

**CHAPTER**  
**9**

**GUIDED READING** *The Market Revolution*

**Section 1**

**A.** As you read about the formation of the national market economy, fill out the charts.

<b>How did these inventions help expand the national market economy?</b>	
1. Sewing machine (and improvements)	
2. Telegraph	
3. Steamboat	
4. Railroad	
5. Steel plow	
6. Mechanical reaper	

<b>How did these innovations promote the new market economy?</b>	
7. Entrepreneurial activity	
8. Canals	
9. National Road	
10. Industrialization	

**B.** On the back of this paper, briefly explain how the people or innovations in each set are related:

1. **specialization—John Deere—Cyrus McCormick**
2. **market revolution—capitalism—Samuel F. B. Morse**



**CHAPTER**  
**9**

**GUIDED READING** *Expansion in Texas*

**Section 3**

**A.** As you read this section, answer questions about the time line.

<b>1821</b>	<b>Mexico offers land grants to anyone bringing settlers to Texas.</b>	→	<b>1. Why did Mexico want Americans to settle in Texas?</b>	<b>2. Why did Americans want to settle in Texas?</b>
<b>1823</b>				
<b>1824</b>				
▼				
<b>3. What brought American settlers into conflict with the Mexican government?</b>				
▼				
<b>1835</b>	<b>The Texas Revolution is led by Texans eager to gain independence from Mexico.</b>	→	<b>4. What happened at the Alamo?</b>	
<b>1836</b>				<b>The Republic of Texas is founded.</b>
<b>1838</b>	<b>Sam Houston invites the United States to annex the new republic.</b>	→	<b>5. Why was the United States at first reluctant to annex Texas?</b>	
<b>1845</b>				<b>Texas becomes the twenty-eighth state of the Union.</b>

The Americans © 1998 McDougal Littell Inc. All rights reserved.

**B.** On the back of this paper, explain why **Stephen F. Austin** and **Antonio López de Santa Anna** were major historical figures.



## Section 4

GUIDED READING *The War with Mexico*

**A.** As you read about the war with Mexico, fill in the blanks in the following summary. You may need to abbreviate.

Mexico was angered when Texas was annexed—and became a state—in 1845. In addition, Mexico and the United States disagreed about the location of Texas’s (1) \_\_\_\_\_. U.S. President (2) \_\_\_\_\_ sent Slidell to Mexico with an unsuccessful offer to purchase disputed land in Texas and the Mexican-owned territories of (3) \_\_\_\_\_ and California.

When (4) \_\_\_\_\_’s troops blockaded the (5) \_\_\_\_\_, Mexico viewed the action as an invasion and attacked the U.S. soldiers near Matamoros.

In response, President Polk successfully urged Congress to declare war. Polk then ordered General Kearny to capture (6) \_\_\_\_\_, which was accomplished without bloodshed. In the meantime, American settlers in (7) \_\_\_\_\_ led by John C. Fremont overthrew the Mexican government in the town of Sonoma and established an independent nation that they called the (8) \_\_\_\_\_. General (9) \_\_\_\_\_ arrived and joined forces with the U.S. Navy to complete the conquest of (10) \_\_\_\_\_.

The war with Mexico was also going on in the territory of (11) \_\_\_\_\_ and in Mexico. In September 1846, General (12) \_\_\_\_\_’s troops captured the city of Monterrey. (13) \_\_\_\_\_ did not honor an agreement made with Polk to end the war and led troops in a battle at Buena Vista, which they lost. In the meantime, General Scott moved toward (14) \_\_\_\_\_, and captured the capital.

The signing of the Treaty of (15) \_\_\_\_\_ ended the war. As a result, the United States gained vast amounts of land. More was added when President (16) \_\_\_\_\_ authorized the (17) \_\_\_\_\_ in 1853. These two events, together, set the present-day borders of the lower 48 states.

**B.** On the back of this paper, describe the relationship between the **Forty-niners** and the **gold rush**.



CHAPTER  
**9**

**GEOGRAPHY APPLICATION: REGION**

# Mexico Cedes Land to the United States

**Section 4**

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

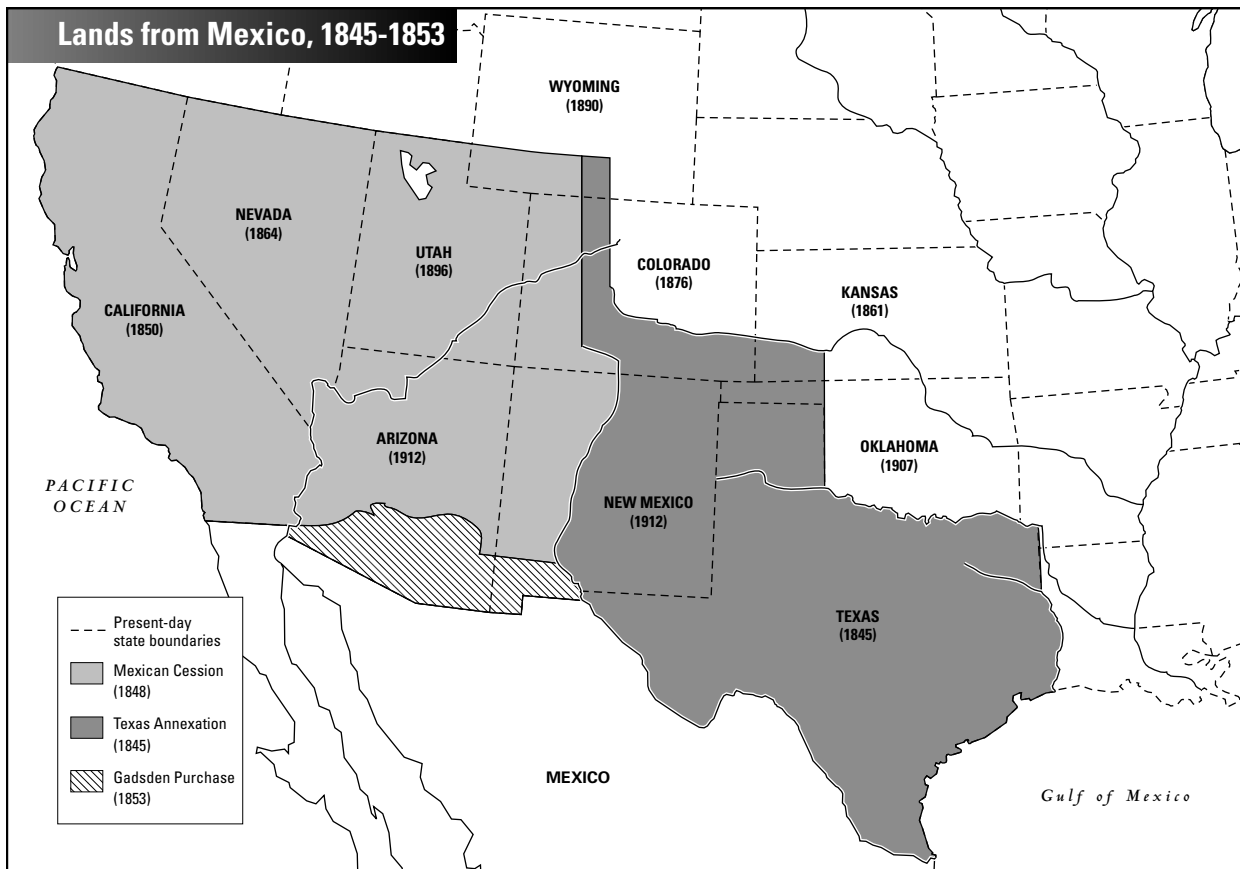
Long-standing tensions between the United States and Mexico erupted into warfare in 1846.

A year earlier the United States had angered Mexico by annexing the independent Republic of Texas and making it a state. Mexico and Texas were still in dispute over the exact borders of Texas, with Mexico refusing to concede that they extended down to the Rio Grande.

Then, when the United States sought to buy from Mexico the disputed Texas territory, as well as the territories of New Mexico and California, the Mexicans refused and war broke out.

The war with Mexico lasted until 1848. At its conclusion the two parties signed a treaty that ceded to the United States, for \$15 million, all the territory it sought. Five years later, seeking a low-mountain passage through which to build a trans-continental railroad, the United States bought, for \$10 million, a strip of land in a deal called the Gadsden Purchase. Thus, between 1845 and 1853 the United States gained more than a million square miles of land from Mexico.

The map below shows the states formed from the land and the years they achieved statehood.



The Americans © 1998 McDougal Littell Inc. All rights reserved.

### Interpreting Text and Visuals

1. How many present-day states are included, at least in part, in the acquisition from Mexico?

---

2. Look at the Mexican Cession and think about where the United States began back in 1776. What unique borders did the United States gain when it acquired this territory?

---

---

3. Which state acquired part of its land from the Mexican Cession, part from the Gadsden Purchase, and part from the Texas Annexation?

---

4. In what state is most of the land of the Gadsden Purchase found? \_\_\_\_\_

5. Which states were fashioned in their entirety from these territories? \_\_\_\_\_

---

6. How much did acquiring these three parcels of land cost the United States?

---

7. Statehood came early for some of the lands acquired from Mexico, such as California and Texas. For other lands, however, statehood came later and for some, not until the 20th century. What might account for the difference in the dates of statehood for these lands?

---

---

---

---

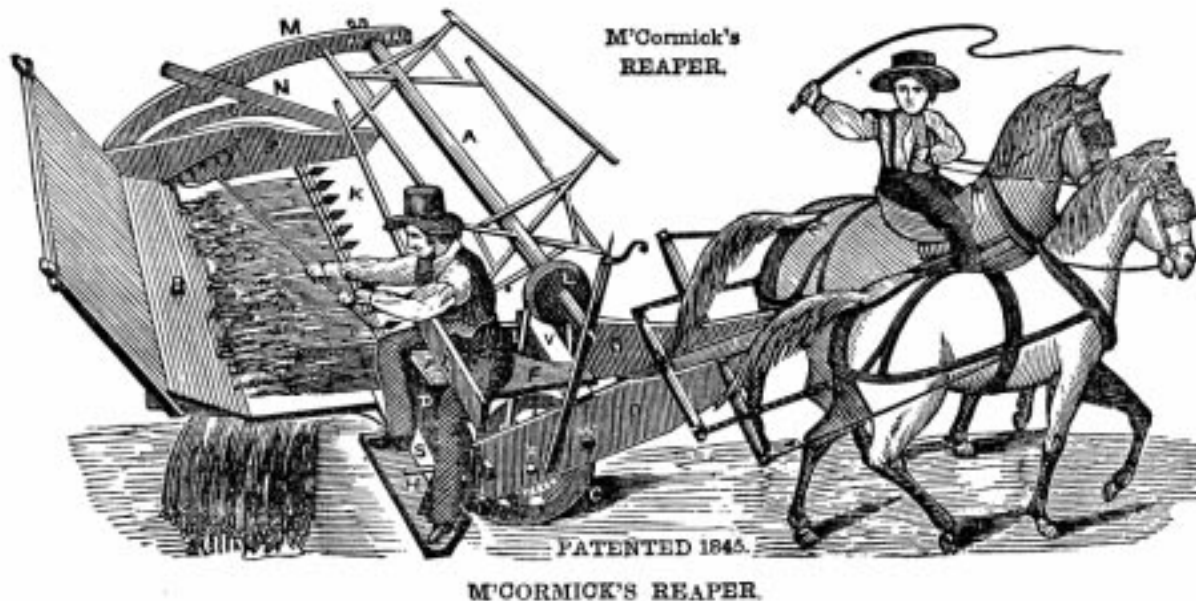
---

---

---

**CHAPTER**  
**9****Section 1****PRIMARY SOURCE** Advertisement

*Virginia farmer Cyrus McCormick invented the mechanical reaper in 1831. His invention, shown in the advertisement below, revolutionized the way American farmers harvested crops. As you examine this ad, draw conclusions about how McCormick's invention helped farmers.*



State Historical Society of Wisconsin [neg. # WHI (X3) 30793]

**Research Options**

1. Find out more about McCormick's mechanical reaper. What were its different parts? How did it harvest grain? How did it save farmers both time and money? Besides running ads like this one, how did McCormick aggressively market his invention? Share your findings with classmates.
2. Find ads for agricultural machines that make farming today easier and more efficient. Work with your classmates to create a classroom display. Then discuss how these ads and the ad for McCormick's mechanical reaper are similar and different.



CHAPTER  
9  
Section 2

## PRIMARY SOURCE Black Hawk's Farewell Speech

*At the end of the Black Hawk War in August 1835, Chief Black Hawk gave a farewell speech at Prairie du Chien, Wisconsin. As you read his speech, think about his attitudes towards whites and his concerns for his people, the Sauk.*

You have taken me prisoner with all my warriors. I am much grieved, for I expected, if I did not defeat you, to hold out much longer, and give you more trouble before I surrendered. I tried hard to bring you into ambush, but your last general understands Indian fighting. . . . I fought hard. But your guns were well aimed. The bullets flew like birds in the air, and whizzed by our ears like the wind through the trees in the winter. My warriors fell around me; it began to look dismal. I saw my evil day at hand. The sun rose dim on us in the morning, and at night it sunk in a dark cloud, and looked like a ball of fire. That was the last sun that shone on Black-hawk. His heart is dead, and no longer beats quick in his bosom.—He is now a prisoner to the white men; they will do with him as they wish. But he can stand torture, and is not afraid of death. He is no coward. Black-hawk is an Indian.

He has done nothing for which an Indian ought to be ashamed. He has fought for his countrymen, the squaws and papooses, against white men, who came, year after year, to cheat them and take away their lands. You know the cause of our making war. It is known to all white men. They ought to be ashamed of it. The white men despise the Indians, and drive them from their homes. But the Indians are not deceitful. The white men speak bad of the Indian, and look at him spitefully. But the Indian does not tell lies; Indians do not steal.

An Indian, who is as bad as the white men, could not live in our nation; he would be put to death, and eat up by the wolves. The white men are bad schoolmasters; they carry false looks, and deal in false actions; they smile in the face of the poor Indian to cheat him; they shake them by the hand to gain their confidence, to make them drunk, to deceive them, and ruin our wives. We told them to let us alone, and keep away from us; but they followed on, and beset our paths, and they coiled themselves among us, like the snake. They poisoned us by their touch. We were not safe. We lived in danger. We were becoming like them, hypocrites and liars, adulterers, lazy drones, all talkers, and no workers.

We looked up to the Great Spirit. We went to

our great father. We were encouraged. His great council gave us fair words and big promises; but we got no satisfaction. Things were growing worse. There were no deer in the forest. The opossum and beaver were fled; the springs were drying up, and our squaws and papooses without victuals to keep them from starving; we called a great council, and built a large fire. The spirit of our fathers arose and spoke to us to avenge our wrongs or die. We all spoke before the council fire. It was warm and pleasant. We set up the war-whoop, and dug up the tomahawk; our knives were ready, and the heart of Black-hawk swelled high in his bosom, when he led his warriors to battle. He is satisfied. He will go to the world of spirits contented. He has done his duty. His father will meet him there, and commend him.

Black-hawk is a true Indian, and disdains to cry like a woman. He feels for his wife, his children and friends. But he does not care for himself. He cares for his nation and the Indians. They will suffer. He laments their fate. The white men do not scalp the head; but they do worse—they poison the heart; it is not pure with them.—His countrymen will not be scalped, but they will, in a few years, become like the white men, so that you can't trust them, and there must be, as in the white settlements, nearly as many officers as men, to take care of them and keep them in order.

Farewell, my nation! Black-hawk tried to save you, and avenge your wrongs. He drank the blood of some of the whites. He has been taken prisoner, and his plans are stopped. He can do no more. He is near his end. His sun is setting, and he will rise no more. Farewell to Black-hawk.

*from Wayne Moquin, ed., Great Documents in American Indian History (New York: Praeger, 1973), 154–155.*

### Discussion Questions

1. What were Black Hawk's fears for his people?
2. What was his attitude towards whites?
3. Do you think that Black Hawk's attitude towards whites was justified? Why or why not? Cite reasons from your textbook to support your opinion.

CHAPTER  
9

## Section 2

## PRIMARY SOURCE On the Oregon Trail

*In the spring of 1843, more than 1,000 pioneers began the first large migration from Independence, Missouri, to the Oregon Territory. Jesse Applegate led those pioneers who owned cattle in the slow-moving "cow column." What impressions of travel on the Oregon Trail does this excerpt from Applegate's account convey?*

From 6 to 7 o'clock is a busy time; breakfast is to be eaten, the tents struck, the wagons loaded, and the teams yoked and brought up in readiness to be attached to their respective wagons. All know when, at 7 o'clock, the signal to march sounds that those not ready to take their proper places in the line of march must fall into the dusty rear for the day.

There are sixty wagons. They have been divided into fifteen divisions, or platoons, of four wagons each, and each platoon is entitled to lead in its turn. The leading platoon of today will be the rear one tomorrow and will bring up the rear unless some teamster, through indolence or negligence, has lost his place in the line and is condemned to that uncomfortable post. It is within ten minutes of 7; the corral but now a strong barricade is everywhere broken, the teams being attached to the wagons. The women and children have taken their places in them. The pilot (a borderer who has passed his life on the verge of civilization and has been chosen to the post of leader from his knowledge of the savage and his experience in travel through roadless wastes) stands ready, in the midst of his pioneers and aids, to mount and lead the way. . . .

It is on the stroke of 7; the rushing to and fro, the cracking of the whips, the loud command to oxen, and what seems to be the inextricable confusion of the last ten minutes has ceased. Fortunately everyone has been found, and every teamster is at his post. The clear notes of the trumpet sound in the front; the pilot and his guards mount their horses, the leading division of wagons moves out of the encampment, and takes up the line of march, the rest fall into their places with the precision of clockwork, until the spot so lately full of life sinks back into that solitude that seems to reign over the broad plain and rushing river as the caravan draws its lazy length toward the distant El Dorado. . . .

We are full six miles away from the line of march; though everything is dwarfed by distance, it is seen distinctly. The caravan has been about two hours in motion and is now extended as widely as a prudent regard for safety will permit. First, near

the bank of the shining river, is a company of horsemen; they seem to have found an obstruction, for the main body has halted while three or four ride rapidly along the bank of the creek or slough. They are hunting a favorable crossing for the wagons; while we look they have succeeded; it has apparently required no work to make it passable, for all but one of the party have passed on and he has raised a flag, no doubt a signal to the wagons to steer their course to where he stands.

The leading teamster sees him though he is yet two miles off and steers his course directly toward him, all the wagons following in his track. They (the wagons) form a line three quarters of a mile in length; some of the teamsters ride upon the front of their wagons, some walk beside their teams; scattered along the line companies of women and children are taking exercise on foot; they gather bouquets of rare and beautiful flowers that line the way; near them stalks a stately greyhound or an Irish wolf dog, apparently proud of keeping watch and ward over his master's wife and children. . . .

But a little incident breaks the monotony of the march. An emigrant's wife, whose state of health has caused Dr. Whitman to travel near the wagon for the day, is now taken with violent illness. The doctor has had the wagon driven out of the line, a tent pitched, and a fire kindled. Many conjectures are hazarded in regard to this mysterious proceeding and as to why this lone wagon is to be left behind. . . .

*from Jesse Applegate, "A Day with the Cow Column" in Transactions of the Fourth Annual Re-Union of the Oregon Pioneer Association; for 1876 (Salem, Ore., 1877), 57-65.*

### Activity

The events in this excerpt occur along the Platte River near Laramie, Wyoming. Find Laramie on a U.S. map and estimate how many miles the pioneers were from Independence, Missouri, and from Portland, Oregon.

CHAPTER  
9

## Section 4

PRIMARY SOURCE *from James Polk's Speech  
on War with Mexico*

*President James K. Polk and his cabinet agreed to send the following war message to Congress before word of a Mexican attack on American soldiers at Matamoras had reached Washington. As you read this excerpt from Polk's message, think about why he supports a war with Mexico.*

The strong desire to establish peace with Mexico on liberal and honorable terms, and the readiness of this Government to regulate and adjust our boundary and other causes of difference with that power on such fair and equitable principles as would lead to permanent relations of the most friendly nature, induced me in September last [1845] to seek the reopening of diplomatic relations between the two countries. Every measure adopted on our part had for its object the furtherance of these desired results. In communicating to Congress a succinct statement of the injuries which we had suffered from Mexico, and which have been accumulating during a period of more than twenty years, every expression that could tend to inflame the people of Mexico or defeat or delay a pacific result was carefully avoided. An envoy of the United States [John Slidell] repaired to Mexico with full powers, and bearing evidence of the most friendly dispositions, his mission has been unavailing. The Mexican Government not only refused to receive him or listen to his propositions, but after a long-continued series of menaces have at last invaded our territory and shed the blood of our fellow-citizens on our own soil. . . .

The grievous wrongs perpetrated by Mexico upon our citizens throughout a long period of years remain unredressed, and solemn treaties pledging her public faith for this redress have been disregarded. A government either unable or unwilling to enforce the execution of such treaties fails to perform one of its plainest duties.

Our commerce with Mexico has been almost annihilated. It was formerly highly beneficial to both nations, but our merchants have been deterred from prosecuting it by the system of outrage and extortion which the Mexican authorities have pursued against them, whilst their appeals through their own Government for indemnity have been made in vain. Our forbearance has gone to such an extreme as to be mistaken in its character. Had we

acted with vigor in repelling the insults and redressing the injuries inflicted by Mexico at the commencement, we should doubtless have escaped all the difficulties in which we are now involved.

Instead of this, however, we have been exerting our best efforts to propitiate her good will. Upon the pretext that Texas, a nation as independent as herself, thought proper to unite its destinies with our own she has affected to believe that we have severed her rightful territory, and in official proclamation and manifestoes has repeatedly threatened to make war upon us for the purpose of reconquering Texas. In the meantime we have tried every effort at reconciliation. The cup of forbearance had been exhausted even before the recent information from the frontier of the Del Norte [Rio Grande]. But now, after reiterated menaces, Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon the American soil. She has proclaimed that hostilities have commenced, and that the two nations are now at war.

As war exists, and, notwithstanding all our efforts to avoid it, exists by the act of Mexico herself, we are called upon by every consideration of duty and patriotism to vindicate with decision the honor, the rights, and the interests of our country.

*from Opposing Viewpoints in American History, Vol. I: From Colonial Times to Reconstruction (San Diego: Greenhaven Press, Inc.), 217–220.*

### Discussion Questions

1. What reasons for war did Polk cite in his message?
2. According to Polk, what steps had the United States taken to avoid war with Mexico?
3. Why do you think that Polk's message convinced Congress to vote to go to war with Mexico?

CHAPTER  
9

## Section 2

LITERATURE SELECTION *from Roughing It*  
by Mark Twain

*Like other Americans who were lured by the promise of the western frontier, Mark Twain traveled to the Nevada Territory in 1861. He bought mining stock, entered timber claims, and prospected for silver. As you read this excerpt from Twain's travel book Roughing It (1872), think about the ups and downs of his get-rich-quick scheme.*

## Chapter XXVI

By and by I was smitten with the silver fever. "Prospecting parties" were leaving for the mountains every day, and discovering and taking possession of rich silver-bearing lodes and ledges of quartz. Plainly this was the road to fortune. The great "Gould and Curry" mine was held at three or four hundred dollars a foot when we arrived; but in two months it had sprung up to eight hundred. The "Ophir" had been worth only a mere trifle, a year gone by, and now it was selling at nearly *four thousand dollars a foot!* Not a mine could be named that had not experienced an astonishing advance in value within a short time. Everybody was talking about these marvels. Go where you would, you heard nothing else, from morning till far into the night. Tom So-and-So had sold out of the "Amanda Smith" for \$40,000—hadn't a cent when he "took up" the ledge six months ago. John Jones had sold half his interest in the "Bald Eagle and Mary Ann" for \$65,000, gold coin, and gone to the States for his family. The widow Brewster "struck it rich" in the "Golden Fleece" and sold ten feet for \$18,000—hadn't money enough to buy a crape bonnet when Sing-Sing Tommy killed her husband at Baldy Johnson's wake last spring. . . .

I would have been more or less than human if I had not gone mad like the rest. Cart-loads of solid silver bricks, as large as pigs of lead, were arriving from the mills every day, and such sights as that gave substance to the wild talk about me. I succumbed and grew frenzied as the craziest.

Every few days news would come of the discovery of a brand-new mining region; immediately the papers would teem with accounts of its richness, and away the surplus population would scamper to take

possession. By the time I was fairly inoculated with the disease, "Esmeralda" had just run and "Humboldt" was beginning to shriek for attention. "Humboldt! Humboldt!" was the new cry, and straightway Humboldt, the newest of the new, the richest of the rich, the most marvellous of the marvellous discoveries in silver-land, was occupying two columns of the public prints to "Esmeralda's" one. I was just on the point of starting to Esmeralda, but turned with the tide and got ready for Humboldt. . . .

## Chapter XXVIII

After leaving the Sink [river basin], we traveled along the Humboldt river a little way. People accustomed to the monster mile-wide Mississippi, grow accustomed to associating the term "river" with a high degree of watery grandeur.

Consequently, such people feel rather disappointed when they stand on the shores of the Humboldt or the Carson and find that a "river" in Nevada is a sickly rivulet which is just the counterpart of the Erie canal in all respects save that the canal is twice as long and four times as deep. One of the pleasantest and most invigorating exercises one can contrive is to run and jump across the Humboldt river till he is overheated, and then drink it dry.

On the fifteenth day we completed our march of two hundred miles and entered Unionville, Humboldt county, in the midst of a driving snow-storm. Unionville consisted of eleven cabins and a liberty-pole. Six of the cabins were strung along one side of a deep canyon, and the other five faced them. The rest of the landscape was made up of bleak mountain walls that rose so high into the sky from both sides of the canyon that the village was left, as it were, far down in the bottom of a crevice. It was always daylight on

*Cart-loads of solid silver bricks, as large as pigs of lead, were arriving from the mills every day.*

the mountain tops a long time before the darkness lifted and revealed Unionville.

We built a small, rude cabin in the side of the crevice and roofed it with canvas, leaving a corner open to serve as a chimney, through which the cattle used to tumble occasionally, at night, and mash our furniture and interrupt our sleep. It was very cold weather and fuel was scarce. Indians brought brush and bushes several miles on their backs; and when we could catch a laden Indian it was well—and when we could not (which was the rule, not the exception), we shivered and bore it.

I confess, without shame, that I expected to find masses of silver lying all about the ground. I expected to see it glittering in the sun on the mountain summits. I said nothing about this, for some instinct told me that I might possibly have an exaggerated idea about it, and so if I betrayed my thought I might bring derision upon myself. Yet I was as perfectly satisfied in my own mind as I could be of anything, that I was going to gather up, in a day or two, or at furthest a week or two, silver enough to make me satisfactorily wealthy—and so my fancy was already busy with plans for spending this money. The first opportunity that offered, I sauntered carelessly away from the cabin, keeping an eye on the other boys, and stopping and contemplating the sky when they seemed to be observing me; but as soon as the coast was manifestly clear, I fled away as guiltily as a thief might have done and never halted till I was far beyond sight and call. Then I began my search with a feverish excitement that was brimful of expectation—almost of certainty. I crawled about the ground, seizing and examining bits of stone, blowing the dust from them or rubbing them on my clothes, and then peering at them with anxious hope. Presently I found a bright fragment and my heart bounded! I hid behind a boulder and polished it and scrutinized it with a nervous eagerness and a delight that was more pronounced than absolute certainty itself could have afforded. The more I examined the fragment the more I was convinced that I had found the door to fortune. I marked the spot and carried away my specimen. Up and down the rugged mountain side I searched, with always increasing interest and always aug-

menting gratitude that I had come to Humboldt and come in time. Of all the experiences of my life, this secret search among the hidden treasures of silver-land was the nearest to unmarred ecstasy. It was a delirious revel. By and by, in the bed of a shallow rivulet, I found a deposit of shining yellow scales, and my breath almost forsook me! A gold mine, and in my simplicity I had been content with vulgar silver! I was so excited that I half believed my overwrought imagination was deceiving me. Then a fear came upon me that people might be observing me and would guess my secret. Moved by this thought, I made a circuit of the place, and ascended a knoll to reconnoiter. Solitude. No crea-

ture was near. Then I returned to my mine, fortifying myself against possible disappointment, but my fears were groundless—the shining scales were still there. I set about scooping them out, and for an hour I toiled down the windings of the stream and robbed its bed. But at last the descending sun warned me to give up the quest, and I turned homeward laden with wealth. As I walked along I could not help smiling at the thought of my being so excited over my fragment of silver when a nobler metal

***I confess, without shame, that I expected to find masses of silver lying all about the ground. I expected to see it glittering in the sun on the mountain summits.***

was almost under my nose. In this little time the former had so fallen in my estimation that once or twice I was on the point of throwing it away.

The boys were as hungry as usual, but I could eat nothing. Neither could I talk. I was full of dreams and far away. Their conversation interrupted the flow of my fancy somewhat, and annoyed me a little, too. I despised the sordid and commonplace things they talked about. But as they proceeded, it began to amuse me. It grew to be rare fun to hear them planning their poor little economies and sighing over possible privations and distresses when a gold mine, all our own, lay within sight of the cabin and I could point it out at any moment. Smothered hilarity began to oppress me, presently. It was hard to resist the impulse to burst out with exultation and reveal everything; but I did resist. I said within myself that I would filter the great news through my lips calmly and be serene as a summer morning while I watched its effect in their faces. I said:

“Where have you all been?”

“Prospecting.”

“What did you find?”

“Nothing.”

“Nothing? What do you think of the country?”

“Can’t tell, yet,” said Mr. Ballou, who was an old gold miner, and had likewise had considerable experience among the silver mines.

“Well, haven’t you formed any sort of opinion?”

“Yes, a sort of a one. It’s fair enough here, may be, but overrated. Seven thousand dollar ledges are scarce, though. That Sheba may be rich enough, but we don’t own it; and besides, the rock is so full of base metals that all the science in the world can’t work it. We’ll not starve, here, but we’ll not get rich, I’m afraid.”

“So you think the prospect is pretty poor?”

“No name for it!”

“Well, we’d better go back, hadn’t we?”

“Oh, not yet—of course not. We’ll try it a raffle, first.”

“Suppose, now—this is merely a supposition, you know—suppose you could find a ledge that would yield, say, a hundred and fifty dollars a ton—would that satisfy you?”

“Try us once!” from the whole party.

“Or suppose—merely a supposition, of course—suppose you were to find a ledge that would yield two thousand dollars a ton—would that satisfy you?”

“Here—what do you mean? What are you coming at? Is there some mystery behind all this?”

“Never mind. I am not saying anything. You know perfectly well there are no rich mines here—of course you do. Because you have been around and examined for yourselves. Anybody would know that, that had been around. But just for the sake of argument, suppose—in a kind of general way—suppose some person were to tell you that two-thousand-dollar ledges were simply contemptible—contemptible, understand—and that right yonder in sight of this very cabin there were piles of pure gold and pure silver—oceans of it—enough to make you all rich in twenty-four hours! Come!”

“I should say he was as crazy as a loon!” said old Ballou, but wild with excitement, nevertheless.

“Gentlemen,” said I, “I don’t know anything—I haven’t been around, you know, and of course don’t know anything—but all I ask of you is to cast your

eye on *that*, for instance, and tell me what you think of it!” and I tossed my treasure before them.

There was an eager scramble for it, and a closing of heads together over it under the candle-light. Then old Ballou said:

“Think of it? I think it is nothing but a lot of granite rubbish and nasty glittering mica that isn’t worth ten cents an acre!”

So vanished my dream. So melted my wealth away. So toppled my airy castle to the earth and left me stricken and forlorn.

Moralizing, I observed, then, that “all that glitters is not gold.”

Mr. Ballou said I could go further than that, and lay it up among my treasures of knowledge, that *nothing* that glitters is gold. So I learned then, once for all, that gold in its native state is but dull, unornamental stuff, and that only

low-born metals excite the admiration of the ignorant with an ostentatious glitter. However, like the rest of the world, I still go on underrating men of gold and glorifying men of mica. Commonplace human nature cannot rise above that.

**“Suppose you could find a ledge that would yield, say, a hundred and fifty dollars a ton—would that satisfy you?”**

## Research Options

1. With a small group of classmates, research how 19th-century prospectors like Mark Twain mined gold and silver. What tools did they use? What different techniques were used to mine gold or silver? (Refer to pages 394 and 395 in your textbook.) Plan and present a short demonstration for the class.
2. Find out more about 19th-century mining booms that lured pioneers to the West, including the California gold rush and the discovery of the Comstock Lode in Nevada. Then make a cause-and-effect diagram illustrating the effects of mining booms. Share your diagram with classmates.
3. Bret Harte wrote about the California gold rush and Jack London wrote about the Alaskan gold rush in the late 1800s. Find and read a story by either Harte or London. Then write a comparison-and-contrast essay to compare Twain’s account with one of their stories.

CHAPTER  
9

AMERICAN LIVES **Lorenzo de Zavala**  
*Mexican Liberal, Texan Leader*

Section 3

*"Zavala has been the unwavering and consistent friend of liberal principles and free government. . . . The gentleman, the scholar and the patriot . . . [enjoys] the undivided affections of his fellow citizens."*—Mirabeau Lamar, speech (1836)

A Mexican politician and intellectual, Lorenzo de Zavala was also a landholder in Texas. He joined the movement for Texan independence and served in the new republic's first government.

Born in Yucatán, Zavala (1788–1836) learned from one of his teachers not to accept traditional ideas. This liberal outlook shaped his politics for life. His political writings included criticisms of Spanish authorities, which led to his arrest in 1814. He spent his three years in prison learning English and medicine. After Mexico won independence from Spain, Zavala was elected a deputy to the new congress. In that role, he met with Americans who were seeking land grants in Texas, including Stephen F. Austin.

Over the next decade, Zavala played an increasing role in Mexican politics. That nation was divided into two parties: conservative centralists who wanted a strong central government and liberal federalists who preferred greater independence for each Mexican state. Zavala was a committed federalist. His party passed a new constitution in 1824, and he joined the new legislature.

Zavala next became governor of the state of Mexico, where he instituted land and education reforms. Looking for some economic security for himself, he obtained a contract from the Mexican authorities to settle families in Texas. Meanwhile, the centralists gained control of the Mexican government. When they issued orders for his arrest, Zavala fled Mexico for his safety.

Zavala lived for a while in New York City, keeping abreast of Mexican politics by letter. With the federalists back in power in 1832, Zavala returned and resumed his post as governor of the state of Mexico. Once again, he put in motion liberal land reforms.

Elected to the Mexican national congress, Zavala tried to push other reforms aimed at stripping the Catholic church of its economic power. He was named Mexico's minister to France in 1833—a move meant to get him out of the country. While

he was in Paris, though, Antonio Lopez de Santa Anna—a general and the Mexican president—allied himself with the conservatives, including the church, that Zavala opposed. Outraged, Zavala resigned his diplomatic post. When he returned to North America, though, he headed for Texas—not Mexico. He hoped to stir a rebellion, believing that Texas and the neighboring state of Coahuila could form the basis of national reform.

Zavala bought a house on the San Jacinto River and began to urge Texans to protest Santa Anna's overturning of the 1824 Mexican constitution. As rebellion began to spread in late 1835, Zavala and Austin met to begin drawing up a government. He joined Sam Houston and others in publishing a statement of grievances against the central government of Mexico.

By the new year, support for independence was widespread. Zavala was chosen to attend the convention called to discuss the issue. He joined in the unanimous vote to declare independence and served on the committee that drafted a constitution for the new republic. He was chosen interim vice president. Meanwhile, his son became an aide to Sam Houston, leader of the Texan army. When Houston won the battle of San Jacinto and captured Santa Anna, young Zavala translated. Zavala himself, along with other Texas leaders, met with Santa Anna and negotiated his recognition of Texan independence.

In the summer of 1836, Zavala suffered an attack of malaria that weakened him. After a boating accident that fall, he died of pneumonia.

## Questions

1. Were the political divisions in Mexico similar to those in the early United States? Explain.
2. What factors led Zavala to go to Texas and join the movement for independence?
3. What made Zavala qualified to help write the Texas constitution?

CHAPTER  
9

AMERICAN LIVES **Robert E. Lee**  
*Soldier, Virginian*

Section 4

*"I must side either with or against my section. . . . I cannot raise my hand against my birthplace, my home, my children."*—Robert E. Lee, speaking to a friend, 1861

Robert E. Lee (1807–1870) was devoted to Virginia. The Lees and the Carters—his mother's family—were notable families in the state. He was also devoted to the nation. Several Lees had helped win American independence—and his father had been a cavalry commander and close friend of George Washington. As an army officer, he had sworn to defend the United States. When civil war threatened, though, Lee was forced to choose—Virginia or Union.

Though a famous family, the Lees were not well off. Lee's father lost money in unwise investments. Lee attended the military academy at West Point so he could receive a college education without straining the family's finances. An excellent student, he graduated second in his class. For almost twenty years, he moved from post to post in the routine of the peacetime army.

That changed with the outbreak of the Mexican War. An engineer, Lee was ordered to survey Mexican defenses. Moving by night near enemy lines, he showed great daring. This bravery and the excellence of his reports impressed the commander, General Winfield Scott. He was marked for advancement. After the war, he became superintendent of West Point, where he got to know many men who would become officers during the Civil War. As head of the academy, he improved the curriculum.

Like many Southerners, Lee was a strong Unionist. Even when the first states seceded after the election of 1860, he believed that tempers would cool and the Union would be preserved. He was no supporter of slavery, which he considered "a moral and political evil." But he decided that his allegiance lay with Virginia, his home state. Hoping he would not have to choose, he watched events in Virginia anxiously. On April 18, 1861, Virginia representatives voted to leave the Union. That same day, General Scott—himself a Virginian—offered Lee command of the entire Union army. "Save in defense of my native State, I never desire again to draw my sword," Lee said. He resigned the army and returned to Virginia.

Lee quickly was named a general of Virginia volunteers, but in the first year of the war, he did little. In the spring of 1862, General George B. McClellan's huge Union army threatened Richmond, capital of the Confederacy. When the commander of the Southern army was severely wounded, Lee was put in charge. He was largely untested as a field commander.

Lee proved to be a brilliant general. His attacks pushed McClellan away from Richmond, saving the city. From then until the following spring, he defeated four Union commanders in battle after battle. He succeeded with bold plans and quick, unexpected attacks. His army seemed unbeatable. Eventually, however, the lack of men and materials wore his army down.

In April 1865, Lee's army—now only a few thousand underfed, under-supplied men who were badly outnumbered—was caught in a trap. Lee did not wish to surrender, but it seemed the only choice. An aide offered an alternative: escape to the woods and fight a guerrilla war. Lee refused, determined to spare further bloodshed. Instead, he surrendered. From then until his death, Lee stressed the need for North and South to overcome their past divisions.

After the Civil War, Lee became president of Washington College in Lexington, Virginia. He felt a duty to teach the young people of the South and to stand firmly for an end to sectional hostility. When he died, the college was renamed Washington and Lee in his honor. Many memorials were created across the South to commemorate him. He also became a symbol in the North—of the Southerner who accepted the outcome of the Civil War.

## Questions

1. What do Lee's and Scott's choices reflect?
2. How did Lee's choice not to fight a guerrilla war contribute to peace between North and South?
3. Why did Lee, though a leader of the South, become a symbol in the North after the war?



**CHAPTER**  
**9**  
**Project**

**LIVING HISTORY** *Advertising a New Invention*

**ANALYZING OTHER ADS** Study several 19th-century ads to get an idea of how to appeal to your target audience. (Ask your teacher to give you a copy of the ad for the McCormick reaper, one of the primary source documents for this chapter.) Notice some common characteristics that all these ads share. Then take a look at some ads today to see what features might appeal to your target 19th-century audience. Use a chart like this one to analyze your ads.

- Books to Check Out**
- *Symbols of America* (1986) by Hal Morgan
  - *The History and Development of Advertising* (1968) by Frank Presbey
  - *The Shocking History of Advertising* (1953) by E. S. Turner

Name of Product	Target Audience	Use of Slogans	Use of Information	Use of Pictures

**PLANNING YOUR AD** Now that you know what other 19th-century ads look like, outline your own ad. Remember: you need to persuade your target audience to buy a totally new invention. Here's a checklist of information to include in your ad:

- Name of product
- Key information about product
- Features or improvements to emphasize
- Pictures
- Slogans

**DESIGNING YOUR AD** Keep these things in mind:

- Remember to address the needs and desires of your target audience.
- Include enough information about the way the invention works.
- Be persuasive.



**LIVING HISTORY** *Standards for Evaluating  
an Advertisement*

<b>IDEAS AND CONTENT</b>	<b>Exceptional</b>	<b>Acceptable</b>	<b>Poor</b>
1. Focuses on the target 19th-century audience			
2. Contains enough information about the product to make the audience want to buy it			
3. Emphasizes key product features			
4. Exhibits an effective picture or two			
5. Includes a memorable slogan			
<b>INDIVIDUAL PERFORMANCE</b>			
6. Reflects knowledge of 19th-century needs and desires			
7. Uses persuasive language effectively			
8. Demonstrates care and judgment in design and assembly			
9. Reflects consistent effort			

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Overall Rating \_\_\_\_\_