**History 2301 Exam 1 Study Guide**

**Exam 1 Testing Window: Wednesday, 2/14 through Sunday, 2/18**

**Chapter 1 “The First Texans”**

As you read Randolph B Campbell’s *Gone to Texas*, use the text to explain the following people, terms, or events below and describe their importance/impact on Texas history:

1. Clovis Fluted point (p.3) - Like the Folsom Fluted points, they were named after a town in northeastern New Mexico.
2. Uses of Bison (p.4) - Meat for food, hides for leather, bone and sinew for weapons and tools.
3. Describe the prehistorical population density of East Texas (and the cause) (p.6) - Small, likely 1,000 humans scattered over 14,000 square miles, with small social units as well.
4. Disappearance of Bison (p.6) – The thinning of vegetation and the change of the climate made the area more inviting to humans and less to the departed megafauna.
5. Caddo: (pp. 10-13)
   1. Geographic location: East Texas
   2. crops/diet: Corn, squash, beans, pumpkin, and sunflowers.
   3. Dwellings: 50ft high, 60ft wide, with elevated bed lined walls and matted floors
   4. Religious/spiritual customs: God was Caddi Ayo, religious figures were xinesi
   5. Political customs: Leaders was a caddi, with advising canahas
   6. Effects of European contact: Declining population to 10% by disease
6. Atakapans: (pp. 13-14)
   1. Geographic location: Southwestern Louisiana
   2. crops/diet: Edible plants but mostly aquatic game
   3. Significance of the alligator: It’s grease warded off coastal insects
   4. Political structure: Rudimentary, no full leader
   5. Religious/spiritual customs: Creation myth, man came from oyster shells
   6. Cannibalism: Ritualistic form of spiritual punishment
7. Karankawas: (pp. 14-15)
   1. Geographic location: Galveston to Corpus Christi
   2. Significance of the alligator: Grease to ward off insects
   3. crops/diet: No crops, hunters of aquatic game
   4. wigwams: Easily moved shelters
   5. dugout canoes: Used for moving a family across shallow lagoons
   6. Religious/spiritual customs: Two gods, shaman intermediaries, ceremonies called mitotes
8. Coahuiltecans: (pp. 15-17)
   1. Geographic location: Guadalupe river and southward to the Rio Grande
   2. crops/diet: Gathering and hunting whatever was available as food was scarce. Deer, pecans, beans, and prickly fruit.
   3. dwellings: Small movable huts
   4. Religious/spiritual customs: Taking hallucinogens and dancing in the night to music
   5. Effects of Spanish contact: Welcoming, the only group to be so.
9. Jumanos: (pp.17-18)
   1. Geographic location: Big Bend to El Paso
   2. crops/diet: Corn, beans, squash, and sunflowers
   3. trade: Food, pottery, and blankets, and salt
   4. dwellings: Separate houses, 28 to 30 feet in size
   5. Effects of Spanish contact: Rapid decline due to disease
10. Apache: (pp.18-19)
    1. Geographic location: Panhandle-Plains region
    2. crops/diet: Corn, beans, squash, pumpkins, and buffalo
    3. Political structure: Family lead, form small bands with young leaders
    4. Religious/spiritual customs: Warrior focused
11. Antelope Creek Phase (pp.19-20) – Includes Indians who lived in villages across the northern Panhandle to the Canadian River. Differed by borrowing for homes.

**Chapter 2 “Exploration and Adventure, 1519-1689”**

As you read Randolph B Campbell’s *Gone to Texas*, use the text to explain the following people, terms, or events below and describe their importance/impact on Texas history:

1. Moors (p.21) - Muslims from North Africa
2. Advantages Spanish had over Native Americans (p.22) – Disease resistance, weapons, ships, horses.
3. Alonso Alvarez de Pineda (pp.22-23) – Expedition leader, sent to find a route that lead to Asia
4. Panfilo de Narváez (p.23) – Commander of the army sent to apprehend Hernando Cortez
5. Cabeza de Vaca (p.23) – Expedition leader, led to their demise with few remaining due to starvation, dysentery, and exposure. Was forced to remain in Malhado and nearly died of disease, continued to travel along the coast accompanied by 3 others as the “Four Ragged Castaways”
6. Seven Cities of Cíbola (p.27) – Fabulously rich cities supposedly settled by Portuguese bishops fleeing Muslim invaders
7. Francisco Vázquez de Coronado (p.27) – Commander of army sent north to find the cities of riches.
8. The *encomienda* system (p.30) – Gave control of the labor and spiritual lives of all the natives in a particular town or area to a wealthy Spanish settler.
9. Purposes of Spanish missions (p.31) – Religious conversion of natives, civilize the natives, uphold Spanish claims.
10. Significance of the horses (pp. 34-35) – Perfect for the Indians of Texas. Extended their hunting range, effectiveness, faster and farther travel, improved warfare, and sometimes food.

**Chapter 3 “Spanish Texas, 1690-1779”**

As you read Randolph B Campbell’s *Gone to Texas*, use the text to explain the following people, terms, or events below and describe their importance/impact on Texas history:

1. Father Miguel Hidalgo (pp. 46-47) – Served at Mission San Francisco de los Tejas. Main proponent of additional missions along the Hasinais
2. Impact of trade with the French on Native Americans (p.51) – Traded with anyone, inadvertently caused Wichita Indians to be driven from land by disease and newly armed neighbors
3. Apache raids-San Antonio (p. 53) – Began raiding due to presence of missions
4. Comanche and the buffalo (p.53) – Integral to their lifestyle, hunted by bow even when firearms were available
5. Comanche warfare (p.53) – Lightning attacks, using surprise and leaving before reprisal
6. Impact of Comanche arrival (p. 54) – Put pressure on the Apaches, which caused increased conflict with the Spanish settlements

**Chapter 4 “Spanish Texas in the Age of Revolutions, 1779-1821”**

As you read Randolph B Campbell’s *Gone to Texas*, use the text to explain the following people, terms, or events below and describe their importance/impact on Texas history:

1. Territorial effects of the Treaty of Paris (1763) (p. 65) – Increased English presence due to war reparations, caused increased tension between mainland Britain and it’s American Colonies
2. Gender roles in Texas during the American Revolution (p. 69) – Revolved around survival, men would leave to fight and women would take over the household.
3. Significance of the 1785 treaty (pp.70-71) – Ceased hostilities between the Spanish and the Comanches
4. Arguments for/against missions being secularized (p.71) – End government’s financial responsibility, free Franciscans of providing clergy, Indians not ready for full citizenship.
5. Causes of Miguel Hidalgo y Costilla’s revolt against the Spanish (p.77-78) – Rule being generally for Spain born Spanish, precedent for overthrowing representative of the crown, his own unorthodox views.
6. Significance of the “Grito de Dolores” (p.77) – Revolutionary speech, it became the marker for Mexico’s independence day.
7. Boundaries created as a result of Adams-Onis Treaty (p. 82) – Gulf of Mexico to 32nd parallel to the Red River to the 100th meridian to Arkansas River to the 42nd parallel to the Pacific Ocean.
8. Significance of the Treaty of Córdoba (p.84) – Spanish Texas became Mexican Texas
9. Main legacies of Spain left in Texas (pp.84-85) – Cultural heritage, geographical names, political features, cattle ranching, landscape due to livestock, and mesquite trees.

**Chapter 5 “Mexican Texas, 1821-1835”**

As you read Randolph B Campbell’s *Gone to Texas*, use the text to explain the following people, terms, or events below and describe their importance/impact on Texas history:

1. Moses Austin was granted permission to do what? (p. 88) – Settle 300 families near the mouth of the Colorado River
2. Fate of Moses Austin (p.89) – Poor health led to his demise upon reaching Missouri
3. Description of Stephen F. Austin’s proposition of land distribution (p.90) – each family received 320 acres of land fronting a river and 640 acres off the river for grazing. 200 for the wife, 100 for each child, and 50 for each slave divided between farming and grazing.
4. “Old 300” (p. 92) – Anglo Texas’ version of the “First Families of Virginia”
5. Colonization Law of 1825 (p. 93) – Offered settlers a league and a labor of land for less than $100 in fees.
6. Significance of the Nueces River (p. 93) – Dividing line between the Department of Texas and Coahuila
7. *Ayuntamiento*(p.94) – Four man council that had the responsibility of local roads, public buildings, public safety, taxes, and charity.
8. *Alcalde* (p.94) – Adult male citizens
9. Impact of the Panic of 1819 on Texas settlement (p.97) – At first it was a large influx of individuals that were there for substance farming, and then shifted to cash crop growing like cotton.
10. Differences in stances on slavery: Texas immigrants in 1800s v. Mexico (p.97-98) – Native Texans were accustomed to slavery from the ancestral roots and saw nothing wrong, while Mexico saw it as a necessary evil they were too limp-wristed to do anything meaningful about
11. 1827 state constitution: Article 13 – “From and after the promulgation of the constitution in the capital of each district, no one shall be born a slave in the state, and after six months the introduction of slaves under any pretext shall not be permitted”.
12. 1828 settlers’ alternative to Article 13 (p.98-99) – Indentured Servitude
13. Indentured servitude in Texas (p.99) – Basically the same as slavery with minute differences. Slaves would be freed and then brought to working for their former masters to pay for their freedom which was next to impossible to pay off.
14. Conflict between colonists and Karankawas (p.100) – Within two years accusations of theft and murder we levied at The Karankawas and a general war developed resulting in the displacement of the Karankawas.
15. Turtle Bayou Resolutions (p.106) – Expressed opposition to the Bustamante administration for violation of the Constitution of 1824 and called all Texans to support opposition led by Santa Anna.
16. Battle of Velasco (p.108) – First bloodshed between Anglos and Mexicans as Texans moved toward revolution.
17. Background of Sam Houston (p.109-110) – A man regarded as one of extremes and erratic behavior, born in Virgina, lived with the Cherokee for several years, joined the US army during the war of 1812, studied law and was elected governor of Tennessee, left to Texas after his divorce where caution and practicality dominated his thinking.
18. Why was Stephen F. Austin arrested? (p.111-112) – His letter to the ayuntamiento of San Antonio recommending action on separate statehood without the approval of the national government.