Why It Matters

Europeans had ruled the New World for centuries. In the late 1700s people in the Americas began to throw off European rule. The thirteen English colonies were first. The French colony of Haiti was next. Texas was one part of the grand story of the independence of the Spanish colonies. For the people living in Texas, though, the transition from Spanish province to a territory in the independent nation of Mexico was tremendously important.

The Impact Today

• Texas was the region of North America in which Spanish, French, English, and Native Americans met.
• Contact among people encourages new ways of thinking. Later the number of groups in Texas increased as African and Asian people, as well as others from all over the world, brought their cultures.
Although painted in 1849 after Texas became part of the United States, this image of San Antonio’s Main Plaza shows the influence of Spain and Mexico.
Spanish Texas 1763–1819

Main Idea
Alliances among several countries changed the boundary and settlement of Texas.

Key Terms
alliance  
filibuster

Reading Strategy
Identifying Cause and Effect  Write an “effect” for each “cause.”

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain entered Revolutionary War</td>
<td></td>
</tr>
<tr>
<td>Treaty of Paris</td>
<td></td>
</tr>
<tr>
<td>Purchase of Louisiana Territory</td>
<td></td>
</tr>
</tbody>
</table>

Read to Learn
• how the balance of power changed between Spain and France.
• why Spain closed missions.
• about the Louisiana Purchase.

Section Theme
Geography and History  Changes in boundaries and land possession changed Texas history.

Preview of Events
1773  Three missions close in East Texas  1779  Town of Nacogdoches is founded  1783  American Revolution ends in British defeat  1819  Adams–Onís Treaty is signed

Texas Story
Seventeen-year-old Peter Ellis Bean illegally entered Texas in 1800 to catch mustangs. Captured by Spanish soldiers, he became a prisoner, a Mexican soldier, and an Indian agent. He wrote of his capture: “In about six day’s journey we came to the Trinity River . . . In the vast prairie there was no wood, or any other fuel than buffalo-dung, which lay dry in great quantities . . . and we were forced to eat the flesh of wild horses.”

―Memoir of Peter Ellis Bean, 1816

Spain Acquires Louisiana
Great Britain’s victory over France in the Seven Years’ War (1756–1763) suddenly changed the balance of power in the Americas. Under the Treaty of Paris of 1763, Great Britain gained Canada and all French land east of the Mississippi River, except New Orleans. Spain received New Orleans.
and all French land west of the Mississippi. With Spain controlling Louisiana, the boundary between Spanish and foreign territory became the Mississippi River. France was no longer a colonial power in North America. Spanish officials questioned whether the East Texas missions and presidios were still needed.

### Spain Closes East Texas Missions

The Spanish government sent the Marqués de Rubí, a Spanish officer, to investigate the need for missions. After a more than 7,000-mile (11,263 km) tour of New Spain, Rubí realized that there was a great difference between what Spain claimed and what it controlled. Spain had neither the wealth nor the power to defend its missions.

Rubí suggested that Spain abandon all its missions in Texas except those at San Antonio and Goliad (La Bahía). Then Spain could concentrate on forming alliances, or working agreements, with the Comanches. Both would fight the Apaches. He also recommended that Spanish settlers in East Texas should move closer to San Antonio for protection. Rubí also called for a line of 15 forts stretching across northern Mexico from near Laredo to the Gulf of California. His plan was adopted in 1772.

In 1773, the new Spanish governor of Texas, the Barón de Ripperdá (reep•pehr•DAH), closed the three remaining missions in East Texas and ordered the 500 settlers in the area to move to San Antonio. The East Texans did so, but reluctantly. San Antonio was hotter and drier than East Texas and required irrigation for farming. The best land had already been taken by earlier settlers, leaving the newcomers only rocky soil to farm.

### Nacogdoches Founded

The leader of the East Texans, Gil Ybarbo (HEEL ee•BAHR•boh), pleaded for permission for the families to return to their former homes. Governor de Ripperdá refused, but he did allow some of them to settle along the Trinity River. In 1774 these East Texans settled near present-day Madisonville. They named their town Bucareli (boo•kah•RAY•lee) after a Spanish lieutenant general and viceroy.

During the next four years, the colony did well. Then crop failure, a smallpox epidemic, and conflict with the Comanches forced the colonists to move. In early 1779, Ybarbo, without government approval, led the settlers back into the East Texas timberlands. They built the town of Nacogdoches near the abandoned Mission Guadalupe.
Nacogdoches was deep in the Piney Woods. Some of its early settlers had once lived in French Louisiana. Because they were isolated, the French colonists in Texas developed a more independent way of life. Spain had little control over what the settlers did.

**Reading Check**  
**Explaining** Why did the Spanish decide to abandon most of their missions in Texas?

### Settlers Face Many Dangers

Spain tried to colonize Texas throughout the late 1700s, but conflict with Apaches and Comanches interfered. Governor de Ripperdá was anxious to make the province safe for settlers but did not have the troops to do this. Spain was losing its hold on Texas, and by 1778, many people agreed with Governor Domingo Cabello when he said:

> “There is not an instant by day or night when reports do not arrive from all these ranches of barbarities and disorders falling on us. Totally unprotected as we are, they will result in the absolute destruction and loss of this province.”

In the 1790s, Spain stopped funding the Texas missions. The Spanish government insisted that the churches support themselves. In the government’s view, the missions had already succeeded in transforming the mission-based Native Americans into “good citizens.”

### Spain Helps the American Colonists

While the Spanish were wrestling with problems in Texas, Americans east of the Mississippi River were fighting for independence from Great Britain. During the American Revolution, both France and Spain supported the colonists. **Bernardo de Gálvez**, the governor of Spanish-held Louisiana, opened the port of New Orleans to American ships and supplied weapons, clothing, money, and medical supplies to American troops.

When Spain entered the war against Great Britain in 1779, Gálvez raised an army of soldiers from Spain, Mexico, and Cuba. He also recruited African and Native American volunteers. The Spanish efforts kept New Orleans and the lower Mississippi Valley out of British hands.

After the American Revolution, British and American leaders signed a peace treaty in 1783. Great Britain recognized the United States as an

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### Comparing Settlements in Texas at this Time

<table>
<thead>
<tr>
<th>Settlement</th>
<th>Men</th>
<th>Women</th>
<th>Boys</th>
<th>Girls</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Antonio</td>
<td>538</td>
<td>460</td>
<td>444</td>
<td>339</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Goliad</td>
<td>268</td>
<td>213</td>
<td>101</td>
<td>85</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Nacogdoches</td>
<td>129</td>
<td>104</td>
<td>52</td>
<td>50</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>
independent nation. The new nation’s boundaries were set at Canada in the North, the Mississippi River in the West, and Florida in the South. Spain’s claim to Florida was reconfirmed, and both the United States and Great Britain were granted trading rights on the Mississippi.

The United States Buys Louisiana

In 1800, Spain was forced to give Louisiana back to France. Three years later, the United States purchased the Louisiana Territory from France for about $15 million. The territory doubled the size of the United States.

From the first settlements at Jamestown in Virginia, and Plymouth in Massachusetts, settlers in the English colonies had been moving westward. By the 1760s, they occupied all the area from the Atlantic Ocean to the Appalachian Mountains. During the Revolution they migrated over the mountains into Tennessee and Kentucky. With the purchase of Louisiana, Anglos pushed across the Mississippi toward Spanish-held Texas.

Disputes About Boundaries

There was a controversy between the United States and Spain about the boundary between Spanish Texas and Louisiana. The United States insisted that the American territory extend at least to the Sabine River and possibly include Texas. Spain claimed that the eastern boundary was a line from the Arroyo Hondo to the Calcasieu (KAL•kuh•shoo) River in Louisiana.

For several years, Spanish and American authorities argued about the boundary. Finally James Wilkinson, the commander of United
States forces in Louisiana, and Colonel Simón de Herrera, the commander of Spanish troops in East Texas, compromised. Neither Spain nor the United States would occupy the area between the Sabine River and the Arroyo Hondo–Calcasieu line. This territory became the Neutral Ground. Between 1806 and 1819, no nation governed the Neutral Ground. It soon became a haven where smugglers and fugitives from both Spanish and American territories could escape the law.

In 1819, the United States and Spain signed the Adams–Onís Treaty, settling the boundary dispute. Spain transferred Florida to the United States and agreed to the Sabine River as the eastern boundary of Texas. In return, the United States surrendered all claims to Texas. The Neutral Ground was now in U.S. territory.

**Americans Migrate to Texas**

Peter Bean was only one of many Americans who migrated into Spanish Texas. Some were farmers and traders. Other Americans who came to Texas were adventurers, or filibusters. Some of these plotted to seize control of Texas.

One filibuster was Philip Nolan, an adventurer who had come to the United States from Ireland. Nolan made his money as a mustanger—capturing and selling wild horses—often in Texas. The Spaniards, however, suspected that Nolan was a spy, working for General Wilkinson, the American military commander in Louisiana.

Spanish officials warned Nolan not to come back to Texas, but he ignored the warning.

In the fall of 1800, Nolan and a party of 27, including an enslaved black man named Caesar, again entered Texas. They spent the winter in Central Texas trapping horses. In March 1801, Spanish soldiers surrounded their camp on the Brazos River and demanded their surrender. Nolan refused. Fighting broke out, and Nolan and another man were killed. Upon surrendering, Nolan’s men were marched to a Mexican prison. Peter Ellis Bean is one member of the Nolan party known to have survived and gained freedom.

**Reading Check** Analyzing What were some reasons that Americans migrated to Texas?
**Why Learn This Skill?**

History is the analysis of events. Usually one event produces, or causes, another event to happen. Historians look for cause-and-effect relationships to explain why things happen.

**Learning the Skill**

The diagram below illustrates a simple cause-and-effect relationship from Chapter 6.

This diagram shows that when France lost Louisiana to Spain, Spain no longer needed the missions in East Texas to protect its eastern boundary, so the missions were closed.

Often the effect of one action may in turn cause other events to occur. This is called a **cause-and-effect chain**. This relationship is often illustrated in a flowchart like the one below.

Because so many historical events are related, cause-and-effect chains can be very long and can include events that happen over a long period of time. One effect may be produced by various causes. One event can produce several different effects.

When you are reading history, look for words and phrases such as *because, as a result, for this reason, led to, produced, therefore, brought about, since, and caused* that indicate cause-and-effect relationships.

**Practicing the Skill**

Below is another link in our continuing cause-and-effect chain.

- Spain gives Louisiana back to France, which then sells it to the United States.

Place the following events in chronological order to complete the cause-and-effect flowchart.

- Adams–Onís Treaty gives the Neutral Ground to the U.S., which can then enforce laws there.
- Spain and the U.S. agree to create the Neutral Ground, which neither government rules.
- Spain and the U.S. dispute the boundary between Texas and Louisiana.

**Critical Thinking**

**Determining Cause and Effect**

In Section 2 you will learn that Bernardo Gutiérrez de Lara was not the only person to seek Texas independence. James Long of Natchez, Mississippi, did the same in 1819. Create a cause-and-effect flowchart that shows Long’s attempt to establish independence.

Glencoe’s *Skillbuilder Interactive Workbook*, Level 1, provides instruction and practice in key social studies skills.
Unrest Grows in Texas

Main Idea
As the call for freedom from Spain was proclaimed in Mexico, many patriots also called for the freedom of Texas.

Key Terms
liberation
republic

Reading Strategy
Classifying Information  Complete a chart like the one shown here.

<table>
<thead>
<tr>
<th>People</th>
<th>Significant Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bernardo Gutiérrez and Augustus Magee</td>
<td></td>
</tr>
<tr>
<td>Michel Aury and Jean Laffite</td>
<td></td>
</tr>
<tr>
<td>James Long</td>
<td></td>
</tr>
</tbody>
</table>

Read to Learn
• why Father Miguel Hidalgo y Costilla called for freedom from Spain.
• how the Republican Army of the North received its name.

Section Theme
Government and Democracy  Father Hidalgo’s call for the independence of Mexico from Spain resulted in many attempts to seize control of Texas.

Preview of Events

1810  Mexican independence movement begins
1813  The end of the Republican army
1819  James Long tries to free Texas

A Texas Story

When rebellion broke out in Mexico, prisoners were offered freedom to fight against the Mexican rebels. Peter Ellis Bean took the offer, then switched sides to fight for the rebel army of José María Morelos y Pavón.

Bean remembered “...the king’s order that every fifth man was to be hung for firing on the king’s troops. This was to be decided by throwing dice ... Whoever threw lowest, was to be executed ... All my companions, except one, threw high; he threw four. I gained the prize of my life, for I threw five.”

Hidalgo Calls for Independence

Many Mexicans became unhappy with Spanish rule. The best jobs in Mexico were reserved for men sent from Spain as administrators. Spain increased Mexican taxes to help pay for wars in Europe. This and other acts
greatly increased Mexican unhappiness with foreign rulers. On September 16, 1810, Father Miguel Hidalgo y Costilla issued a call for freedom from Spain. Hidalgo and his followers believed that the people of Mexico should govern themselves. In his call, or grito, for independence, Father Hidalgo appealed to the people:

"My children: a new dispensation [order of things] comes to us today. Will you receive it? Will you free yourselves? Will you recover the land stolen 300 years ago from your forefathers? . . . We must act at once . . . Will you not defend your religion and your rights as true patriots?"

For a time, Hidalgo’s forces did well in battle. Their failure to capture Mexico City doomed Hidalgo’s cause. He was captured in 1811 and executed.

One of Hidalgo’s followers, Juan Bautista de las Casas, seized San Antonio and other Texas towns. Forces loyal to the Spanish government, led by Juan Zambrano, captured Casas on March 2, 1811. Soon after, Spanish control over Texas was reestablished.

Gutiérrez–Magee Expedition
Hidalgo’s death did not stop the movement for independence. Rebels sent one of Father Hidalgo’s supporters, Bernardo Gutiérrez de Lara (goo•TYEH•rehs day LAH•rah), to the United States for money and supplies. After Hidalgo was defeated, Gutiérrez de Lara decided to invade Texas to free it from Spanish rule. Gutiérrez de Lara began recruiting soldiers to help in the liberation, or freeing, of Texas. A young lieutenant, Augustus Magee, resigned from the American army and joined Gutiérrez de Lara. Together, they planned to establish a government in which voters would choose people to represent them. Because such a government is called a republic, their forces were called the Republican Army of the North.

In August 1812 the Gutiérrez–Magee army, including Tejanos, Native Americans, and Anglo Americans, crossed the Sabine River and easily captured Nacogdoches. Soon other recruits joined, and the army—now 300 strong—moved toward Goliad (La Bahía).
The Republican army captured Goliad in early November. A larger Spanish force laid siege to Goliad for three months. Magee died in February 1813. His place as commander of the troops was taken by another American, Samuel Kemper.

In February the Spanish troops, suffering heavy losses, retreated from Goliad toward San Antonio. Kemper’s forces chased the retreating Spanish troops and defeated them in battle on March 29. Spanish officials surrendered San Antonio to the jubilant Republican forces. The leaders of the Republican army issued a declaration of independence for Texas.

Disagreements and Defeats

Soon, however, trouble swelled within the Republican army. The Americans and Mexicans quarreled over the nature of the new government for Texas. The Americans favored a government with elected officials, like that of the United States. The Mexicans preferred a government with appointed officials, much like New Spain’s. Gutiérrez de Lara also wanted Texas to remain a part of Mexico. American leaders pushed for Texas either to become independent or become a part of the United States.

In August 1813 the troubled Republican army fought its last battle near the Medina River, about 20 miles (32 km) south of San Antonio. Spanish forces commanded by General Joaquín de Arredondo (hwah•KEEN day ah•ray•DOHN•doh) won a resounding victory. Most of the Republican army troops were killed on the battlefield. Others surrendered and then were executed. A few survivors made their way back to the United States.

Arredondo executed settlers in San Antonio and East Texas whom he suspected of helping Gutiérrez de Lara. Other settlers were forced to leave Texas. As a result, the towns of Goliad and Nacogdoches were virtually deserted.

Revolutionaries and Pirates

Even though the movement to free Texas from Spanish rule had failed, revolutionaries continued their activities in Louisiana and along the Gulf Coast. A few of the survivors of the Gutiérrez–Magee expedition found safety on Galveston Island. The island was an ideal base for operations against the Spanish fleet sailing the Gulf of Mexico.

The revolutionaries secured the aid of the French pirate Louis Michel Aury (OH•ree), who sailed the Gulf waters. Mexicans who
favored independence from Spain appointed Aury as commissioner of Galveston. For several months Aury captured Spanish vessels along the coast of Texas. Then in April 1817, he transported an expedition of rebel troops along the Mexican coast under the command of Francisco Mina.

Aury returned to Galveston Island only to find that another pirate, Jean Laffite, now controlled it. Aury sailed on to Florida where he joined British adventurers trying to seize that area from the Spanish.

Jean Laffite had aided the American army against the British during the War of 1812. For this service President James Madison pardoned Laffite for previous crimes, and the pirate moved his base to Galveston Island. Laffite said he was fighting for Mexican independence, but he was really more interested in capturing Spanish vessels for their valuable cargoes. When some of Laffite’s pirates attacked American ships, the United States Navy stopped them. Laffite abandoned Galveston Island and sailed southward into the Caribbean. According to legend, Laffite buried a treasure of gold and silver on one of the islands along the Gulf Coast, but the treasure has never been found.

**Spain Exiles French Colonists**

While Laffite occupied Galveston Island, a group of French colonists tried to settle on the Trinity River near present-day Liberty. The leader, Charles François Lallemand...
James François Lallemand (frahn• SWAH lahl•leh•MAHN), had been a general in the French army before coming to America. With 120 men and women, Lallemand built two small forts. The Spanish governor in Texas sent troops to remove the colonists. Fearing this threat, the colony was abandoned in July 1818.

James Long Invades Texas

James Long of Natchez, Mississippi, was another filibuster who tried to free Texas from Spain. The Adams–Onís Treaty of 1819 had angered Long. He objected to the United States surrendering its claim to Texas.

Long led a force into Texas in the summer of 1819. The 300 rebels easily captured the nearly deserted town of Nacogdoches. Long and his followers declared that Texas was a free and independent republic, and Long was elected president.

After setting up a government, Long journeyed to Galveston Island to ask Jean Laffite for help. Laffite refused, saying the revolutionaries had no chance without a large, disciplined army. While Long was in Galveston, Spanish troops attacked and defeated Long’s forces in East Texas.

Long returned to New Orleans for more recruits. Again he invaded Texas, this time by sea. He landed at Point Bolivar on Galveston Bay. After several months, Long’s troops moved along the coast to the San Jacinto River and inland. They captured Goliad but were surrounded by Spanish troops and forced to surrender. Long was taken to Mexico City, where he was killed by a guard.

**Analyzing** What was Jean Laffite’s primary purpose in capturing Spanish vessels?
Robert Carter

Robert Carter is a native Texan and descendant of a pioneer family. He is a retired lawyer and naval captain. His interest in the founding of the first missions in Texas led him to write the novel, *The Tarnished Halo*. During his research his “interest grew, but . . . so did my amazement that such a character and . . . story had received such casual treatment by historians.” He has published many articles and another novel, *Sugar for the Roan*. Carter lives in Houston.

**Reading to Discover**

As you read this selection, imagine how you would feel if you were forced to move away from new friends against your choice. How would you tell them goodbye?

**Reader’s Dictionary**

**dialect:** a regional variety of a language

**venison:** meat of a deer used as food

**crucifix:** an image or figure of Jesus on the cross

**The Tarnished Halo**

*by Robert Carter*

In this excerpt, Father Hidalgo tries to explain his departure to his friend, Chief Totonac.

Hidalgo hurried across the clearing toward the small knot of [Indians]. As he neared them, the solemn, dignified chief continued to watch with an indifferent air, which Hidalgo knew, was only a mask to hide his true feelings. The friar . . . blurted out awkwardly in the mixture of Indian dialect and Spanish that both of them understood, “Totonac, the whiteskins are leaving.”

“My eyes have told me so. Why you leave?”

“We have no food for the winter. We do not even have candles to burn on the altar.”

“Has Totonac angered his whiteskin friends?”

“No, no! Totonac has been a faithful friend. So have these others here with you. But you are so few!” Despite his effort to suppress it, Hidalgo knew that his voice must carry a note of bitterness.

Totonac drew himself up, and seemed even taller as he replied. “You know, father, that all Indians are not the same. Bernardino is evil. His braves are evil. But we are your friends.”

“I know that well, Totonac.”

“If you want a bigger hogan, we’ll build it for you. We’ll go to church when you ring the bell. We’ll bring you venison when we hunt. We’ll bring fish when we fish.”

“God bless you, my son. I do not want to leave. Please believe me. But the other whiteskins will it. They will not let me stay here alone” . . . [He faced the old chief.] “Totonac, I’m sorry. I cannot sway my brethren. But I give you my word—I promise,” he lifted the crucifix that hung from his neck and held it out, “I shall return. Some day, I’ll return! I go to plead with my chiefs to send me back with more men and supplies. But my thoughts—my heart—my prayers—will be here with you, always.”

**ANALYZING LITERATURE**

1. **Recall and Interpret** How did Totonac encourage Father Hidalgo and his people?

2. **Evaluate and Connect** Why did Father Hidalgo leave?

**Interdisciplinary Activity**

**Persuasive Writing** Write a letter to the viceroy pleading for more supplies.
Main Idea
After independence from Spain, Mexicans and settlers in Texas maintained cultural ties to their places of origin.

Key Terms
vaquero
lariat

Reading Strategy
Creating Maps  Draw an outline of the state of Texas like the one shown below, and label the names of the towns and rivers mentioned in this section.

Read to Learn
• what towns were the largest in Texas at the end of Spanish rule.
• how the Spanish culture influenced Texas.

Section Theme
Culture and Traditions  The Spanish influences on Texas continue into the present.

Preview of Events

1817
Antonio Martínez becomes the last Spanish governor of Texas

1821
Mexico becomes independent

Texas at the End of Spain’s Rule

In September 1821 Mexico became independent from Spain. The province of Texas was part of this new country. Although Spain had claimed Texas for 300 years, there had been little growth. Only three

During the 1820s and 1830s, Peter Ellis Bean worked for the Mexican government in East Texas. “I received a letter from General Morelos relating all his misfortunes, and requesting me, if I could pass to the United States, to do so as soon as possible; . . . and, if I could, to make some provision for a supply of arms.”

After Texas independence, Bean returned to Mexico, where he died in 1846.

—Memoir of Peter Ellis Bean, 1816

Peter Ellis Bean
settlements—San Antonio, Goliad, and Nacogdoches—stood in Texas’s interior. San Antonio, the capital and the largest town, had more than 2,000 people. Goliad, about 60 miles (97 km) from the Gulf of Mexico, once had more than 1,200 people, but many had left following the Gutiérrez–Magee expedition. Something similar had occurred at Nacogdoches in East Texas. At one time more than 500 people lived there, but the town was almost abandoned after the Gutiérrez–Magee expedition.

A few settlements existed along Texas’s several borders. Laredo, on the lower Rio Grande, grew to be a center of ranching, but the Spaniards did not consider Laredo part of the province of Texas. Some settlers lived at Ysleta in West Texas near El Paso, but they were governed by Spanish authorities in New Mexico. Anglo Americans from Arkansas had settled at Pecan Point and Jonesborough, along the Red River in northeastern Texas. The settlers there considered themselves part of the Arkansas Territory, which belonged to the United States. Vast stretches of northern and western Texas lay unoccupied or were controlled by nomadic Native American people who did not recognize Spanish authority.

Spanish Neglect

Spain had been unable to attract many Spanish settlers to Texas for several reasons. There was not gold or silver to lure fortune hunters and adventurers to Texas. From as early as the 1500s, Mexico City developed into a sophisticated city with universities, artists, physicians, and all the comforts of civilized societies. Ambitious men knew that to get ahead in law, politics, the church, or the military, they had to be in Mexico City instead of a remote province like Texas.

Farmers and cattle ranchers preferred more fertile areas of Mexico and the Pacific slopes of California. One common reason for migration was the pressure to find new land—this pressure did not exist in Mexico. The established regions of Mexico were not yet crowded and there was still open land in these more preferred settings. These areas had good soil and peaceful Native Americans willing to work the fields and tend the livestock. In Texas, most Native Americans remained unfriendly or showed little interest in Spanish culture and religion.

Spanish authorities had historically neglected the province of Texas. The region was not high

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**History Through Art**

*Vaqueros in a Horse Corral* by James Walker, 1877

The Spanish vaqueros contributed many skills and tools to Texas, some of which are still in use today.

What influences can you identify in this image?
Antonio Martínez had become governor in 1817 after winning military honors in Europe. In this letter, as the last Spanish governor of Texas, he describes the poor conditions in San Antonio as late as 1817:

"I have found this province in a very sad state, as much in the matter of subsistence for the troops and civilians, as in the matter of its defense... My troops had been living entirely on roots of the field for several days. The amount of money that the paymaster has sent has not been enough to pay the debts that my predecessor had contracted for the temporary maintenance of the troops. For this reason, I have not been able and I shall not be able to give any help whatever to either officers or troops... The storehouse is entirely unprepared for any emergency that may arise."

In another letter to the government officials in Mexico City, Martínez expressed the need for more soldiers.

"There are no quarters where a dozen soldiers could be placed and, as soon as the powder house is finished, I think I will try to build a room near the main guard house... But to do all this I need help, which I do not have, particularly troops, for, having reinforced Bahia with fifty-five men, the troops that are left have not even the absolute necessities for making frequent raids against the infamous Lipans who constantly trouble us... Therefore, I must have the number of troops I asked of you."

Martínez went on to explain that without these additional troops, he could not defend Spain’s interests in Mexico and Texas.
Spanish Legacy

Despite not populating the region, Spain left its mark on Texas. Spaniards mapped and explored this vast land. Many places in Texas have Spanish names. Most river and bay names remind modern Texans of the Spanish legacy of their state. Dozens of cities, such as Amarillo, El Paso, San Antonio, Llano, Del Rio, and Ganado, bear names derived from the Spanish language.

Spaniards laid out the first roads, often over old trails used by Native Americans. The best known of these roads was El Camino Real, or the Royal Highway. Known later as the Old San Antonio Road, this route ran through Nacogdoches and San Antonio where it branched to San Juan Bautista and Laredo before meeting up in Saltillo. Another early road was the Atascocita Road, which was used for military purposes by 1760. Its eastward extension, called the Opelousas Trail, connected Texas to Louisiana. This trail went through the area where the cities of Beaumont, Liberty, and Houston are located. Today, Highway 90 follows a similar route.

Settlers brought horses, cattle, sheep, and pigs into Texas. Texans used the Spanish ranching system, with its practices, methods, and equipment, such as lariats and chaps. In addition, vaqueros made the first long cattle drives from South Texas to markets in Louisiana.

In Texas, settlers adapted Spanish customs to frontier conditions. Their adjustments formed the beginning of a distinct Tejano culture that has continued in the state to the present day.

The story of the Spanish settlers did not end when Mexico gained its independence. Many remained in Texas. Others from Mexico immigrated later. Nearly six million Texans today have Spanish names. Many more speak, read, and write Spanish.

**Reading Check** Summarizing How did Antonio Martínez describe San Antonio in 1817?

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**SECTION 3 ASSESSMENT**

**Checking for Understanding**
1. **Using Key Terms** Write a short paragraph explaining how the vaquero has influenced Texas today.
2. **Reviewing Facts** Name five places in Texas, such as cities or rivers, that have Spanish names.

**Reviewing Themes**
3. **Culture and Traditions** Describe two cultures other than Spanish that have influenced Texas.

**Organizing to Learn**
4. **Identifying Spanish Influences** Draw a chart like the one below and give specific examples of Spanish influences on Texas culture.

<table>
<thead>
<tr>
<th>Place names</th>
<th>Spanish Influences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roads</td>
<td></td>
</tr>
<tr>
<td>Animals</td>
<td></td>
</tr>
<tr>
<td>Ranching</td>
<td></td>
</tr>
</tbody>
</table>

**Critical Thinking**
5. **Drawing Inferences** In what region and what aspects of life in Texas would you expect the “Spanish influence to be greatest”?

**TAKS Practice**

Using Judgment If Spain had been more successful in populating Texas with Spanish citizens, what might have been the outcome?
Reviewing Key Terms

Using the thesaurus or a dictionary, find a synonym (word that means the same) for each of these vocabulary words.

1. alliance
2. filibuster
3. liberation
4. republic
5. vaquero
6. lariat

Reviewing Key Facts

7. How did Great Britain’s victory over France in the Seven Years’ War change the balance of power in the Americas?
8. What did Marqués de Rubí recommend after he completed his 7,000-mile tour of New Spain?
9. What happened to the Texas missions in the 1790s?
10. What was the significance of the Adams–Onís Treaty of 1819?
11. Give two reasons why Mexicans became unhappy with Spanish rule.
12. What was the important event that took place in September 1821? What happened to the province of Texas as a result?

Critical Thinking

13. Identifying Cause and Effect What was the effect of Marqués de Rubí’s tour of New Spain on the missions (with the exception of San Antonio and Goliad)? Use the diagram below to help organize your thoughts.

14. Analyzing Information Why did the Americans and Mexicans in the Republican army quarrel over the type of government for Texas?

15. Evaluating Why was Mexico’s independence from Spain important for Texas?
Geography and History Activity
Review the section about the Neutral Ground. Pretend you are giving a TV news report about the Adams–Onís Treaty of 1819 and the Neutral Ground. Make sure to consider the following questions when giving your report.

16. What formed the western boundary of the Neutral Ground?
17. What formed the eastern boundary of the Neutral Ground?
18. After the Adams–Onís Treaty was signed, what became the eastern boundary of Texas? What did the United States surrender?

Building Technology Skills
19. Using the Internet for Research Using the Internet and a search engine such as Yahoo!, enter the name James Long in the search box. Write down how many “hits” you received. Now, enter the name “James Long” (with quotations at either end of the name). Compare the number of “hits” you received. When searching for a person, it is usually wise to put quotation marks around the name; otherwise, you will get all the people with James in their name, all the people with Long in their name, and finally James Long.

Portfolio/TAKS Writing Activity
20. Writing a Paragraph Write a paragraph explaining how the location and geography of Texas affected its development while under Spanish rule. Consider its distance from Mexico City, the type of land available for farmers and ranchers, and relations with Native Americans.

Cooperative Learning Activity
21. Finding Spanish Influences Form a research team of 4–5 students to find and record evidence of Spanish influence on your town. After each member has recorded their findings, the group should compare their results. Each group should then determine categories in which these items would logically fit. For example, a category of “architecture” might include house, fast food building, and school. After the list is completed and categorized, the teams should present their findings to the class.

Practicing Skills
22. Determining Cause and Effect
Read the statement below taken from the letter by the last Spanish governor of Texas, Antonio Martinez. Write the word or phrase that points out a cause-and-effect relationship. Then draw a diagram that illustrates that relationship.

“Your Excellency can not count upon the [790 bushels] set aside for these troops, as a large part of it is being consumed by the muleteers since there is not enough money with which to pay the freight, and it is necessary to give them corn that they may have something to eat.”

Use the primary source passage to answer the following question.

The Treaty of Córdoba, 1821
This kingdom of America shall be recognized as a sovereign and independent nation; and shall, in future, be called the Mexican Empire.
The government of the empire shall be monarchical, limited by a constitution.

Which of the following is the main idea of these paragraphs from the Treaty of Córdoba?

F Mexico became an independent monarchy from Spain.
G The Treaty of Córdoba awarded lands to Native Americans.
H The Mexican Empire claimed all of America as its territory and formed its own government.
J Texas won its freedom from Mexico.

Test-Taking Tip:
The main idea is the most important idea that a paragraph or passage makes. Make sure the answer choice you select explains the text from the treaty.
Beginning in the early 1500s, Spanish explorers began to chart the region now known as Texas. They brought horses to use in their search for fortune. The horse became an important item of trade.

**Texas culture** is the sum of interactions among different groups. As native peoples moved across the land, they traded with neighbors, made treaties, and competed for resources. The Europeans—first the Spanish, later the French and English—would become new players in these constantly shifting encounters.

**Exploration**  Beginning in the early 1500s, Spanish explorers began to chart the region now known as Texas. They brought horses to use in their search for fortune. The horse became an important item of trade.

Visit The Bob Bullock Texas State History Museum in Austin to see artifacts and exhibits such as these about Texas history and heritage.
People of the Gulf Coast
Canoes such as this one were made for fishing and moving in the shallow water between the Gulf Coast islands and the mainland. The canoe could carry a Karankawa family and their possessions. These included bows, nets, traps for fishing, and baskets and pots to store food and fresh water.

Trade Items Glass trade beads, hawk bells, and brass rings were brought by the Spanish and French to trade with native peoples for hides and furs.

Military Might Spanish soldiers used armor to protect themselves and their horses. The metal “shoes” above prevented the crushing of feet against horses during battles. Few of the pieces survive today because the hard-to-find metal was reshaped for other uses.