oregon Country in the 1840s. These new settlers soon replaced the mountain men on the frontier.

The Oregon Trail

Many settlers moving to Oregon Country and other western areas followed the 2,000-mile-long **Oregon Trail**, which stretched from places such as Independence, Missouri, or Council Bluffs, Iowa, west into Oregon Country. The trail followed the Platte and Sweetwater Rivers over the Plains. After it crossed the Rocky Mountains, the trail forked. The northern branch led to the Willamette Valley in Oregon. The other branch went to California and became known as the California Trail.

Traveling the trail challenged the strength and determination of pioneer families. The journey usually began after the rainy season ended in late spring and lasted about six months. The cost, about \$600 for a family of four, was high at a time when a typical worker usually made about \$1.50 per day. Young families made up most groups of settlers. They gathered in wagon trains for the trip. There could be as few as 10 wagons or as many as several dozen in a wagon train.

The wagons were pulled by oxen, mules, or horses. Pioneers often walked to save their animals' strength. They kept up a tiring pace, traveling from dawn until dusk. Settler Jesse Applegate recalled the advice he received from an experienced Oregon pioneer: "Travel, travel, TRAVEL . . . Nothing is good that causes a moment's delay."

Some pioneers brought small herds of cattle with them on the trail. They faced severe hardships, including shortages of food, supplies, and water. Rough weather and geographic barriers, such as rivers and mountains, sometimes forced large numbers of pioneers to abandon their wagons. In the early days of the Oregon Trail, many Native Americans helped the pioneers, acting as guides and messengers. They also traded goods for food. Although newspapers reported Native American "massacres" of pioneers, few settlers died during Indian attacks.

The settlers who arrived safely in Oregon and California found generally healthy

and pleasant climates. By 1845 some 5,000 settlers occupied the Willamette Valley.

The Santa Fe Trail

The **Santa Fe Trail** was another important path west. It led from Independence, Missouri, to Santa Fe, New Mexico. It followed an ancient trading route first used by Native Americans. American traders loaded their wagon trains with cloth and other manufactured goods to exchange for horses, mules, and silver from Mexican traders in Santa Fe.

The long trip across blazing deserts and rough mountains was dangerous. But the lure of high profits encouraged traders to take to the trail. One trader reported a 2,000 percent profit on his cargo. The U.S. government helped protect traders by sending troops to ensure that Native Americans were not a threat.

READING CHECK **Contrasting** How were the Oregon and Santa Fe trails different?

Mormons' Travel West

One large group of settlers traveled to the West in search of religious freedom. In 1830 a young man named Joseph Smith founded the Church of Jesus Christ of Latter-day Saints in western New York. The members of Joseph Smith's church became known as **Mormons**. Smith told his followers that he had found and translated a set of golden tablets containing religious teachings. The writings were called the *Book of Mormon*.

Church membership grew rapidly. However, certain beliefs and practices caused Mormons to be persecuted. For example, beginning in the 1850s some Mormon men practiced polygamy—a practice in which one man is married to several women at the same time. This practice was outlawed by the church in 1890.

In the early 1830s Smith and his growing number of converts left New York. They formed new communities, first in Ohio, then in Missouri, and finally in Illinois. All

three communities eventually failed, and an anti-Mormon mob murdered Smith in 1844. Following Smith's murder, **Brigham Young** became head of the Mormon Church. Young chose what is now Utah as the group's new home, and thousands of Mormons took the Mormon Trail to the area near the Great Salt Lake, where they prospered. By 1860 there were about 40,000 Mormons in Utah.

READING CHECK **Finding Main Ideas**
Why did Mormons move west?

SUMMARY AND PREVIEW Some of the first Americans to move West were fur traders and trappers. Settlers soon followed. In the next section you will learn about the Texas Revolution.

go.hrw.com

Online Quiz

KEYWORD: SR8 HP11

Section 1 Assessment

Reviewing Ideas, Terms, and People

- a. Identify** What was the **Oregon Trail**?
b. Elaborate Would you have chosen to leave your home to travel west? Why?
- a. Identify** Who are the **Mormons**?
b. Summarize What difficulties led Mormons to move to Utah?

Critical Thinking

- 3. Drawing Conclusions** Review your notes on early American settlement in the West. Then copy the chart below and use it to identify challenges of the trip that western travelers faced.

Travelers	Challenges Faced

FOCUS ON WRITING

- 4. Describing Trails West** As you read this section, note important topics that you might want to cover in your documentary film. In addition, write down ideas about how you might present information about each topic. For example, will you use a narrator to tell the life story of Joseph Smith, or will you have actors present it dramatically?

The California Gold Rush

What You Will Learn...

Main Ideas

1. The discovery of gold brought settlers to California.
2. The gold rush had a lasting impact on California's population and economy.

The Big Idea

The California gold rush changed the future of the West.

Key Terms and People

John Sutter, *p. 365*

Donner party, *p. 365*

forty-niners, *p. 365*

prospect, *p. 366*

placer miners, *p. 366*

TAKING NOTES

As you read, take notes on the California gold rush in a chart like the one below.

Gold Rush	
How was gold first discovered?	
How was a stake claimed?	
What was life like in camps?	
Who came to California for gold?	

If YOU were there...

You are a low-paid bank clerk in New England in early 1849. Local newspaper headlines are shouting exciting news: "Gold Is Discovered in California! Thousands Are on Their Way West!" You enjoy having a steady job. However, some of your friends are planning to go west, and you are being influenced by their excitement. Your friends are even buying pickaxes and other mining equipment. They urge you to go west with them.

Would you go west to seek your fortune in California? Why?

BUILDING BACKGROUND At the end of the Mexican-American War, the United States gained control of Mexican territories in the West, including all of the present-day state of California. American settlements in California increased slowly at first. Then, the discovery of gold brought quick population growth and an economic boom.

Discovery of Gold Brings Settlers

In the 1830s and 1840s, Americans who wanted to move to California started up the Oregon Trail. At the Snake River in present-day Idaho, the trail split. People bound for California took the southern route, which became known as the California Trail. This path ran through the Sierra Nevada mountain range. American emigrants and traders on the California Trail tried to cross these mountains before the season's first snows.

Although many Americans traveled along the California Trail, few actually settled in California. American merchants were usually more interested in trading goods made in factories than in establishing settlements. They traded for gold and silver coins, hides, and tallow (animal fat used to make soap and candles) from Mexico. California became a meeting ground for traders from Mexico and the United States.

Before the Mexican-American War, California's population consisted mostly of Mexicans and Native Americans. When Mexico

controlled California, Mexican officials did not want many Americans to settle there. However, in 1839 they did give Swiss immigrant **John Sutter** permission to start a colony. Sutter's Fort, located near the Sacramento River, soon became a popular rest stop for many American emigrants. These new arrivals praised Sutter's hospitality and helpfulness. By the mid-1840s some Anglo Californians were publishing newspaper advertisements and guidebooks encouraging other settlers to move West.

The **Donner party** was a group of western travelers who went to California but were stranded in the Sierra Nevada Mountains during winter. The party began its journey West in the spring of 1846. Trying to find a shortcut, the group left the main trail and got lost. When the Donner party reached the Sierra Nevada Mountains, they became trapped by heavy snows. They were stuck and had almost no food.

A rescue party found the starving and freezing group in February 1847. Of the original 87 travelers, 42 had died.

Gold in California

In January 1848, Sutter sent a carpenter named James Marshall to build a sawmill beside a nearby river. While working near Sutter's Mill, Marshall glanced at the ground. "I reached my hand down and picked it up; it made my heart thump, for I was certain it was gold."

Sutter and Marshall agreed to keep the discovery a secret. However, when they examined the work site the next day, they met a Spanish-speaking Native American worker holding a nugget and shouting, "Oro [gold]! Oro! Oro!"

Sutter's workers soon quit to search for gold. Stories of the discovery rapidly spread across the country. President Polk added to the national excitement by confirming the California gold strike in his farewell message to Congress in December 1848. In 1849 about 80,000 gold-seekers came to California, hoping to strike it rich. These gold-seeking migrants to California were called **forty-niners**. As one Iowa woman who

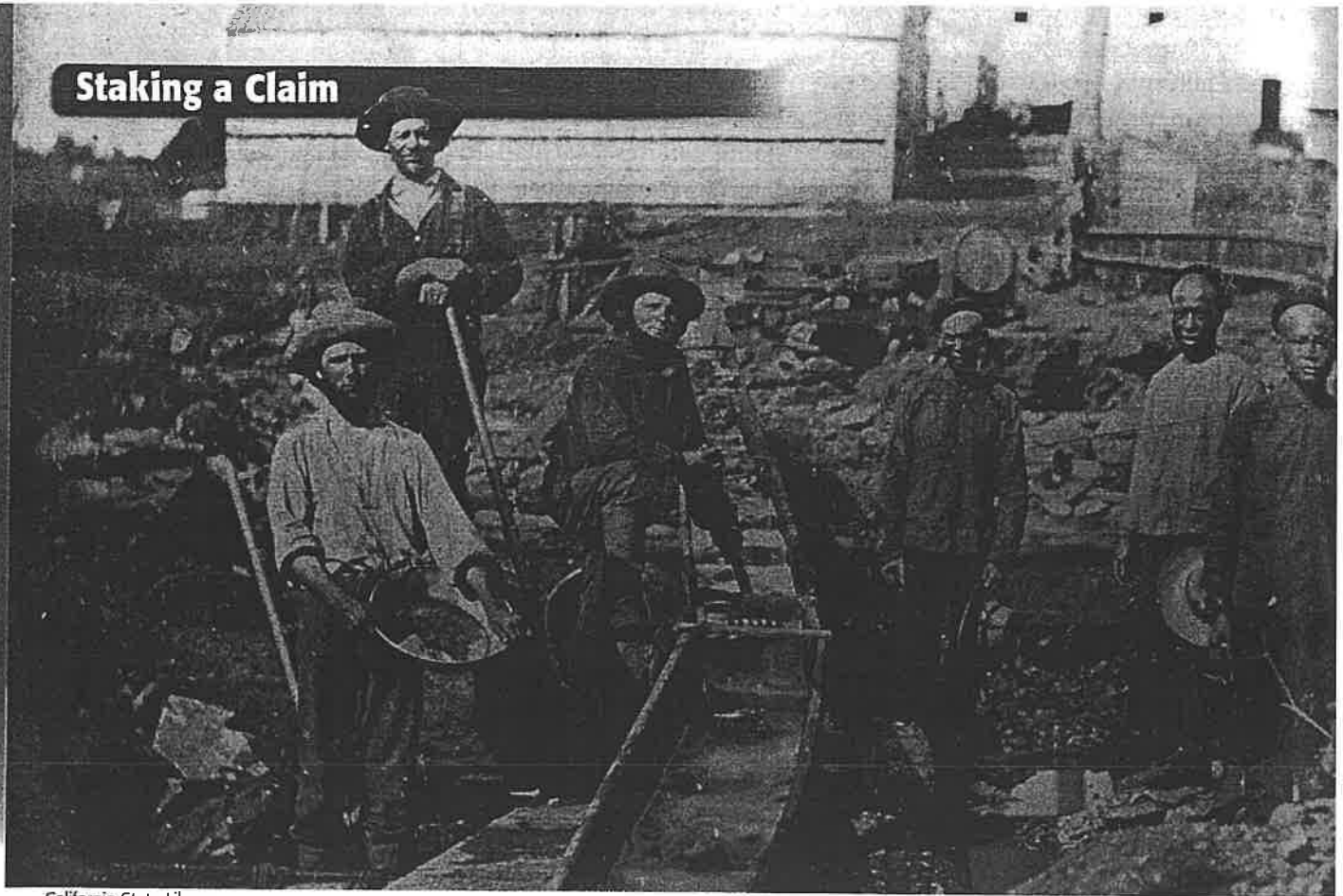
"Gold Fever"

"Gold fever" brought 80,000 people, like this miner, to California in 1849 alone. One California newspaper captured the excitement: "The whole country, from San Francisco to Los Angeles, and from the sea shore to the base of the Sierra Nevada, resounds with the cry of 'gold, GOLD, GOLD!' while the field is left half planted, the house half built, and everything neglected but the manufacture of shovels and pickaxes." Below is a piece of jewelry made from nuggets found in California.

Why was everything neglected except for "the manufacture of shovels and pickaxes"?



Staking a Claim



California State Library

left to find gold recalled, "At that time the 'gold fever' was contagious, and few, old or young, escaped the malady [sickness]." Nearly 80 percent of the forty-niners were Americans, while the rest came from all over the world.

Most forty-niners braved long and often dangerous journeys to reach California. Many easterners and Europeans arrived via sea routes. Midwestern gold-seekers usually traveled West in wagon trains. Most forty-niners first arrived in San Francisco. This port town became a convenient trade center and stopping point for travelers. As a result, its population increased from around 800 in March 1848 to more than 25,000 by 1850.

Staking a Claim

Few of the forty-niners had any previous gold-mining experience. The work was difficult and time-consuming. The forty-niners would **prospect**, or search for gold, along the banks of streams or in shallow surface

mines. The early forty-niners worked an area that ran for 70 miles along rivers in northern California.

The first person to arrive at a site would "stake a claim." Early miners frequently banded together to prospect for gold. The miners agreed that each would keep a share of whatever gold was discovered. When one group abandoned a claim, more recent arrivals often took it over, hoping for success. Sometimes, two or more groups arrived in an area at the same time. In the early gold rush days, before courts were established this competition often led to conflict. Occasionally, violent disputes arose over competing claims.

Mining methods varied according to the location. The most popular method, placer (PLA-suhr) mining, was done along rivers and streams. **Placer miners** used pans or other devices to wash gold nuggets out of loose rock and gravel. To reach gold deposits buried in



Miners came to California from around the world to make their fortune. In the photo on the left, Anglo and Chinese miners work together in Auburn Ravine in 1852. Above, a woman joins men to look for gold. Fewer women than men moved west to search for gold, but the ones that did often found greater social and economic opportunity than they had in the east.

Why might people leave their homes and travel long distances in search of gold?

the hills, miners had to dig shafts and tunnels. These tasks were usually pursued by mining companies, rather than by individuals.

In 1853 California's yearly gold production peaked at more than \$60 million. Individual success stories inspired many miners. One lucky man found two and a half pounds of gold after only 15 minutes of work. Two African American miners found a rich gold deposit that became known as Negro Hill in honor of their discovery. The vast majority of miners, however, did not become rich. Forty-niner Alonzo Delano commented that the "lean, meager [thin], worn-out and woe-begone [sorrowful] miner... might daily be seen at almost every point in the upper mines."

Life in the Mining Camps

Mining camps sprang up wherever enough people gathered to look for gold. These camps had colorful names, such as Hangtown or Poker Flat.

Miners in the camps came from many cultures and backgrounds. Most miners were young, unmarried men in search of adventure. Only around 5 percent of gold-rush immigrants were women or children. The hardworking women generally made good money by cooking meals, washing clothes, and operating boardinghouses. One such woman, Catherine Haun, recalled her first home in California.

"We were glad to settle down and go house-keeping in a shed that was built in a day of lumber purchased with the first fee... For neighbors, we had a real live saloon. I never have received more respectful attention than I did from these neighbors."

—Catherine Haun, quoted in *Ordinary Americans*, edited by Linda R. Monk

Haun's husband was a lawyer. He concluded that he could make more money practicing law than he could panning for gold. He was one of many people who made a good living supplying miners with food, clothing, equipment, and other services. Miners paid high prices for basic necessities because the large amounts of gold in circulation caused severe inflation in California. A loaf of bread, for example, might cost 5 cents in the East, but it would sell for 50 to 75 cents in San Francisco. Eggs sometimes sold for \$1 a piece.

Some settlers took full advantage of these conditions for free enterprise. Biddy Mason and her family, for instance, had arrived in California as slaves. A Georgia slaveholder had brought them during the gold-rush years. Mason quickly discovered that most Californians opposed slavery, particularly in the gold mines. She and her family gained their freedom and moved to the small village of Los Angeles. There she saved money until she could purchase some land. Over time, Mason's property increased in value from \$250 to \$200,000. She became one of the wealthiest landowners in California, a community leader, and a well-known supporter of charities.

Westward Movement in the United States

QUICK
FACTS

Causes

- Americans believe in the idea of manifest destiny.
- The United States acquires vast new lands in the West.
- Pathfinders open trails to new territories.
- Gold is discovered in California.

Effects

- Native Americans are forced off lands.
- Americans travel west to settle new areas.
- The United States stretches to the Pacific Ocean.
- California experiences a population boom.

Immigrants to California

The lure of gold in California attracted miners from around the world. Many were from countries that had seen few immigrants to the United States in the past. They were drawn to California by the lure of wealth. For example, famine and economic hardship in southeastern China caused many Chinese men to leave China for America. Most hoped to find great wealth, and then return home to China. These immigrants were known in Chinese as *gam saan haak*, or “travelers to Gold Mountain.” Between 1849 and 1853 about 24,000 Chinese men moved to California. “From far and near we came and were pleased,” wrote merchant Lai Chun-chuen in 1855.

Chinese immigrants soon discovered that many Americans did not welcome them, however. In 1852, California placed a high monthly tax on all foreign miners. Chinese miners had no choice but to pay this tax if they wanted to prospect for gold in California. Some Chinese workers were the targets of violent attacks. If the Chinese

miners dared to protest the attacks, the legal system favored Americans over immigrants.

Despite such treatment, many Chinese immigrants still worked in the gold mines. Some looked for other jobs. Others opened their own businesses. A newspaper reported Chinese working as “ploughmen, laundrymen, placer miners, woolen spinners and weavers, domestic servants, cigar makers, [and] shoemakers.”

In 1849 alone, about 20,000 immigrants arrived in California not only from China but also from Europe, Mexico, and South America. Like most American gold-seekers, these new arrivals intended to return home after they had made their fortunes. However, many decided to stay. Some began businesses. For example, Levi Strauss, a German immigrant, earned a fortune by making tough denim pants for miners.

READING CHECK **Categorizing** What types of people came to California hoping to benefit from the gold rush?

Impact on California

During the Spanish and Mexican periods of settlement, California’s population grew slowly. The arrival of the forty-niners changed this dramatically.

Population Boom

California’s population explosion made it eligible for statehood only two years after being acquired by the United States. In 1850 California became the 31st state.

However, fast population growth had negative consequences for many Californios and California Native Americans. One early observer of the gold rush described why.

“The Yankee regarded every man but [his own kind] as an interloper [trespasser], who had no right to come to California and pick up the gold of free and enlightened citizens.”

—W. Kelly, quoted in *The Other Californians*,
by Robert F. Heizer and Alan F. Almquist

THE IMPACT TODAY

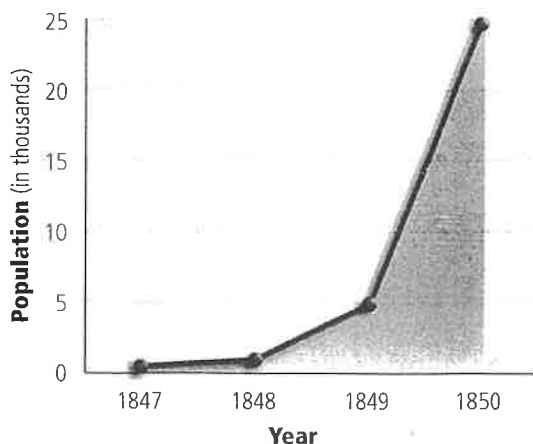
Today California is the nation’s most populous state.

San Francisco Grows

San Francisco boomed in the early years of the Gold Rush.

What factors led to San Francisco's population growth?

San Francisco Population, 1847-1850



Economic Growth

In addition to rapid population growth, a flood of new businesses and industries transformed California's economy. Gold mining remained an important part of the state's early economy. But Californians soon discovered other ways to make a living. Farming and ranching, for example, became industries for those willing to do the necessary hard labor.

California faced an obstacle to growth, though. The state was isolated from the rest of the country. It was difficult to bring in and ship out goods. The answer to the isolation problem was to bring the railroad all the way to California. Californians would have to wait almost 20 years for that. Completion of the transcontinental railroad in 1869 at last gave Californians the means to grow a stronger economy.

READING CHECK Analyzing Information

What political effect resulted from California's rapid population growth?

SUMMARY AND PREVIEW Americans moved west to create new lives and seize new opportunities. In the next chapter you will learn about the Industrial Revolution in America.

Section 4 Assessment

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Online Quiz

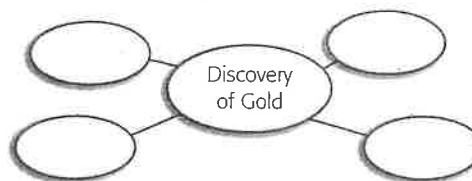
KEYWORD: SR8 HPTI

Reviewing Ideas, Terms, and People

- Recall** Why was Sutter's Mill important?
 - Summarize** What types of people participated in the California gold rush, and how did they take part in it?
 - Elaborate** What are some possible problems caused by the arrival of so many new settlers to California?
- Describe** How did some people hope to solve the problem of California's isolation from the rest of the country?
 - Draw Inferences** What effect did California's rapid population growth have on Californios and Native Americans?
 - Evaluate** Overall, do you think that the gold rush had a positive or negative effect on California? Explain.

Critical Thinking

- Evaluating** Review your notes on the gold rush. Then copy the graphic organizer below. Use it to show how the discovery of gold changed California.



FOCUS ON WRITING

- Describing the California Gold Rush** As you read this section, take note of significant events and effects of the gold rush. Consider also how your film can convey the excitement of that time in American history.

The Texas Revolution

What You Will Learn...

Main Ideas

1. Many American settlers moved to Texas after Mexico achieved independence from Spain.
2. Texans revolted against Mexican rule and established an independent nation.

The Big Idea

In 1836, Texas gained its independence from Mexico.

Key Terms and People

Father Miguel Hidalgo y

Costilla, *p. 350*

empresarios, *p. 350*

Stephen F. Austin, *p. 351*

Antonio López de Santa Anna, *p. 351*

Alamo, *p. 352*

Battle of San Jacinto, *p. 352*

TAKING NOTES

As you read, take notes on the events that led to the independence of Texas. Write your notes in steps, as shown below.

1. Mexican government hires empresarios.
2. _____
3. _____
4. _____

If YOU were there...

You are the father of a large farm family in Missouri. There is not enough land for everyone, so you're looking for another opportunity. One day, a Mexican government official comes to town. He is looking for people to settle in Texas. The Mexican government is offering generous tracts of land to colonists. However, you have to become a citizen of Mexico and follow Mexican laws.

Would you decide to move your family to Texas? Why?

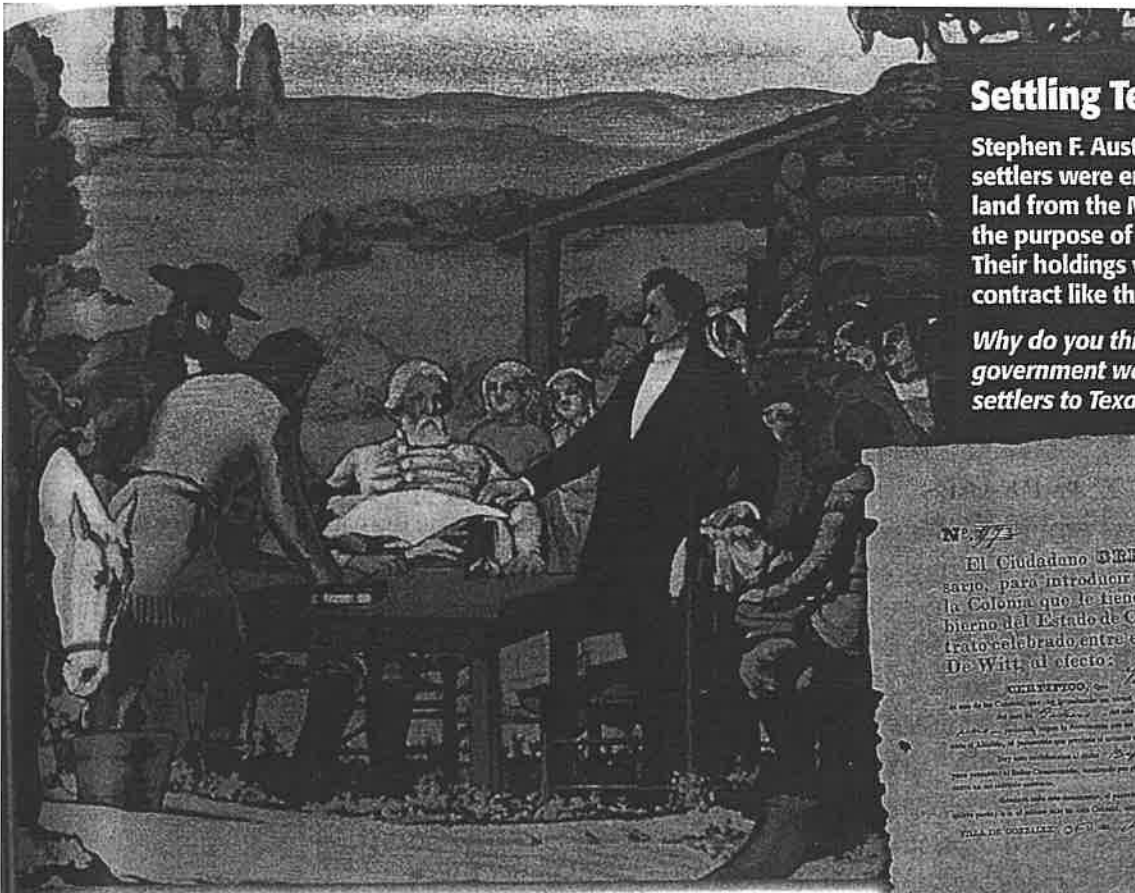
BUILDING BACKGROUND Spain controlled a vast amount of territory in what would later become the American Southwest. The Spanish built missions and forts in Texas to establish control of that region. But the settlements were far apart, and conflicts with Native Americans discouraged Spanish settlers from moving to Texas. When Mexico became an independent republic, it actively looked for more settlers.

American Settlers Move to Texas

Mexico had a long, unprotected border that stretched from Texas to California. Mexico's Spanish rulers worried constantly about attacks from neighbors. They also were concerned about threats from within Mexico.

Their fears were justified. Mexicans moved to overthrow Spanish rule in the early 1800s. In September 1810 **Father Miguel Hidalgo y Costilla**, a Mexican priest, led a rebellion of about 80,000 poor Indians and mestizos, or people of Indian and Spanish ancestry. They hoped that if Mexico became independent from the Spanish monarchy, their lives would improve.

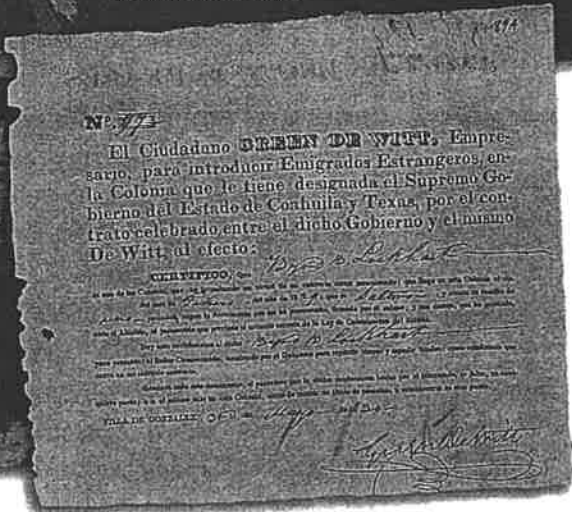
Hidalgo's revolt failed, but the rebellion he started grew. In 1821 Mexico became independent. In 1824 it adopted a republican constitution that declared rights for all Mexicans. The new Mexican government hired **empresarios**, or agents, to bring settlers to Texas. They paid the agents in land.



Settling Texas

Stephen F. Austin, shown at left, and other settlers were *empresarios*—they received land from the Mexican government for the purpose of bringing settlers to Texas. Their holdings were guaranteed with a contract like the one below.

Why do you think the Mexican government wanted to attract settlers to Texas?



In 1822 one young agent, **Stephen F. Austin**, started a colony on the lower Colorado River. The first 300 families became known as the Old Three Hundred. Austin's successful colony attracted other agents, and American settlers flocked to the region.

In exchange for free land, settlers had to obey Mexican laws. But some settlers often explicitly ignored these laws. For example, despite the ban on slavery, many brought slaves. Concerned that it was losing control to the growing American population, Mexico responded. In 1830, it banned further settlement by Americans. Angry about the new law, many Texans began to think of gaining independence from Mexico.

Meanwhile, Mexico had come under the rule of General **Antonio López de Santa Anna**. He soon suspended Mexico's republican constitution and turned his attention to the growing unrest in Texas.

READING CHECK Finding Main Ideas Why did settlers move to Texas?

Texans Revolt against Mexico

In October 1835 the Mexican army tried to remove a cannon from the town of Gonzales, Texas. Rebels stood next to the cannon. Their flag read, "Come and take it." In the following battle, the rebels won. The Texas Revolution, also known as the Texas War for Independence, had begun.

Texas Independence

On March 2, 1836, Texans declared their independence from Mexico. The new Republic of Texas was born. Both the declaration and the constitution that shortly followed were modeled after the U.S. documents. The Texas constitution, however, made slavery legal.

Delegates to the new Texas government chose politician David Burnet as president and Lorenzo de Zavala as vice president. Another revolutionary, Sam Houston, was named to head the Texas army. Austin went to the United States to seek money and troops.

ACADEMIC VOCABULARY

explicit fully revealed without vagueness

FOCUS ON READING

Use this section to summarize the events of the battle at the Alamo.

Battle at the Alamo

The Texans' actions angered Santa Anna. He began assembling a force of thousands to stop the rebellion.

A hastily created army of Texas volunteers had been clashing with Mexican troops for months. Under Colonel William Travis, a small force took the town of San Antonio. It then occupied the **Alamo, an abandoned mission near San Antonio that became an important battle site in the Texas Revolution.** Volunteers from the United States, including frontiersman Davy Crockett and Colonel Jim Bowie, joined the Alamo's defense.

The rebels, numbering fewer than 200, hoped to stall the huge Mexican force while a larger Texas army assembled. For almost two weeks, from February 23 to March 6, 1836, the Texans held out. Travis managed to get a message to other Texans through enemy lines:

“I call on you in the name of Liberty, of patriotism, and everything dear to the American character, to come to our aid with all dispatch [speed] ... VICTORY OR DEATH.”

—William Travis, from a letter written at the Alamo, 1836

Before dawn on March 6, the Mexican army attacked. Despite heavy losses, the army overcame the Texans. All the defenders of the Alamo were killed, though some civilians survived. Following a later battle, at Goliad; Santa Anna ordered the execution of 350 prisoners who had surrendered. Texans were enraged by the massacres.

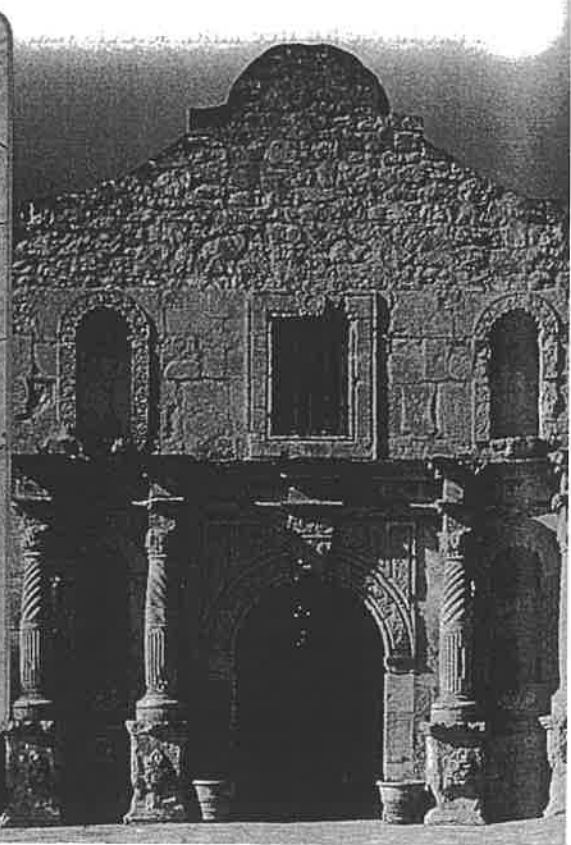
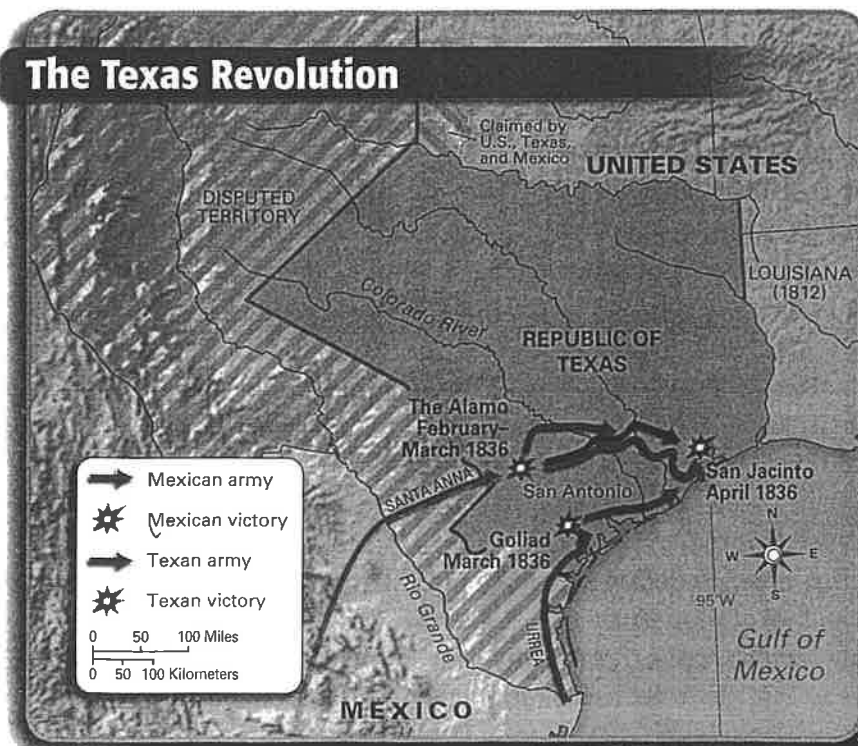
Battle of San Jacinto

Santa Anna now chased the untrained forces of Sam Houston. Outnumbered, the Texans fled east. Finally, they reorganized at the San Jacinto River, near Galveston Bay. There, the Texans took a stand.

Santa Anna was confident of victory, but he was careless in choosing the site for his camp. On the afternoon of April 21, 1836, while Mexican troops were resting, Houston's forces swarmed the camp, shouting, “Remember the Alamo! Remember Goliad!”

The fighting ended swiftly. Santa Anna's army was destroyed. **In the Battle of San Jacinto, the Texans captured Santa Anna and forced him to sign a treaty giving Texas its independence.**

The Texas Revolution



An Independent Nation

Sam Houston was the hero of the new independent nation of Texas. The republic created a new town named Houston and made it the capital. Voters elected Sam Houston as president. Stephen F. Austin became secretary of state.

To increase the population, Texas offered land grants. American settlers came from nearby southern states, often bringing slaves with them to help grow and harvest cotton.

Most Texans hoped that the United States would annex, or take control of, Texas, making it a state. The U.S. Congress also wanted to annex Texas. But President Andrew Jackson refused. He was concerned that admitting Texas as a slave state would upset the fragile balance of free and slave states. The president also did not want to have a war with Mexico over Texas.

Finally, Jackson did recognize Texas as an independent nation. France did so in 1839. Britain, which wanted to halt U.S. expansion, recognized Texas in 1840.

The Mexican government, however, did not recognize Santa Anna's forced hand-over of Texas. In 1837 the republic organized

the Texas Rangers to guard its long frontier from Mexican and Native American attacks. Finally, in 1844 Texas and Mexico signed a peace treaty.

READING CHECK **Finding Main Ideas** What issues did the new nation of Texas face?

SUMMARY AND PREVIEW American settlers in Texas challenged the Mexican government and won their independence. In the next section you will learn about the war between Mexico and the United States.

go.hrw.com

Online Quiz

KEYWORD: SR8 HPT1

Section 2 Assessment

Reviewing Ideas, Terms, and People

- a. Identify** What role did **Stephen F. Austin** play in the settlement of Texas?

b. Make Inferences Why did Mexican officials want to bring more settlers to Texas?

c. Evaluate Do you think Mexico's requirements for foreign immigrants were reasonable or unreasonable? Explain.
- a. Describe** What were the important battles in the War for Texas Independence? Why was each important?

b. Make Inferences Why did Texas offer land grants to settlers?

c. Predict What problems might the Republic of Texas face?

Critical Thinking

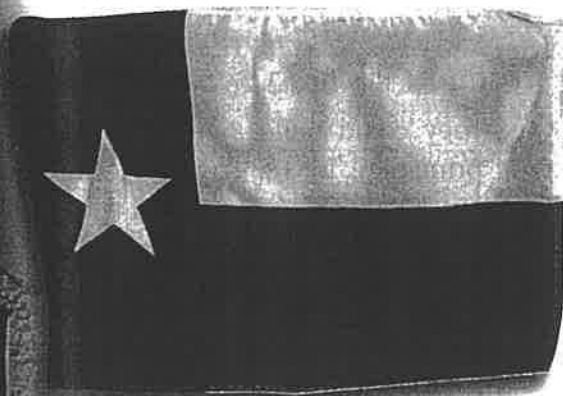
- 3. Sequencing** Review your notes on American settlement in Texas. Then copy the graphic organizer below and use it to show the significant events in the history of the Republic of Texas.

Significant Events

1. Houston is founded and made the capital.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

FOCUS ON WRITING

- 4. Explaining the Texas Revolution** As you read this section, make note of the most important players and events in the story of how Texas gained independence from Mexico. Consider also how you will present information about these people and events to your film's audience. What words, images, and sounds will make the story of the revolution come alive for them?



On March 6, 1836, Texans fought and lost the Battle of the Alamo. A rallying cry for the Texans at the Battle of San Jacinto was "Remember the Alamo!" The single star of the flag represents the Republic of Texas, also called the Lone Star Republic.

Why do you think "Remember the Alamo!" was a rallying cry for Texas troops at San Jacinto?

SECTION 3

War With Mexico

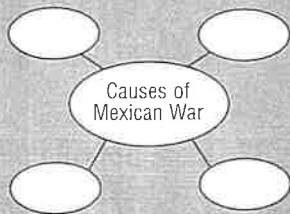
GUIDE TO READING

Main Idea

The United States won new western lands in a war with Mexico.

Reading Strategy

Organizing Information As you read about the war with Mexico, use a diagram like the one shown here to list the causes of the conflict.



Read to Learn . . .

- ★ how the Mexican War began and why some Americans opposed the war.
- ★ how the United States obtained New Mexico and California.

Terms to Know

- ★ Bear Flag Republic
- ★ cede

▶ OIL LAMP, 1840S



The United States officially recognized the Republic of Texas as an independent nation in 1837. However, Congress did not immediately annex it. Because many people in the northern United States opposed entry of another slave state into the Union, Texas continued to exist as an independent country.

Peace between Texas and Mexico remained uneasy from the start. Mexico never recognized Texas's independence. The two governments quarreled over borders and territory. Twice in 1842 Mexican troops seized San Antonio. Texans responded by marching to Laredo, a border town on the Rio Grande, and then into

Mexico. Tensions increased when Texas passed a resolution claiming land all the way to present-day California. A showdown seemed inevitable.

★ From Sea to Shining Sea

People in the United States who favored expansion watched events in Texas intently. Texas already had signed several agreements with Great Britain. If Texas went to war with Mexico, it might form an alliance with the British. With British help, Texas could expand its reach all the way to the Pacific.

By the mid-1840s, a group of Americans wanted to see the United States claim that honor for itself. They believed the nation had a “manifest destiny.” *Manifest* means clear or obvious. *Destiny* means something that is sure to happen. Some Americans thought the nation was obviously meant to expand and spread across the continent. They gave little thought to the Native Americans and Mexicans who would lose their lands in the process.

Annexation of Texas

After gaining independence from Mexico, Texans immediately voted to seek admission to the United States. Most Southerners strongly supported extending the cotton-growing area by annexing Texas. Northern abolitionists, however, opposed adding another slave state to the Union.

Presidents Andrew Jackson and Martin Van Buren had refused to recommend annexation. The issue soon arose again. As the 1844 election approached, territorial expansion took center stage. The Democrats nominated **James K. Polk** of Tennessee as their presidential candidate. As you read earlier in the chapter, Polk campaigned with the slogan “Fifty-four forty or fight!” and made manifest destiny the main issue in the campaign.

Polk won in a close election. Outgoing President John Tyler considered Polk’s victory a mandate for the annexation of Texas. In February 1845, at Tyler’s urging both houses of Congress passed a joint resolution to annex Texas. In December 1845, Texas became the twenty-eighth state to enter the Union; however, some problems still had to be resolved. The boundary between Texas and Mexico remained undetermined, and the Mexican government threatened war.

President Polk responded by sending agent John Slidell to resolve differences. Polk instructed Slidell to convince Mexico to accept the Rio Grande as the southern border of Texas. He also told Slidell to

offer Mexico \$25 million for California and \$5 million for New Mexico.

Mexican officials exploded in outrage. They considered such a low sum of money an insult and refused to even speak with Slidell.

★ The Brink of War

President Polk wanted to move against Mexico. He knew most Americans backed expansion but was not sure they would back it to the point of war.

Polk decided to press the question by sending troops into Texas. Soldiers under the command of General **Zachary Taylor** crossed the Nueces (nu•AY•suhs) River and set up posts just north of the Rio Grande. Although Texas claimed this as its southern boundary, Mexico considered it Mexican territory. Colonel Ethan Allen Hitchcock, one of Taylor’s aides, observed:

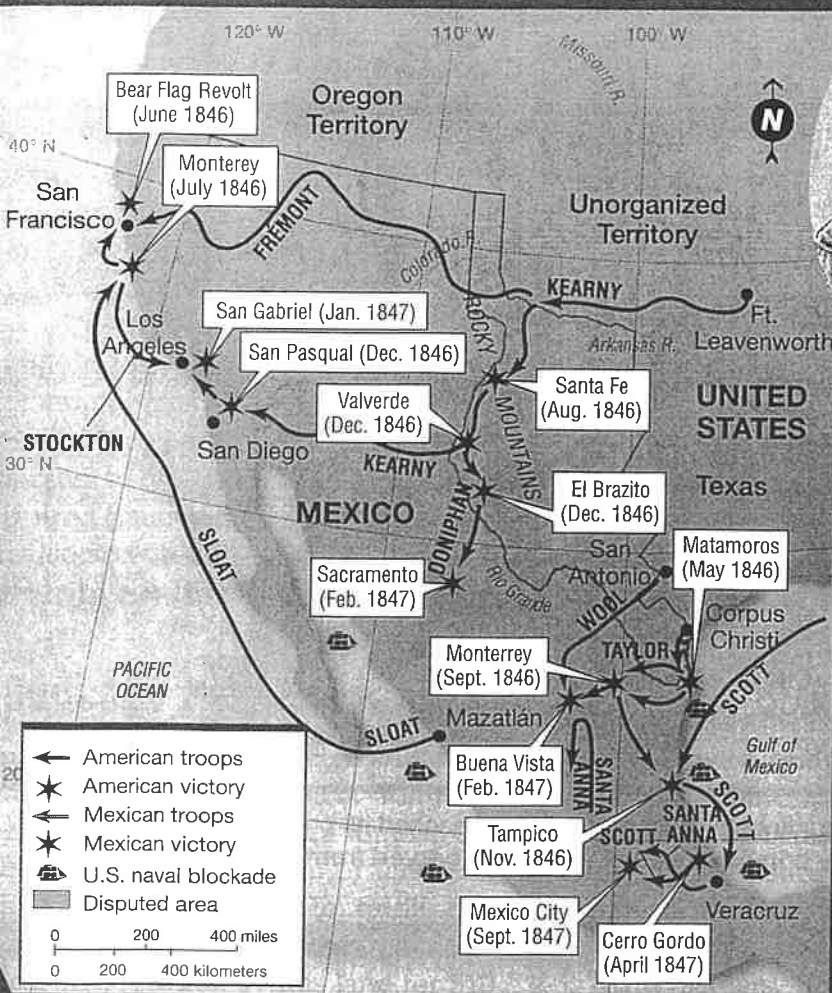
“We have not one particle of right to be here. . . . It looks as if the government sent a small force on purpose to bring on a war, so as to have a pretext for taking California and as much of this country as it chooses.”

In April 1846, Mexican soldiers attacked a United States cavalry patrol and killed 11 Americans. Taylor quickly notified Polk. On May 9 President Polk announced that “Mexico has . . . shed American blood on American soil.” He then asked Congress for an official declaration of war. On May 13 both houses of Congress voted by a large majority to declare war on Mexico.

Opposition to the War

Fourteen antislavery representatives in the House voted against the war. Ohio representative Joshua Giddings called the

The Mexican War, 1846–1848



▲ ANTONIO LÓPEZ DE SANTA ANNA

Map Study

Location War between the United States and Mexico broke out in 1846 near the Rio Grande. The fighting soon spread over a wide area. **Which battle occurred farthest north?**

war “aggressive, unholy, and unjust.” Illinois representative Abraham Lincoln challenged Polk to name the spot where Mexicans “shed American blood on American soil.”

People outside of Congress also criticized “Mr. Polk’s War.” New England poet John Greenleaf Whittier wrote, “[I am] heartsick with this miserably wicked Mexican War.” Abolitionists considered the war a Southern plot to add more slave states to the Union. They called it a scheme to steal “bigger pens to cram in

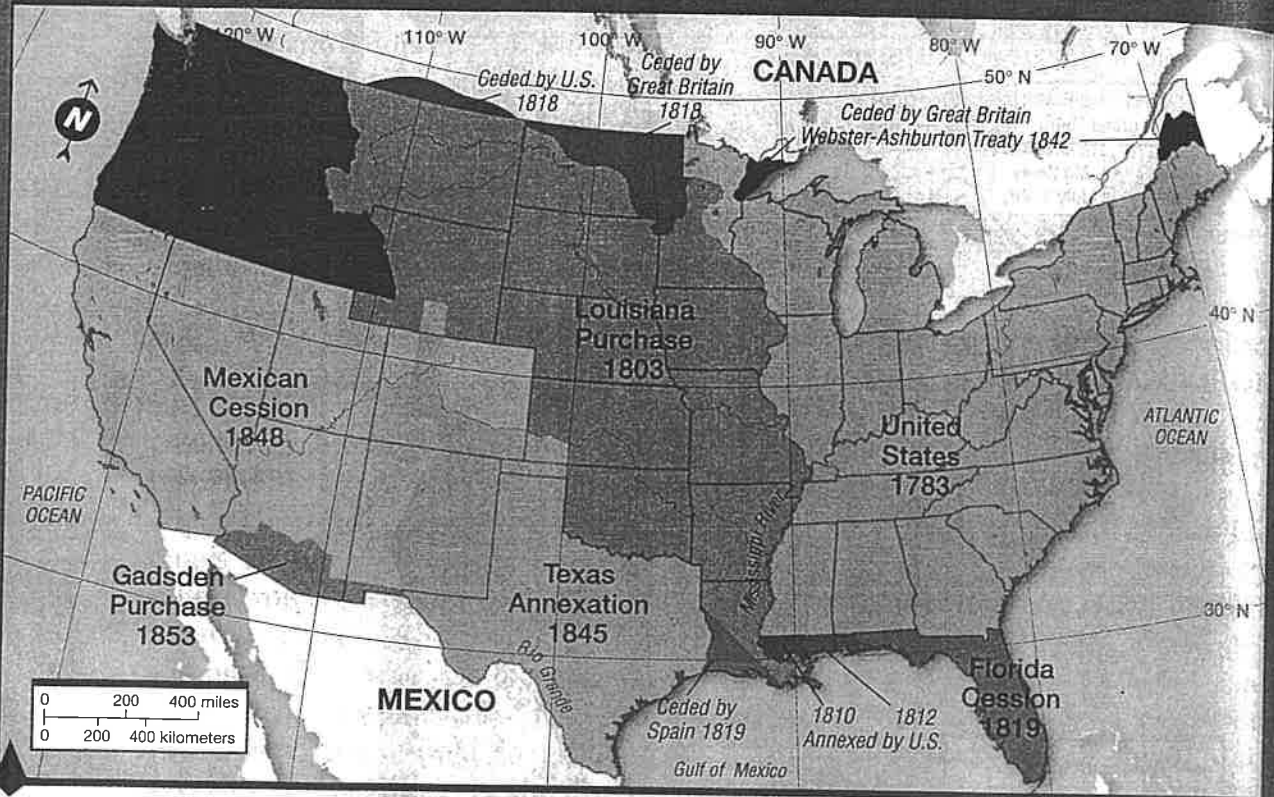
slaves.” Most American newspapers, though, rallied behind the President.

Major Battles

Even before Congress declared war, General Taylor’s soldiers fought north of the Rio Grande at Palo Alto and Resaca de la Palma. In May of 1846, Taylor and his army crossed the Rio Grande into Mexico. By September they captured Monterrey.

In late 1846 Santa Anna rallied his forces. He personally led an army

The United States, 1853



Map Study

Location By 1853 the continental United States had reached its present national boundaries. **How many complete states were later carved from the Oregon Territory?**

against Taylor. In February 1847, however, Taylor regained the upper hand after defeating Santa Anna at the Battle of Buena Vista.

As armies clashed in Mexico, General **Winfield Scott** landed troops on the Gulf Coast near Veracruz. Scott's army won victory after victory as it marched west. In September 1847, after Mexicans made a heroic last stand at Chapultepec (chuh•POOL•tuh•PEHK), Scott took over Mexico City.

The Bear Flag Republic

Soon after the war began, General **Stephen Kearny** marched his army to **Santa Fe**, the capital of present-day New Mexico. The Mexican governor, along

with Mexican troops, fled without firing a shot. From Santa Fe, Kearny led about 300 soldiers to California.

In 1846 some 500 Americans lived in California. Captain **John C. Frémont**, an American army officer and explorer, urged Americans to revolt against their Mexican rulers. In the summer of 1846, rebels hoisted a handmade flag emblazoned with a grizzly bear. With this act, they announced the creation of the independent **Bear Flag Republic**.

When General Kearny arrived, the rebels replaced the Bear Flag with the Stars and Stripes. Frémont joined United States forces in fighting the Mexican War. In January 1847, Mexicans in California surrendered, and the United States took possession of the territory.

Making Peace

On February 2, 1848, the Mexicans signed the **Treaty of Guadalupe Hidalgo**. Under its terms, Mexico ceded, or gave up, all of California and New Mexico. This territory has since become known as the **Mexican Cession**. It included the present-day states of California, Nevada, Utah, and parts of Arizona, Colorado, Wyoming, and New Mexico. The United States agreed to pay \$15 million for these lands and agreed to pay the claims of American citizens against Mexico up to \$3.25 million. Mexico agreed to recognize Texas as part of the United States. The Mexican government also accepted the Rio Grande as the border between Texas and Mexico.

★ Gadsden Purchase

Americans, however, wanted still more territory claimed by Mexico. Railroad owners envisioned a southern route to the Pacific that ran over a strip of land just south of the Gila River. To fulfill this dream, James Gadsden, the minister to Mexico, arranged to buy this land for \$10 million. The **Gadsden Purchase** completed the boundary between Mexico and the United States and the expansion of the United States across the continent.

★ New Citizens

The acquisition of Mexican land brought thousands of Mexican citizens into the United States. The Mexican government worried about the fate of these people. To protect their rights, Mexican negotiators insisted that the Treaty of Guadalupe Hidalgo include provisions allowing Mexicans to freely relocate to Mexico. For Mexicans who remained on their land, the treaty promised them "all the rights of citizens of the United States according to the principles of the Constitution."

A difficult choice faced Mexicans. About 2,000 people headed south into Mexico. A far larger number, however, chose to stay in the United States. Mexicans who remained in the United States contributed to a rich culture that blended Spanish and Native American traditions. When English-speaking settlers moved to the Southwest, they brought their own ideas and culture with them. The settlers, though, learned much from the Mexican Americans. Mexican Americans taught the newcomers how to irrigate the soil and mine minerals.

Many settlers, however, did not treat Mexican Americans and Native Americans fairly. These two groups struggled to protect their cultures and rights against the newcomers.

★ SECTION 3 ASSESSMENT ★

Checking for Understanding

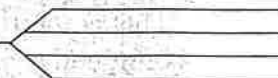
1. Define Bear Flag Republic, cede.
2. Who urged Americans living in present-day California to revolt against Mexican rule?

Critical Thinking

3. **Analyzing Information** Why do you think the Texas voters approved annexation to the United States by a great majority?
4. **Summarizing** Re-create the diagram shown here, and list the terms of the Treaty of

Guadalupe Hidalgo that ended the war with Mexico.

Terms of Treaty of
Guadalupe Hidalgo



INTERDISCIPLINARY ACTIVITY

5. **The Arts** Imagine you were a Mexican living in the Mexican Cession. Write diary entries about your feelings on the Treaty of Guadalupe Hidalgo.

U.S. Mexican War 1846-1848

1. Why did the northern United States oppose Texas joining the U.S.?
2. What two groups of people did the U.S. not give any thought about losing their lands?
3. Who becomes president in 1844? What was his main issue during the campaign?
4. What problem existed after Texas joined the U.S.?
5. How much did the U.S. offer Mexico for California and New Mexico? How did Mexico respond?
6. What was Polk's comment after Mexico attacked and killed 11 U.S. soldiers?
7. What happened on May 13, 1846?
8. Why were abolitionists against the war?
9. Where did Zachary Taylor defeat Santa Anna?
10. What did the California rebels call their territory?
11. What did the U.S. gain from the Treaty of Guadalupe Hidalgo? What present-day states make up this area?
12. How much did the U.S. pay for this land?
13. What completed the U.S. expansion across the continent and fulfilled Manifest Destiny?

In the years after the Civil War, the newly built transcontinental railroad ran straight through the heart of America—at the same time crushing the hearts of some Americans. The following selection explains the human cost of these “engines of industry.”

The Granger Collection, New York



▲ A railroad bridge in the American West. Oil over a photograph, circa 1870.

from *The Railroad Unites America*

from *The Iron Horse:
How Railroads Changed America*

by RICHARD WORMSER

The crews of the Union Pacific had a much easier construction job than the crews of the Central Pacific. The land was relatively flat and there were few mountains to cross. Construction began in the great prairies of the Midwest, and for most of the Irish, the land and its people were a source of wonder and astonishment.

The countryside seemed flat and unending. There was not a tree or a shrub anywhere. Farther west, the crews saw the great buffalo herds that inhabited the plain. The herds were so large that when they crossed the railroad tracks they could delay a train for hours. The crews also saw coyotes, antelopes, jackrabbits, prairie dogs, grasshoppers, and rattlesnakes.

The major difficulty Dodge and his men had to face was the Native

You Need to Know...

In 1862, President Lincoln approved funds for a railroad that would connect California to the rest of the nation. During the Civil War, construction started and then stopped as the railroad companies grew busy moving troops and supplies. Finally, in 1865, the work began in earnest. Congress had given the enormous task to two railroad companies, the Union Pacific in the east and the Central Pacific in the west. General Grenville Dodge was in charge of the work for the Union Pacific, while Collis Huntington headed up operations for the Central Pacific. With the help of thousands of Chinese and European immigrants, the companies began laying track—the Union Pacific in Omaha, Nebraska, and the Central Pacific in Sacramento, California. Slowly, over vast plains, gigantic mountains, and endless deserts, the two railroad tracks snaked closer together.

Americans. (Collis Huntington solved his problems with them by giving the chiefs free passes to ride on his trains, including the locomotive. The rest of the tribe could ride for free on the freight trains.) The tribes had not been consulted about having a railroad run through what had traditionally been their hunting grounds. They had no objection to people hunting there or passing through. But the railroad was another matter. The Plains Indians—mainly the Sioux, Cheyenne, Kiowa, and Arapaho—saw clearly that the railroad was the death blow to their way of life. Iron Bull, the Crow chief, summed up the significance of the railroad for his people: “We have reached the end of our rule and a new one has come. The end of our lives, too, is near at hand. . . . Of our once powerful nation there are now but a few left . . . and we too, will soon be gone.”

The truth was that the railroad developers, like the gold hunters and farmers, wanted the land of the Indian peoples. In order to convince the federal government to send in the army to wipe out the tribes, they argued that the Indians were dangerous and needed to be subdued, if not wiped out. But before they were defeated, the Plains Indians put up a struggle that lasted for almost thirty

subdued (səb-dūəd): defeated; brought under submission.



Peter Newark's American Pictures

- ▲ The joining of the east and west tracks of the transcontinental railroad.
- Why did the tracks meet in the mountains and not on the plains below?

plundered (plun'dərd): robbed, usually as part of an attack.

years. In 1865, Red Cloud, a Sioux chief, warned of what was to come: "You destroyed the buffalo, you lied to us, you will get nothing from us but war." Two hundred miles west of Missouri, the Cheyennes, under Chief Spotted Tail, attacked and **plundered** a train, killed its crew, and destroyed the track. Raiding parties continually ambushed advance parties of surveyors. In the Black Hills, General Dodge himself was attacked while looking for a route through the mountains for the railroad. He barely escaped.

**"You destroyed the buffalo, you lied to us,
you will get nothing from us but war."**

One of the most famous encounters between the Native Americans and the Union Pacific took place in 1868 at Plum Creek, Nebraska. A group of Sioux warriors waited by a railroad track for a train to come. Years later one of the members of the raiding party told the story:

The white soldiers had run us from our lodges and hunting grounds. They burned everything we had. Our blankets were ragged. Our ponies thin. We needed the white man's medicine. We thought if we could take what was inside the iron horse, we could become strong again.

The raiding party ripped up sections of the track to cause a derailment¹ and then waited in ambush for a freight train. But instead, a flatcar appeared, carrying several men who were inspecting the track. The flatcar derailed and the Indians attacked, killing two of the crew and wounding a third, Willie Thompson. Thompson pretended he was dead even as one of the Indians scalped him. Miraculously, he survived. The Sioux then continued to wait for a freight train. When it finally appeared, it crashed into the flatcar and derailed. Thompson watched

1. **derailment** (dē-rāl'mənt): the act of forcing a train off its tracks.

as the fireman and engineer were killed and the Sioux broke open the freight cars to plunder them. Thompson noticed that the Indian who had taken his scalp dropped it. After the raiders left, he got up, picked up his scalp, and waited until he was rescued. He took his scalp to a doctor, hoping that he might be able to sew it back in place. When the operation was unsuccessful, Thompson donated the scalp to the Omaha,

Nebraska, public library, where it was displayed for many years as one of their prime exhibits.

The United States Army, under General William Sherman, was finally sent in to drive the Plains Indians out of the railroad's territory. Sherman's goal was to either make peace with the tribes through treaties or destroy them militarily. More often than not, the treaties were broken by the whites. The army also wiped out a number of peaceful Indian villages, massacring men, women, and children and then reporting the event as a great battle, when in fact there had been no resistance. Colonel George Custer, who would eventually be killed by the Sioux at the battle of the Little Big Horn in 1876, led some of the most notorious massacres. In retaliation, a Cheyenne chief named Tall Bull led his Dog Soldiers, as his warriors were called, against the railroad, wrecking trains and killing their crews. The army tracked them and finally located Tall Bull's camp. They attacked, killing him and most of his followers.

The United States not only destroyed the society and culture of the Plains Indians, it also destroyed their means of survival. The buffalo was the winter source of food for most of the tribe and a major source of clothing to protect

The Golden Spike

On May 10, 1869, at Promontory, Utah, the east and west tracks of the transcontinental railroad were joined together. Two locomotives—one on each side of the track—stood at attention, along with a spirited crowd of about five hundred local people. While a band played triumphant music, the final spike, made of solid gold, was presented to the governor of California, who was also the president of Central Pacific Railroad. The governor attempted to hammer the spike into place but could not keep the heavy hammer from slipping off the slick metal. Finally, Jack Casement, the boss of the Union Pacific work crew, drove the golden spike home. America was now connected by rail, from sea to shining sea.

notorious (nō-tōr'ē-əs): well known in a negative way.

massacres (mas'ə-kərz): cruel, large-scale killings of people.

retaliation (ri-tal'ē-ā'shən): the return of one harmful act with another.



▲ Railroad workers.

people from the bitter winter cold. Buffalo hunters like William “Buffalo Bill” Cody slaughtered buffalo to supply the railroad workers with food, while others massacred the herds just for the “sport.” Between 1865 and 1885, some twelve million buffalo were slaughtered by white hunters, soldiers, and railroad passengers.

By 1900 the Indian wars had ended. Out of an estimated one million Native Americans who lived on this continent when the first European settlers arrived in Jamestown, Virginia, three hundred years earlier, only 300,000 were left.

✓ Reading Check

1. How did the Plains Indians feel about people hunting or traveling in their region? How did they feel about a railroad running through their land?
2. How did railroad builders convince the government to send troops to fight the Indians?
3. What happened after Willie Thompson’s flatcar was derailed by Indians? Summarize the story.
4. Who led some of the worst attacks against the Indians? How did the Indians respond?
5. According to the author, how did the United States destroy the American Indians’ means of survival?

MEET THE *Writer*

Richard Wormser writes fiction and nonfiction books for young adults. His works are often about those who, “having experienced the worst that life has to offer, are able to pick themselves up. . . .” Wormser has always found writing difficult. “Trying to capture the right word is like trying to catch butterflies,” he admits. Wormser has written books on the Vietnam war, hobos in America, and growing up in the Islamic religion.

SECTION 4

The Movement to End Slavery

What You Will Learn...

Main Ideas

1. Americans from a variety of backgrounds actively opposed slavery.
2. Abolitionists organized the Underground Railroad to help enslaved Africans escape.
3. Despite efforts of abolitionists, many Americans remained opposed to ending slavery.

The Big Idea

In the mid-1800s, debate over slavery increased as abolitionists organized to challenge slavery in the United States.

Key Terms and People

- abolition, p. 454
- William Lloyd Garrison, p. 455
- American Anti-Slavery Society, p. 455
- Angelina and Sarah Grimké, p. 455
- Frederick Douglass, p. 456
- Sojourner Truth, p. 456
- Underground Railroad, p. 456
- Harriet Tubman, p. 458

TAKING NOTES

As you read, take notes on the different abolitionist movements that existed, the leaders of each movement, and the methods used by each group to oppose slavery. Write your notes in a chart like the one below.

Movement	Members	Methods

If YOU were there...

You live in southern Ohio in the 1850s. A friend who lives across the river in Kentucky has asked you to join a network that helps escaping slaves. She reminds you that your house has a secret cellar where you could easily hide fugitives for a few days. You are opposed to slavery. But you know this might get you in trouble with your neighbors—and with the law.

Would you become an agent for the Underground Railroad? Why?

BUILDING BACKGROUND The early 1800s brought many movements for social reform in the United States. Perhaps the most important and far-reaching was the movement for the abolition of slavery. While reformers worked to end slavery, many also took risks to help slaves to escape.

Americans Oppose Slavery

Some Americans had opposed slavery since before the country was founded. Benjamin Franklin was the president of the first anti-slavery society in America, the Pennsylvania Society for Promoting the Abolition of Slavery. In the 1830s, Americans took more organized action supporting **abolition**, or a complete end to slavery.

Differences among Abolitionists

Abolitionists came from many different backgrounds and opposed slavery for various reasons. The Quakers were among the first groups to challenge slavery on religious grounds. Other religious leaders gave speeches and published pamphlets that moved many Americans to support abolition. In one of these, abolitionist Theodore Weld wrote that “everyman knows that slavery is a curse.” Other abolitionists referred to the Declaration of Independence. They reminded people that the American Revolution had been fought in the name of liberty.

Antislavery reformers did not always agree on the details, however. They differed over how much equality they thought African Americans should have. Some believed that African Americans should receive the same treatment as white Americans. In contrast, other abolitionists were against full political and social equality.

Some abolitionists wanted to send freed African Americans to Africa to start new colonies. They thought that this would prevent conflicts between the races in the United States. In 1817 a minister named Robert Finley started the American Colonization Society, an organization dedicated to establishing colonies of freed slaves in Africa. Five years later, the society founded the colony of Liberia on the west coast of Africa. About 12,000 African Americans eventually settled in Liberia. However, many abolitionists who once favored colonization later opposed it. Some African Americans also opposed it. David Walker was one such person. In his 1829 essay, *Appeal to the Colored Citizens of the World*, Walker explained his opposition to colonization.

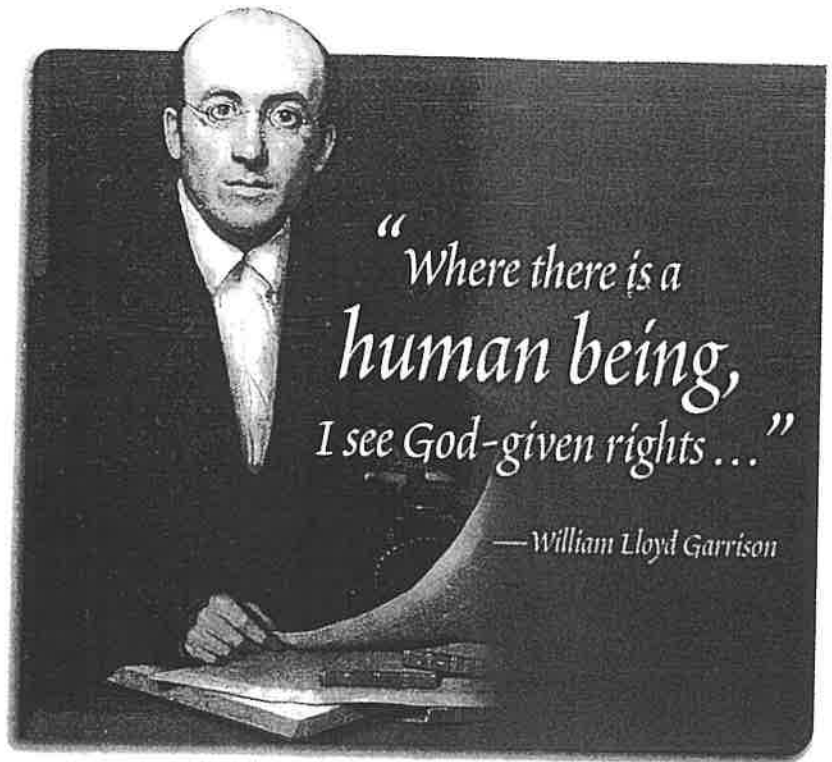
“The greatest riches in all America have arisen from our blood and tears: and they [whites] will drive us from our property and homes, which we have earned with our blood.”

—David Walker, quoted in *From Slavery to Freedom* by John Hope Franklin and Alfred A. Moss Jr.

Spreading the Abolitionist Message

Abolitionists found many ways to further their cause. Some went on speaking tours or wrote pamphlets and newspaper articles. John Greenleaf Whittier wrote abolitionist poetry and literature. **William Lloyd Garrison** published an abolitionist newspaper, the *Liberator*, beginning in 1831. In 1833 Garrison also helped found the **American Anti-Slavery Society**. Its members wanted **immediate emancipation and racial equality for African Americans**. Garrison later became its president.

Both the *Liberator* and the Anti-Slavery Society relied on support from free African Americans. Society members spread



antislavery literature and petitioned Congress to end federal support of slavery. In 1840 the American Anti-Slavery Society split. One group wanted immediate freedom for enslaved African Americans and a bigger role for women. The others wanted gradual emancipation and for women to play only minor roles in the movement.

Angelina and Sarah Grimké, two white southern women, were antislavery activists of the 1830s. They came from a South Carolina slaveholding family but disagreed with their parents' support of slavery. Angelina Grimké tried to recruit other white southern women in a pamphlet called *Appeal to the Christian Women of the South* in 1836.

“I know you do not make the laws, but ... if you really suppose you can do nothing to overthrow slavery you are greatly mistaken ... Try to persuade your husband, father, brothers, and sons that slavery is a crime against God and man.”

—Angelina Grimké, quoted in *The Grimké Sisters from South Carolina*, edited by Gerda Lerner

This essay was very popular in the North. In 1839 the Grimké sisters wrote *American Slavery As It Is*. The book was one of the most important antislavery works of its time.

African American Abolitionists

Many former slaves were active in the anti-slavery cause. **Frederick Douglass** escaped from slavery when he was 20 and went on to become one of the most important African American leaders of the 1800s. Douglass secretly learned to read and write as a boy, despite a law against it. His public-speaking skills impressed members of the Anti-Slavery Society. In 1841 they asked him to give regular lectures.

At a Fourth of July celebration in 1852, he captured the audience's attention with his powerful voice.

“The blessings in which you, this day, rejoice, are not enjoyed in common ... This Fourth of July is yours, not mine. You may rejoice, I must mourn.”

—Frederick Douglass, quoted in *From Slavery to Freedom* by John Hope Franklin and Alfred A. Moss Jr.

In addition to his many speaking tours in the United States and Europe, Douglass published a newspaper called the *North Star* and wrote several autobiographies. His autobiographies were intended to show the injustices of slavery.

Another former slave, **Sojourner Truth**, also contributed to the abolitionist cause. She claimed God had called her to travel through the United States and preach the truth about slavery and women's rights. With her deep voice and quick wit, Truth became legendary in the antislavery movement for her fiery and dramatic speeches.

Other African Americans wrote narratives about their experiences as slaves to expose the cruelties that many slaves faced. In 1861, Harriet Jacobs published *Incidents in the Life of a Slave Girl*, one of the few slave narratives by a woman. William Wells Brown wrote an anti-slavery play as well as a personal narrative in the form of a novel called *Clotel*.

READING CHECK **Finding Main Ideas** In what ways did African Americans participate in the abolition movement?

The Underground Railroad

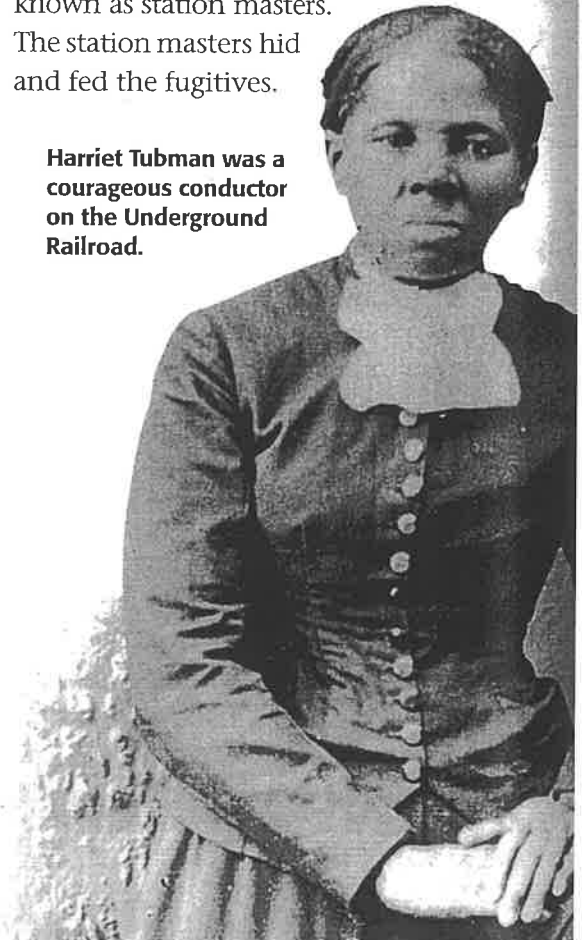
By the 1830s, a loosely organized group had begun helping slaves escape from the South. Free African Americans, former slaves, and a few white abolitionists worked together. They created what became known as the **Underground Railroad**. The organization was not an actual railroad but was a network of people who arranged transportation and hiding places for fugitives, or escaped slaves.

Fugitives would travel along routes that led them to northern states or sometimes into Canada. At no time did the Railroad have a central leadership. No one person, or group of people, was ever officially in charge. Despite the lack of any real structure, the Underground Railroad managed to achieve dramatic results.

Often wearing disguises, fugitives moved along the “railroad” at night, led by people known as conductors. Many times, the fugitives had no other guideposts but the stars. They stopped to rest during the day at “stations,” often barns, attics, or other places on property owned by abolitionists known as station masters.

The station masters hid and fed the fugitives.

Harriet Tubman was a courageous conductor on the Underground Railroad.



Primary Source

HANDBILL Anti-Abolitionist Rally

Members of an anti-abolitionist group used this flyer to call people together in order to disrupt a meeting of abolitionists in 1837.

Seditious means "guilty of rebelling against lawful authority."

The group believes abolition violates the Constitution.

OUTRAGE.

Fellow Citizens,

AN

ABOLITIONIST,

of the most revolting character is among you, exciting the feelings of the North against the South. A seditious Lecture is to be delivered

THIS EVENING,

at 7 o'clock, at the Presbyterian Church in Cannon-street. You are requested to attend and unite in putting down and silencing by peaceable means this tool of evil and fanaticism. Let the rights of the States guaranteed by the Constitution be protected.

Feb. 27, 1837. *The Union forever!*

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

What emotional language does this handbill use to get its message across?

The most famous and daring conductor on the Underground Railroad was **Harriet Tubman**. When Tubman escaped slavery in 1849, she left behind her family. She swore that she would return and lead her whole family to freedom in the North. Tubman returned to the South 19 times, successfully leading her family and more than 300 other slaves to freedom. At one time the reward for Tubman's capture reportedly climbed to \$40,000, a huge amount of money at that time.

READING CHECK Drawing Inferences

Why were the operations of the Underground Railroad kept secret?

Opposition to Ending Slavery

Although the North was the center of the abolitionist movement, many white northerners agreed with the South and supported slavery. Others disliked slavery but opposed equality for African Americans.

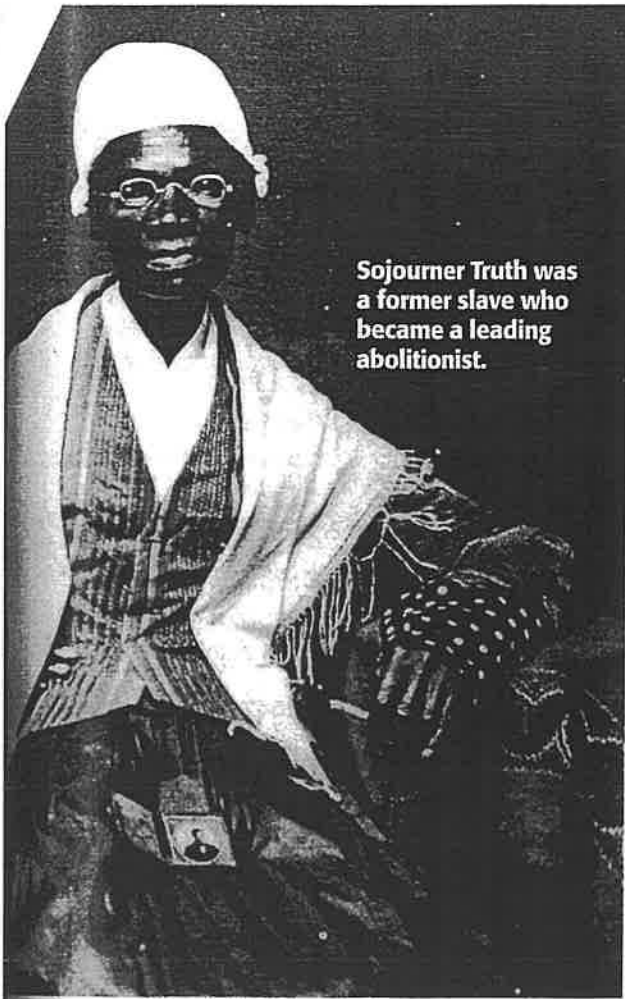
Newspaper editors and politicians warned that freed slaves would move north and take jobs from white workers. Some workers feared

losing jobs to newly freed African Americans, whom they believed would accept lower wages. Abolitionist leaders were threatened with violence as some northerners joined mobs. Such a mob killed abolitionist Elijah Lovejoy in 1837 in Alton, Illinois.

The federal government also obstructed abolitionists. Between 1836 and 1844, the U.S. House of Representatives used what was called a gag rule. Congress had received thousands of antislavery petitions. Yet the gag rule forbade members of Congress from discussing them. This rule violated the First Amendment right of citizens to petition the government. But southern members of Congress did not want to debate slavery. Many northern Congressmembers preferred to avoid the issue.

Eventually, representative and former president John Quincy Adams was able to get the gag rule overturned. His resolution to enact a constitutional amendment halting the expansion of slavery never passed, however.

Many white southerners saw slavery as vital to the South's economy and culture. They also felt that outsiders should not



Sojourner Truth was a former slave who became a leading abolitionist.

interfere with their way of life. After Nat Turner's Rebellion in 1831, when Turner led some slaves to kill slaveholders, open talk about slavery disappeared in the South. It became dangerous to voice antislavery sentiments in southern states. Abolitionists like the Grimké sisters left rather than air unpopular views to hostile neighbors. Racism, fear, and economic dependence on slavery made emancipation all but impossible in the South.

READING CHECK Drawing Conclusions

Why did many northern workers oppose the abolition movement?

SUMMARY AND PREVIEW The issue of slavery grew more controversial in the United States during the first half of the nineteenth century. In the next section you will learn about women's rights.

Section 4 Assessment

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Online Quiz

KEYWORD: SR8 HP14

Reviewing Ideas, Terms, and People

- a. Identify** What contributions did **William Lloyd Garrison** make to the abolition movement?

b. Draw Conclusions In what ways did contributions from African Americans aid the struggle for abolition?

c. Elaborate What do you think about the American Colonization Society's plan to return free African Americans to Liberia?
- a. Describe** How did the **Underground Railroad** work?

b. Explain Why did **Harriet Tubman** first become involved with the Underground Railroad?

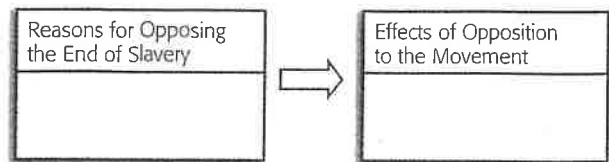
c. Evaluate Do you think the Underground Railroad was a success? Why or why not?
- a. Describe** What action did Congress take to block abolitionists?

b. Analyze Why did some Americans oppose equality for African Americans?

c. Predict How might the debate over slavery lead to conflict in the future?

Critical Thinking

- Identifying Cause and Effect** Review your notes on the abolitionist movement. Then use a graphic organizer like the one below to show the reasons for opposition to the movement and the effects of that opposition.



FOCUS ON WRITING

- Describing Abolition** Add notes about the abolitionist movement and its leaders to your chart. Be sure to note how abolitionists influenced life in the United States. What were they fighting for? Who opposed them, and why?

Frederick Douglass

As a freed slave, how would you help people still enslaved?

When did he live? 1817–1895

Where did he live? Frederick Douglass was born in rural Maryland. At age six he was sent to live in Baltimore, and at age 20 he escaped to New York City. For most of his life, Douglass lived in Rochester, New York, making his home into a stop along the Underground Railroad. He traveled often, giving powerful antislavery speeches to audiences throughout the North and in Europe.

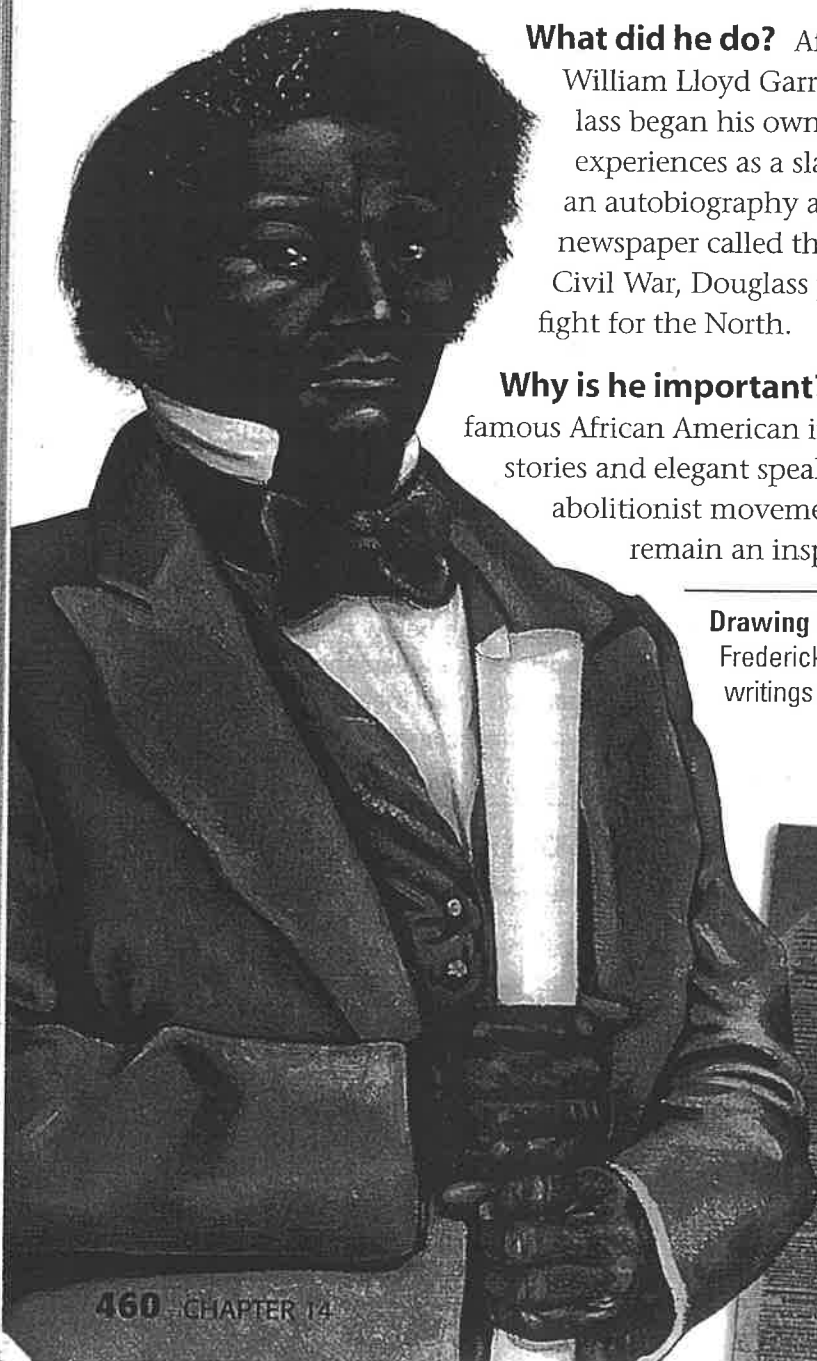
What did he do? After hearing the abolitionist William Lloyd Garrison speak in 1841, Douglass began his own speaking tours about his experiences as a slave. In mid-life he wrote an autobiography and started an abolitionist newspaper called the *North Star*. During the Civil War, Douglass persuaded black soldiers to fight for the North.

Why is he important? Douglass was the most famous African American in the 1800s. His personal stories and elegant speaking style helped the abolitionist movement to grow. His words remain an inspiration to this day.

Drawing Conclusions What made Frederick Douglass's speeches and writings so powerful?

- ### KEY EVENTS
- **1817** Born a slave in Maryland
 - **1837** Escapes slavery disguised as a sailor
 - **1841** Begins his career as a speaker on abolition
 - **1845** Writes *Narrative of the Life of Frederick Douglass*, his first autobiography
 - **1847** Publishes first issue of the *North Star*
 - **1863** Meets President Lincoln and becomes an adviser
 - **1889** Named American consul general to Haiti
 - **1895** Dies in Washington, D.C.

Frederick Douglass began publishing the *North Star*, an abolitionist newspaper, in 1847.



Women's Rights

SECTION 5

If YOU were there...

You are a schoolteacher in New York State in 1848. Although you earn a small salary, you still live at home. Your father does not believe that unmarried women should live alone or look after their own money. One day in a shop, you see a poster about a public meeting to discuss women's rights. You know your father will be angry if you go to the meeting. But you are very curious.

Would you attend the meeting? Why?

BUILDING BACKGROUND Women were active in the movements to reform prisons and schools. They fought for temperance and worked for abolition. But with all their work for social change, women still lacked many rights and opportunities of their own. Throughout the 1800s, the women's rights movement gradually became stronger and more organized.

Women's Struggle for Equal Rights

Fighting for the rights of African Americans led many female abolitionists to fight for women's rights. In the mid-1800s, these women found that they had to defend their right to speak in public, particularly when a woman addressed both men and women. For example, members of the press, the clergy, and even some male abolitionists criticized the Grimké sisters. These critics thought that the sisters should not give public speeches. They did not want women to leave their traditional female roles. The Grimkés protested that women had a moral duty to lead the antislavery movement.

Early Writings for Women's Rights

In 1838 Sarah Grimké published a pamphlet arguing for equal rights for women. She titled it *Letters on the Equality of the Sexes and the Condition of Women*.

"I ask no favors for my sex ... All I ask our brethren [brothers] is that they will take their feet from off our necks, and permit us to stand upright on that ground which God designed us to occupy."

—Sarah Grimké, quoted in *The Grimké Sisters from South Carolina*, edited by Gerda Lerner

What You Will Learn...

Main Ideas

1. Influenced by the abolition movement, many women struggled to gain equal rights for themselves.
2. Calls for women's rights met opposition from men and women.
3. The Seneca Falls Convention launched the first organized women's rights movement in the United States.

The Big Idea

Reformers sought to improve women's rights in American society.

Key Terms and People

Elizabeth Cady Stanton, p. 464

Lucretia Mott, p. 464

Seneca Falls Convention, p. 464

Declaration of Sentiments, p. 464

Lucy Stone, p. 465

Susan B. Anthony, p. 465

TAKING NOTES

Create a graphic organizer like the one shown below. Use it to show some of the significant events in the struggle for women's rights.

Date	Events
1838	
1848	
1851	
1860	

Sarah Grimké also argued for equal educational opportunities. She pointed out laws that negatively affected women. In addition, she demanded equal pay for equal work.

Sarah Grimké never married. She explained that the laws of the day gave a husband complete control of his wife's property. Therefore, she feared that by marrying, she would become more like a slave than a wife. Her sister, Angelina, did marry, but she refused to promise to obey her husband during their marriage ceremony. She married Theodore Weld, an abolitionist. Weld agreed to give up his legal right to control her property after they married. For the Grimkés, the abolitionist principles and women's rights principles were identical.

In 1845 the famous transcendentalist Margaret Fuller published *Woman in the Nineteenth Century*. This book used well-known sayings to explain the role of women in American society. Fuller used democratic and transcendentalist principles to stress the importance of individualism to all people, especially women. The book influenced many leaders of the women's rights movement.

Sojourner Truth

Sojourner Truth was another powerful supporter of both abolition and women's rights.

She had been born into slavery in about 1797. Her birth name was Isabella Baumfree. She took the name Sojourner Truth because she felt that her mission was to be a sojourner, or traveler, and spread the truth. Though she never learned to read or write, she impressed many well-educated people. One person who thought highly of her was the author Harriet Beecher Stowe. Stowe said that she had never spoken "with anyone who had more . . . personal presence than this woman." Truth stood six feet tall and was a confident speaker.

In 1851 Truth gave a speech that is often quoted to this day.

"That man over here says that women need to be helped into carriages and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages or over mud puddles, or gives me any best place . . . Look at me! I have ploughed and planted and . . . no man could head [outwork] me. And ain't I a woman?"

—Sojourner Truth, quoted in *A History of Women in America* by Carol Hymowitz and Michaele Weissman

Truth, the Grimké sisters, and other supporters of the women's movement were determined to be heard.

READING CHECK Drawing Inferences

Why would reformers link the issues of abolition and women's rights?

Time Line

Women's Voting Rights

1776 Abigail Adams asks her husband, John Adams, to "remember the ladies" and their rights in the Declaration of Independence.



1848 The Seneca Falls Convention is held and the Declaration of Sentiments is written.



Opposing the Call for Women's Rights

Publications about women's rights first appeared in the United States shortly after the American Revolution. However, women's concerns did not become a national issue with strong opposition for many more years.

The Movement Grows

The change took place when women took a more active and leading role in reform and abolition. Other social changes also led to the rise of the women's movement. Women took advantage of better educational opportunities in the early 1800s. Their efforts on behalf of reform groups helped them learn how to organize more effectively and to work together.

Another benefit of reform-group work was that some men began to fight for women's rights. Many activists, both men and women, found it unacceptable that women were not allowed to vote or sit on juries. They were also upset that married women in many states had little or no control over their own property.

Opposition to Women's Rights

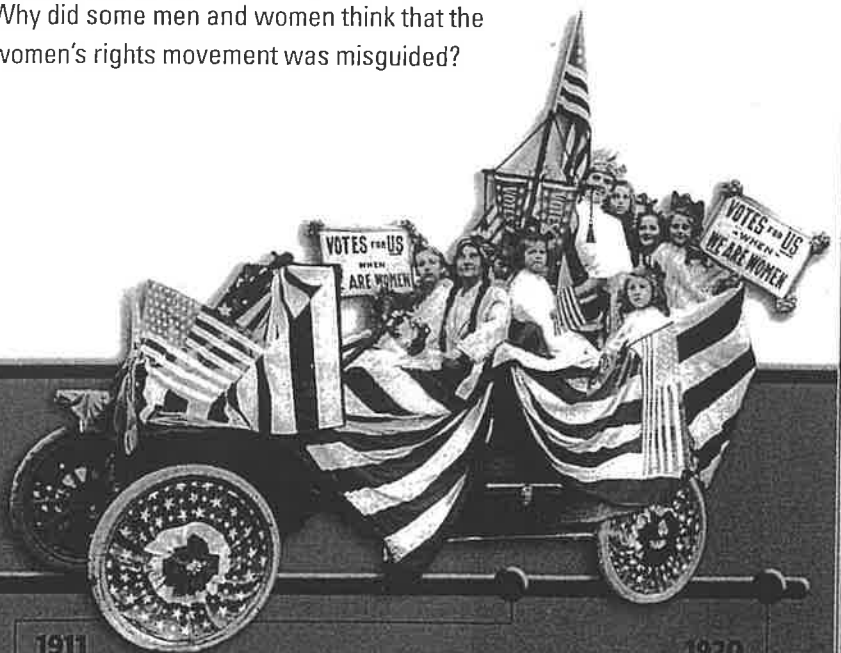
Like the abolitionist movement, the struggle for women's rights faced opposition. Many people did not agree with some of the goals of

the women's rights movement. Some women believed that they did not need new rights. They said that women were not unequal to men, only different. Some critics believed that women should not try to work in public for social changes. Women were welcome to work for social change, but only from within their homes. "Let her not look away from her own little family circle for the means of producing moral and social reforms," wrote T. S. Arthur. His advice appeared in a popular women's magazine called *The Lady at Home*.

Some people also thought that women lacked the physical or mental strength to survive without men's protection. They believed that a woman should go from the protection of her father's home to that of her husband's. They also thought that women could not cope with the outside world; therefore, a husband should control his wife's property. Despite opposition, women continued to pursue their goal of greater rights.

READING CHECK Drawing Conclusions

Why did some men and women think that the women's rights movement was misguided?



1872 Susan B. Anthony is arrested while trying to vote in New York.

1890 Wyoming's new state constitution includes women's suffrage.

1911 The National Association Opposed to Woman Suffrage is formed.

1920 On August 26, the Nineteenth Amendment is declared ratified by Congress, giving women the right to vote.

"There never will be complete equality until women themselves help to make laws and elect lawmakers."

Susan B. Anthony

ANALYSIS SKILL READING TIME LINES

Women in Wyoming could vote how many years before women in the rest of the country could?

Primary Source

HISTORIC DOCUMENT

Declaration of Sentiments

At the 1848 Seneca Falls Convention, 100 people signed the Declaration of Sentiments, a document declaring the rights of women. The wording of the document purposely echoed the Declaration of Independence.

The authors use the same words that are in the Declaration of Independence, but include women.

Here the women demand that they become a part of government.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable¹ rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance² to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

1. **inalienable** not able to be taken away 2. **allegiance** loyalty

ANALYSIS SKILL ANALYZING PRIMARY SOURCES

Why would women want to use the Declaration of Independence as a source for their own declaration?

Seneca Falls Convention

In 1840 **Elizabeth Cady Stanton** attended the World's Anti-Slavery Convention in London, England, while on her honeymoon. She discovered that, unlike her husband, she was not allowed to participate. All women in attendance had to sit behind a curtain in a separate gallery of the convention hall. William Lloyd Garrison, who had helped found the American Anti-Slavery Society, sat with them in protest.

The treatment of women abolitionists at the convention angered Stanton and her new friend, **Lucretia Mott**. Apparently, even many abolitionists did not think that women were equal to men. Stanton and Mott wanted to change this, so they planned to "form a society to advance the rights of women." Eight years passed before Stanton and Mott finally announced the **Seneca Falls Convention**, the first public meeting about women's rights held in the United States. It opened on July 19, 1848, in Seneca Falls, New York.

Declaration of Sentiments

The convention organizers wrote a **Declaration of Sentiments**. This document detailed beliefs about social injustice toward women. They used the Declaration of Independence as the basis for the language for their Declaration of Sentiments. The authors included 18 charges against men—the same number that had been charged against King George III. The Declaration of Sentiments was signed by some 100 people.

About 240 people attended the Seneca Falls Convention, including men such as abolitionist Frederick Douglass. Many other reformers who also worked in the temperance and abolitionist movements were present. Several women who participated in the convention worked in nearby factories. One of them, 19-year-old Charlotte Woodward, signed the Declaration of Sentiments. She worked long hours in a factory, making gloves. Her wages were very low, and she could not even keep her earnings. She had to turn her wages over to her father.

Women's Rights Leaders

After the convention, the struggle continued. Women's rights activists battled many difficulties and much opposition. Still, they kept working to obtain greater equality for women. Among the many women working for women's rights, three became important leaders: Lucy Stone, Susan B. Anthony, and Elizabeth Cady Stanton. Each brought different strengths to the fight for women's rights.

Lucy Stone was a well-known spokesperson for the Anti-Slavery Society. In the early years of the women's rights movement, Stone became known as a gifted speaker. Elizabeth Cady Stanton called her "the first who really stirred the nation's heart on the subject of women's wrongs."

Susan B. Anthony brought strong organizational skills to the women's rights movement. She did much to turn the fight for

women's rights into a political movement.

[Anthony argued that women and men should receive equal pay for equal work. She also believed that women should be allowed to enter traditionally male professions, such as religion and law. Anthony was especially concerned with laws that affected women's control of money and property.

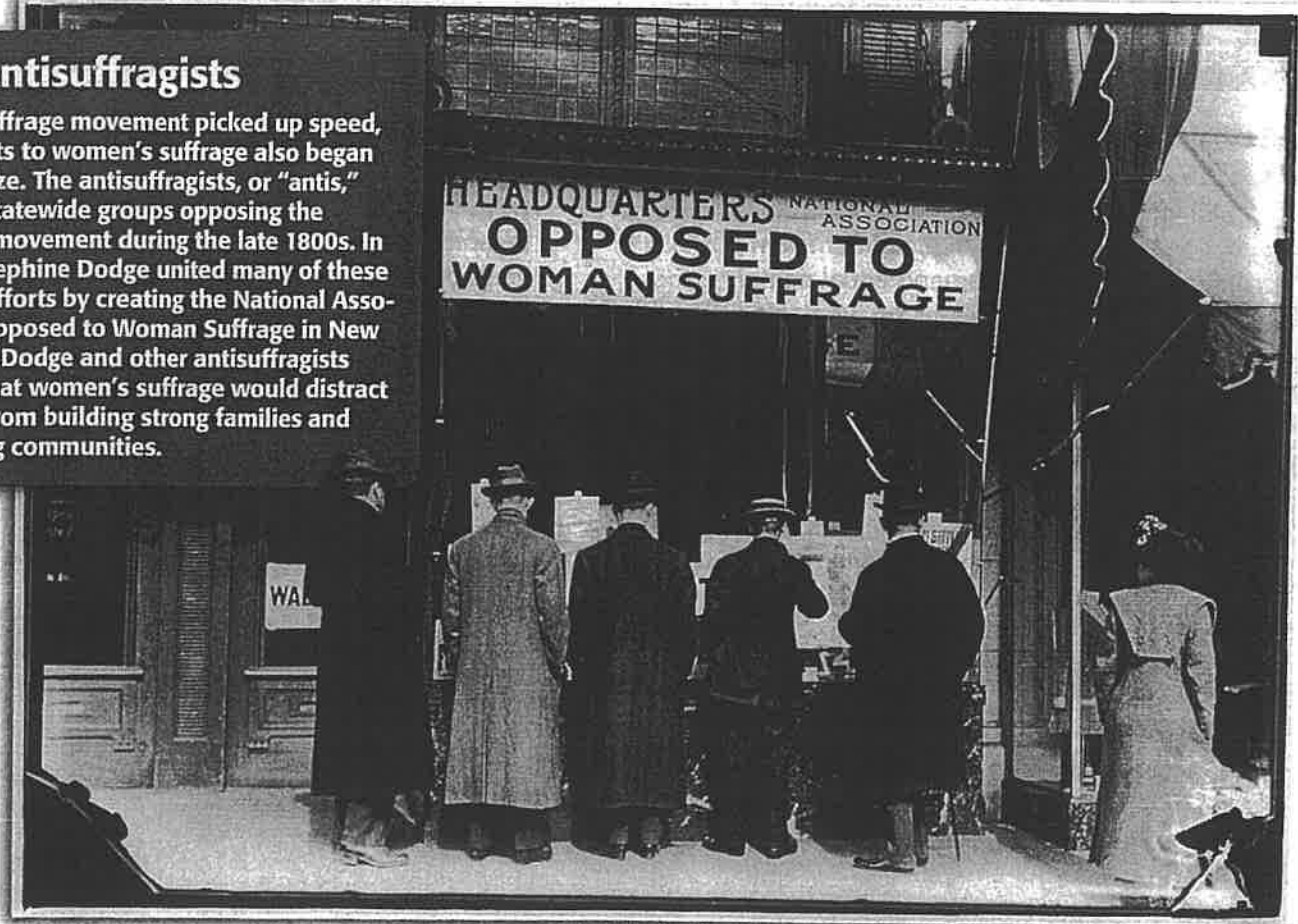
Anthony led a campaign to change laws regarding the property rights of women. She wrote in her diary that no woman could ever be free without "a purse of her own." After forming a network to cover the entire state of New York, she collected more than 6,000 signatures to petition for a new property-rights law. In 1860, due largely to the efforts of Anthony, New York finally gave married women ownership of their wages and property. Other states in the Northeast and Midwest soon created similar laws.

THE IMPACT TODAY

As of the year 2000, women earned about 75 percent as much as men in the United States did.

The Antisuffragists

As the suffrage movement picked up speed, opponents to women's suffrage also began to organize. The antisuffragists, or "antis," formed statewide groups opposing the suffrage movement during the late 1800s. In 1911, Josephine Dodge united many of these groups' efforts by creating the National Association Opposed to Woman Suffrage in New York City. Dodge and other antisuffragists argued that women's suffrage would distract women from building strong families and improving communities.



Elizabeth Cady Stanton wrote many of the documents and speeches of the movement, which were often delivered by Anthony. Stanton was a founder and important leader of the National Woman Suffrage Association. This organization was considered one of the more radical groups because of its position that abolition was not a more important cause than women's rights.

Not every battle was won. Other major reforms, such as women's right to vote, were not achieved at this time. Still, more women than ever before became actively involved in women's rights issues. This increased activity was one of the movement's greatest accomplishments.

READING CHECK Identifying Points of View

What did Susan B. Anthony mean when she said that no woman could be free without "a purse of her own"?



Lucy Stone worked for equal rights for women and African Americans.

SUMMARY AND PREVIEW Women's rights became a major issue in the mid-1800s, as women began to demand a greater degree of equality. In the next chapter you will read about western expansion.

Section 5 Assessment

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Online Quiz

KEYWORD: SR8 HP14

Reviewing Ideas, Terms, and People

1. **a. Identify** What role did Sojourner Truth play in both the abolition and women's rights movements?
b. Analyze How did the abolition movement influence women to demand equal rights?
2. **a. Identify** What limitations on women's rights did many activists find unacceptable?
b. Summarize Why did many Americans oppose equal rights for women?
c. Elaborate What arguments might you use to counter the arguments of men and women who opposed equal rights for women?
3. **a. Recall** Who were the three main leaders of the women's rights movement, and how did they each contribute to the movement?
b. Draw Conclusions Why might working-class women like Charlotte Woodward have supported the **Seneca Falls Convention** and the **Declaration of Sentiments**?
c. Evaluate Do you agree with **Susan B. Anthony** that women should receive equal pay for equal work? Explain your answer.

Critical Thinking

4. **Analyzing** Review your notes on events in the women's rights movement. Then copy the graphic organizer shown below and use it to show the goals of the movement, as well as the arguments against it.

Goals	Opponents' Arguments

FOCUS ON WRITING

5. **Describing Women's Suffrage** Add notes about the women's suffrage movement to your chart. Note important leaders and describe what they were fighting for. Ask yourself, "How did the women's suffrage movement change life in the United States?"