

## Lesson Two

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# THE FIGHT FOR TEXAS AND THE MEXICAN–AMERICAN WAR

## A CASE STUDY OF CONFLICT

“Mexico, torn by civil internal convulsions, pressed by a foreign war, the center of her territory invaded and in possession of the foe, can only preserve her nationality by sacrificing territory to her affectionate sister of the north. The Anglo-Saxon race, that land-loving people are on the move. . . Long since have wishful eyes been cast towards the fertile plains of Mexico.”

—American soldier during the Mexican–American War,  
from *Volunteers: The Mexican War Journals*, edited by Allan Peskin

### Organizing Questions

- What were some of the broad political, social, and economic conditions facing the United States and Mexico during the 19th century?
- What were some of the main issues in the fight for Texas and the Mexican–American War?

### Introduction

As described by the American soldier above, the emerging American republic of the 19th century was “on the move.” Inspired by the ideology of Manifest Destiny, Americans prior to the Civil War steadily pushed westward and southward, with an almost insatiable desire for land. While the United States characterized itself by economic growth, increasing industrialization, and enormous territorial expansion through purchase and conquest, its southern neighbor, Mexico, struggled with financial poverty, political disharmony, and a war for independence from Spain.

It is important for students to understand the broad political, social, and economic conditions facing the United States and Mexico during the 19th century. By doing so, students can better appreciate how these conditions shaped the actions of both countries in the fight for Texas and in the war between the United States and Mexico in 1846.

In this lesson, the class will use three timelines to discuss events leading up to the fight for Texas and the Mexican–American War. Referring to the timelines, students work on activities in small groups and as a whole class, to analyze both American and Mexican perspectives on different issues. This lesson is designed to supplement core curricula on the fight for Texas and the Mexican–American War. Students should already have basic background knowledge of the general causes of each conflict and the ideology of Manifest Destiny prevalent in the United States during this time.

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- Objectives
- to understand the political, social, and economic conditions that the United States and Mexico faced in events leading up to the fight for Texas and the Mexican-American War
  - to identify some of the main issues in the fight for Texas and the Mexican-American War, including expansionism, land, and slavery
  - to explore the geographic and emotional consequences of the Mexican-American War
  - to understand the importance of nationalism and its connection to conflict

Materials *Timeline Orientation*

- U.S. Timeline (1803–1829)
- Mexico Timeline (1810–1829)
- U.S.–Mexico Episodes Timeline (1822–1853)
- Biography Cards: Agustín de Iturbide and General Santa Anna
- Butcher paper
- Masking tape

*Activity #1: The Colonization Law of 1823*

- Handout #1: The Colonization Law of 1823, one copy per student
- Vocabulary: Key Words, one copy per student
- Biography Card: Stephen Austin
- Butcher paper (or an overhead projector with a transparency sheet to write on)
- Color markers
- Masking tape (if using butcher paper)

*Activity #2: The Fight for Texas*

- Resource Sheet: Sam Houston's Proclamation, one copy per student
- Resource Sheet: A Speech by General Santa Anna, one copy per student
- Vocabulary: Key Words, one copy per student
- Biography Cards: Sam Houston and General Santa Anna

*Activity #3: Manifest Destiny*

- Resource Sheet: Journal of an American Soldier, one copy per pair
- Resource Sheet: History of the Anglo-American Invasion of Mexico, one copy per pair
- Vocabulary: Key Words, one copy per student
- Biography Card: President James Polk

- Markers of all sizes and colors
- Newsprint blank sheets, enough for five or six group murals
- Construction paper (optional)
- Scissors
- Magazines, newspapers
- Glue sticks
- Masking tape

### *Activity #4: President Polk and the War*

- Resource Sheet: The Diaries of President Polk, one copy per student
- Resource Sheet: Memories of the North American Invasion, one copy per student
- Vocabulary: Key Words, one copy per student
- Biography Card: President James Polk

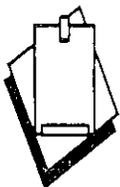
### *Wrap-up*

- Three timelines, posted in the classroom
- Map of U.S. Expansion (from Lesson One)
- Handout #2: The Treaty of Guadalupe Hidalgo, one copy per student

**Time** Since most teachers will not have time to complete all the activities, it is recommended that they complete at least the Timeline Orientation, one of the Activities #1–4, and the Wrap-up activity.

- Timeline Orientation: 20 minutes
- Activity #1: 30–40 minutes
- Activity #2: two class periods
- Activity #3: two class periods
- Activity #4: two class periods
- Wrap-up: 30 minutes

### Teacher Preparation



1. Please Note: The war of 1846–48 between Mexico and the United States has been called different names (“Mexican–American War” by American historians and “The War of the North American Invasion” by Mexican historians). For simplicity’s sake, we have chosen to use the former name, but hope that teachers will not interpret this decision as implying a bias in favor of either side.

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2. All activities in this lesson use the three timelines as working documents. Whether students work as a class or study in small groups, teachers are encouraged to refer to the timelines throughout all activities, so that students can understand the "big picture" of this time period.
3. Before the Timeline Orientation, teachers should prepare the three timelines. On a large sheet of butcher paper (at least 36" x 48"), write the title and events as listed in the "U.S. Timeline (1803–1829)." On another sheet of the same size, write the title and events of the "Mexico Timeline (1810–1829)." On a third sheet, write the title and only the *first event* of the "U.S.–Mexico Episodes Timeline (1822–1853)." It is preferable to use a different colored pen for each separate timeline.
4. While working through the various activities, teachers can use the Biography Cards to give students a background on the people mentioned in the timelines and Resource Sheets. These cards may also be posted near the timelines for students to refer to, or even to expand upon with their own research.
5. Handout #2, The Treaty of Guadalupe Hidalgo, can be given to students should they need to refer to the exact wording of the treaty in discussing the consequences of the Mexican–American War, particularly Article V (to explore which territories were transferred from Mexico to the United States) and Article VIII (to explore the lives of Mexicans residing on land that became American territory).
6. Bold words on student handouts are vocabulary that have been defined in the "Key Words" sheet. Ask students to refer to this sheet for definitions, if necessary.
7. Teachers could laminate copies of the Resource Sheets for reuse. Another option is to insert them into plastic sleeves.

### Procedures– Timeline Orientation

1. Explain to students that they will be studying the fight for Texas and the Mexican–American War. Tell them that they will be using class timelines to study events in both the United States and Mexico and to analyze how these events influenced the actions of both countries during the fight for Texas and the subsequent war.
2. Post the prepared timelines in the classroom, side-by-side. Make sure the "U.S.–Mexico Episodes Timeline" is between the other two.
3. Ask students to look over the key events for the United States and Mexico very carefully. Tell them that these events represent what was happening in both countries during the early 19th century. Individual students may be asked to read key events aloud, or teachers may read these aloud themselves.

When discussing Mexico's timeline, teachers may wish to read the Biography Cards for Agustín de Iturbide and General Santa Anna (or have students do so) to help students identify how they are important in Mexican history.

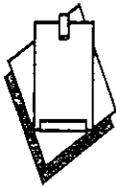
- Engage students in a brief discussion of some major trends that characterized both countries during this time period. Specifically, the broad themes for students to grasp are:

**United States:** Vast territorial expansion westward across the Appalachians toward the Pacific Ocean; ideology of Manifest Destiny; political strengthening of the United States as an independent nation.

**Mexico:** Foreign occupation; war for independence; civil wars bring bankruptcy, political disharmony, and demoralization to the country.

Activity #1:  
The  
Colonization  
Law of 1823

- Once students have been oriented to the major trends of the early 19th century in the United States and Mexico, point out the first event of the "U.S.-Mexico Episodes Timeline" in which Stephen Austin was granted permission to colonize Texas.
- Use the Biography Card of Stephen Austin to tell students a little about his life. Ask them why they think Americans wanted to colonize Texas, and conversely, why Mexico wanted Texas to be colonized.



(Note: At this time, Mexico was a newly independent republic and wanted to keep its territories intact as much as possible. It was afraid of losing the remote northern Texas territory to other countries, and as a result, wanted to populate it. Since Mexicans were reluctant to move to such an arid, dangerous, and remote place, Mexico saw American colonists, who were hungry for land, as a way of accomplishing this.)

- Distribute "The Colonization Law of 1823" and "Key Words," one for each student. Ask students to underline or highlight things that the Texas colonists agreed to, and things that Mexico agreed to, in the colonization of Texas. Students could write either a "T" next to each concession of the Texas colonists and an "M" for each concession of the Mexican government. Remind them to use their Key Words sheet if they need help with word definitions. Allow students about 10-15 minutes to read.

While students are reading, either post a new sheet of butcher paper or prepare a clean transparency sheet with an overhead projector, for a group brainstorming.

- On the sheet of butcher paper or clear transparency, prepare a chart two columns:

Mexican Government	Texas Colonists
1.	1.
2.	2.
3.	3.
etc.	etc.

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Once students have carefully read the document, ask them to brainstorm as a whole class, as to what concessions each side made in the Colonization Law. Ask students to refer to the notes on their sheets to help them with this activity.

5. Special note should be paid to Article 1 of the Colonization Law, in which the colonists had to convert to Catholicism. Why do students think Mexico required this?

Refer to the Mexico Timeline in which Agustín de Iturbide's Plan of Iguala promised a single religion for Mexico. Discuss Mexico's tumultuous civil wars and how the government wanted to keep its citizens united. It tried to ensure that the colonists were faithful to Mexico by specifying that they become naturalized citizens and convert to Catholicism. Do students think a common religion would help accomplish this goal? Was this requirement fair to the colonists?

6. Once the chart is completed, ask students if they think the Colonization Law of 1823 was fair for both parties. Did the benefits of Texas colonization outweigh the negative aspects for both sides? How would students feel about the Mexican government's requirements if they wanted to settle in Texas?

### Activity #2: The Fight for Texas

1. **Please Note:** Before starting this activity, teachers will need to add to the posted U.S.–Mexico Episodes Timeline the key events that occurred from 1823 to 1836.
2. Review what was covered in the previous day's activities. Major ideas covered were the political and economic conditions of the United States and Mexico in the early 19th century, and what conditions the Texas colonists and Mexico agreed to in the Colonization Law of 1823.
3. As an entire class, look over the posted U.S.–Mexico Episodes Timeline together. What events occurred between the United States and Mexico from the time of the Colonization Law of 1823 to the conflict over Texas of 1835–36? What were some demands of the Texas colonists?

While reviewing these events, introduce students to the biographies of Sam Houston and General Santa Anna, using the Biography Cards.



4. Divide the class into groups of three. Distribute the Resource Sheet, Sam Houston's Proclamation, to each group (one copy per student). Hand out a copy of Key Words to every student.
5. Tell students they will read an excerpt from a primary source about the fight for Texas that represents the American perspective. Remind them to use their Key Words sheet if they

need help with word definitions. Allow students about 10 minutes to read.

6. When all students are ready, ask them to look at the section at the bottom of their sheets, entitled "Ask Yourself." Each group will divide the three questions among their group members, and each member will spend about 10 minutes thinking about his/her answer and writing it down. After students are finished, ask them to spend about 10 minutes discussing their questions and answers with their group.
7. Now open up a class discussion on what students thought of the passage. What were their reactions to the excerpt? Ask students to volunteer their answers. Did they disagree with the answers of any of their group members? If so, why? Ask students to cite specific words, phrases, or sentences from the excerpt to support their answers.

If time allows, point out how Sam Houston describes the Mexican government as the "invader." Ask students to hypothesize why the colonists thought of Texas as their territory, when it was a part of Mexico. Do students think they were justified?



8. The following day, ask students to reconvene their groups. Distribute the Resource Sheet, A Speech by General Santa Anna, to each group (one copy per student). Tell students they will now read an excerpt that expresses the Mexican perspective in the fight for Texas. Allow students about 10 minutes to read.
9. Repeat procedure steps #6 and #7. If time allows, point out how Santa Anna refers to those Americans fighting for Texas as "invaders." Refer to the U.S.-Mexico Episodes Timeline. What events might have caused Santa Anna to feel that way? Do students feel he was justified?

### Activity #3: Manifest Destiny

1. **Please Note:** Before starting this activity, teachers will need to add to the posted U.S.-Mexico Episodes Timeline the key events that occurred from 1842 to 1846.
2. As a class, look over the U.S.-Mexico Episodes Timeline. What events occurred between the time of the fight for Texas and the annexation of Texas to the United States in 1845? How would students describe the relationship between the two countries? What do students think were the main causes of the impending war? Ask students how they would define the ideology of "Manifest Destiny." Can they hypothesize what some of the consequences of this ideology could be?

While reviewing these events, introduce students to the background of President James Polk, using the Biography Card. It might be interesting to discuss why the annexation of Texas sparked a nationwide controversy in the United States.

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3. Divide the class into groups of six. Distribute the Resource Sheet, Journal of an American Soldier, and the Resource Sheet, History of the Anglo-American Invasion of Mexico, to each group (one copy for every two students). Make sure every student still has a copy of Key Words for his/her reference.
4. Tell students they will read excerpts from two primary sources—one is the journal of an American soldier during the Mexican–American War, and the other is a historical account of the war by a Mexican statesman and historian.

Before students begin reading, write “The Anglo-American Invasion of Mexico” and “The Mexican–American War” on the chalkboard. Ask students to describe their reactions to the two names. What does each name say about the event it is describing? How do words influence what we understand, or believe, about a historical event? Explain that in the passage representing the Mexican perspective, the title “The Anglo-American Invasion of Mexico” is used, since Mexican historians saw this war as a series of calculated steps taken by the United States to expand its territory, at the expense of Mexico’s power and dignity.

5. Now ask students to choose a partner within their group, and together read both Resource Sheets. As a pair, they will then select one question from the “Ask Yourself” section of *both sheets* to answer.

Explain that every group must make sure all the questions on both sheets are answered by at least one pair in their group. Teachers may wish to walk around the room, making sure that each group has done this. Remind students to use their Key Words sheet as a reference. Allow students about 20 minutes to read both passages and about 20 minutes to work on their questions.



6. The following day, have all groups reconvene. Ask students to spend 15 minutes discussing their questions and answers among their group members.
7. Have a class discussion on what some of their answers were to the questions. What was the different tone of each passage? How did each author view Manifest Destiny? Did students sympathize with one author over the other?
8. Now explain to students that they will be creating a group mural that expresses their impressions of Manifest Destiny. Ask them to think about the passages they read and their answers. Tell them that all members of their groups need not agree on their impressions of this ideology; their mural is merely to reflect their group’s different perspectives.

9. Have one or two students from each group collect newsprint sheets, construction paper, scissors, magazines, newspapers, and glue sticks for their group's mural project. The size of the murals will depend on the wall space available in the classroom, although ideally they should be large enough for all group members to work on simultaneously.

Encourage students to include pictures from magazines, words or phrases from their resource sheets, songs, poems, etc. to communicate their ideas visually. Students may draw original art as well. Students may wish to do extra research for this project to collect information and materials. Make sure each group decides on a title for their mural and that each member signs it.



10. When groups are finished, have members post their work around the classroom. If time allows, each group can present their mural to the class to exchange ideas and impressions.

## Activity #4: President Polk and the War

1. **Please Note:** Before starting this activity, the teacher will need to add to the posted U.S.–Mexico Episodes Timeline the key events that occurred from 1823 to 1846, if this was not done previously.
2. If not done previously, review with the class the U.S.–Mexico Episodes Timeline. What events occurred between the United States and Mexico from 1823 to 1846? How would students describe the relationship between the two countries? What do students think were the main causes of the fight for Texas and the impending Mexican–American War?

While reviewing these events, introduce students to the background of President James Polk, using the Biography Card.



3. Divide the class into groups of six students. Distribute the Resource Sheet, The Diaries of President Polk, and the Resource Sheet, Memories of the North American Invasion, one copy per student. Make sure every student still has a copy of Key Words for his/her reference.
4. Tell students they will read excerpts from primary resources—one is the journal of the President of the United States before the start of the Mexican–American War, and the other is a historical account of the war by a Mexican writer.

Before students begin reading, write “The North American Invasion” and “The Mexican–American War” on the chalkboard. Ask students to describe their reactions to the two names. What does each name say about the event it is describing? How do words influence what we understand, or believe, about a historical event? Explain that in the passage representing the Mexican perspective, the title “The North American Invasion” is used,

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since Mexican writers saw this war as a series of calculated steps taken by the United States to expand its territory, at the expense of Mexico's power and dignity.

5. Have all students read both Resource Sheets. They will then select one question from the "Ask Yourself" section of *either sheet* to answer.

Explain that every group must make sure that all of the questions on both sheets are answered by people in their group. Teachers may wish to walk around the room, making sure that each group has done this. Remind students to use their Key Words sheet as a reference. Allow students about 20 minutes to read both passages and about 10-15 minutes to work on their question.

6. When students are finished, explain that they will now be working in their groups to write a short fictional scene in which the two characters of the passages (President Polk and José María Roa Barcena) meet to discuss the Mexican-American War. Each group will need to decide upon the circumstances, topics, and mood of their scene. Once decided, each group will then write a 15-20 line conversation between the two men.

Questions for group members to discuss and decide upon before they start writing are:

- Where are the men meeting and when? (e.g., before the war broke out, during the war, after the war?)
- What will they talk about? (It is recommended that students choose one topic and expand upon it as much as possible.)

Suggested topics could be:

- the different names for the war, and what each name implies
- reasons why each person believes the war started
- thoughts on whether the war could have been prevented
- the effects of the war on Mexico
- the effects of the war on the United States
- Mexico's economic situation
- the concept of Manifest Destiny

Make sure students understand that each character should have an equal amount of "say" in the scene. They should also refer to their answers to the questions on the Resource Sheets for ideas.



7. When students are finished, and if time allows, groups can present their scenes or post them in the classroom for others to see. Enactments of the scenes could also be done, for a dramatic effect.

### Wrap-up

1. Please Note: Before starting this activity, teachers will need to

complete the addition of key events that occurred between 1847 and 1853 on the posted U.S.-Mexico Episodes Timeline.

2. With the three timelines posted side-by-side, engage the class in a review. Some general questions to pose to the class are:
  - What were the political and economic situations in both countries in the early 19th century?
  - What were the different sides in the fight over Texas? Why did Mexico allow Americans to colonize Texas? Describe how the people on both sides felt about Texas.
  - How did the fight for Texas affect the relationship between the United States and Mexico?
  - Why do students think the war between the United States and Mexico in 1846 had different names? What are the different names students encountered in their readings?
  - What were some of the consequences of Manifest Destiny?
  - In reading the primary-source passages, what information do students think was new, interesting, or thought-provoking?
  - Do students think history is objective?
  - Look at the Map of U.S. Expansion. How do students think the loss of territory affected Mexicans? How might students feel if the United States lost half of its territory to another country?
  - Refer to Handout #2, The Treaty of Guadalupe Hidalgo, specifically Article VIII. Ask students: How would it feel to have to choose which country to be a citizen of? How would it feel to suddenly become a minority in territory that had previously belonged to your native country?

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## U.S. TIMELINE (1803–1829)

1803

**Louisiana Purchase:** The United States purchases the Louisiana Territory (now Louisiana, Arkansas, Missouri, Iowa, South Dakota, Nebraska, Kansas, Oklahoma, and parts of North Dakota, Montana, Wyoming, Colorado, and Minnesota) from France for \$15 million, more than doubling the size of the country.

1804

Louis and Clark begin their expedition of the Louisiana Territory.

1805

Thomas Jefferson is sworn in as President for a second term.

1809

James Madison is sworn in as the 4th President of the United States.

1810–12

In a boundary dispute with Spain, the United States annexes territory along the Gulf of Mexico, now known as parts of Louisiana, Mississippi, and Alabama.

1812

**War of 1812:** The United States declares war on Britain; the United States and Britain sign the Treaty of Ghent in 1814 and ending the war as well as Britain's involvement with the Northwest Territory and interference in U.S. expansion.

1816–21

Indiana, Mississippi, Illinois, Alabama, Maine, and Missouri are admitted as states to the Union.

1817

James Monroe is sworn in as the 5th President of the United States.

1819

The United States annexes Florida.

1823

**Monroe Doctrine:** Establishes that the American continent could no longer be colonized by Europe, and opposes European interference with independent nations in the Western Hemisphere.

1825

John Quincy Adams is sworn in as the 6th President of the United States.

1829

Andrew Jackson is sworn in as the 7th President of the United States.

## MEXICO TIMELINE (1810–1829)

1810–21

**War for Independence:** A liberal Catholic priest, Father Hidalgo, calls on the lower classes of Mexico to begin their struggle for independence against Spanish rule. Hidalgo advocates significant social reforms for Mexico.

Continuous warring ensues between rival revolutionary factions, roughly divided into the Centralists (conservatives) and the Federalists (liberals).

1821

**Plan of Iguala:** Military leader Agustín de Iturbide announces his plan, which would establish a single religion for Mexico, racial equality among all social groups, and independence from Spain.

Iturbide gains Mexico's independence from Spain.

1822–23

**The First Empire:** Iturbide is crowned Emperor under the name of Agustín I. Iturbide attempts to transform the new republic into a hereditary monarchy.

In early 1823, General Antonio López de Santa Anna draws upon his old revolutionary support, forcing Iturbide to abdicate.

Mexico establishes itself as a federal republic.

**Colonization Law of 1823:** The Mexican government passes a general law of colonization.

1824

First Constitution of Mexico is created.

1829

**Emancipation Proclamation:** Slavery is abolished in the Mexican states.

## U.S.-MEXICO EPISODES TIMELINE (1822-1853)

1822

Stephen Austin and about 300 families are granted permission to colonize Texas.

1823

President James Monroe appoints Joel Poinsett the Minister to Mexico and instructs him to attempt to buy Texas from Mexico. Mexico rejects the offer.

1826

Texas colonists attempt to establish an independent state called the Republic of Fredonia. The Mexican government stops them.

1827

The United States and Mexico sign the Onis Treaty, establishing the boundaries between the United States and Mexico. Texas remains part of Mexico's territory under this treaty.

1829

President Andrew Jackson continues to try to buy Texas using his special envoy to Mexico, Joel Poinsett.

1830

Mexico prohibits further U.S. immigration to Texas.

1833

Stephen Austin attempts to negotiate with the Mexican government on behalf of the Texan colonists.

Illegal immigration from the United States to Texas increases.

Sam Houston arrives in Texas.

1835

Texas declares independence from Mexico. Recruitment efforts begin in New Orleans, New York, and other U.S. cities to fight against Mexico.

1836

**Battle of the Alamo:** In March, General Santa Anna and the Mexican army battle the Texans at the Alamo. The Mexican army executes the Texan prisoners.

**Battle of San Jacinto:** General Sam Houston defeats the Mexican army at the Battle of San Jacinto and captures General Santa Anna shortly thereafter.

**Lone Star Republic:** Texas becomes an independent republic and remains so until 1845.

## timeline

1842

Sam Houston fights Mexican raiders in Texas territory. Anti-Mexican sentiments increase in Texas.

1844

President John Tyler submits the Treaty of Annexation with Texas to the U.S. Senate for approval. This treaty sparks a nationwide controversy.

1845

**Texas Annexation:** The United States annexes Texas in May. Mexico breaks relations with the United States to protest the annexation.

1846

President Polk sends envoy to Mexico, to try to buy California and New Mexico.

Border skirmishes occur between Mexico and the United States.

United States declares war on Mexico.

1847

U.S. forces take Mexico City. Peace negotiations begin.

1848

**Treaty of Guadalupe Hidalgo:** Mexico and the United States sign this treaty ending the Mexican-American War. United States gains what is now California, Nevada, Arizona, New Mexico, Utah, and parts of Texas, Colorado, and Wyoming in exchange for \$15 million.

1853

**Gadsden Purchase Treaty:** General Santa Anna returns to Mexico and signs this treaty, ceding southern Arizona and southern New Mexico (an area that had been vaguely defined in the Treaty of Guadalupe Hidalgo) to the United States for \$10 million.

## BIOGRAPHY CARD: GENERAL SANTA ANNA

Antonio López de Santa Anna was born in 1794, and became one of the most famous and controversial figures in Mexican history. Santa Anna began his military career at the age of 16 when he joined the Spanish army. He became a war hero during the War of Mexican Independence. He became president in 1833 and remained in office until 1836, then gained and lost the presidency three more times.

During Santa Anna's term of office, there were rebellions against his idea of government. The fight for Texas is the best known of these rebellions. Santa Anna led Mexican forces in 1835 and 1836 in the campaign against Texas independence, and in 1847 in the Mexican-American War with the United States. During this war, Santa Anna served alternately as president and as military commander.

After the war ended, Santa Anna was exiled repeatedly to the Caribbean. Upon one return to Mexico in 1864, he was promptly **deported** for not **abiding** by the laws that allowed him to reenter Mexico. He was finally successful in returning to his homeland in 1874 under a general **amnesty**. He died in poverty in Mexico City on June 20, 1876.

## BIOGRAPHY CARD: AGUSTÍN DE ITURBIDE

Agustín de Iturbide was born in 1783 in Valladolid de Michoacán, Mexico. He began his career as an officer in the Spanish army, and was assigned to crush an uprising led by guerrilla leader Vicente Guerrero, one of the many revolutionary leaders in the fight for Mexico's independence. Always having been sympathetic to Mexico's cause, however, Iturbide ignored his orders and joined Guerrero's revolutionary forces.

Together, the two men developed their Plan of Iguala (also known as the "Plan of the Three Guarantees"). Iturbide's army swept the country and in 1821 defeated the Spanish Royal Army. However, instead of a new liberal state, Iturbide introduced a new conservative government, of which he was the **provisional** head.

In 1822, Iturbide proclaimed himself emperor of Mexico as Agustín I. Rather than instituting the social reforms as outlined in his Plan of Iguala, Iturbide's government was characterized as **dictatorial**, wasteful, and incompetent. In 1823, Iturbide was forced to abdicate by General Santa Anna, and fled to Europe. He was labeled a traitor by Mexico's Congress, and was executed upon his return to the country in 1824.

## BIOGRAPHY CARD: SAM HOUSTON

Sam Houston was born in 1793 in Virginia. He studied law, and held many state offices in his early career, including that of congressman and governor of Tennessee.

In 1832, Houston went to Texas as an emissary for the President of the United States to deal with the Indians, who had clashes with the Texas colonists. During this visit, he decided to settle in Texas permanently. Houston applied for a land grant and was immediately accepted.

Houston helped set up a **provisional** government in Texas. He also participated in the **convention** that declared Texas independent from Mexico. He was made commander-in-chief of the revolutionary army that would fight Mexico. After the crushing defeat of his troops in the Battle of the Alamo, Houston was successful in defeating and capturing General Santa Anna in the Battle of San Jacinto in 1836.

When Texas became the Lone Star Republic, Houston served as its president several times. After Texas was admitted to the Union in 1845, he served as its senator and governor on separate occasions. He died in 1863.

## BIOGRAPHY CARD: STEPHEN AUSTIN

Stephen Austin was born in 1793 in Virginia, and served in the Missouri legislature. He is sometimes referred to as the "Father of Texas." His father, Moses Austin, received a grant from the Mexican government to settle in Texas, then a part of Mexico's territory. However, Moses Austin died before he could realize his dream. Upon his father's death, Stephen took up his father's plan. Austin and three hundred other families were granted permission to colonize Texas in 1822.

Hundreds of Americans followed Austin to Texas, since the land was cheap (10 cents an acre) and people were hungry for land. Mexicans, on the other hand, did not want to move to Texas, since it was a dry, dangerous, and remote frontier at that time. They wanted to remain near their families in central Mexico or live in the large cities where there was culture and "civilization."

Although the early colonists prospered over the next decade, problems arose between the colonists and the Mexican government. The Texans asked for independence from Mexico; better representation in the national legislature; the repeal of Mexico's law prohibiting further American immigration; better schools; and protection from the Indians. Austin went to Mexico City in 1833 to voice the Texans' demands directly to the government. The Mexican government, however, felt that it had made too many **concessions** to the colonists already and that the influx of so many colonists was part of a plan by the United States to take over Texas. Austin was accused of treason and arrested. After spending two years in a Mexican prison, Austin was sent to the United States as a **commissioner** of the **provisional** government of Texas to build support for the war. After Texas was declared the Lone Star Republic in 1836, Austin served briefly as its Secretary of State. He died that same year.

## BIOGRAPHY CARD: PRESIDENT JAMES POLK

James Knox Polk was born in 1795 in North Carolina. He was trained as a lawyer, and served as a congressman and governor of Tennessee during his early political career. In 1844, a national controversy was sparked when a proposal to annex Texas was submitted to the U.S. Senate for approval. While some states welcomed the addition of another state to the Union, other states opposed adding a new state that had slaves. They also feared annexing Texas would lead to war with Mexico.

As the Democratic candidate, Polk campaigned to annex Texas and pledged his firm commitment to Manifest Destiny. He defeated his opponent, Senator Henry Clay, by a narrow margin and won the presidency in 1844. Polk's four-year term was largely known for the annexation of substantial territories to the United States, from the Rocky Mountains to the Pacific Ocean. He was strongly criticized by abolitionists, who claimed his plan was to extend the land for slavery's sake. Polk's presidency was also known for the Mexican-American War, and for his expansion of the Monroe Doctrine to forbid all non-American intervention in American affairs.

Polk was a workaholic and spent just one month away from his desk in his four years as President. Before retiring at the end of each day, Polk carefully recorded his daily activities in a diary. He died in 1849, three months after leaving office, from poor health and exhaustion.

## THE COLONIZATION LAW OF 1823

(Excerpted from *Establishing Austin's Colony: With the Laws, Orders and Contracts of Colonization*, by Stephen F. Austin.)

To all who shall see these presents, Know Ye—The Mexican Empire has decreed, and we sanction the following:

Article 1. The government of the Mexican nation will protect the liberty, property, and civil rights of all foreigners who profess the Roman Catholic apostolic religion, the established religion of the empire.

Article 2. To facilitate [the foreigners'] establishment, the executive will distribute lands to them, under the conditions and terms herein expressed.

Article 3. The grantees, by whom is understood [to mean] those who introduce at least 200 families, shall previously contract with the executive and inform it what branch of industry they propose to follow, the property or resources they intend to introduce for that purpose, and any other particulars they may deem necessary, in order that with this necessary information, the executive may designate the province to which they must direct themselves, the lands which they can occupy with the right of property, and other circumstances which may be considered necessary.

Article 4. Families who emigrate, not included in a contract, shall immediately present themselves to the city council of the place where they wish to settle, in order that this body, in conformity with the instructions of the executive, may designate the lands corresponding to them, agreeably to the industry which they may establish.

Article 23. If, after two years from the date of the concession, the colonist should not have cultivated his land, the right of property shall be considered as renounced; in which case, the respective city council can grant it to another.

Article 24. During the first six years from the date of the concession, the colonists shall not pay tithes, duties on their produce, nor any contribution under whatever name it may be called.

Article 27. All foreigners who come to establish themselves in the empire shall be considered as naturalized, should they exercise any useful profession or industry by which, at the end of three years, they have capital to support themselves with decency and are married. Those who with the foregoing qualifications marry Mexicans will acquire particular merit for obtaining letters of citizenship.

Article 30. After the publication of this law, there can be no sale or purchase of slaves which may be introduced into the empire. The children of slaves born in the empire shall be free at 14 years of age.

## SAM HOUSTON'S PROCLAMATION

(Excerpted from *The Writings of Sam Houston 1813-1863*, edited by Amelia W. Williams and Eugene C. Barker.)

PROCLAMATION TO THE CITIZENS OF TEXAS  
Headquarters, Washington, Texas, December 12, 1835.

Citizens of Texas,

Your situation is peculiarly calculated to call forth all your manly energies. Under the Republican constitution of Mexico, you were invited to Texas, then a wilderness. You have reclaimed and rendered it a cultivated country. You solemnly swore to support the Constitution and its laws. Your oaths are yet inviolate. You have experienced, in silent grief, the expulsion of your members from the State Congress. You have realized the horrors of anarchy and the dictation of military rule. The promises made to you have not been fulfilled. Your memorials for the redress of grievances have been disregarded, and the agents you have sent to Mexico have been imprisoned for years, without enjoying the rights of trial, agreeable to law. Amidst all these trying vicissitudes, you remained loyal to the duty of citizens, with a hope that liberty would not perish in the Republic of Mexico.

Citizens of Texas, your rights must be defended. The oppressors must be driven from our soil. Submission to the laws and union among ourselves will render us invincible; subordination and discipline in our army will guarantee to us victory and renown. Our invader has sworn to extinguish us, or sweep us from the soil. Departing from the chivalric principles of warfare, he has ordered arms to be distributed to a portion of our population, for the purpose of creating in the midst of us a servile war. The hopes of the usurper were inspired by a belief that the citizens of Texas were disunited and divided in opinion. He shall realize the fallacy of his hopes, in the union of her citizens, and their ETERNAL RESISTANCE to his plans against constitutional liberty.

### ASK YOURSELF

- How does Houston describe the Mexican government? Write down related or descriptive words and phrases that you can find in this passage.
- Houston says, "Citizens of Texas, your rights must be defended" (second paragraph, first sentence). What rights do you think he is referring to?
- Why does Houston believe the colonists can claim any rights? What things does he claim they have accomplished during their time in Texas?

## A SPEECH BY GENERAL SANTA ANNA

(Excerpted from "Manifesto which General Antonio López de Santa Anna Addresses to his Fellow Citizens," in *The Mexican Side of the Texan Revolution*, translated by C.E. Castañeda.)

... the war against Texas has been as just on the part of the Mexican government as the lack of the slightest attempt on the part of those who forced it upon Mexico has been to try to justify their action. Few of the colonists, properly speaking, have taken up arms in the struggle. The soldiers of Travis at the Alamo, those of Fannin at Perdido, the riflemen of Dr. Grant, and Houston himself and his troops at San Jacinto, with but few exceptions, were publicly known to have come from New Orleans and other points of the neighboring republic exclusively for the purpose of aiding the Texas rebellion without ever having been members of any of the colonization grants.

Some Mexicans, partisans of a former system of government, thought, perhaps in good faith, that the only effect of fanning the fires of war in Texas would be a political change in accord with their opinion. Their shortsighted ambition must be a terrible lesson to them as well as a source of eternal remorse. Too late, they now deplore having placed in jeopardy the integrity of our national territory.

The invaders were all men who, moved by the desire of conquest, with rights less apparent and plausible than those of Cortes and Pizarro, wished to take possession of that vast territory extending from Bexar to the Sabine belonging to Mexico. What can we call them? How should they be treated? All the existing laws, whose strict observance the government had just recommended, marked them as pirates and outlaws. The nations of the world would never have forgiven Mexico had it accorded them rights, privileges, and considerations which the common law of peoples accords only to constituted nations.

### ASK YOURSELF

- How does Santa Anna describe Texas colonists? Write down related or descriptive words and phrases that you can find in this passage.
- Does Santa Anna believe that most of the Texas colonists wish for revolution? Or are the people who are fighting for Texas from elsewhere?
- Why do you think Santa Anna considered the rights of the "invaders" as "less apparent and plausible" (last paragraph, first sentence) than the rights of the Spanish conquerors?

## JOURNAL OF AN AMERICAN SOLDIER

(The United States Army used volunteer corps when the Mexican-American War erupted. Thomas Barclay, who wrote these journal entries, belonged to the Westmoreland Guards of Greensburg, Pennsylvania. He was sent to Mexico in March 1847 with General Winfield Scott to land in Veracruz and march on to Mexico City. These excerpts, describing the assault on Mexico City, are from *Volunteers: The Mexican War Journals of Private Richard Coulter and Sergeant Thomas Barclay, Company E, Second Pennsylvania Infantry*, edited by Allan Peskin.)

### September 13

Our company kept well together. L. Allshouse was the first man of the Company which entered and he was closely followed by the rest. . . . The battle was now over. Chapultepec was won. The scene was now grand. From the top of the walls could be seen the Mexican army in full retreat and endeavoring to gain the City by the two causeways which form a junction at Chapultepec. They retreated in confusion and without attempting to check the pursuers. The fun was now on our side.

### September 14

As daylight breaks, a good many anxious eyes are turned toward the Citadel from which every moment we expect to see issuing a fire of cannon. Daylight has been fairly broken and a white flag is seen coming from the City. During the night Santa Anna and his army fled and a Deputation from the City authorities announced that Mexico had surrendered.

Being now at the supposed end of our journey we can look back and reflect upon the late stirring events through which we have passed. Within the last month the American army has enacted miracles, performed deeds which will live forever upon the pages of history. . . . Mexico has again been conquered and the second invaders had to contend with difficulties to which Cortes was a stranger. Of the 11,000 men who marched from Puebla, 3,000 have fallen killed or wounded upon the field of battle. At least 1,000 have been rendered ineffective by sickness and the army does not number more than 7,000 men for duty. This small force has entered like a wedge into the heart of the Mexican Republic, overcoming all opposition. . . . Mexico, torn by civil internal convulsions, pressed by a foreign war, the center of her territory invaded and in possession of the foe, can only preserve her nationality by sacrificing territory to her affectionate sister of the north. The Anglo-Saxon race, that land-loving people are on the move. In an incredible short time they have overrun an immense territory in the north. Long since have wishful eyes been cast towards the fertile plains of Mexico.

### ASK YOURSELF

- How does the soldier describe the United States? How does he describe Mexico? Write down the related or descriptive words and phrases that you can find in this passage.
- What is the tone or emotion communicated in this passage?
- What is Manifest Destiny? Do you think this passage reflects that attitude?

## HISTORY OF THE ANGLO-AMERICAN INVASION OF MEXICO

(Carlos María de Bustamente was a Mexican statesman and historian. The Mexican–American War deeply affected him and he wrote very frank, sad accounts of the war and the disastrous results it had for Mexico. Bustamente died in 1848, shortly after the war ended. These excerpts were taken from his last book, *History of the Anglo-American Invasion of Mexico*.)

It is difficult to write with sincerity and impartiality about the great events that have been happening here. . . . Their [Mexican families'] natural enemies are the officers and soldiers of the North American army which dominates them through martial law, but also their enemies are the ungrateful foreigners of other nations whose only desire is the gold from our mines.

The act of annexation [of Texas] was the equivalent of taking away from Mexico a considerable part of its territory. . . . in no way can a nation be construed as friendly which has mixed itself in this affair to the point that Mexico has been deprived of its rights. . . .

The sending of troops into Mexican territory doomed all moderation, and Mexico was left with no other recourse but to engage in battle. . . . I wish now that you would judge these events with a Mexican heart and would ask yourself: Which has been the aggressor country? What would your government have done in the controversy with England over the Maine border if that nation had brought in troops, large or small in number? Without any doubt your government would have declared war and would not have entertained any propositions put forth until the armed force had evacuated the territory.

What peace of mind can the United States enjoy while invading and destroying a nation that far from having offended it has clasped it to its bosom as a brother? Could not the Americans have availed themselves, through peaceful means, of the gold and silver of Mexico? Do you believe that the American nation will not lose, even though it triumphs over us completely, in the poor repute that it will have deserved among the nations of Europe?

The lower classes of Mexico generally believe that you are heretics, barbarians, and bloody-minded types. That is an error like the one that persists in the United States where we are judged as being the same as barbarians. The educated people of the Mexican Republic that know your history and have traveled and lived in the North judge the country with a proper impartiality, respect your human and democratic institutions, appreciate the industrious character of the people, and rightfully admire a nation that in a short time has become powerful, but at the same time these Mexicans have become seriously alarmed about the future fate of Mexico as they remember certain tendencies which are proved by events in that nation's history.

Does the United States need Texas? Is it not true that fifteen or twenty million more inhabitants could fit into the territory of the Union? Once they have Texas, does not that seem enough? And they still want three more provinces and California? Does not the press of the United States daily vociferate that the country should acquire those territories? They talk to us of peace, and they take California. They talk to us of peace, and they send expeditions to New Mexico and Chihuahua. They talk to us of peace, and the troops of General Taylor, according to his own admission, commit atrocities in the provinces of the north.

ASK YOURSELF

- Why does Bustamente believe the United States is interested in Mexico?
- What is the tone with which Bustamente describes the United States? Write down related or descriptive words and phrases from this passage to support your ideas.
- What does Bustamente think of American expansionism? Do you think he agrees with "Manifest Destiny"?

## THE DIARIES OF PRESIDENT POLK

(When the United States officially annexed Texas in 1845, diplomatic relations between Mexico and the United States reached a critical point. President Polk simultaneously prepared for war and attempted to negotiate with Mexico, by sending John Slidell as a special envoy. However, Polk secretly instructed Slidell to try to buy California and New Mexico. The following excerpts are from Polk's diaries.)

Friday, 29th August, 1845—If Mexico should declare War or actual hostilities should be commenced by that power, orders to be issued to Gen'l Taylor to attack and drive her back across the Del Norte [Rio Grande]. Gen'l Taylor shall be instructed that the crossing of the Del Norte by a Mexican army in force shall be regarded as an act of War on her part, and in that event Gen'l Taylor is to be ordered, if he shall deem it advisable, not to wait to be attacked but to attack her army first.

Tuesday, 10th February, 1846—I expressed the opinion that it would be necessary to take strong measures toward Mexico before our difficulties with that Government could be settled; and I proposed that in addition to Mr. Slidell's present instructions, he should be further instructed to demand an early decision of the Mexican Government, whether they would receive him as Minister or not; and . . . whether they would without reasonable delay pay the amount due to American claimants; and that if that Government refused to do one or both, that he should leave the country, but instead of returning to the U.S. as he had been instructed to do, he should go on board one of our Vessels of War at Vera Cruz, and there remain until he had further instructions from his Government.

Saturday, 28th March, 1846—Dispatches from Mr. Slidell rendered it probable that he would very soon be received by the existing Government of Mexico in his character of Minister of the U.S. I stated to the Cabinet that I apprehended that the greatest obstacle to the conclusion of a Treaty of boundary, such as he had been instructed if practicable to procure, would be the want of authority to make a prompt payment of money at the time of signing it. The Government of Gen'l Paredes, having recently overthrown that of President Herrera, was a military government. . . . It was known that the Government of Paredes was in great need of money. . . . The question followed how an appropriation could be obtained from Congress without exposing to the public and to Foreign Governments its object. That object, as may be seen from Mr. Slidell's instructions, would be in adjusting a boundary to procure a cession of New Mexico & California, & if possible all North of latitude 32 degrees from the Passo [El Paso] on the Del Norte & West to the Pacific Ocean. . . .

Saturday, 9th May, 1846—I brought up the Mexican question, and the question of what was the duty of the administration in the present state of our relations with that country. All agreed that if the Mexican forces at Matamoras committed any act of hostility on Gen'l Taylor's forces I should immediately send a message to Congress recommending an immediate declaration of War. About 6 o'clock p.m. Gen'l R. Jones, the Adjutant General of the army, called and handed to me despatches from Gen'l Taylor by the Southern mail which had just arrived, giving information that a part of [the] Mexican army had crossed to the Del Norte, and attacked and killed and captured two companies of dragoons of Gen'l Taylor's army consisting of 63 officers & men.

Wednesday, 13th May, 1846—About 1 o'clock p.m. a committee of Congress waited on me and presented the act declaring War against Mexico for my approval. Among other things Mr. Buchanan had stated that our object was not to dismember Mexico or to make conquests, and that the Del Norte was the boundary to which we claimed; or rather that in going to war we did not do so with a view to acquire either California or New Mexico or any

other portion of the Mexican territory. I told Mr. Buchanan that I thought such a declaration to Foreign Governments unnecessary and improper; that the causes of the war as set forth in my message to Congress and the accompanying documents were altogether satisfactory. I told him that though we had not gone to war for conquest, yet it was clear that in making peace we would if practicable obtain California and such other portion of the Mexican territory as would be sufficient to indemnify our claimants on Mexico, and to defray the expenses of the war which that power by her long continued wrongs and injuries had forced us to wage. I told him it was well known that the Mexican Government had no other means of indemnifying us.

Saturday, 30th May, 1846—A plan of the campaign against Mexico and the manner of prosecuting the war was fully considered. I brought distinctly to the consideration of the Cabinet the question of ordering an expedition of mounted men to California. I stated that if the war should be protracted for any considerable time, it would in my judgment be very important that the U.S. should hold military possession of California at the time peace was made, and I declared my purpose to be to acquire some others of the Northern Provinces of Mexico whenever a peace was made.

#### ASK YOURSELF

- Do you think President Polk wanted to avoid war with Mexico?
- On March 28, 1846, Polk wrote, "The question followed how an appropriation could be obtained from Congress without exposing to the public and to Foreign Governments its object." What was the "object" that he refers to? Was he being secretive? If so, what might have been some reasons why?
- How does Polk describe Mexico's economic situation?
- Polk writes that the United States did not go to war "to make conquests." Do you agree with his statement? Why or why not?

## MEMORIES OF THE NORTH AMERICAN INVASION

(José María Roa Barcena was a Mexican writer of poetry, fiction, and history. The following are excerpts from his book *Recuerdos de la Invasión Norteamericana (1846-1848)* (Memories of the North American Invasion, 1846-1848, by a Youth of That Period).)

The rebellion of Texas, more due to the emancipation of the slaves in Mexico than to the fall of the federalist Constitution of 1824, would have taken place without the one or the other. It was the result of a plan by the United States, calculated and executed calmly and cold-bloodedly in a manner truly Saxon. It consisted in sending its nationals to colonize lands then belonging to Spain and later to ourselves and in inciting and aiding them to rebel against Mexico, repulsing any counterattack on our part and setting up an independent nation, obtaining in the process the recognition of some nations, and entering finally into the North American confederation as one of its states. . . .

Mexico, if it were to have acted with prevision and wisdom, should have written off Texas in 1835 while fastening into itself and fortifying its new frontiers. It should have recognized as an accepted fact the independence of that colony and, by way of negotiations, should have resolved any differences and settled boundary questions with the United States. It was imprudence and madness not to have done either the one or the other, but one has to agree that such judicious conduct would not have prevented the new territorial losses suffered in 1848. The area between the Rio Grande and Nueces rivers, New Mexico and Upper California, all these too were indispensable to the security and well being of the United States. . . .

The war with the United States found us in disadvantageous conditions in all respects . . . the weakness of our social and political organization, the general demoralization, the weariness and poverty resulting from 25 years of civil war, and an army insufficient in number, composed of forced conscripts, with armaments which were in a large part castoffs sold to us by England, without means of transportation, without ambulances, and without depots. As for our army, its inferiority and deficiency could be seen from that first campaign. . . ."

### ASK YOURSELF

- Does Barcena believe the North American Invasion could have been prevented? If so, how?
- Does Barcena believe that Mexico could have somehow held on to the territories lost in 1848? Why or why not?
- How does Barcena describe Mexico's political state before the North American Invasion?

## THE TREATY OF GUADALUPE HIDALGO

(The treaty that ended the Mexican–American War was completed on February 2, 1848, in the city of Guadalupe Hidalgo, near Mexico City. The following articles are taken directly from the treaty.)

The United States of America and the United Mexican States, animated by a sincere desire to put an end to the calamities of the war which unhappily exists between the two Republics and to establish upon a solid basis relations of peace and friendship, which shall confer reciprocal benefits upon the citizens of both, and assure the concord, harmony, and mutual confidence wherein the two people should live as good neighbors, have for that purpose appointed their respective plenipotentiaries, that is to say: the President of the United States has appointed Nicholas P. Trist, a citizen of the United States, and the President of the Mexican republic has appointed Don Luis Gonzaga Cuevas, Don Bernardo Couto, and Don Miguel Atristain, citizens of the said Republic; Who, after a reciprocal communication of their respective full powers, have, under the protection of Almighty God, the author of peace, arranged, agreed upon, and signed the following:

### ARTICLE I

There shall be firm and universal peace between the United States of America and the Mexican Republic, and between their respective countries, territories, cities, towns, and people, without exception of places or persons.

### ARTICLE II

Immediately upon the signature of this treaty, a convention shall be entered into between a commissioner or commissioners appointed by the General-in-chief of the forces of the United States, and such as may be appointed by the Mexican Government, to the end that a provisional suspension of hostilities shall take place, and that, in the places occupied by the said forces, constitutional order may be reestablished, as regards the political, administrative, and judicial branches, so far as this shall be permitted by the circumstances of military occupation.

### ARTICLE III

Immediately upon the ratification of the present treaty by the Governments of Mexico and the United States, orders shall be transmitted to the commanders of their land and naval forces, requiring the latter immediately to desist from blockading any Mexican ports and requiring the former to commence, at the earliest moment practicable, withdrawing all troops of the United States then in the interior of the Mexican Republic, to points that shall be selected by common agreement, at a distance from the seaports not exceeding 30 leagues; and such evacuation of the interior of the Republic shall be completed with the least possible delay; the Mexican Government hereby binding itself to afford every facility in its power for rendering the same convenient to the troops, on their march and in their new positions, and for promoting a good understanding between them and the inhabitants.

The evacuation of the capital of the Mexican Republic by the troops of the United States, in virtue of the above stipulation, shall be completed in one month after the orders there stipulated for shall have been received by the commander of said troops, or sooner if possible.

**ARTICLE V**

The boundary line between the two Republics shall commence in the Gulf of Mexico, three leagues from land, opposite the mouth of the Rio Grande, otherwise called Rio Bravo del Norte, or opposite the mouth of its deepest branch, if it should have more than one branch emptying directly into the sea; from thence up the middle of that river, following the deepest channel, where it has more than one, to the point where it strikes the southern boundary of New Mexico; thence, westwardly, along the whole southern boundary of New Mexico (which runs north of the town called Paso) to its western termination; thence, northward, along the western line of New Mexico, until it intersects the first branch of the river Gila (or if it should not intersect any branch of that river, then to the point on the said line nearest to such branch, and thence in a direct line to the same); thence down the middle of the said branch and of the said river, until it empties into the Rio Colorado; thence across the Rio Colorado, following the division line between Upper and Lower California, to the Pacific Ocean.

In order to designate the boundary line with due precision, upon authoritative maps, and to establish upon the ground landmarks which shall show the limits of both republics, as described in the present article, the two Governments shall each appoint a commissioner and a surveyor, who, before the expiration of one year from the date of the exchange of ratifications of this treaty, shall meet at the port of San Diego, and proceed to run and mark the said boundary in its whole course to the mouth of the Rio Bravo del Norte. They shall keep journals and make out plans of their operations, and the result agreed upon by them shall be deemed a part of this treaty, and shall have the same force as if it were inserted therein. The two Governments will amicably agree regarding what may be necessary to these persons, and also as to their respective escorts, should such be necessary.

The boundary line established by this article shall be religiously respected by each of the two republics, and no change shall ever be made therein, except by the express and free consent of both nations, lawfully given by the General Government of each, in conformity with its own constitution.

**ARTICLE VIII**

Mexicans now established in territories previously belonging to Mexico, and which remain for the future within the limits of the United States, as defined by the present treaty, shall be free to continue where they now reside, or to remove at any time to the Mexican Republic, retaining the property which they possess in the said territories, or disposing thereof, and removing the proceeds wherever they please, without their being subjected, on this account, to any contribution, tax, or charge whatever.

Those who shall prefer to remain in the said territories may either retain the title and rights of Mexican citizens, or acquire those of citizens of the United States. But they shall be under the obligation to make their election within one year from the date of the exchange of ratifications of this treaty and those who shall remain in the said territories after the expiration of that year, without having declared their intention to retain the character of Mexicans, shall be considered to have elected to become citizens of the United States.

In the said territories, property of every kind now belonging to Mexicans not established there, shall be inviolably respected. The present owners, the heirs of these, and all Mexicans who may hereafter acquire said property by contract, shall enjoy with respect to it guarantees equally ample as if the same belonged to citizens of the United States.

**ARTICLE XII**

In consideration of the extension acquired by the boundaries of the United States, as defined in the fifth article of the present treaty, the Government of the United States engages to pay to that of the Mexican Republic the sum of 15 millions of dollars.

Immediately after the treaty shall have been duly ratified by the Government of the Mexican Republic, the sum of 3 millions of dollars shall be paid to the said Government by that of the United States, at the city of Mexico, in the gold or silver coin of Mexico. The remaining 12 millions of dollars shall be paid at the same place, and in the same coin, in annual installments of 3 millions of dollars each, together with interest on the same at the rate of 6 per centum per annum. This interest shall begin to run upon the whole sum of 12 millions from the day of the ratification of the present treaty by the Mexican Government, and the first of the installments shall be paid at the expiration of one year from the same day. Together with each annual installment, as it falls due, the whole interest accruing on such installment from the beginning shall also be paid.

**KEY WORDS**

- abide by (*vb*): to conform to; comply with
- abolitionists (*n*): persons who seek to do away with slavery
- accrue (*vb*): to accumulate or collect
- amicably (*adv*): with goodwill; peacefully
- amnesty (*n*): a pardon granted by an authority (usually the government)
- Anglo-Saxon (*adj*): referring to the people of England and their descendants in the United States
- animated by (*adj*): motivated
- annex (*vb*): to incorporate or add new territory
- annexation (*n*): incorporation of territory within the domain of a country
- appropriation (*n*): money set aside by formal action for a specific use
- avail (*vb*): to make oneself accessible to
- Bexar (*n*): the old name for the city of San Antonio, Texas
- blockade (*vb*): to block a harbor, coastline, or frontier from entry
- calamity (*n*): a troubling or unlucky event; misfortune
- cession (*n*): a ceding or giving up of territory
- Chapultepec (*n*): a fortified hill in the southwest part of Mexico City
- chivalric (*adj*): valiant, brave
- claimants (*n*): those who assert a right
- colonization grants (*n*): parcels of land given by a government to settlers who colonize and work the land
- colonize (*vb*): to settle
- commissioner (*n*): one appointed to carry out specific work on behalf of the government
- concessions (*n*): rights or privileges given to a person or a group by another party
- conscripts (*n*): people enrolled into military service by force; draftees
- construe (*vb*): to understand or interpret
- convention (*n*): an assembly of persons meeting for a specific purpose; the agreement made by opposing parties
- Cortes, Hernando: Spanish conqueror of Mexico who lived from 1485–1547
- deport (*vb*): to send one out of the country after illegal entry
- designate (*vb*): to point out, indicate or specify
- dictatorial (*adj*): relating to or befitting a dictator; oppressive
- dismember (*vb*): to break apart
- dragoons (*n*): heavily armed mounted troops
- emancipation (*n*): the action or process of setting free or delivering from slavery
- emigrate (*vb*): to leave one's country to live elsewhere
- emissary (*n*): one sent on a mission as a representative of another
- endeavor (*vb*): to try or attempt
- executive (*n*): a branch of government that handles diplomatic relations, the execution of laws, appointment of officials, etc.
- exile (*vb*): to force one to leave one's home country
- expulsion (*n*): the expelling or forced removal of someone from a place or group

- heretics (*n*): those who reject accepted beliefs
- impartiality (*n*): freedom from prejudice or bias; fairness
- imprudence (*n*): indiscretion, rashness
- indemnify (*vb*): to make compensation for incurred loss or damage
- industrious (*adj*): hardworking
- inviolable (*adj*): sacred; not violated
- league (*n*): a measure of distance, varying in different countries
- martial law (*n*): law applied in occupied territory by the military authority of the occupying power
- memorials (*n*): petitions made to a government
- naturalized (*adj*): having become established as a native
- Pizarro, Francisco: Spanish conqueror of Peru who lived from about 1475–1541
- plenipotentiaries (*n*): people with the full power to transact business
- prevision (*n*): foresight
- procure (*vb*): to achieve or get
- provisional (*adj*): temporary
- ratification (*n*): confirmation, approval
- reciprocal (*adj*): shared by both parties; mutual; characterized by a return in kind
- redress (*n*): reparation; compensation for a loss or wrong
- repulse (*vb*): to drive or beat back
- Sabine (*n*): the Sabine River in east Texas which was part of border disputes in the early 19th century between the United States and Spanish-occupied Mexico
- Saxon (*adj*): referring to the Germanic people who invaded and conquered England in the 5th century
- stipulation (*n*): a condition or requirement
- surveyor (*n*): one who appraises and maps land
- tithe (*n*): a small tax or levy
- treason (*n*): the betrayal of trust; attempting to overthrow one's government
- vicissitudes (*n*): the favorable and unfavorable changes in life that occur by chance and are not under one's control
- vociferate (*vb*): to strongly voice opinions