

TOPIC  
**6**  
LESSON 1

**Lesson Summary**  
**MOVING WEST**

**MODIFIED CORNELL NOTES**

In the 1600s and 1700s, Spanish settlers spread into New Mexico, Texas, and California, where they set up ranches, missions, and presidios. However, these areas remained sparsely populated. Lacking colonists, the Spanish leaders in California sought to convert Indians to Christianity. Franciscan priests led by Father Junípero Serra set up a string of missions that became more successful than those in Texas or New Mexico. However, conflicts between the Spanish and American Indian groups remained a problem.

In 1821, a revolution ended Spanish rule in Mexico. The U.S. government recognized Mexico's independence. However, **expansionists** quickly began to covet the territories of northern Mexico. These Americans thought that the Mexican government and economy were weak and that the territory should belong to the United States. This idea, known as Manifest Destiny, claimed that it was God's plan for the United States to own most or all of North America.

Mexican independence spurred U.S. trade with Mexico, allowing merchants to establish an active trading route along the Santa Fe Trail. This trade benefited Mexico, but the U.S. traders and settlers would come to threaten the security of Mexico's border.

Adventurous men known as Mountain Men also traveled west. They worked as fur trappers, explored the Rocky Mountains, and established new trails, which settlers used to travel westward. By the 1840s, large wagon trains were taking settlers west in great numbers. Commencing in springtime in Missouri, the demanding journey covered nearly 2,000 miles and took about five months to complete. Despite the hardships of the journey, settlers **persevered**. One popular trail became known as the Oregon Trail.

The religious group called the Mormons had a different reason than most for moving west. They were fleeing religious persecution. Their leader, Brigham Young, led migrants west to establish a colony on the eastern shore of the Great Salt Lake.

Most settlers were left alone by American Indians during their move west. However, the federal government still sought to ensure their safety. The 1851 Treaty of Fort Laramie bound the Indians to territories away from the major trails.

**Lesson Vocabulary**

**expansionist** a person who favors expanding the territory or influence of a country

**persevere** to do something despite its difficulty

TOPIC

**6**

LESSON 2

**Lesson Summary****TEXAS AND THE MEXICAN-AMERICAN WAR****MODIFIED CORNELL NOTES**

In 1821, only a few thousand Hispanics, known as Tejanos, lived in Texas. To develop the territory, Mexico invited Americans to settle there. In return for cheap land grants, Americans had to agree to become Mexican citizens, to become Roman Catholics, and to accept the Mexican constitution banning slavery.

Led by Stephen F. Austin, these settlers came in large numbers. By 1835, American settlers outnumbered Tejanos by six to one. However, tension was growing between the settlers and the Mexican government. The settlers were **reluctant** to honor the agreement they had made with Mexico when they accepted the land grants. They were also unhappy with Mexico's ruthless leader, Antonio López de Santa Anna. The settlers wanted greater **autonomy**, or more control over their own affairs. In 1835, the Texans rebelled against the Mexican government. The rebels declared independence and called their new nation the Lone Star Republic.

Santa Anna led his army north to attack the Texans. At the Alamo, a former mission in San Antonio, Mexican troops slaughtered the Texans. The bloody defeat motivated the Texans to fight even harder. Sam Houston led the Texan army in a surprise attack on Santa Anna's army. Houston's men won, and Santa Anna was forced to sign a treaty recognizing Texan independence.

The Mexican government refused to honor the treaty. A border war persisted for the next decade. When the U.S. Congress voted to annex Texas as a state in 1845, Mexico was outraged. President James K. Polk supported the annexation.

Polk won the election by supporting the annexation of Texas and Oregon. Americans who opposed Polk feared that he planned to annex the Mexican provinces **adjacent** to Texas, including New Mexico and California. Polk pushed the nation closer to war by ordering U.S. troops into the contested borderlands in Texas. General Zachary Taylor led these troops. In May 1846, a border clash between U.S. and Mexican troops in which Americans were killed led Polk to declare war on Mexico.

The United States had many advantages, including its size, wealth, and larger population. In 1847, General Winfield Scott captured Mexico City. America had won a sweeping victory over Mexico.

**Lesson Vocabulary**

**reluctant** unwilling; marked by mental hesitation or reservations

**autonomy** the independent control of one's own affairs

**adjacent** neighboring; nearby

TOPIC

**6**

LESSON 3

**Lesson Summary****AMERICA ACHIEVES MANIFEST DESTINY****MODIFIED CORNELL NOTES**

In February 1848, the defeated Mexicans made peace with the United States in the Treaty of Guadalupe Hidalgo. Mexico was forced to give up the northern third of their country. In 1853, the United States gained territory in southern Arizona and New Mexico from Mexico in the Gadsden Purchase. The new lands **comprised** present-day New Mexico, California, Nevada, Utah, Arizona, and half of Colorado.

The Mexican-American War had many far-reaching effects. The new territories made the fight over slavery even more heated. Whigs proposed the Wilmot Proviso, a law that would have prohibited slavery in the new territories. Congress broke into northern and southern groups, and major political parties were divided. The Wilmot Proviso never passed, but it brought the slavery issue to the forefront and weakened the two major parties.

In 1848, workers at a sawmill on the West Coast discovered gold. The discovery set off the California Gold Rush. This mass migration brought tens of thousands of people west. About half of these **forty-niners** traveled by land, and another half went by sea. Forty-niners also came from South America and China. In just five years, California's population jumped by more than 200,000 people. Most of these miners had a difficult, violent life. They worked hard, earned little, and suffered from disease and terrible living conditions.

At first, most miners used **placer mining**, in which each miner tried to find gold in rivers and streams and along the banks with little equipment. Over time, however, better equipment was used. **Hydraulic mining**, which employed jets of water to erode gravel hills, and "hard rock mining" were both more effective, but they also damaged the environment more.

The rapid settlement of California had unforeseen consequences. American Indians were killed and terrorized by the thousands. Many Mexican Americans lost their land and their rights. California also caused a problem when it applied for statehood. At that time, the number of slave and free states was equal. However, if California became a free state, it would tip the balance. Northern and southern congressmen debated slavery yet again.

**Lesson Vocabulary****comprised** made up of**forty-niner** a miner who went to California after the discovery of gold in 1848**placer mining** the use of metal pans, picks, and shovels to harvest gold from the banks and bottoms of rivers and streams**hydraulic mining** the use of water to erode gravel hills into long sluices to catch any gold

TOPIC

**6**

LESSON 4

**Lesson Summary****A RELIGIOUS AWAKENING SPARKS REFORM****MODIFIED CORNELL NOTES**

In the early 1700s, Americans experienced a burst of religious energy known as the Great Awakening. Another revival of religious feeling, the Second Great Awakening, swept the country in the early 1800s. Protestant preachers known as **revivalists** taught that religion was vital to the nation.

This excitement about religion started in Kentucky and spread across the nation. Revivalists such as Charles Grandison Finney taught listeners in large outdoor gatherings called "revivals." Finney gave passionate sermons that were emotionally moving. This **evangelical** style of preaching proved very successful in winning converts. African Americans were also part of this movement. They attended revivals and sometimes started their own churches.

Excitement about religion also led to the formation of two new religious groups. In 1830, Joseph Smith established the Church of Jesus Christ of Latter-day Saints. His followers were commonly called the Mormons. In New England, some members of Puritan churches broke away into a new group called the Unitarians. They believed that God was a single divine being instead of a "Trinity."

As Protestant believers grew in their enthusiasm and political power, some non-Protestants faced persecution. Mormons faced violence when their neighbors opposed their beliefs. Catholics and Jews faced **discrimination** in the early 1800s, too. In some places, Protestants rioted against Catholic worshippers. State constitutions, from New England to the South, barred Jews from holding public office. Americans often ostracized Jews.

Some groups took advantage of abundant land and established **utopian communities**. They hoped these settlements would be perfect worlds where all residents worked together. In New England, a group known as the Transcendentalists developed a new way to look at humanity, nature, and God. Writers like Ralph Waldo Emerson and Henry David Thoreau thought that people could transcend, or go beyond, their senses to learn about the world and to learn the truth about the universe.

*(Continues on the next page.)*

**Lesson Vocabulary**

**revivalist** a preacher who works to renew the importance of religion in American life

**evangelical** a style of worship meant to elicit powerful emotions to gain converts

**discrimination** unfair bias in the treatment of a particular group

**utopian community** separate settlement established with the goal of moral perfection

TOPIC  
**6**  
LESSON 4

**Lesson Summary**

**A RELIGIOUS AWAKENING SPARKS REFORM (continued)**

**MODIFIED CORNELL NOTES**

In the early and middle 1800s, many Americans worked to reform American life and to help disadvantaged people. Reformers tackled problems in several areas of public life.

Many reformers thought that education in America was inadequate. Because there were no tax-supported schools that children were required to attend, most children did not receive a formal education. The **public school movement** tried to establish state-supported schools. Reformers thought that education would give Americans the **intellectual** tools needed to keep the nation strong. School reformers, such as Horace Mann, also tried to ensure that schools were funded and had good teachers. Over the next few decades, public schools became common nationwide. Many women, such as Catharine Beecher, played key roles in the school reform movement. Beecher helped establish schools for women.

Some reformers tried to help the mentally ill. Dorothea Dix discovered that many mentally ill patients were placed in prisons along with criminals. By encouraging her state and many others to build humane hospitals for the mentally ill, she promoted the creation of the first modern mental hospitals.

Dorothea Dix also collaborated with others to reform the prison system. The **penitentiary movement** sought to change prisons and make them less cruel. Due to the efforts of these reformers, prisoners were less isolated and received better treatment.

Some reformers blamed societal ills on the abuse of alcohol, believing it was the root cause of most crime, poverty, and family neglect. Reformers launched the **temperance movement** to end alcohol abuse. Temperance means drinking alcoholic beverages in moderation. Reformers warned the public that drinking alcohol led to many social problems.

The temperance movement only had real success when reformers, such as Neal Dow, won changes in the law. Dow became the mayor of Portland, Maine. He convinced Maine to pass a law restricting the sale of alcohol, setting a precedent that many other states chose to follow.

**Lesson Vocabulary**

**public school movement** a movement aimed at providing greater educational opportunities through the establishment of tax-supported public schools

**intellectual** related to the ability to understand difficult ideas

**penitentiary movement** a movement aimed at structuring prisons so that prisoners would feel penitent for their crimes

**temperance movement** a movement aimed at stopping alcohol abuse and the problems created by it

TOPIC

6

LESSON 5

**Lesson Summary****THE ABOLITION MOVEMENT****MODIFIED CORNELL NOTES**

In the early 1800s, around two million Africans and African Americans were held as slaves in the United States. Most of these men, women, and children labored all day at difficult tasks. They faced physical punishment if they did not do their work and were provided with barely enough food, clothing, and shelter.

Slaves tried to maintain some hope and dignity by relying on networks of family and friends and taking comfort in their religion, a mix of African and Christian beliefs. Other slaves resisted their masters by escaping or revolting. Denmark Vesey, a **freedman**, or former slave, planned a large slave revolt in 1822. His plan failed, but Nat Turner's revolt was more successful. Turner was a slave who led followers on a violent revolt that alarmed slaveholders.

Many northerners had objected to slavery for decades on moral grounds. Many of these Americans were part of the **abolition movement**, and they wanted slavery abolished, or ended. One leading abolitionist, William Lloyd Garrison, published an antislavery newspaper called *The Liberator*. Garrison tried to convince the public that slavery was morally wrong. He also created the American Anti-Slavery Society, whose 150,000 members worked across the nation to abolish slavery.

Another famous abolitionist was Frederick Douglass. This former slave was an effective lecturer against slavery and even served as an adviser to President Lincoln during the Civil War.

Most Americans still opposed abolishing slavery. Slaveholders argued that the southern economy would collapse without slavery. Some southerners claimed that Christianity supported slavery or that slaves could not survive without their masters. They felt that Africans were inferior and that their enslavement was historically **inevitable**. Many northerners opposed abolition, too. Some feared that African Americans would take their jobs.

Most white northerners did not like the controversy about slavery and did not want to discuss abolition. In 1836, southern politicians helped pass a Gag Rule in Congress. This law prohibited Congress from discussing abolition for many years.

**Lesson Vocabulary**

**freedman** a person who has been freed from slavery

**abolition movement** a nineteenth century movement that sought an end to slavery

**inevitable** impossible to prevent; unavoidable

TOPIC

6

LESSON 6

## Lesson Summary

### WOMEN WORK FOR CHANGE

MODIFIED CORNELL NOTES

In the 1800s, American women's freedom and rights were sharply limited. Women were not allowed to have a visible role in public life, and they lacked many basic legal and economic rights. They could not own property, hold office, or vote, and very few received a formal education.

Some groups living in America, such as certain American Indians, had different traditions. Some cultures were **matrilineal**, meaning that inheritance of family names and property followed the female line in the family.

Many new opportunities for women came from the Second Great Awakening. Churches sponsored some reform groups, and many abolitionist groups were made up entirely of women. One of the most effective abolitionist lecturers was Sojourner Truth, a former slave. Women also found some opportunities by working outside of the home, which gave them a small degree of economic independence.

Many women compared their lack of rights to slavery. Despite some advances, there had been virtually no progress in women's rights. Reformers in the **women's movement** across the country began to call for greater rights.

Most women reformers did not seek full equality. However, Lucretia Mott and Elizabeth Cady Stanton did. These two abolitionists organized the nation's first Women's Rights Convention. Often called the Seneca Falls Convention, the meeting attracted hundreds of men and women. The meeting inspired many women, including Amelia Bloomer, who went on to publish a newspaper that advocated equality for women.

By the middle of the 1800s, American women had laid the foundation for a future in which equality seemed like a real possibility. For example, in 1848, New York passed the Married Women's Property Act. This law guaranteed many property rights for women. Over time, the women's movement narrowed its focus to one goal: **suffrage**, or the right to vote.

### Lesson Vocabulary

**matrilineal** when inheritance is passed down through the female side of the family

**women's movement** a movement beginning in the mid-1800s in the United States that sought greater rights and opportunities for women

**suffrage** the right to vote

TOPIC  
**6**

# Review Questions

## RESHAPING AMERICA IN THE EARLY 1800S

Answer the questions below, using the information in the Lesson Summaries on the previous pages.

### Lesson 1: Moving West

1. What did expansionists want to acquire?

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2. **Identify Main Ideas** What was the most common method for settlers to move westward?

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### Lesson 2: Texas and the Mexican-American War

3. How did Texas come to be dominated by American settlers?

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4. **Recognize Sequence** After Congress voted to annex Texas in 1845, what step led the United States closer to war with Mexico?

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### Lesson 3: America Achieves Manifest Destiny

5. Why was the Wilmot Proviso controversial?

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6. **Understand Effects** What unforeseen consequences occurred during the settlement of California?

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### Lesson 4: A Religious Awakening Sparks Reform

7. **Identify Main Ideas** How did the revivalists win so many converts?

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8. **Understand Effects** Provide an example of a reform that resulted from a reform movement.

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TOPIC  
**6**

## Review Questions

### RESHAPING AMERICA IN THE EARLY 1800S (continued)

#### Lesson 5: The Abolition Movement

9. List two ways that some enslaved people resisted their masters.

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10. Summarize How did abolitionists and slaveholders differ in their views about slavery?

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#### Lesson 6: Women Work for Change

11. What were some of the limits American women faced in the 1800s?

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12. Identify Causes and Effects List at least two effects of the women's movement.

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