

The New West and Free North

1840–1860

Chapter Learning Objectives

1. How did the American nation expand its boundaries? What was “manifest destiny,” and how did it justify American westward expansion?
2. What issues surrounded the debate on the annexation of Texas and Oregon? How did the United States provoke a war with Mexico, how did it finally secure victory, and what were the consequences of the war?
3. What fundamental changes transformed the American economy from 1840 to 1860?
4. What were the promises and realities of free labor? How did free-labor proponents explain economic inequality in America?
5. What was the “evangelical temperament,” and what sorts of reforms did evangelical Protestants propose? How did the women’s rights movement evolve from other reform movements in order to challenge social norms of male domination? How did abolitionist thought develop in the 1840s and 1850s?

Annotated Chapter Outline

I. The Westward Movement

A. Manifest Destiny

1. Most Americans believed that the superiority of their institutions and white culture bestowed on them a God-given right

to spread their civilization across the continent.

2. In 1854, New York journalist John L. O’Sullivan coined the term *manifest destiny* as the latest justification for white settlers to take the land they coveted.
 3. As important as national pride and racial arrogance were to manifest destiny, economic gain made up its core.
- #### B. Oregon and the Overland Trail
1. The vast Oregon Country caused the pulse of American expansionists to pulse.
 2. Both Britain and the United States laid claim to Oregon; in 1818, the two countries settled on a “joint occupation” that would leave Oregon “free and open” to settlement by both countries.
 3. By the late 1830s, settlers began to trickle along the Oregon Trail, following a path blazed by the mountain men.
 4. Emigrants encountered Plains Indians, whose cultures differed markedly from those of Eastern Woodland tribes.
 5. Horses, which had been brought to the continent by Spaniards in the sixteenth century, permitted the Plains tribes to become highly mobile hunters of buffalo.
 6. Plains Indians struck fear in the hearts of whites on the wagon trains, but Native Americans had more to fear from the whites.
 7. As the number of wagon trains increased, emigrants insisted that the

federal government provide them with more protection.

8. In 1851, the government persuaded Indian chiefs to sign agreements that cleared a wide corridor for wagon trains by restricting Native Americans to specific areas that whites promised they would never violate.
 9. Still, Indians threatened emigrants less than did life on the trail.
 10. Everyone experienced hardships on the trail, but no one felt the burden quite as much as the women who made the trip.
 11. When men reached Oregon, they usually liked what they found; when women reached Oregon, they found a wilderness.
 12. Despite the ordeal of the trail and the difficulties of starting from scratch, emigrants kept coming.
- C. The Mormon Exodus
1. One remarkable group of religious emigrants, escaping years of persecution in the East, chose not to head for the Pacific Slope but settled instead in the heart of the arid West.
 2. In 1830, Joseph Smith Jr. published *The Book of Mormon* and founded the Church of Jesus Christ of Latter-Day Saints (the Mormons).
 3. Converts, attracted to the promise of a pure faith in the midst of antebellum America's social turmoil, flocked to the new church.
 4. Neighbors branded Mormons heretics, and persecution drove Smith and his followers from New York to Ohio, then to Missouri, and finally in 1839 to Nauvoo, Illinois, where they built a prosperous community of fifteen thousand.
 5. Dissenters within the church accused Smith of advocating polygamy; opponents of the church eventually arrested Smith and his brother.
 6. On June 27, 1844, a mob stormed a jail in which Smith and his brother were being held and shot both men dead.
 7. The embattled church turned to Brigham Young as its new leader; he immediately began to plan the exodus of his people from Illinois to their new home beside the Great Salt Lake.
 8. In 1850, only three years after its founding, Deseret, as the Mormons called their kingdom, became annexed to the United States as Utah Territory.
9. Outraged at the Mormon practice of polygamy, the United States sent an army force of 2,500 to invade Salt Lake City in what was known as the Mormon War, demonstrating that most Americans viewed the Mormons as a threat to American morality, law, and institutions.
- D. The Mexican Borderlands
1. In the Mexican Southwest, westward-moving Anglo-American pioneers confronted northern-moving Spanish-speaking frontiersmen.
 2. From the time Mexico won its independence from Spain, the country had a hard time defending its ill-defined borders, especially when faced with a northern neighbor that was convinced of its own superiority and bent on territorial acquisition.
 3. The American assault began quietly, with Anglo-American trappers, traders, and settlers drifting into Mexico's far northern provinces.
 4. The Mexican province of Texas attracted a flood of Americans who had settlement, not long-distance trade, on their minds.
 5. The Mexican government, which wanted to populate and develop its northern territory, granted the American Stephen F. Austin a huge tract of land in Texas.
 6. Most of the migrants were Southerners, who brought cotton and slaves with them.
 7. In 1829, the Mexican government sought to arrest further immigration with an emancipation proclamation, which it hoped would make Texas less attractive, and by muting settlers' voice in local politics.
 8. Faced with what they considered tyranny, the Texan settlers rebelled and declared the independent Republic of Texas in 1836; the following year, the United States recognized the independence of Texas from Mexico.
 9. The distant Mexican province of California also caught the eye of a few Anglo-Americans.
 10. Boosters sought to attract Americans from Oregon Country to California, and the first overland party arrived in California in 1841.
 11. The U.S. government made no secret of its desire to acquire California.

II. Expansion and the Mexican–American War

A. The Politics of Expansion

1. The complicated issues of westward expansion and the nation's boundaries ended up on the desk of John Tyler when he became president in April 1841.
2. The issue that stirred Tyler's blood, and that of much of the nation, was Texas, but the president understood that any suggestion of adding another slave state to the Union would anger many Northerners.
3. Cold-shouldered by the United States, Texans explored recognition by Great Britain, which was eager to keep Texas independent.
4. In April 1844, after months of secret negotiations between Texas and the Tyler administration, Secretary of State John C. Calhoun laid an annexation treaty before the Senate.
5. Calhoun had linked the treaty to a defense of slavery, ensuring its defeat in the Senate.
6. But the issue of Texas had not died down by the 1844 elections; the Whig Party nominated Henry Clay, an ardent opponent of annexation, and the Democrats chose James K. Polk, a strong supporter of annexation.
7. During the campaign, Clay finally recognized the groundswell of support for expansion, and he waffled, hinting that under certain circumstances he might accept annexation.
8. Americans elected Polk, who in his inaugural address offered a ringing reaffirmation of aggressive nationalism and manifest destiny.
9. In February 1845, after a fierce debate between antislavery and proslavery forces, Congress approved a joint resolution offering the Republic of Texas admission to the United States.
10. The United States and Britain compromised on the boundary of Oregon, and in 1846, the Senate approved the treaty, allowing Oregon to come into the United States as a state.

B. The Mexican-American War, 1846–1848

1. From the day Polk entered the White House, he craved Mexico's northern provinces: California and New Mexico, land that today makes up California, Nevada, and Utah, most of New Mexico and Arizona, and parts of Wyoming and Colorado.

2. Because Mexico refused to sell the land to the United States, Polk concluded that it would take military force to acquire the land.
 3. Polk sent General Zachary Taylor to march his 4,000-man army of occupation of Texas from its position on the Nueces River, the southern boundary of Texas according to the Mexicans, to the banks of the Rio Grande 150 miles south, the boundary claimed by Texas.
 4. The Mexican cavalry attacked a party of U.S. soldiers on April 15, 1846; on May 13, the U.S. Congress passed a declaration of war.
 5. The war divided the nation.
 6. Although Polk had no military experience, he directed the war personally, establishing overall strategy and overseeing details of military campaigns.
 7. Polk planned a short war in which American armies would occupy Mexico's northern provinces and defeat the Mexican army in a decisive battle or two, after which Mexico would sue for peace and the United States would keep the territory its armies had occupied.
 8. The series of uninterrupted victories in northern Mexico certainly fed the American troops' sense of superiority and very nearly led to a feeling of invincibility.
- ### C. Victory in Mexico
1. Although Americans won battle after battle, Mexico refused to trade land for peace.
 2. Polk devised another plan for winning the war, sending General Winfield Scott 250 miles inland to the capital while Taylor's troops still occupied the north.
 3. Scott won Mexico City in September 1847.
 4. On February 2, 1848, American and Mexican officials signed the Treaty of Guadalupe Hidalgo, in which Mexico agreed to give up all claims to Texas above the Rio Grande and to cede the huge provinces of New Mexico and California to the United States.
- ### D. Golden California
1. The American triumph in the war had enormous consequences for both Mexico and the United States.
 2. Between 1849 and 1852, more than 250,000 would-be miners descended on California, hoping to strike it rich in the

California gold rush, one of the wildest stampedes in the world's history.

3. Americans did not find it surprising that the discovery of gold coincided with American acquisition.
4. The miners rarely had much money or mining experience, and for many of them, life in the gold fields was nasty, brutish, and short.
5. By 1853, San Francisco, which depended on gold, had grown into a raw, booming urban frontier of 50,000.
6. As wild as the mining camps were, San Francisco was no tamer.
7. Establishing civic order on a turbulent frontier was made more difficult by the welter of nationalities, ethnicities, and races drawn to California and by Anglo bigotry.
8. Westward expansion did not stop at the California shore; by midcentury, California's ports were connected to a vast trade network in the Pacific, where American seafarers and merchants traded.

III. Economic and Industrial Revolution

A. Agriculture and Land Policy

1. As Americans moved westward, they encountered fewer forests and eventually the Midwest's comparatively treeless prairie, where they could spend less time with an ax and more time at the plow or hoe, significantly boosting agricultural productivity.
2. Labor-saving improvements in farm implements also hiked agricultural productivity.
3. Improvements in wheat harvesting also multiplied farmers' productivity.
4. In the end, the agricultural productivity that fueled the nation's economy was an outgrowth of federal land policy, which made land available to millions of ordinary people.

B. Manufacturing and Mechanization

1. Changes in manufacturing arose in the context of the nation's land-rich, labor-poor economy.
2. Because of the relative shortage of workers, manufacturers searched constantly for ways to save labor.
3. Mechanization marched forward as quickly as manufacturers could turn innovative ideas into workable combinations of gears, levers, screws, and pulleys.

4. The practice of manufacturing and then assembling interchangeable parts became known as the "American system."
5. Manufacturing and agriculture meshed into a dynamic national economy.
6. Throughout American manufacturing, hand labor continued to be an essential component of production, despite the advances in mechanization.

C. Railroads: Breaking the Bonds of Nature

1. To a degree unequaled by any other industry, railroads incorporated the most advanced developments of the age.
2. By 1850, trains steamed along nine thousand miles of track, almost two-thirds of it in New England and the Middle Atlantic states.
3. In addition to speeding transportation, railroads propelled growth of the iron and coal industries vital to railroad construction and operation.
4. Almost all railroads were built and owned by private corporations rather than by governments.
5. Undergirding these private investments was massive government aid, especially federal land grants.
6. The railroad boom of the 1850s signaled the growing industrial might of the American economy.
7. The economy of the 1840s and 1850s linked an expanding, westward-moving population by muscles, animals, and farms as well as by machines, steam, railroads, and cities.

IV. Free Labor: Promise and Reality

A. The Free-Labor Ideal: Freedom plus Labor

1. During the 1840s and 1850s, leaders throughout the North and West emphasized a set of ideas that seemed to explain why the changes under way in their society benefited some more than others.
2. By the 1850s, free-labor ideas described a social and economic ideal that accounted for both the successes and the shortcomings of the economy and society taking shape in the North and West.
3. Free-labor spokesmen celebrated hard work, self-reliance, and independence.
4. The free-labor ideal affirmed an egalitarian vision of human potential.

B. Economic Inequality

1. The free-labor ideal made sense to many Americans, especially in the North and West, because it seemed to describe their own experience.

2. Free-labor spokesmen considered these economic inequalities a natural outgrowth of freedom, the inevitable result of some individuals being more able, more willing to work, and luckier.
 3. Seeking out new opportunities in pursuit of free-labor ideals created restless social and geographic mobility.
- C. Immigrants and the Free-Labor Ladder
1. The risks and uncertainties of free labor did not deter millions of immigrants from entering the United States during the 1840s and 1850s.
 2. Nearly three out of every four immigrants who arrived between 1840 and 1860 came from either Germany or Ireland.
 3. On the whole, German immigrants settled into the middle stratum of sturdy independent producers celebrated by free-labor spokesmen.
 4. Irish immigrants, by contrast, entered at the bottom of the free-labor ladder and had difficulty climbing up.
 5. Roughly three out of four Irish immigrants worked as laborers or domestic servants.
 6. In America's labor-poor economy, Irish laborers could earn in one day wages that would require several weeks' work in Ireland, if work could be found there.
 7. Nonetheless, many wage laborers could not realistically aspire to become independent, self-sufficient property holders, despite the claims of free-labor proponents.
- V. Reforming Self and Society
- A. The Pursuit of Perfection: Transcendentalists and Utopians
1. A group of New England writers that came to be known as transcendentalists believed that individuals should not conform to the materialistic world or to some abstract notion of religion.
 2. Instead, people should look within themselves for truth and guidance.
 3. Unlike transcendentalists, some reformers tried to change the world by organizing utopian communities as alternatives to prevailing social arrangements.
 4. Some communities set out to become models of perfection that they hoped would point to a better life for everyone.
 5. Followers of Charles Fourier believed that individualism and competition were evils that denied the basic truth that men were brothers, not competitors.
 6. The Oneida community went beyond the Fourierist notion of communalism.
- B. Women's Rights Activists
1. Women participated in many reform activities that grew out of evangelical churches.
 2. In 1848, about one hundred reformers led by Elizabeth Cady Stanton and Lucretia Mott gathered at Seneca Falls, New York, for the first national women's rights convention in the United States.
 3. Nearly two dozen other women's rights conventions assembled before 1860, repeatedly calling for suffrage, but they had difficulty receiving a respectful hearing.
- C. Abolitionists and the American Ideal
1. During the 1840s and 1850s, abolitionists continued to struggle to draw the nation's attention to the plight of slaves and the need for emancipation.
 2. Black leaders rose to prominence in the abolitionist movement during the 1840s and 1850s.
 3. The commitment of black abolitionists to battling slavery grew out of their own experiences with white supremacy.
 4. Outside the public spotlight, free African Americans in the North and West contributed to the antislavery cause by quietly aiding fugitive slaves.

Lecture Strategies

LECTURE 1

Manifest Destiny and Territorial Expansion

This lecture shows the expansionist nature of the United States and how it acquired and consolidated territory to become a transcontinental nation. Begin by referring students to Map 12.4, "Territorial Expansion by 1860" (p. 413). Ask if the United States was preordained to become a transcontinental nation, and discuss the contingent nature of history. Ask students what parts of present-day America belonged to the United States at the beginning of the 1840s and what parts were owned by another country or were in dispute. Then, referring to Map 12.1, "Trails to the West" (p. 399), explain how travelers might get to western parts of North America from the United States and what sorts of economic ties were developed in the early nineteenth century.

Mention that U.S. claims to Oregon dated back to the exploration by Lewis and Clark and that British claims dated back even earlier, to exploration by Sir Francis Drake. Spain had explored and settled portions of the American Southwest and settled on a common border with Oregon by treaty with the United States in 1819. None of these claims took into account the indigenous peoples who controlled most of the territory. By the 1840s, Americans believed that God had ordained them to be prosperous and to control the American continent.

Make clear that Mexico, which inherited the Southwest when it gained independence from Spain, was seen as an impediment to American expansion. Most Americans saw Mexico as a weak nation constantly wracked by civil war in its futile attempts to build a sovereign country and populated by an inferior people of mixed-race origins. Explain the original welcome extended by Mexico in the 1820s in hopes of peopling its sparsely settled northern provinces. Next, explain the ways in which America secured control of the province in 1836. Use Map 12.3, “The Mexican War, 1846–1848” (p. 409), to demonstrate that although Texas had bordered the next Mexican province at the Nueces River, the Republic of Texas claimed but did not occupy all lands east and north of the Rio Grande up to its source in present-day Colorado (including Santa Fe, the capital of another Mexican province). Then, explore why the United States did not immediately annex Texas, and mention that almost simultaneously the United States attempted to purchase Alta California from Mexico. By 1844, annexation of Oregon and Mexico became the central issue of the presidential campaign. Using the map of the trails (Map 12.1, p. 399), explain the situation in Oregon and how it was quietly resolved in 1846. At this point, you might want to have students discuss the term *manifest destiny*, which so accurately expressed Americans’ conviction that God had ordained that the United States would occupy the entire continent, peopling the land with a “superior” race of Anglo-Americans.

Explain why the United States went to war with Mexico. First, describe the nature of John Tyler’s presidency and why he created the issue of annexation. Once elected in 1844, James Polk provoked the Mexican government into attacking American troops sent into the disputed area claimed by Texas but occupied by Mexico and then asked for a declaration of war. Many Northerners opposed the war, in part because they feared it would extend slavery; but the war was generally popular, especially in the South and West. The

Mexicans fought harder than expected of an “inferior” race of people, and the war dragged on. Using Map 12.3, “The Mexican War, 1846–1848” (p. 409), describe the strategies Polk designed to force Mexico to relinquish its northern provinces, particularly how he grabbed the provinces of New Mexico and Alta California. Then, show the effects of expansion and how it changed the demographic composition of the newly won western territories.

Next, introduce the discovery of gold with the *Historical Question* feature “Who Rushed for California Gold?” (pp. 414–415). Ask your students to consider what happened to Americans’ fascination with free-labor ideology, which exalted the daily duty of work, in the abundance of wealth generated by the gold rush. Did Americans allocate mining rights fairly to all newcomers? And finally, use the photograph of the Chinese gold miner on page 415 to discuss demographic heterogeneity resulting from the gold rush.

LECTURE 2

The Economy in the North

Begin this lecture by looking at demographic changes in America, and ask students why America attracted immigrants. (Use the photograph of the Irish tenant’s eviction on p. 426 of the textbook to start a discussion of who the immigrants were.) When someone inevitably answers that it attracted people seeking freedom, ask why these immigrants didn’t go elsewhere, such as Argentina or Canada (both of which attracted many immigrants). America’s appeal extended beyond freedom. Suggest to students that the extreme shortage of labor in ratio to its increasing productive capacity made America seem attractive to immigrants. Wages were high, and opportunities to purchase land were readily available. Concentrate on land purchase, and ask how the federal government encouraged such purchases. Explain that federal subsidies of land sales engendered greater agricultural output by putting more land under tillage, which in turn allowed for the growth of large cities.

Ask whether immigration, urbanization, and increased tillage alone account for America’s pattern of productivity. What about technological improvements? Without getting bogged down in minutiae, describe the advances in technology aimed at improving agriculture. Next, explore the ways in which railroads improved the movement of goods, people, and information. Using Map 12.5, “Railroads in 1860” (p. 420), show how railroads

altered the sense of distance between locations. Be sure to include *The Promise of Technology* feature “The Telegraph: ‘The Wonder Working Wire’” (pp. 422–423), when discussing technological innovation. Next, ask students about changes in industry and direct them to consider the “American system” of manufacturing. Was it about interchangeable parts? Discuss the ways in which tariff barriers aided industrialization more than did the slow adoption of technology in the first half of the nineteenth century.

Finally, introduce free-labor ideology, and suggest how that concept contributed to American productivity more than did any other single event, idea, or change. Once you have described what its proponents saw as the main benefits of the free-labor system, make it clear that this system, while it drove the economy, left many behind. Discuss how immigrants, Native Americans, African Americans, and white women fared under the free-labor system. Use the chapter’s opening vignette about Lincoln’s father to show how the system separated families.

LECTURE 3

Antebellum Reform Movements

This lecture demonstrates the unforeseen consequences of society’s adoption of free-will theology and free-labor ideology, both of which affirm that the individual can shape his or her own destiny. Begin by suggesting to students that these unintended consequences compelled many reformers to action, hoping to ensure the promise of America. “Rugged individualism” failed many Americans, leaving them poor despite their hard work. They worried that the cyclic nature of the economy could set them back. Thus, if individual effort failed to create success, society would have to be changed to facilitate rewarding such efforts. As a result of these concerns, a number of utopian communities came into existence to attempt different ways of improving society. Explain to students the variety of communal living experiments from the 1830s to the 1870s. (You might want to draw their attention to the painting of Mary Cragin, a member of the Oneida community, on p. 427.) Ask them to consider how these communities were viewed by their neighbors, and then describe the long trek of the Mormons to Utah to escape persecution, using Map 12.1, “Trails to the West” (p. 399).

Next, explain the reform movements of the nineteenth century by demonstrating that the ideology of individualism encouraged political movements. You might begin this section of your lecture

by asking students to think about the ways in which these reformers understood the promise of America and how they acted on that understanding. Describe how women came to the fore in a number of reform movements, particularly abolitionism, and learned how to organize themselves. Use the photograph of the outdoor antislavery meeting in 1850 (p. 429) to show how men and women, blacks and whites, worked together in the abolitionist cause – albeit not on equal terms. Finally, move to the discussion of the Seneca Falls Declaration, and describe the extent, means, and success of the early feminist movement. End this lecture by emphasizing the role of northern free blacks in the abolitionist movement. Explain the reasons behind their willingness to jeopardize their freedom in order to secure freedom for those African Americans still held in bondage. Use the *Beyond America’s Borders* feature “Back to Africa: The United States in Liberia” (pp. 430–431), to demonstrate the reasons why some antislavery advocates promoted colonization. Ask students to consider what Liberia promised to African Americans.

Anticipating Student Reactions: Common Misconceptions and Difficult Topics

1. *Free Blacks Were More Concerned with Protecting Their Freedom Than with Abolitionism*

Most students will be familiar with Harriet Tubman and her work with the Underground Railroad. Many might assume that Tubman serves as an isolated example of free blacks’ commitment to abolitionism, however. Use the section at the end of the chapter to demonstrate to students that African Americans served as the driving force of abolitionism. Discuss the work of former slaves who spoke on the lecture circuit and told of the brutality and depravity of the institution of slavery. Emphasize to students that African American leaders refused to let whites dictate the pace or the tenor of calls for emancipation. They were not about to wait for white abolitionists’ appeals to the conscience of America to come to fruition. Point out to students that African Americans formed their own newspapers and held their own conventions in order to advance their opinions. Preview the concept of African Americans acting as their own liberators, which will be important in chapter 16.

2. *Communes and Protest Movements Happened Only in the 1960s*

Communal living thrived well before the Age of Aquarius. Before hippies proposed alternate modes of structuring society in the 1960s, and before civil rights, antiwar, and women's rights activists learned to protest in the television age, America had a well-established pattern of protest and a thirst for improving society. By the 1840s, as the textbook points out, Americans took the ideas that undergirded free-will salvation and free-will labor ideology and applied them to "improve" on their society. Communal living arrangements were used for a variety of religious, reform, and intellectual experiments, ranging from the Shakers (who practiced celibacy), the Mormons (who practiced polygamy), and the Oneida Perfectionists (who practiced complex marriage), to Robert Dale Owen's experiment in communal ownership of the means of production at New Harmony. Mention also the various Fourierist communities that experimented with the organization of "meaningful" labor, the intellectual commune at Brook Farm outside Boston, and the antislavery experiment at Neshoba outside Memphis. Americans worried about their society and sought new ways to organize it to lessen that anxiety. They also had specific protest projects for which they labored. They took to heart the zeal for self-improvement made manifest by free-will theology, and they desired to improve life on earth as well as their own moral character. They outlawed alcohol and sought to reduce intemperance. They improved public education, introduced prisons, and reformed hospitals and asylums. They protested slavery, women's codified subordination, and "Mr. Polk's War" as well. In short, theirs was a society attempting to define itself as it went through radical economic and demographic changes.

3. *A Continental United States, Ranging from the Atlantic to the Pacific, Was Inevitable*

Because current boundaries of the United States reach from the Atlantic to the Pacific, students tend to believe that America was destined to be a continental nation. As demonstrated in earlier chapters, however, some Americans feared that the regional differences in a large nation would inevitably lead to centrifugal forces that would rip the nation apart. And clearly those fears were fulfilled by the Civil War. The idea of inevitability is the most dangerous idea for students of history to hold. It assumes that some sort of fate or divine mandate guides human affairs rather than acknowledging that humankind

makes history through the actions, ideas, and decisions of individuals. Help your students to appreciate that history is contingent on those actions and decisions.

In-Class Activities

Using Film and Television in the Classroom

Two episodes of the PBS series *The West* work particularly well in conjunction with this chapter. When discussing the influence of the manifest destiny ideology, consider showing Episode 2, "Empire upon the Trails, 1806–1848," which covers the movement west and the debate over the annexation of Texas. When discussing the *Historical Question* feature "Who Rushed for California Gold?" and related documents, consider showing Episode 3, "The Speck of the Future, 1848–1856," which covers the discovery of gold in California and tells the story of over fifty thousand fortune hunters who moved west, scrambling for riches and forever altering the landscape.

Class Discussion Starters

Have students consider the possible course of American history had Polk not purposely provoked a war with Mexico. Take advantage of any discussion of this issue to ask for counterhistorical scenarios that might have altered the shape of the United States. For instance, Britain could have gone to war with the United States over Oregon, which would have created a two-front war. An understaffed U.S. army then would have had to fight a powerful empire on land and sea while simultaneously attempting to take Mexico's northern provinces. And, as the next chapters will demonstrate, had the United States not acquired its western territory, those centrifugal forces might not have been sufficient to drive the country apart in a war between the states.

Historical Debates

Have students debate the viability of free-labor ideology in a society that was becoming increasingly industrialized. Free-labor ideology means that laborers own their means of production and sell the fruits of their labor for a just price. Such laborers are thus independent (or free) from the dictates of a "master" or a boss. Factories, however, require

capital to purchase the means of production (machines), which are housed under one roof. Very few laborers could hope to raise that kind of capital in antebellum America. Workers therefore no longer sold the fruits of their labor but rather sold their labor itself for a wage determined by an increasingly distant market. Workers were no longer independent (or free) but dependent on wages. Ask students to consider, then, whether Lincoln's words on the virtues of free labor (p. 421) were tenable in an increasingly industrialized and mechanized America.

Additional Resources for Chapter 12

For Instructors

Transparencies

The following maps and images from chapter 12 are available as full-color acetates:

- Map 12.1 Trails to the West
- Map 12.2 Texas and Mexico in the 1830s
- Map 12.3 The Mexican War, 1846–1848
- Map 12.4 Territorial Expansion by 1860
- Map 12.5 Railroads in 1860
- *Shako Hat*
- *Mexican Family*

Instructor's Resource CD-ROM

The following maps, figure, and images from chapter 12, as well as a chapter outline, are available on disc in both *PowerPoint* and *jpeg* formats:

- Map 12.1 Trails to the West
- Map 12.2 Texas and Mexico in the 1830s
- Map 12.3 The Mexican War, 1846–1848
- Map 12.4 Territorial Expansion by 1860
- Map 12.5 Railroads in 1860
- Figure 12.1 Antebellum Immigration, 1820–1860
- *Abraham Lincoln's Hat*
- *Telegraph Transmitter*
- *Telegraph Receiver*

Additional relevant images are available on disc in *jpeg* format only:

- *Assault on the Alamo*
- "Sam Houston," by Martin Johnson Heade, 1846
- *Street Fighting in the Calle de Iturbide, 1846*
- *Mill Girl, c. 1850*
- *Woodworker, c. 1850*
- *The Eastern State Penitentiary, Philadelphia, 1836*
- "Margaret Fuller," by Thomas Hicks, 1848
- "The Shaker Community at Poland Hill, Maine" (detail)
- *Mob Violence against Mormons*

Using the Bedford Series with *The American Promise*

Available online at bedfordstmartins.com/usingseries, this guide offers practical suggestions for incorporating volumes from the Bedford Series in History and Culture and the Historians at Work Series into the U.S. history survey. Relevant titles for chapter 12 include:

- *Margaret Fuller: A Brief Biography with Documents*, by Eve Kornfeld
- *William Lloyd Garrison and the Fight against Slavery: Selections from "The Liberator,"* edited with an introduction by William E. Cain
- *Women's Rights Emerges within the Anti-Slavery Movement, 1830–1870*, by Kathryn Kish Sklar

For Students

Reading the American Past

The following documents are available in chapter 12 of the companion reader by Michael P. Johnson, Johns Hopkins University:

1. The Anxiety of Gain: Henry W. Bellows on Commerce and Morality: *The Influence of the Trading Spirit upon the Social and Moral Life of America*, 1845
2. "That Woman Is Man's Equal": The Seneca Falls Declaration: *Declaration of Sentiments*, 1848
3. A Farmer's View of His Wife: Eliza Farnham, *Conversation with a Newly-Wed Westerner*, 1846

4. Ulysses S. Grant Recalls the Mexican War:
Personal Memoirs, 1885–1886
5. Gold Fever: Walter Colton, *California Gold
Rush Diary*, 1849–1850

**Online Study Guide at
bedfordstmartins.com/roark**

The Online Study Guide helps students synthesize the material from the textbook as well as practice the skills historians use to make sense of the past.

The following Map and Visual activities are available for chapter 12:

Map Activity

- Map 12.4 Territorial Expansion by 1860
- Map 12.5 Railroads in 1860

Visual Activity

- *Pioneer Family on the Trail West*