Section 1: Changes in Spanish Texas

In 1754 war had begun in North America between France and Great Britain. This conflict was called the French and Indian War. The conflict soon spread to Europe. Spain’s ally, France, was defeated by the British. Under the 1763 Treaty of Paris, France gave up all of its claims east of the Mississippi River, and Spain gave up Florida. Under a separate treaty, Spain gained the French Louisiana territory west of the Mississippi River. In 1766 the Marqués de Rubí began a tour of Spain’s new land. Most of the presidios needed repairs. In 1768 Rubí urged Spain to pull back to the “real” frontier. To protect this frontier, he suggested running a string of forts from lower California to southern Texas. He also recommended that San Antonio replace Los Adaes as the Texas capital, and that the Spanish population in East Texas should be moved to San Antonio.

The government approved Rubí’s recommendations. In 1773 officials began the withdrawal from East Texas. The settlers included Tejanos—Texas settlers of Spanish descent. Once in San Antonio, the newcomers were unhappy. Eventually they were allowed to return east as far as the Trinity River. Spanish policies toward American Indians changed during the 1770s. The Spanish established peace with several northern Indian groups. Apache attacks in Texas continued, however. In 1790 a combined force of Spaniards, Comanche, Wichita, and other American Indian allies won a major victory over the Apache.

Section 2: Disputes with the United States

In 1775, American Patriots in the thirteen colonies began fighting for independence from Great Britain. Later, Spain joined the fight against the British. When the United States won its independence it became a republic, a government in which voters elect officials to represent them. U.S. settlers soon moved to lands near the Mississippi River. Without permission, some continued into Louisiana. Spanish officials decided to allow U.S. immigration to boost the population. In 1800 France forced Spain to return Louisiana and then sold it to the United States in 1803. This land deal was known as the Louisiana Purchase.

The Spanish were alarmed by the Louisiana Purchase—the United States now bordered New Spain. A dispute arose over the undefined boundaries of Louisiana. Spanish and U.S. officials agreed to make the disputed region in East Texas neutral, or a region not belonging to either side. In 1819 Spain and the United States signed the Adams-Onís Treaty, setting the boundary between their territories. As part of the terms, the United States gave up all claims to Texas in exchange for the Neutral Ground and Florida.

Section 3: Unrest and Revolution

Philip Nolan, a U.S. citizen, had begun coming to Texas in 1791 as a mustang trader. Spanish officials grew suspicious of him. In late 1800 Nolan and some 20 men returned to Texas. When Spanish soldiers tried to arrest him, he resisted and was killed. Nolan’s actions increased Spanish fears of U.S. expansion. Spanish officials worried about filibusters, or military adventurers. Most filibusters wanted to free Texas from Spain. Some were looking for adventure. Meanwhile, a Mexican movement for independence
from Spain had emerged. In 1810 Father Miguel Hidalgo y Costilla of Dolores, Mexico, called for an end to Spanish rule. He was killed in 1811, but others continued the fight. José Bernardo Gutiérrez de Lara and a U.S. Army officer, Augustus William Magee, raised a group of volunteers. They named their force the Republican Army of the North. The expedition invaded Texas in 1812 and had several successes. However, a Spanish army under General Joaquín de Arredondo soon crushed the rebellion.

Filibuster and revolutionary activity continued along the Gulf Coast. Henry Perry gathered a force of about 300 and moved into Texas, establishing a base on Galveston Island. The island was home to pirates and smugglers. One pirate, Jean Lafitte, raided Spanish—and sometimes American—ships in the Gulf. One of the best-known filibusters was Dr. James Long. Long thought that Texas should be either independent or part of the United States. He organized an army and in 1819 he captured Nacogdoches and declared Texas independent. Spanish soldiers ran his group out of Texas. Long then sailed a second army to Texas. He was captured and killed while awaiting trial.

Section 4: Spanish Rule Ends in Mexico

In 1820 political changes in Spain weakened the government, and Mexican rebels saw their chance. An army led by Agustín de Iturbide and Vicente Guerrero defeated the Spanish forces in 1821. Mexico had won its independence, but the war had taken a heavy toll on Texas. Only a few thousand Tejanos remained in Texas. Many Tejanos lived in San Antonio. To the south and west, several thousand people lived along the Rio Grande. These settlers were grouped around El Paso del Norte and Laredo. The lower Rio Grande valley developed into a major ranching area. Many of the wealthier Tejanos lived in stone ranch houses that often resembled forts. Other Tejanos lived in jacales, small one-room huts made of sticks and mud.

Mexico’s new government had to decide which Spanish policies to continue in Texas. One of Spain’s policies had been the creation of the mission system. Spain had begun to secularize the Texas missions, a process Mexico continued. Secularization is the process of moving from religious to civil control. Mexico had to develop a new policy for settling and governing Texas. Spain had opened Texas to U.S. immigration. Mexico would have to decide whether to continue this policy.

UNDERSTANDING WHAT YOU READ After you have finished reading the summary, answer the following questions in the space provided.

1. What conflicts arose between the United States and Spain? _____________________

2. How did the Mexican Revolution affect Texas? _____________________
Chapter 1

1. Geography is the study of the physical and human characteristics of a place or region. Geographers study the relationship between humans and their environment.

2. These tools help geographers organize and categorize information.

Chapter 2

Students’ maps should reflect an understanding of the topic they have chosen.

Chapter 3

Students’ brochures should reflect an understanding of the similarities and differences of the two natural regions they have chosen.

Chapter 4

1. The Karankawa lived in wigwams, or circular huts. The Coahuiltecan placed animal skins over branches for shelter. Some Jumano lived in houses built out of adobe bricks. Most of the Plains Indians lived in tepees—movable homes made from animal hides stretched over long poles.

2. Diseases brought by Europeans.

Chapter 5

1. Spain hoped to acquire riches and lands that would add to their empire’s wealth and power. Spain also wanted to spread Christianity to the Americas.

2. The transfer of plants, animals, and diseases between the Americas and other continents. The Columbian Exchange is so named because it began with Christopher Columbus’s arrival in the Americas in 1492.

Chapter 6

Key dates might include: 1680—the Pueblo Revolt; 1682—the founding of the first mission in Texas, and French explorer René-Robert Cavelier, Sieur de La Salle’s successful canoe trip down the Mississippi River to the Gulf of Mexico; 1685—the landing of the La Salle expedition on the Texas coast; 1713—the French governor of Louisiana sends Louis Juchereau de St. Denis to Texas; 1718—founding of San Antonio de Valero and San Antonio de Béxar; 1719—France and Spain go to war; 1731—arrival of Canary Island settlers; 1746—Spanish missionaries begin setting up missions in Central Texas; 1755—Central Texas missions moved; 1758—Santa Cruz de San Sabá attacked by 2,000 American Indians.

Chapter 7

1. Spain was alarmed by the Louisiana Purchase because now the rapidly expanding United States bordered New Spain. The activities of filibusters also increased Spanish fears of U.S. expansion.

2. Many battles of the Mexican Revolution were fought in Texas. Military adventurers from the United States used Texas as a base from which to launch attacks on Mexico. After Mexico became independent, the new government had to decide which Spanish policies it wanted to continue.

Chapter 8

Students’ brochures should include a list of the amount of land each settler will receive as well as some regulations of the colonies.

Chapter 9

1. Most settlers were from the southern United States. The majority of European settlers in Texas were of British, French, German, or Italian backgrounds. Free and enslaved African Americans also lived in Texas.

2. Differences: Generally speaking, settlers in Texas had to be more self-reliant than U.S. residents. Texas settlers were also expected to support the Catholic Church. Texas lacked established schools. Texas also lacked a reliable transportation system. Slavery was permitted in the southern United States, but was banned in Mexico.