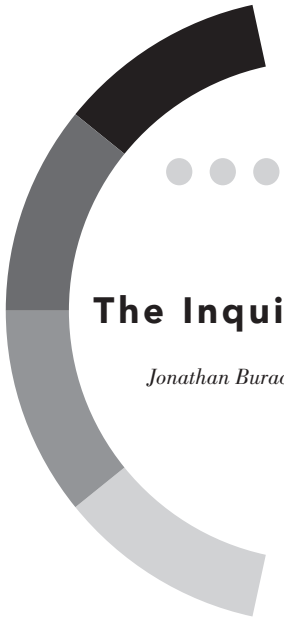


Slavery and the Early Republic



The Inquiry Arc in U.S. History

Jonathan Burack

Lone Star Republic

MindSparks®

CULVER CITY, CALIFORNIA

HS10114E v1.0

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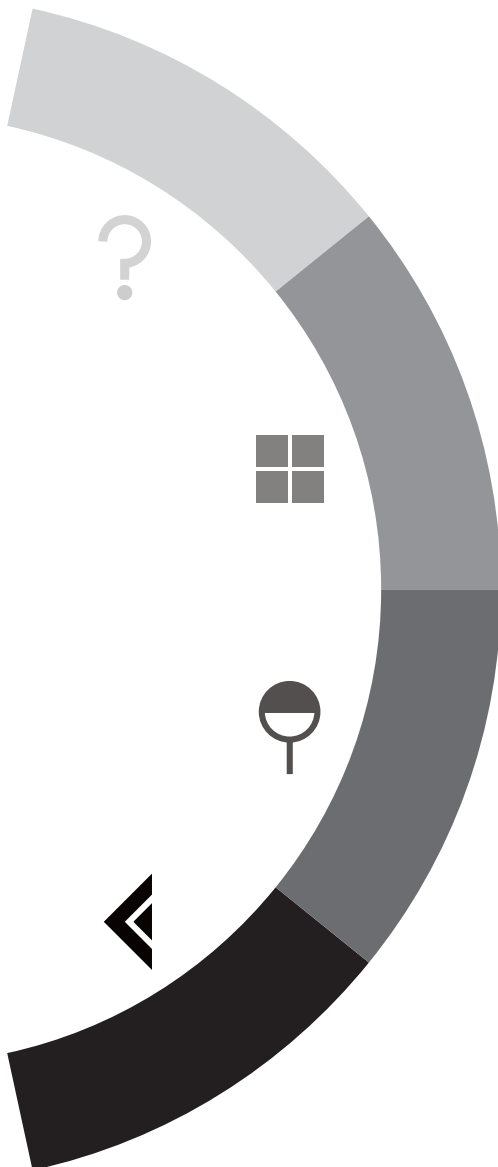
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C3 Framework

This unit is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. The C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this unit are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions student pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each of our units addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these units stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each unit.

How to Use This Book

These units offer you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each unit asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and they include individual and group tasks in an integrated way.

Each unit includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to complete the lesson’s assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each unit is aligned with several C3 Framework standards and Common Core standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading of informational texts, making these lessons ideal for integration into English Language Arts instruction.



C3 Disciplines



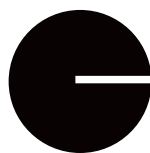
History



Civics



Economics



Geography



Lone Star Republic

Why Annex Texas?

Introduction

To some Americans in the early 1800s, it seemed natural for the United States to keep expanding westward. In the 1830s, wagon trains were already crossing the vast western plains and mountains to the Oregon Territory. Texas was simply the next logical step in what many called America's Manifest Destiny. By Manifest Destiny, people meant it was obvious (or "manifest") that the United States would, in time, sweep across the continent and occupy all of it. The nation's liberty, democracy, and energetic and civilized people were "destined" to triumph. At the same time, Southern slaveholders especially wanted Texas. Its fresh cotton lands attracted many planters. It could add at least one more Southern slave state to the union, perhaps several such states. Was it the spirit of Manifest Destiny that finally led the nation to annex Texas, or was it slavery that most influenced the decision? In this lesson, students will work with short passages from nine primary sources in an effort to answer these questions. These primary sources form the core content for a set of tasks that will help them answer the compelling question.

Objective

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the annexation of Texas. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- ◆ **D2.HIS.5.6-8.** Explain how and why perspectives of people have changed over time
- ◆ **D2.HIS.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.HIS.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.HIS.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.CIV.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.ECO.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.GEO.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.GEO.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
 - ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
 - ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
 - ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
 - ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
 - ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
-

Common Core Anchor Standards Addressed by This Lesson

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Compelling Question

Was it the spirit of Manifest Destiny that led the United States to annex Texas, or was it slavery that most influenced the decision?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.



Asking Questions about the Annexation of Texas

This part of the task stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the unit’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the primary sources for this unit. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three primary sources, and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.



Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the task stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.

7. Using the evidence gathered from primary sources, each group will then prepare a brief (five- to ten-minute) presentation about the annexation of Texas from their group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, a PowerPoint, or another related type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

8. Each group will deliver its presentation. Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.



Communicating Results and Taking Action

This part of the task stresses Dimension 4 of the C3 Framework

Students will complete this final task on their own. Set a reasonable deadline. Use the rubric to evaluate each student's individual performance of this task.

Communicating Results

- ◆ Have students review Primary Sources 4.4 and 4.8. Students will write a letter to the Faneuil Hall organizers trying to reassure them about Texas as O'Sullivan and will write a response to their own letter.
- ◆ Have students read and discuss Primary Source 4.5. Give students time to do some further reading about this letter and its importance in the debate over annexing Texas. Also, have them research into Great Britain's decisions in the 1800s regarding the slave trade and slavery in its colonies. Students will give a brief report to the class on the Pakenham letter and Great Britain's likely role with regard to Texas in 1844.
- ◆ As a group, students should read and discuss Primary Sources 4.2, 4.4, 4.6, 4.7, and 4.8 for this lesson. Students will create and act out in class a brief role-playing skit involving four individuals represented in the primary sources.

Taking Action

- ◆ Have students investigate whether there are contemporary examples of one nation trying to annex extra territory, or whether annexation is something that no longer happens. Students should prepare a brief five-minute report on their findings and explain how the problem of annexing territory today is or is not like the annexation of Texas. Record each of these reports and post them online. Share any appropriate responses with the students and have them discuss the viewer responses in a class discussion.
- ◆ Once students have completed the above assignment, each student should try to find an individual from an annexed territory to interview. If they cannot find such an individual, have them read firsthand, historical accounts of a person's response to his or her country being annexed by another. Students should write an editorial, including quotes from the interview or firsthand account, and submit it to a local newspaper or some other publication, inviting them to use it. Have them ask for reader responses. Have students discuss any responses in class.

Introductory Essay

Lone Star Republic



Map of the Republic of Texas and adjacent territories

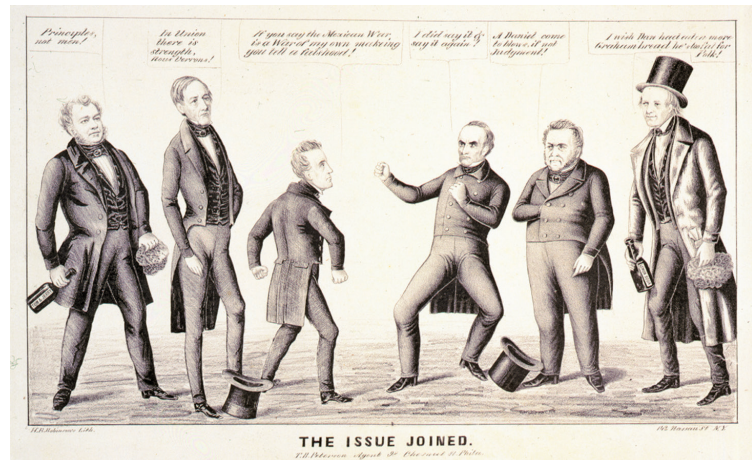
Americans have argued about Texas from the very beginning of the United States. They actually began doing this before there even *was* a Texas. In 1803, U.S. president Thomas Jefferson purchased the Louisiana Territory from France; Spain had already claimed the lands west of that territory, but the border with Spain was not clear. Did the Louisiana Territory include what would later become Texas? Some Americans said it did, but, in 1819, the United States and Spain agreed to a border that left most of Texas under Spanish control. Those Americans were not happy about that. They were the same individuals who later often spoke about “re-annexing” Texas, rather than merely annexing it.

Just two years after that treaty was signed, Mexico won its independence from Spain, and Texas became Mexican territory. Very few Mexicans lived there, however. Mexico invited U.S. settlers to Texas to help develop the area. Huge grants of land were made to empresarios, people who could bring in hundreds or thousands of settlers from the United States. Many U.S. settlers did begin to move to Texas, bringing their slaves with them.

Then, the Mexican government changed its mind and tried to keep the settlers out. Tensions grew, and from 1835 to 1836, Texans fought and won their independence. A new country, the Republic of Texas, was born. From the start, however, this new republic wanted to be annexed as a U.S. state. That is when the biggest arguments of all began.

To some Americans, it seemed natural for the United States to keep expanding westward. In the 1830s, wagon trains were already crossing the vast western plains and mountains into the Oregon Territory. Trappers and traders were exploring other routes west, and many Americans

were said to be “GTT”—gone to Texas. Texas was simply a next logical step in what many called America’s Manifest Destiny. By that phrase, they meant it was obvious (or “manifest”) that the United States would, in time, sweep across the continent and occupy all of it. The nation’s liberty, democracy, and energetic and civilized people were “destined” to triumph.



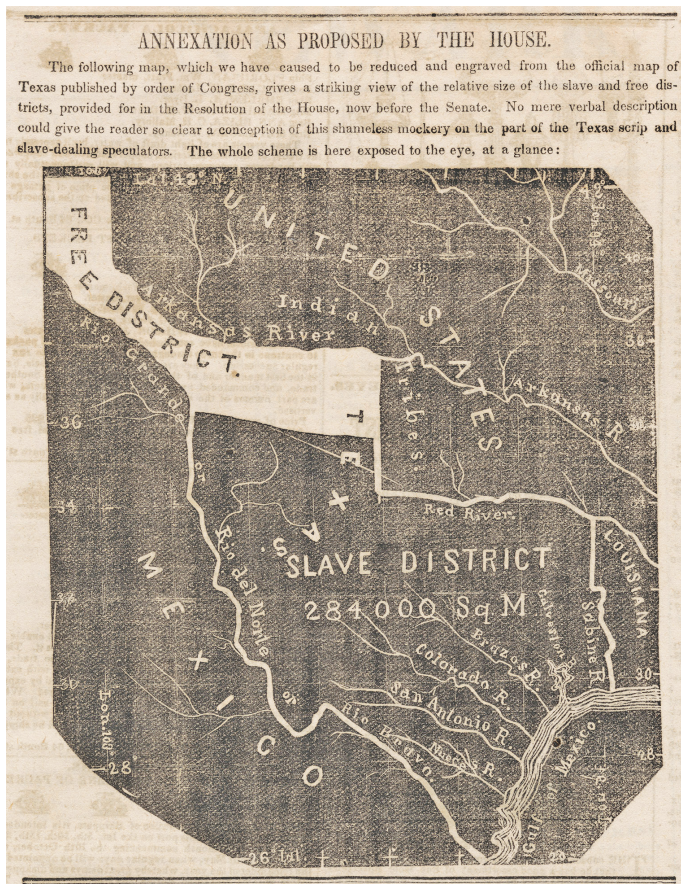
A political cartoon depicting the conflict of opinion between James K. Polk and Daniel Webster on the war with Mexico

Was it the spirit of Manifest Destiny that finally led the nation to annex Texas? No doubt, many did feel this spirit; however, another issue also moved many to seek to annex Texas—slavery.

Southern slaveholders especially wanted Texas; it was not simply that they thought Texas would add one more Southern slave state to the union, nor was it just that its fresh cotton lands attracted many planters. They wanted Texas because Texas was huge. It easily could be divided into several new slave states, each of which would send senators and representatives to Congress and strengthen the slaveholders’ power within the federal government. However, Mexico still claimed Texas.

Great Britain hinted that it might help Texas and Mexico work things out, especially if an independent Texas abolished slavery. This would bottle slavery up inside the South and keep it from ever expanding further. Pressures against slavery would then come from the West as well as from the North. A free Texas would offer new territory to which runaway slaves might escape. For all these reasons, Southern leaders called for the immediate annexation of Texas as a slave state.

In the North, meanwhile, many strongly opposed Texas annexation. Abolitionists hated the idea of giving the slaveholders any more power, and many other Northerners did not want to see slavery spread further into western territory. As a result of this conflict, neither the Democratic Party nor the Whig Party wanted to deal with Texas at all. Each of these two major parties had supporters in the North and the South. In the 1830s, each party tried to avoid the issue entirely, feeling the issue would split the United States apart.



Proposed map of the annexed territory

An accident changed everything in 1841. That year, U.S. vice president John Tyler became president when newly elected President William Henry Harrison suddenly died. Tyler was a Whig, and the Whigs were much more opposed to annexing Texas than the Democrats were. However, Tyler himself was a strong Southern states-rights leader. The Whigs only chose him in order to attract Southern votes. As president, Tyler began pushing hard for the annexation of Texas. Strengthening slavery was very much on his mind. He was still working to annex Texas in 1844, when Democrat James K. Polk won election as the next president. Polk's campaign appealed heavily to the spirit of Manifest Destiny. Together, Tyler in his last days in office, and then Polk, helped to bring about the annexation of Texas.

Was it slavery that accomplished the annexation? Was it Manifest Destiny? Was it something else? What factors best explain the drive to annex Texas? In this lesson, you will examine a small sample of primary sources on the annexation of Texas. These will provide evidence to help you answer these questions. Interpreting the sources is not easy. Keep in mind that they are from a variety of points of view about the conflict. Together, they should help you better understand the primary reasons that the United States annexed Texas.

Image Sources: Map. By unknown artist, circa 1841.

"The Issue Joined." By T. B. Peterson and Henry R. Robinson, 1846, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZ62-21790

Proposal Map. By unknown artist, *Newark Daily Advertiser*, February 11, 1845.



History Group

GROUP MEMBERS:

Lone Star Republic

Your group's task is to explore the history of the annexation of Texas. A disciplinary compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Which factor best explains why the United States annexed Texas: slavery or the spirit of Manifest Destiny?

3. Read and discuss Primary Sources 4.2, 4.4, and 4.5.
4. Read and discuss the following background information. Use the information to help complete the handout.

By the 1830s, farmers and other settlers were already following trappers and fur traders into the plains and mountains of the Far West. Americans had long felt entitled to go west. Many probably assumed the nation would inevitably reach across the entire continent. What changed in the 1840s was the sense that it was going to happen soon. The term “Manifest Destiny” summed up this awareness. It was “manifest” (that is, obvious) that moving west was inevitable—our “destiny.” Anglo-Saxon America would soon stretch from coast to coast. Manifest Destiny also had a moral aspect. American individual rights, liberty, and material progress all seemed to be part of a divine plan.

Despite Manifest Destiny, the 1830s also saw the escalation in the battle over slavery. Abolitionists in the North were stepping up their calls for an immediate end to slavery. The South, in response, was becoming more defiant, not less. In the past, it was common for Southerners to call slavery a “necessary evil.” The mood in the 1830s was hardening.

John C. Calhoun and others began to claim boldly that slavery was a positive, for slave and slaveholder alike. A growing divide was splitting the nation. Both political parties tried for a long time to avoid the issue. The battle over Texas showed they could no longer really hope to do that for much longer.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.2

Primary Source 4.4

Primary Source 4.5

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Which factor best explains why the United States annexed Texas: slavery or the spirit of Manifest Destiny?

State your group's claim here:

7. From the remaining six primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



Civics Group

GROUP MEMBERS:

Lone Star Republic

Your group's task is to explore the civics of the annexation of Texas. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Democratic U.S. president James K. Polk strongly backed the annexation of Texas. Did this then make the Democrats the party of slavery? Why or why not?

3. Read and discuss Primary Sources 4.1, 4.8, and 4.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

In the 1830s, both political parties avoided the issue of Texas as best they could. Democratic U.S. president Andrew Jackson was a strong supporter of slavery. Both as a general and as president, Jackson led the way in clearing Native American tribes out of Georgia, Alabama, and Mississippi in order to open that area to farmers and slave plantations. The Democrats were the stronger party in the South, but even Jackson did not try to annex Texas. His successor, Northerner Martin Van Buren, was even less in favor of it. Democrats had many supporters in the North, and it could not afford to anger them by rushing to admit new slave states. Everyone expected the Democrats to choose Van Buren for president in 1844.

The Whigs were also divided into Northern and Southern factions. Whig U.S. president John Tyler pushed hard to get Texas admitted, but in 1844, the Whigs chose Henry Clay as its presidential candidate, not Tyler. Clay's views on Texas were not clear, which opened the way for the Democrats

to make a surprise choice. They picked James K. Polk as their candidate. In doing so, they decided to back fully Texas annexation and national expansion in the name of Manifest Destiny.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.1

Primary Source 4.8

Primary Source 4.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Democratic U.S. president James K. Polk strongly backed the annexation of Texas. Did this then make the Democrats the party of slavery? Why or why not?

State your group's claim here:

7. From the remaining six primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



Economics Group

GROUP MEMBERS:

Lone Star Republic

Your group's task is to explore the economics of the annexation of Texas. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

The diffusion theory said that annexing Texas would be good for both the South and the North. Did this claim make economic sense? Why or why not?

3. Read and discuss Primary Sources 4.3, 4.6, and 4.7.
4. Read and discuss the following background information. Use the information to help complete the handout.

The diffusion theory seemed to say that slavery might soon die out in the old South. As soils eroded, slaveholders would need to either sell their slaves or free them so as not to have to care for them any longer. As they did, these African Americans could be sent to Texas—if it was admitted as a slave state. Otherwise, they would likely all go to free states in the North.

Was this theory about slavery in the Deep South correct? That is, was slavery becoming less profitable in the Carolinas, Georgia, Alabama, Mississippi, and Louisiana? In the 1840s, the South went through economic hard times; however, in the late 1840s and all of the 1850s, cotton production soared. Large-scale cotton plantations were very efficient and profitable. Careful historical research in the 1980s and 1990s made this clear.

Historian Robert William Fogel used many kinds of statistics to support such claims. For instance, he showed that cotton-belt farms with fifty-one or more slaves were a good deal more efficient than farms with no slaves. Slaves in gang-labor patterns on large plantations—a cruel, horrifying system—were worked hard and produced efficient results. This system showed no signs of dying out. It was thriving economically in the years just before the Civil War began.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.3

Primary Source 4.6

Primary Source 4.7

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

The diffusion theory said that annexing Texas would be good for both the South and the North. Did this claim make economic sense? Why or why not?

State your group's claim here:

7. From the remaining six primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



Geography Group

GROUP MEMBERS:

Lone Star Republic

Your group's task is to explore the geography of the annexation of Texas. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

What geographical factors help explain the strong desire of most Southern political leaders to annex Texas?

3. Read and discuss Primary Sources 4.4, 4.5, and 4.6.
4. Read and discuss the following background information. Use the information to help complete the handout.

In the battle to annex Texas, three geographical features stood out. First, Texas was huge! Even today, its 268,000 square miles is more than the land area of South Carolina, Georgia, Alabama, Mississippi, and Louisiana combined. No wonder Southern slaveholders eagerly hoped to open it up fully to settlement. As many Southerners saw it, Texas would help cotton and slavery to thrive for many generations.

Second, no one actually knew just how large Texas was. Its borders had not been fixed. As an independent nation, the Republic of Texas claimed more than present-day Texas, including parts of what are today New Mexico, Kansas, Colorado, and Wyoming. No agreement about borders had been reached when Texas was annexed. The resolution to annex it gave Texas a right to carve itself up into five states, all but one of which might well have been slave states. Texas never did this, but many thought it would.

Third, Texas was a borderland between Mexico and the United States. Mexico never accepted Texan independence. In the end, it took a war with Mexico for the United States to gain full control over Texas. In the meantime, foreign pressures and diplomatic moves complicated Texas annexation in many other ways.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.4

Primary Source 4.5

Primary Source 4.6

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

What geographical factors help explain the strong desire of most Southern political leaders to annex Texas?

State your group's claim here:

7. From the remaining six primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

For this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special critical thinking skills and habits. Here are some guidelines to help you do this.

◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can also help you decide how reliable or typical a source might be.

◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

PRIMARY SOURCE ►

4.I

Andrew Jackson's Speech on Texas

Texas declared its independence from Mexico in 1836. Most Texans wanted the United States to annex their republic as a new state. U.S. president Andrew Jackson wanted that also. However, he avoided even recognizing Texas officially as an independent republic until the very last day of his presidency. He did this to avoid causing problems for his chosen successor, Martin Van Buren, during the election of 1836. He did express his views about Texas in a special message to the Senate and House of Representatives on December 21, 1836.

Original Document

Texas was once claimed as a part of our property, and there are those among our citizens who, always reluctant to abandon that claim, can not but regard with solicitude the prospect of the reunion of the territory to this country. A large proportion of its civilized inhabitants are emigrants from the United States, speak the same language with ourselves, cherish the same principles, political and religious, and are bound to many of our citizens by ties of friendship and kindred blood; and, more than all, it is known that the people of that country have instituted the same form of government with our own, and have since the close of your last session openly resolved, on the acknowledgment by us of their independence, to seek admission into the Union as one of the Federal States.

Adapted Version

We once claimed Texas as part of our country. Many citizens were not happy about giving up that claim. They are now eager to reunite with this territory. Most of the civilized inhabitants of Texas are from the United States. They speak the same language as we do. They cherish the same political and religious principles. They are bound to many of our citizens by ties of friendship and kindred blood. Most importantly, we know the Texans have formed the same kind of government as ours, and since the last session of Congress, they have announced they will seek admission as a state once we officially acknowledge their independence.

Original Document Source: Andrew Jackson, "Special Message" (speech, Washington, DC, December 21, 1836), edited by Gerhard Peters and John T. Woolley, The American Presidency Project, <http://www.presidency.ucsb.edu/ws/?pid=67012>.

John L. O'Sullivan's Essay on Manifest Destiny

Some historians see the spirit of Manifest Destiny as the main force leading Americans to want to annex Texas. John L. O'Sullivan, editor of *The United States Magazine and Democratic Review*, coined the phrase "manifest destiny" in 1845. Even earlier, however, he had begun expressing the idea in very similar terms, as he does in these passages from "The Great Nation of Futurity," an essay published in November 1839.

Original Document

The American people having derived their origin from many other nations, and the Declaration of National Independence being entirely based on the great principle of human equality. . . . Our national birth was the beginning of a new history, the formation and progress of an untried political system, which separates us from the past and connects us with the future only; and so far as regards the entire development of the natural rights of man, in moral, political, and national life, we may confidently assume that our country is destined to be *the great nation* of futurity. . . .

The far-reaching, the boundless future will be the era of American greatness. In its magnificent domain of space and time, the nation of many nations is destined to manifest to mankind the excellence of divine principles; to establish on earth the noblest temple ever dedicated to the worship of the Most High—the Sacred and the True. Its floor shall be a hemisphere—its roof the firmament of the star-studded heavens, and its congregation an Union of many Republics, comprising hundreds of happy millions, calling, owning no man master, but governed by God's natural and moral law of equality, the law of brotherhood—of "peace and good will amongst men."

CONTINUED

Adapted Version

Americans come from many nations. Our Declaration of Independence is based on the great principle of human equality. These things show that our nation's birth began a whole new chapter in history. We have begun to shape an untried political system. It is one that separates us from the past and connects us with the future only. As for the development of the natural rights of man, in moral, political, and national life, we can be sure that our country is destined to be the great nation of the future. . . .

The boundless future will be the era of American greatness. In this magnificent domain of space and time, our nation of many nations is destined to manifest to mankind the excellence of divine principles. It will establish on earth the noblest temple ever dedicated to the worship of what is most high, sacred and true. Our nation's floor shall be the entire hemisphere. Our roof shall be the star-studded heavens, and our congregation shall be a union of many republics. These will be made up of hundreds of happy millions who will call no man master, but who will be governed by God's natural and moral law of equality, the law of brotherhood—of “peace and good will among men.”

Original Document Source: John L. O'Sullivan, “The Great Nation of Futurity,”
The United States Magazine and Democratic Review 6 (November 1839): 426–430.

Joseph Holt Ingraham on the Cotton Industry

Joseph Holt Ingraham grew up in New England, but in 1830 he moved to Natchez, Mississippi. In 1835, he wrote about the region in his book *The South-West*. This short passage on the rapid spread of cotton culture is from that book. Ingraham goes on to predict the soil will erode rapidly over time. However, when he wrote, cotton cultivation was still spreading to unused lands throughout the deep Southern states of Alabama, Mississippi, and Louisiana.

Original Document

Cotton and negroes are the constant theme—the ever harped upon, never worn out subject of conversation among all classes. But a small portion of the broad rich lands of this thriving state is yet appropriated. Not till every acre is purchased and cultivated—not till Mississippi becomes one vast cotton field, will this mania, which has entered into the very marrow, bone and sinew of a Mississippian's system, pass away. And not then, till the lands become exhausted and wholly unfit for farther cultivation.

Adapted Version

Cotton and negroes are the constant topic—the ever harped upon, never worn out subject of conversation among all classes. Cotton growers have only taken possession of a small share of the broad rich lands of this thriving state. This eager enthusiasm will not pass away until every acre is purchased and cultivated—not until Mississippi becomes one vast cotton field. Meanwhile, this enthusiasm has entered into the very marrow, bone, and sinew of every citizen of Mississippi. And even then, it will continue until the lands become exhausted and wholly unfit for farther cultivation.

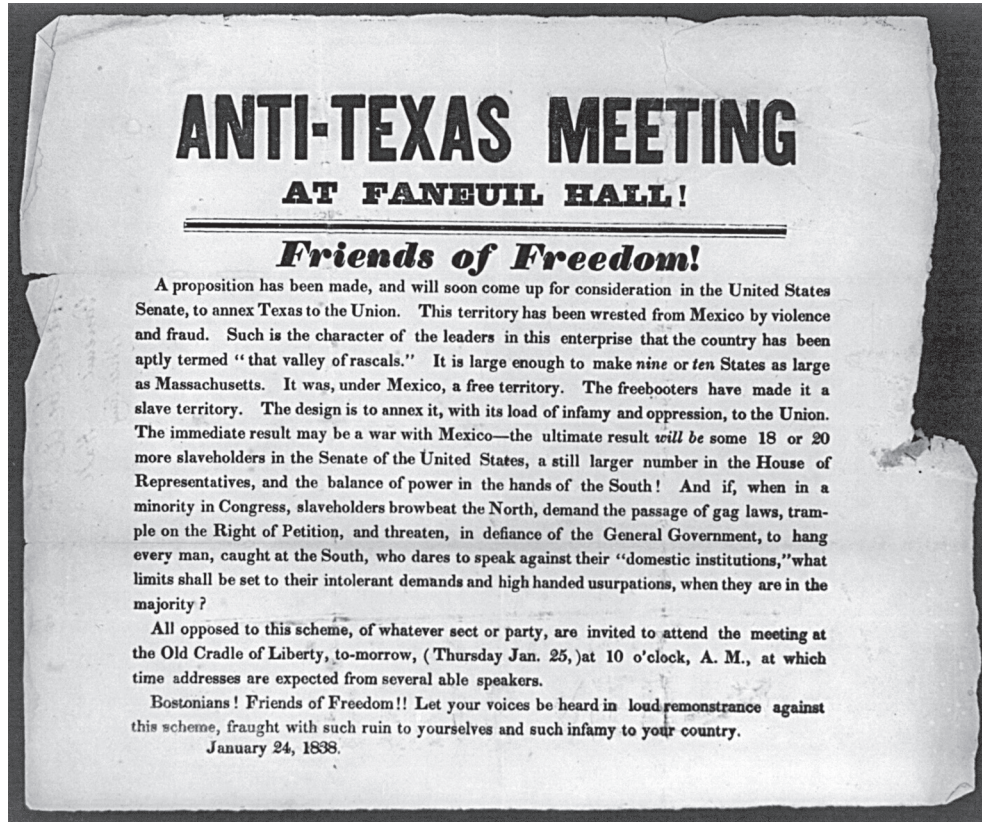
Original Document Source: Joseph Holt Ingraham, *The South-West*, vol. 2 (New York: Harper and Brothers, 1835), 86.

PRIMARY SOURCE ▶

4.4

Broadside on an Annexation Meeting

Northern protests against annexing Texas arose almost as soon as Texas declared its independence from Mexico. This document is the main part of an announcement of a meeting in Boston's Faneuil Hall. The meeting was called to protest moves in the U.S. Senate to annex Texas. The date is 1838. Opposition to the annexation of Texas was especially strong in New England. This is a broadside titled "Anti-Texas Meeting at Faneuil Hall!, Friends of Freedom! . . . Jan. 24, 1838."

Original Document

CONTINUED

Adapted Version

The Senate will soon decide on a proposal to annex Texas as a state of the Union. This territory was seized from Mexico by violence and fraud. Those in charge of Texas now are so bad that the country has been well named “that valley of rascals.” It is large enough to make nine or ten States as large as Massachusetts. It was a free territory under Mexico. The freebooters from the U.S. have made it a slave territory. The plan now is for us to annex it, with all its infamy and oppression. The immediate result may be a war with Mexico. The final result could be some eighteen or twenty more slaveholders in the Senate of the United States. States carved from Texas could send an even larger number to the House of Representatives. The balance of power would be in the hands of the South! Slaveholders are now still a minority in Congress. Yet already they browbeat the North, demanding gag laws to prevent debate about slavery. They trample on the Right of Petition for abolitionists. They threaten to defy the General Government and hang every man in the South who dares to speak against their “domestic institution,” slavery. What limits then will anyone be able to set to their intolerant demands and high-handed usurpations once they are in the majority.

All who oppose this scheme, of any sect or party, are invited to attend the meeting at the Old Cradle of Liberty tomorrow (Thursday, Jan. 25) at 10 o’clock a.m., at which time speeches are expected from several good speakers.

Bostonians! Friends of Freedom!! Let your voices be heard in loud demonstration against this scheme, full of such ruin to yourselves and such bad reputation in your country.

January 24, 1838

John C. Calhoun Letter on Great Britain's Involvement

In April 1844, U.S. secretary of state John C. Calhoun sent his famous Pakenham Letter to Richard Pakenham, Great Britain's foreign minister to the United States. Calhoun made this letter public along with the treaty of annexation to Congress. The letter caused a great deal of controversy. It claimed that Great Britain wanted to see Texas abolish slavery and remain independent or rejoin Mexico. British officials had expressed hopes that this might happen. Great Britain had itself recently abolished slavery, and it was leading efforts to end the slave trade worldwide. Calhoun used this letter to defend strongly slavery as a "positive good." His purpose in making all this public may have been to strengthen pro-annexation feeling throughout the South.

Original Document

It is with still deeper concern the President regards the avowal of Lord Aberdeen of the desire of Great Britain to see slavery abolished in Texas, and, as he infers, is endeavoring, through her diplomacy, to accomplish it, by making the abolition of slavery one of the conditions on which Mexico should acknowledge her independence. It has confirmed his previous impressions as to the policy of Great Britain in reference to Texas, and made it his duty to examine with much care and solicitude what would be its effects on the prosperity and safety of the United States, should she succeed in her endeavors. The investigation has resulted in the settled conviction that it would be difficult for Texas, in her actual condition, to resist what she [Great Britain] desires . . . and this, if Texas could not resist the consummation of the object of her desire, would endanger both the safety and prosperity of the Union. Under this conviction, it is felt to be the imperious duty of the Federal Government, the common representative and protector of the States of the Union, to adopt, in self-defense, the most effectual measures to defeat it.

Adapted Version

The president is very worried about British foreign minister Lord Aberdeen's admission that Great Britain wishes to see slavery abolished in Texas. He assumes that Great Britain is already urging Mexico to promise Texas independence if it does abolish slavery. Lord Aberdeen's admission proves our previous suspicions about Great Britain's plans for Texas. Therefore, the president must consider carefully how Britain's efforts, if successful, could affect the prosperity and safety of the United States. So far, we are convinced it would be difficult for Texas, in her actual condition, to refuse Great Britain's pressure. And, if Texas could not resist and if it did abolish slavery, this would endanger both the safety and prosperity of the United States. Given this view, we feel it is our duty, as the representative and protector of the States of the Union, to act effectively in self-defense to defeat Great Britain's plans.

Original Document Source: John C. Calhoun to Richard Pakenham, 18 April 1844, in *Reports and Public Letters of John C. Calhoun*, edited by Richard K. Crallé (New York: D. Appleton, 1883), 334.

Mississippi senator Robert J. Walker feared British interference in Texas. If Great Britain convinced the Texans to abolish slavery, this would restrict slavery to the states where it was already legal. In time, as cotton lands wore out, the South would have to free all its slaves. Walker believed African Americans were so inferior that they would become a huge burden if they were freed. In a widely read letter in 1844, he saw Texas as offering a way out of the problem. Slaves from other states could be sold to planters in Texas and then farther south into Mexico. His idea was called the diffusion theory. It was used in 1844 to win support for Texas annexation even from opponents of slavery.

Original Document

If slavery be considered by the States of the North as an evil, why should they prefer that its location should be continued in States on their border, rather than in the more distant portions of the Union? It is clear that, as slavery advanced in Texas, it would recede from the States bordering on the free States of the North and West; and thus they would be released from actual contact with what they consider an evil, and also from all influx from those States of a large and constantly augmenting free black population. . . . As the number of free blacks augmented in the slaveholding States, they would be diffused gradually through Texas into Mexico, and Central and Southern America, where nine-tenths of their present population are already of the colored races, and where, from their vast preponderance in number, they are not a degraded caste, but upon a footing, not merely of legal, but what is far more important, of actual equality with the rest of the population. Here, then, if Texas is reannexed, throughout the vast region and salubrious and delicious climate of Mexico, and of Central and Southern America, a large and rapidly increasing portion of the African race will disappear from the limits of the Union. The process will be gradual and progressive, without a shock, and without a convulsion; whereas by the loss of Texas, and the imprisonment of the slave population of the Union within its present limits, slavery would *increase* in nearly all the slaveholding states, and a change in their condition would become impossible; or if it did take place by sudden or gradual abolition, the result would as certainly be the sudden or gradual introduction of hundreds of thousands of free blacks into the States of the North; and if their condition there is already deplorable, how would it be when their number there should be augmented tenfold, and the burden become intolerable?

CONTINUED

Adapted Version

If the North sees slavery as evil, why would it want to keep slavery nearby in the border states? If slavery increases in Texas, the slaves will be sold away from those border states. The free states will no longer have actual contact with slavery. They will no longer have to accept a rapidly growing free black population from the South. Instead, those blacks would later be freed in Texas and diffused gradually through Texas into Mexico, and Central and Southern America. Most people there already are of the colored races. Because they are the majority, they are not seen as a degraded caste. They have both legal and actual equality with the rest of the population. If we annex Texas, a large and increasing number of Africans will disappear from the Union into the more welcoming climate of Mexico and Central and Southern America. The process will be gradual and peaceful. If we do not annex Texas, however, slaves will remain imprisoned inside the Union. Slavery will increase in the slaveholding states. Changing the condition of the slaves will be almost impossible. If abolition takes place, either gradually or suddenly, hundreds of thousands of free blacks will move North. Their condition there is already terrible. Imagine what an intolerable burden they would become once their numbers increase tenfold.

Original Document Source: Robert J. Walker, Letter of Mr. Walker of Mississippi, Relative to the Annexation of Texas (Washington, DC: Globe Office, 1844), 14.

Orville Dewey Sermon on Diffusion

In the 1830s, Orville Dewey was the strong antislavery pastor of the Church of the Messiah in New York. He addressed Robert J. Walker's diffusion theory in a sermon published in 1844. This passage is from that sermon. It begins at the end of a long description of the horrors of the internal slave trade—the trade of slaves from one state to another.

Original Document

And all this mass of horrors involved in the domestic slave-trade, is certain to be extended and prolonged by the Annexation of Texas. Let me not be told that it is a rich country, a great acquisition; all this weighs nothing with me against the insuperable moral objection. If its plains were paved with gold and its mountains were studded all over with diamond-rocks, I would not take it on the terms proposed. If it were the paradise of heaven, I would not take it on those terms.

Nay, and if I thought it probable, as some believe, that the Annexation of Texas would shorten the term of slavery, I would not take it. To extend the system over new territories, is certainly a very strange way of shortening its reign; and this is far enough, we know, from the purpose of its leading projectors and advocates. The Texans themselves have declared in their Constitution, that slavery there shall never be abolished! There is such a thing doubtless as weakening a thing by diffusion; but I cannot see in slavery any such tendency. Let alone, it must die out of itself; its only chance of living is to take root in new and richer lands. Is not that the very argument of many of the advocates of Annexation? "Our prosperity is failing us; it must have another field." But even if I thought it might sooner die in that richer field, I would not consent to take it. I cannot do evil that good may come.

CONTINUED

Adapted Version

All the horrors of the domestic slave trade will be made worse by the annexation of Texas. I do not care if Texas is a rich country. This means nothing to me given the huge moral objection I have to admitting it to the Union. Its plains could be paved with gold or studded with diamonds. I still would not take it on the terms proposed now. Not even if it were the paradise of heaven.

Some say that annexing Texas would end slavery sooner. I still would not take it even if that were so. In any case, spreading slavery to more territory seems a strange way to end it sooner. And that is certainly not what those who seek to annex Texas want. The Texas constitution says slavery there shall never be abolished! Perhaps the idea of weakening by diffusion works for some things. I see no reason why it would for slavery. If we leave it alone, it will die out on its own. Its only hope to survive is for it to spread to other, richer lands. That's the very argument the advocates of annexation make. "Our prosperity is failing us; it must have another field," they say. But even if I thought it might die sooner in those richer lands, I would not agree to annex them. I cannot do evil on the hope that good may come of it.

Original Document Source: Orville Dewey, A Discourse on Slavery and the Annexation of Texas (New York: Charles S. Francis, 1844), 14.

John L. O'Sullivan actually first used the exact phrase "manifest destiny" in an editorial supporting the annexation of Texas. In that editorial, O'Sullivan specifically sought to answer charges that Texas was annexed solely to allow the spread of slavery and ensure its survival.

Original Document

Nor is there any just foundation for the charge that Annexation is a great pro-slavery measure—calculated to increase and perpetuate that institution. . . . The greater value in Texas of the slave labor now employed in those States [the northern tier of Slave States], must soon produce the effect of draining off that labor southwardly, by the same unvarying law that bids water descend the slope that invites it. Every new Slave State in Texas will make at least one Free State from among those in which that institution now exists—to say nothing of those portions of Texas on which slavery cannot spring and grow—to say nothing of the far more rapid growth of new States in the free West and Northwest, as these fine regions are overspread by the emigration fast flowing over them from Europe, as well as from the Northern and Eastern States of the Union as it exists. On the other hand, it is undeniably much gained for the cause of the eventual voluntary abolition of slavery, that it should have been thus drained off towards the only outlet which appeared to furnish much probability of the ultimate disappearance of the negro race from our borders. The Spanish-Indian-American populations of Mexico, Central America and South America, afford the only receptacle capable of absorbing that race whenever we shall be prepared to slough it off—to emancipate it from slavery, and (simultaneously necessary) to remove it from the midst of our own.

CONTINUED

Adapted Version

Annexation will not be a great pro-slavery measure. It will not cause slavery to spread. Slaves will be more valuable in Texas than they are in the border slave states. Annexation will cause slaveholders to sell slaves southwardly, as surely as water runs downhill. Each new slave state formed out of Texas will make at least one new free state out of those that now allow slavery. In some portions of Texas, slavery is not likely to survive. Moreover, there will be a far more rapid growth of new states in the free West and Northwest territories. These fine regions will fill up with immigrants from Europe and settlers from our own northern and eastern states. Moreover, voluntary abolition of slavery will be more likely if slaves are drained off to a place in the southwest from which the negro race will disappear from our borders entirely. The Spanish-Indian-American populations of Mexico, Central America, and South America, are the only ones able to absorb that race when we are ready to free it and remove it from our midst as we will have to.

Original Document Source: John L. O'Sullivan, "Annexation," *The United States Magazine and Democratic Review*, vol. 17 (New York: J. L. O'Sullivan and O. C. Gardiner, 1845), 7.

Democratic candidate James K. Polk won the presidential election in November 1844, and he took office on March 4, 1845. He was a strong advocate of expanding the nation's territory, and he favored the annexation of Texas. However, by the time he took office, the House of Representatives and the Senate had already passed a joint resolution annexing Texas. Outgoing president John Tyler signed it on March 1, 1845. It actually gave the Texans two choices regarding annexation. Tyler sent the resolution to Texas on March 3, his last day in office. He urged Texas to choose immediate annexation. Polk also asked Texas to do this. Texas complied. Mexico then cut diplomatic ties with the United States over Texas. The dispute soon led to war, a war Polk used to win additional vast territories for the United States, including California. Polk's sense of Manifest Destiny is expressed in this passage from his inaugural address, given on March 4, 1845.

Original Document

None can fail to see the danger to our safety and future peace if Texas remains an independent state or becomes an ally or dependency of some foreign nation more powerful than herself. Is there one among our citizens who would not prefer perpetual peace with Texas to occasional wars, which so often occur between bordering independent nations? . . . Is there one who would not prefer free intercourse with her to high duties on all our products and manufactures which enter her ports or cross her frontiers? Is there one who would not prefer an unrestricted communication with her citizens to the frontier obstructions which must occur if she remains out of the Union? Whatever is good or evil in the local institutions of Texas will remain her own whether annexed to the United States or not. None of the present States will be responsible for them any more than they are for the local institutions of each other. They have confederated together for certain specified objects. Upon the same principle that they would refuse to form a perpetual union with Texas because of her local institutions our forefathers would have been prevented from forming our present Union. Perceiving no valid objection to the measure and many reasons for its adoption vitally affecting the peace, the safety, and the prosperity of both countries, I shall on the broad principle which formed the basis and produced the adoption of our Constitution, and not in any narrow spirit of sectional policy, endeavor by all Constitutional, honorable, and appropriate means to consummate the expressed will of the people and Government of the United States by the reannexation of Texas to our Union at the earliest practicable period.

CONTINUED

Adapted Version

Everyone can see the danger of letting Texas remain an independent state or of allowing it to depend on some powerful foreign nation. Wouldn't we all prefer lasting peace with Texas to the wars that often occur between bordering independent nations? . . . Who wouldn't prefer free trade with the state of Texas to high duties on all the products we try to sell to her as an independent nation? Wouldn't we all prefer open communication with her citizens to frontier barriers she might put up if she were not in the Union? Whatever might be evil in the local institutions of Texas will remain with her whether she is in or out of the United States. None of the other states are responsible for them. These states all agreed to form the Union for certain purposes only. Our forefathers would never have formed our Union if they refused to admit states simply because they did not approve of all their local institutions. Seeing no valid objections, and many good reasons for it, I will complete the annexation of Texas. I will do so not out of a spirit of sectionalism, but on the same principles as led to the formation of our Constitution.

Original Document Source: James K. Polk, "Inaugural Address" (speech, Washington, DC, March 4, 1845), in *My Fellow Citizens: The Inaugural Addresses of the Presidents of the United States, 1789–2009*, edited by Arthur M. Schlesinger Jr. and Fred L. Israel (New York: Infobase, 2010), 112–113.

Communicating Results and Taking Action

Communicating Results

- ◆ Read Primary Source 4.4, and then read Primary Source 4.8. Pretend you are O'Sullivan and write a letter to the Faneuil Hall organizers to try to reassure them about Texas. Now pretend you are one of those organizers and reply to O'Sullivan.
- ◆ In a small group, read and discuss Primary Source 4.5, a passage from John C. Calhoun's letter to British foreign minister Richard Pakenham. Do some further reading about this letter and its importance in the debate over annexing Texas. Do some additional research into Great Britain's decisions in the 1800s regarding the slave trade and slavery in its colonies. Based on your research, give a brief report to the class on the Pakenham letter and Great Britain's likely role with regard to Texas in 1844.
- ◆ As a group, read and discuss Primary Sources 4.2, 4.4, 4.6, 4.7, and 4.8 for this lesson. Choose one group member to play each of the following people: John L. O'Sullivan, an organizer of the 1838 Faneuil Hall meeting, Robert J. Walker, and Orville Dewey. Create and act out in class a brief role-playing skit involving these four individuals. The skit should be based on a discussion of the question for this lesson.

Taking Action

- ◆ Are there contemporary examples of one nation trying to annex extra territory, or is annexation something that no longer happens? Research this question using the Internet and by looking through recent issues of various newsmagazines or newspapers. *The Economist* is an especially good source for stories of this sort. Prepare a brief five-minute report on your findings. Explain how the problem of annexing territory today is or is not like the annexation of Texas. Have your instructor record your reports and post them online. Discuss in class any responses you get on your reports.
- ◆ After completing the above assignment, try to find an individual from an annexed territory to interview. If you cannot find someone, find firsthand, historical accounts of a person's response to his or her country being annexed by another. Then write an editorial, including quotes from the interview or the firsthand account, and submit it to your local newspaper or some other publication, inviting them to use it. Ask for reader responses. Discuss any responses with the rest of the class.

Lone Star Republic Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development/Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

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- 4.2: O'Sullivan, John L. "The Great Nation of Futurity." *The United States Magazine and Democratic Review* 6 (November 1839): 426–430.
- 4.3: Ingraham, Joseph Holt. *The South-West*. Vol. 2. New York: Harper and Brothers, 1835.
- 4.4: "Anti-Texas Meeting at Faneuil Hall!, Friends of Freedom! . . . Jan. 24, 1838." Library of Congress, Prints and Photographs Division, LC-USZ62-57792.
- 4.5: Crallé, Richard K., ed. *Reports and Public Letters of John C. Calhoun*. New York: D. Appleton, 1883.
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- 4.8: O'Sullivan, John, and O. C. Gardiner. *The United States Magazine and Democratic Review*. Vol. 17. New York: J. L. O'Sullivan and O. C. Gardiner, 1845.
- 4.9: Schlesinger, Arthur M., Jr., and Fred L. Israel, eds. *My Fellow Citizens: The Inaugural Addresses of the Presidents of the United States, 1789–2009*. New York: Infobase, 2010.

Sources for Further Study

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