

# The California Gold Rush

## What You Will Learn...

### Main Ideas

1. The discovery of gold brought settlers to California.
2. The gold rush had a lasting impact on California's population and economy.

### The Big Idea

The California gold rush changed the future of the West.

## Key Terms and People

John Sutter, *p.* 327

Donner party, *p.* 327

forty-niners, *p.* 327

prospect, *p.* 328

placer miners, *p.* 328



**HSS 8.8.3** Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).

**8.8.5** Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economics.

**8.9.4** Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.

## If YOU were there...

You are a low-paid bank clerk in New England in early 1849. Local newspaper headlines are shouting exciting news: "Gold Is Discovered in California! Thousands Are on Their Way West." You enjoy having a steady job. However, some of your friends are planning to go West, and you are being influenced by their excitement. Your friends are even buying pickaxes and other mining equipment. They urge you to go West with them.

**Would you go west to seek your fortune in California? Why?**

**BUILDING BACKGROUND** At the end of the Mexican-American War, the United States gained control of Mexican territories in the West, including all of the present-day state of California. American settlements in California increased slowly at first. Then, the discovery of gold brought quick population growth and an economic boom.

## Discovery of Gold Brings Settlers

In the 1830s and 1840s, Americans who wanted to move to California started up the Oregon Trail. At the Snake River in present-day Idaho, the trail split. People bound for California took the southern route, which became known as the California Trail. This path ran through the Sierra Nevada mountain range. American emigrants and traders on the California Trail tried to cross these mountains before the season's first snows.

Although many Americans traveled along the California Trail, few actually settled in California. American merchants were usually more interested in trading goods made in factories than in establishing settlements. They traded for gold and silver coins, hides, and tallow (animal fat used to make soap and candles) from Mexico. California became a meeting ground for traders from Mexico and the United States.

Before the Mexican-American War, California's population consisted mostly of Mexicans and Native Americans. When Mexico

controlled California, Mexican officials did not want many Americans to settle there. However, in 1839 they did give Swiss immigrant **John Sutter** permission to start a colony. Sutter's Fort, located near the Sacramento River, soon became a popular rest stop for many American emigrants. These new arrivals praised Sutter's hospitality and helpfulness. By the mid-1840s some Anglo Californians were publishing newspaper advertisements and guidebooks encouraging other settlers to move West.

The **Donner party** was a group of western travelers who went to California but were stranded in the Sierra Nevada Mountains during winter. The party began its journey West in the spring of 1846. Trying to find a shortcut, the group left the main trail and got lost. When the Donner party reached the Sierra Nevada Mountains, they became trapped by heavy snows. They were stuck and had almost no food.

A rescue party found the starving and freezing group in February 1847. Of the original 87 travelers, 42 had died.

## Gold in California

In January 1848, Sutter sent a carpenter named James Marshall to build a sawmill beside a nearby river. While working near Sutter's Mill, Marshall glanced at the ground. "I reached my hand down and picked it up; it made my heart thump, for I was certain it was gold."

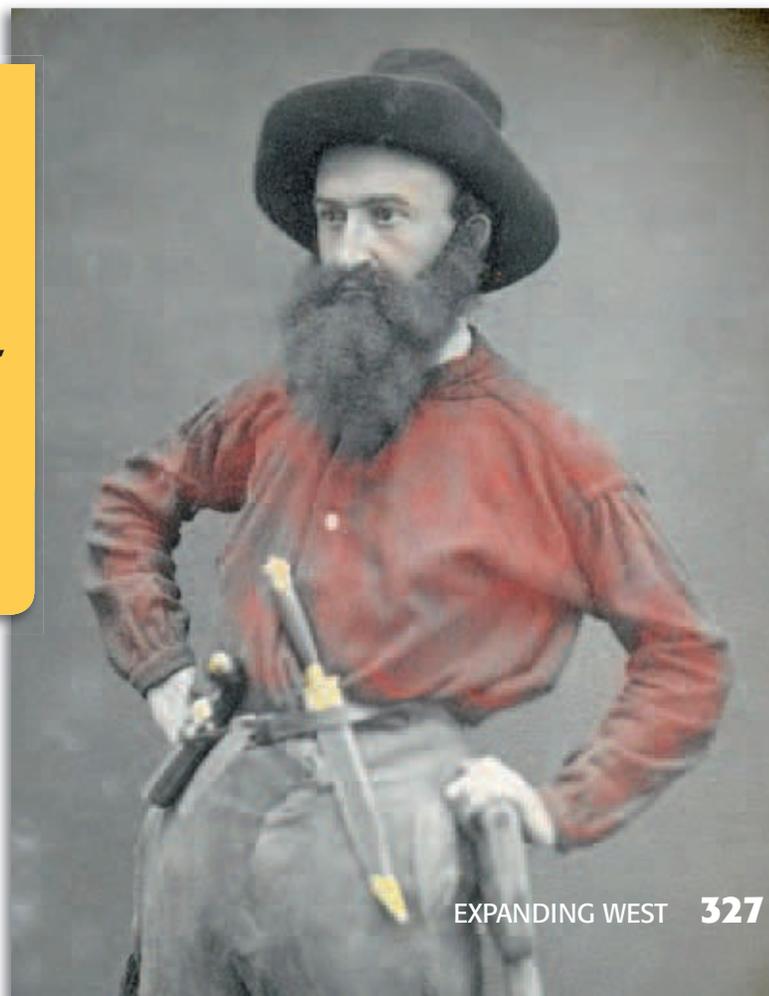
Sutter and Marshall agreed to keep the discovery a secret. However, when they examined the work site the next day, they met a Spanish-speaking Native American worker holding a nugget and shouting, "Oro [gold]! Oro! Oro!"

Sutter's workers soon quit to search for gold. Stories of the discovery rapidly spread across the country. President Polk added to the national excitement by confirming the California gold strike in his farewell message to Congress in December 1848. In 1849 about 80,000 gold-seekers came to California, hoping to strike it rich. These gold-seeking migrants to California were called **forty-niners**. As one Iowa woman who

### "Gold Fever"

"Gold fever" brought 80,000 people, like this miner, to California in 1849 alone. One California newspaper captured the excitement: "The whole country, from San Francisco to Los Angeles, and from the sea shore to the base of the Sierra Nevadas, resounds with the cry of 'gold, GOLD, GOLD!' while the field is left half planted, the house half built, and everything neglected but the manufacture of shovels and pickaxes." Below is a piece of jewelry made from nuggets found in California.

*Why was everything neglected except for "the manufacture of shovels and pickaxes"?*



## Staking a Claim



California State Library

left to find gold recalled, “At that time the ‘gold fever’ was contagious, and few, old or young, escaped the malady [sickness].” Nearly 80 percent of the forty-niners were Americans, while the rest came from all over the world.

Most forty-niners braved long and often dangerous journeys to reach California. Many easterners, Europeans, and Asians arrived via sea routes. Midwestern gold-seekers usually traveled west in wagon trains. Most forty-niners first arrived in San Francisco. This port town became a convenient trade center and stopping point for travelers. As a result, its population grew from around 800 in March 1848 to more than 25,000 by 1850.

### Staking a Claim

Few of the forty-niners had any previous gold-mining experience. The work was difficult and time-consuming. The forty-niners would **prospect**, or search for gold, along the banks of streams or in shallow surface

mines. The early forty-niners worked an area that ran for 70 miles along rivers in northern California.

The first person to arrive at a site would “stake a claim.” Early miners frequently banded together to prospect for gold. The miners agreed that each would keep a share of whatever gold was discovered. When one group abandoned a claim, more recent arrivals often took it over, hoping for success. Sometimes, two or more groups arrived in an area at the same time. In the early gold-rush days, before courts were established, this competition often led to conflict. Occasionally, violent disputes arose over competing claims.

Mining methods varied according to the location. The most popular method, placer (PLA-suhr) mining, was done along rivers and streams. **Placer miners** used pans or other devices to wash gold nuggets out of loose rock and gravel. To reach gold deposits buried in



**Miners came to California from around the world to make their fortune. In the photo on the left, Anglo and Chinese miners work together in Auburn Ravine in 1852. Above, a woman joins men to look for gold. Fewer women than men moved west to search for gold, but the ones that did often found greater social and economic opportunity than they had in the east.**

***Why might people leave their homes and travel long distances in search of gold?***

the hills, miners had to dig shafts and tunnels. These tasks were usually pursued by mining companies, rather than by individuals.

In 1853 California's yearly gold production peaked at more than \$60 million. Individual success stories inspired many miners. One lucky man found two and a half pounds of gold after only 15 minutes of work. Two African American miners found a rich gold deposit that became known as Negro Hill in honor of their discovery. The vast majority of miners, however, did not become rich. Forty-niner Alonzo Delano commented that the "lean, meager [thin], worn-out and woe-begone [sorrowful] miner...might daily be seen at almost every point in the upper mines."

### **Life in the Mining Camps**

Mining camps sprang up wherever enough people gathered to look for gold. These camps had colorful names, such as Hangtown or Poker Flat.

Miners in the camps came from many cultures and backgrounds. Most miners were young, unmarried men in search of adventure. Only around 5 percent of gold-rush immigrants were women or children. The hardworking women generally made good money by cooking meals, washing clothes, and operating boardinghouses. One such woman, Catherine Haun, recalled her first home in California.

**“We were glad to settle down and go house-keeping in a shed that was built in a day of lumber purchased with the first fee... For neighbors, we had a real live saloon. I never have received more respectful attention than I did from these neighbors.”**

—Catherine Haun, quoted in *Ordinary Americans*, edited by Linda R. Monk

Haun's husband was a lawyer. He concluded that he could make more money practicing law than he could panning for gold. He was one of many people who made a good living supplying miners with food, clothing, equipment, and other services. Miners paid high prices for basic necessities because the large amounts of gold in circulation caused severe inflation in California. A loaf of bread, for example, might cost 5 cents in the East, but it would sell for 50 to 75 cents in San Francisco. Eggs sometimes sold for \$1 a piece.

Some settlers took full advantage of these conditions for free enterprise. Biddy Mason and her family, for instance, had arrived in California as slaves. A Georgia slaveholder had brought them during the gold-rush years. Mason quickly discovered that most Californians opposed slavery, particularly in the gold mines. She and her family gained their freedom and moved to the small village of Los Angeles. There she saved money until she could purchase some land. Over time, Mason's property increased in value from \$250 to \$200,000. She became one of the wealthiest landowners in California, a community leader, and a well-known supporter of charities.

## Westward Movement in the United States

QUICK FACTS

### Causes

- Americans believe in the idea of manifest destiny.
- The United States acquires vast new lands in the West.
- Pathfinders open trails to new territories.
- Gold is discovered in California.

### Effects

- Native Americans are forced off lands.
- Americans travel west to settle new areas.
- The United States stretches to the Pacific Ocean.
- California experiences a population boom.

### Immigrants to California

The lure of gold in California attracted miners from around the world. Many were from countries that had seen few immigrants to the United States in the past. They were drawn to California by the lure of wealth. For example, famine and economic hardship in southeastern China caused many Chinese men to leave China for America. Most hoped to find great wealth, and then return home to China. These immigrants were known in Chinese as *gam saan haak*, or “travelers to Gold Mountain.” Between 1849 and 1853 about 24,000 Chinese men moved to California. “From far and near we came and were pleased,” wrote merchant Lai Chun-chuen in 1855.

Chinese immigrants soon discovered that many Americans did not welcome them, however. In 1852, California placed a high monthly tax on all foreign miners. Chinese miners had no choice but to pay this tax if they wanted to prospect for gold in California. Some Chinese workers were the targets of violent attacks. If the Chinese

miners dared to protest the attacks, the legal system favored Americans over immigrants.

Despite such treatment, many Chinese immigrants still worked in the gold mines. Some looked for other jobs. Others opened their own businesses. A newspaper reported Chinese working as “ploughmen, laundrymen, placer miners, woolen spinners and weavers, domestic servants, cigar makers, [and] shoemakers.”

In 1849 alone, about 20,000 immigrants arrived in California not only from China but also from Europe, Mexico, and South America. Like most American gold-seekers, these new arrivals intended to return home after they had made their fortunes. However, many decided to stay. Some began businesses. For example, Levi Strauss, a German immigrant, earned a fortune by making tough denim pants for miners.

**READING CHECK** Categorizing What types of people came to California during the gold rush?

### Impact on California

During the Spanish and Mexican periods of settlement, California’s population grew slowly. The arrival of the forty-niners changed this dramatically.

### Population Boom

California’s population explosion made it eligible for statehood only two years after being acquired by the United States. In 1850 California became the 31st state.

However, fast population growth had negative consequences for many Californios and California Native Americans. One early observer of the gold rush described why.

“The Yankee regarded every man but [his own kind] as an interloper [trespasser], who had no right to come to California and pick up the gold of free and enlightened citizens.’”

—W. Kelly, quoted in *The Other Californians*, by Robert F. Heizer and Alan F. Almquist

### THE IMPACT TODAY

Today California is the nation’s most populous state.

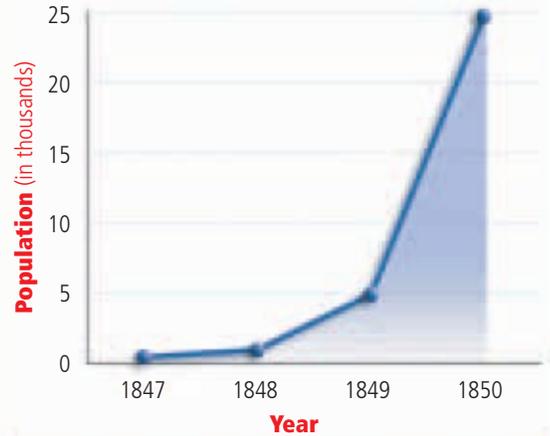
## San Francisco Grows

San Francisco boomed in the early years of the gold rush.

*What factors led to San Francisco's population growth?*



San Francisco Population, 1847–1850



## Economic Growth

In addition to rapid population growth, a flood of new businesses and industries transformed California's economy. Gold mining remained an important part of the state's early economy. But Californians soon discovered other ways to make a living. Farming and ranching, for example, became industries for those willing to do the necessary hard labor.

California faced an obstacle to growth, though. The state was isolated from the rest of the country. It was difficult to bring in and ship out goods. The answer to the isolation problem was to bring the railroad all the way to California. Californians would have to wait almost 20 years for that. Completion of the transcontinental railroad in 1869 at last gave Californians the means to grow a stronger economy.

### READING CHECK Analyzing Information

What political effect resulted from California's rapid population growth?

**SUMMARY AND PREVIEW** Americans moved West to create new lives and seize new opportunities. In the next chapter you will learn about the Industrial Revolution in America.

## Section 4 Assessment

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Online Quiz

KEYWORD: SS8 HP10

### Reviewing Ideas, Terms, and People **HSS 8.8.3, 8.8.5, 8.9.4**

- a. Recall** Why was Sutter's Mill important?

**b. Summarize** What types of people participated in the California gold rush, and how did they take part in it?

**c. Elaborate** What are some possible problems caused by the arrival of so many new settlers to California?
- a. Describe** How did some people hope to solve the problem of California's isolation from the rest of the country?

**b. Draw Inferences** What effect did California's rapid population growth have on Californios and Native Americans?

**c. Evaluate** Overall, do you think that the gold rush had a positive or negative effect on California? Explain.

### Critical Thinking

- Evaluating** Copy the web diagram below. Use it to show how the discovery of gold changed California.



### FOCUS ON WRITING

- Describing the California Gold Rush** As you read this section, take note of significant events and effects of the gold rush. Consider also how your film can convey the excitement of that time in American history.

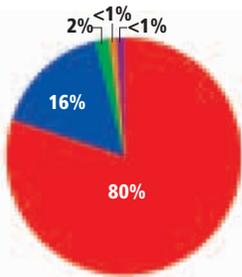
# History and Geography

# America's Growth

# 1850

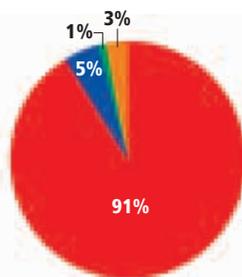
In the 1830s, a new dream began to shape the American mind—manifest destiny. Manifest destiny was the belief that the United States should extend all the way to the Pacific Ocean. By 1850, that dream had become a reality. In 1845, the United States annexed Texas. In 1848, it acquired Oregon and the huge Mexican Cession. By 1853, with the Gadsden Purchase, the United States had taken the basic shape it still has today.

## America's Population, 1850: 23.6 million



### Ethnic Groups, 1850

- White/European
- African American
- Native American
- Asian
- Mexican American



### Religions, 1850

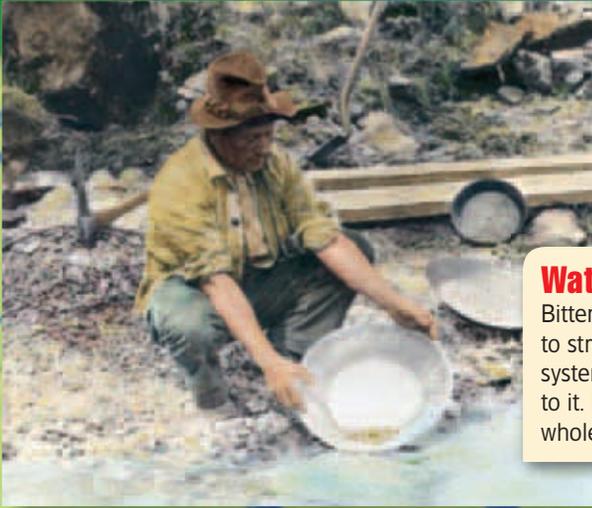
- Protestant
- Catholic
- Jewish
- Other



**Gold Fever**  
The discovery of gold in California in 1848 set off a massive migration. In 1849 some 80,000 forty-niners headed toward California. San Francisco, located on an excellent natural port, grew quickly as a result.

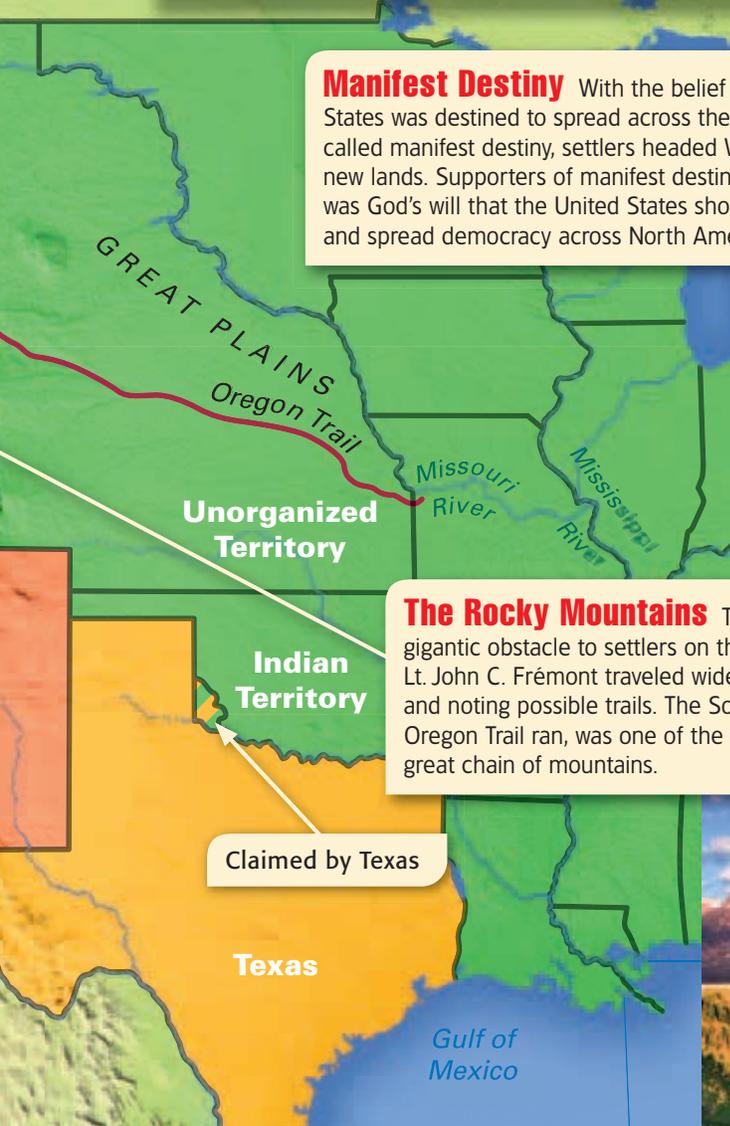
- Texas annexation, 1845
- Claim recognized in Oregon Treaty, 1848
- Mexican Cession, 1848
- Gadsden Purchase, 1853

0 150 300 Miles  
0 150 300 Kilometers

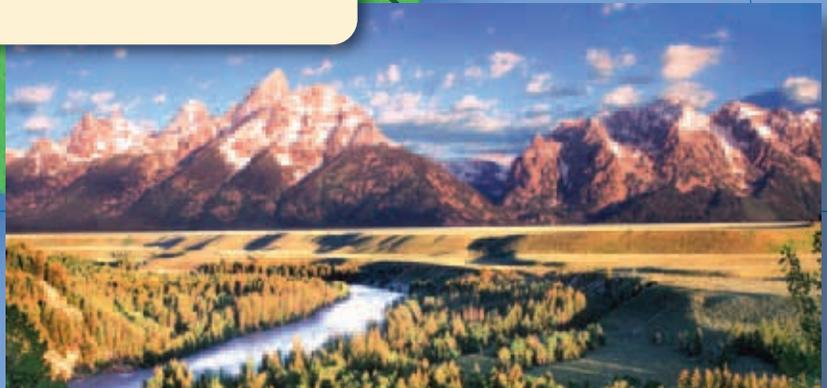


**Water Rights** Water was critical in the dry West. Bitter disputes arose over who had the water rights to streams. Gold Rush miners developed a simple system: whoever used the water first owned the rights to it. In other parts of the West, the community as a whole had a right to use the water source.

**Manifest Destiny** With the belief that the United States was destined to spread across the continent, called manifest destiny, settlers headed West to tame new lands. Supporters of manifest destiny believed it was God's will that the United States should expand and spread democracy across North America.



**The Rocky Mountains** The Rocky Mountains were a gigantic obstacle to settlers on their way West. Pathfinders like Lt. John C. Frémont traveled widely in the region, making maps and noting possible trails. The South Pass, through which the Oregon Trail ran, was one of the few easy ways through the great chain of mountains.



**GEOGRAPHY SKILLS**

**INTERPRETING MAPS**

- 1. Movement** Why did San Francisco grow so rapidly?
- 2. Human-Environment Interaction** Why was water so important in the West?



70° W

Tropic of Cancer

90° W

# Social Studies Skills

Analysis

Critical Thinking

Participation

Study



**CS3** Students use a variety of maps and documents to identify physical and cultural features.

## Interpreting Maps: Expansion

### Define the Skill

Maps show features on Earth's surface. These can be physical features, such as mountains and rivers, or human features, such as roads and settlements. Historical maps show an area as it was in the past. Some show how a nation's boundaries changed over time. Interpreting maps can answer questions about history as well as geography.

### Learn the Skill

Follow these steps to gain information from a map.

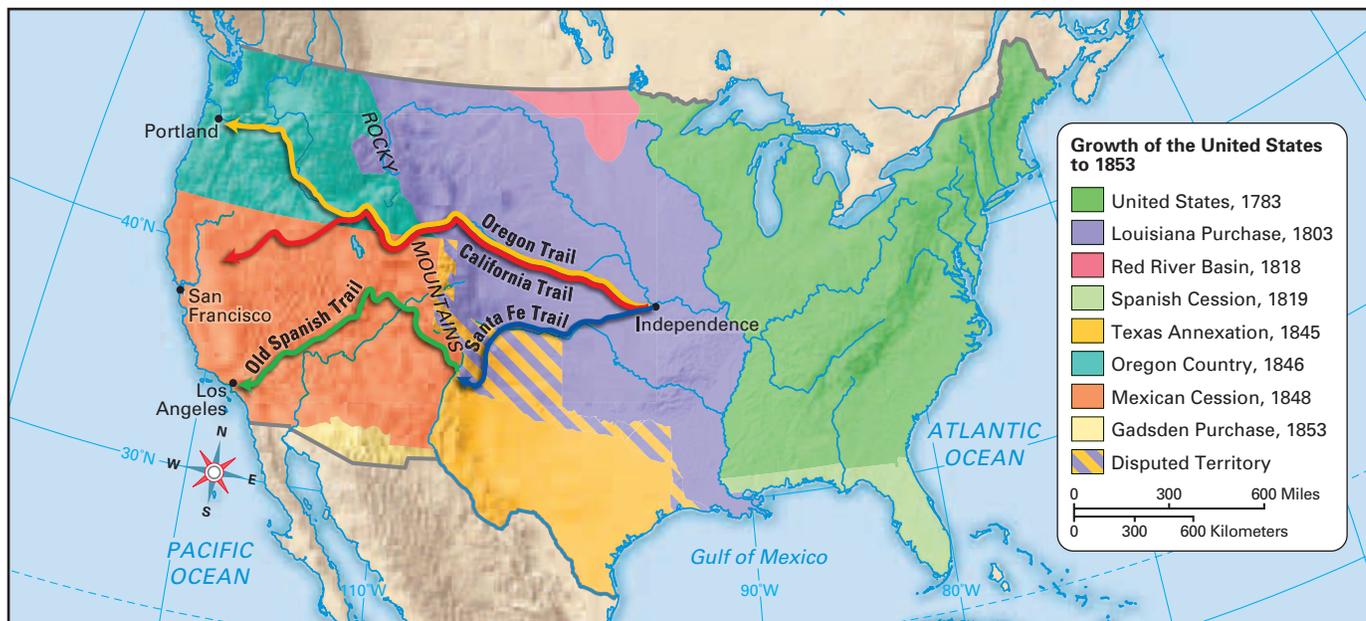
- 1 Read the title to determine what the map is about and the time period it covers.
- 2 Study the legend or key to understand what the colors or symbols on the map mean. Note the map scale, which is used to measure distances.

- 3 Note the map's other features. Maps often contain labels and other information in addition to what is explained in the legend or key.

### Practice the Skill

Interpret the map below to answer the following questions about the expansion of the United States.

1. The addition of which territory almost doubled the size of the United States?
2. What was the smallest expansion of U.S. borders, and when did it take place?
3. According to the map, when did California become part of the United States?
4. What choice of overland routes did a traveler have for getting to California?
5. What physical obstacles does the map show such a traveler would face?



# Standards Review

## Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK  
FACTS

### U.S. Expansion

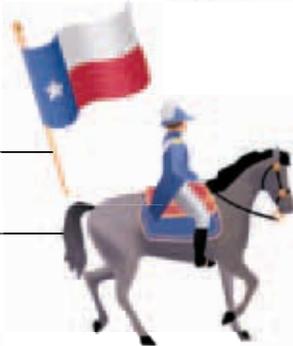
**1839** Sutter's Fort established.



**1840** Pioneers begin traveling West on the Oregon Trail.



**1845** United States annexes Texas.



**1846** Mexican War begins.

**1848** United States wins the Mexican War and gains the Mexican Cession. Oregon becomes a U.S. territory.



**1849** California gold rush begins.



**1853** Gadsden Purchase establishes the southwestern U.S. border.



## Reviewing Vocabulary, Terms, and People

Identify the correct term or person from the chapter that best fits each of the following descriptions.

1. Mexican priest who led a rebellion for independence from Spain
2. Spanish colonists in California
3. A group of pioneers who were stranded in the Sierra Nevada Mountains and struggled to survive the winter
4. Agents hired by the Mexican government to attract settlers to Texas
5. The belief that the United States was meant to expand across the continent to the Pacific Ocean
6. Members of the Church of Jesus Christ of Latter-day Saints
7. Fur traders and trappers who lived west of the Rocky Mountains and in the Pacific Northwest
8. Mexican ruler who fought to keep Texas from gaining independence
9. Swiss immigrant who received permission from Mexico to start a colony in California
10. Western trail from Missouri to New Mexico that was an important route for trade between American and Mexican merchants

## Comprehension and Critical Thinking

**SECTION 1** (Pages 308–311) **HSS** 8.8.2

11. **a. Identify** What different groups of people traveled West?
  - b. Draw Conclusions** Why did Brigham Young move the Mormon community to Utah?
  - c. Predict** What are some possible problems that might result from American settlement in the West?

**SECTION 2** (Pages 312–315) **HSS 8.8.5, 8.8.6**

- 12. a. Identify** Who were Stephen F. Austin and Antonio López de Santa Anna?
- b. Draw Conclusions** Why did settlers in Texas rebel against Mexican rule?
- c. Elaborate** In what ways was the Texas struggle for independence similar to that of the United States?

**SECTION 3** (Pages 316–325) **HSS 8.8.6**

- 13. a. Recall** Why were some Americans opposed to the annexation of new territories?
- b. Draw Conclusions** What economic and cultural influences did Native Americans and Mexican Americans have on American settlers in the Mexican Cession?
- c. Predict** What are some possible problems the acquisition of so much territory might cause the United States?

**SECTION 4** (Pages 326–331) **HSS 8.8.3, 8.8.5, 8.9.4**

- 14. a. Identify** What roles did women and immigrants play in the California gold rush?
- b. Make Inferences** Why were most gold-rush settlers young, unmarried men?
- c. Predict** What long-term effects might the gold rush have on California's future?

## Reviewing Themes

- 15. Economics** What role did economics play in the desire of Americans to go West?
- 16. Geography** What were the main trails to the West, and what areas did they pass through?

## Reading Skills

**Summarizing** Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

The war ended after Scott took Mexico City. In February 1848, the United States and Mexico signed the Treaty of Guadalupe Hidalgo, which officially ended the war and forced Mexico to turn over much of its northern territory to the United States. (p. 323)

- 17.** Summarize the selection at the bottom of column one in one sentence.

## Social Studies Skills

**Interpreting Maps: Expansion** Use the Social Studies Skills taught in this chapter to answer the question about the map below.



- 18.** According to the map, place the following in the order in which they were acquired by the United States.
- a.** Oregon Country      **c.** Mexican Cession  
**b.** Gadsden Purchase      **d.** Texas annexation

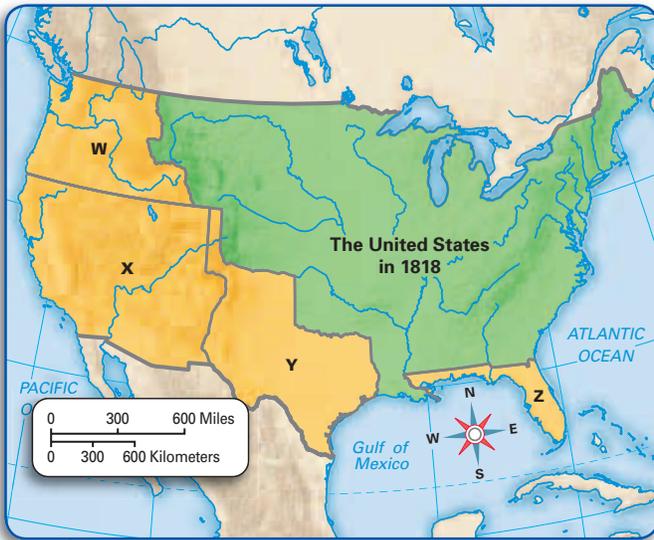
## FOCUS ON WRITING

- 19. Writing an Outline for a Documentary Film** Look back through all your notes, and choose one topic from this chapter that you think would make a good 10-minute documentary. Your outline should be organized by scene (no more than 3 scenes), in chronological order. For each scene, give the following information: main idea of scene, costumes and images to be used, audio to be used, and length of scene. As you plan, remember that the audience will be students your own age.

# Standards Assessment

**DIRECTIONS:** Read each question and write the letter of the best response. Use the map below to answer question 1.

1



The part of the present-day United States that was once claimed by Britain, Spain, and Russia is shown on the map by the letter

- A W.
- B X.
- C Y.
- D Z.

2 In general, what position did Californios take toward the Mexican War?

- A They supported the war because they wanted independence from Mexico.
- B They supported the war because they wanted to become U.S. citizens.
- C They opposed the war because they feared it might bring an end to slavery.
- D They opposed the war because they did not want to lose control of California.

3 What was the *main* reason John Jacob Astor founded Astoria at the mouth of the Columbia River in 1811?

- A Plenty of freshwater and saltwater fish were available for residents to eat.

- B The soil there was rich and good for farming.
- C Trappers could use the river to bring furs from the mountains to trade.
- D The location offered easy protection from attacks by Native Americans or the French.

4 The *main* attraction of Texas for many Americans in the 1820s and 1830s was the

- A freedom to practice the Catholic faith.
- B availability of cheap or free land.
- C desire to become citizens of Mexico.
- D Mexican rebellion against Spain.

5 Which of the following was *not* due to the Mexican-American War?

- A Mexican foods and festivals became more important to American culture.
- B Prosperity of Mexican landowners in the South-west increased under U.S. rule.
- C Mexican Americans introduced new ideas and equipment to the United States.
- D The size of the United States increased by about 25 percent.

## Connecting with Past Learnings

6 In a previous chapter you learned that Puritans traveled to the Americas in search of religious freedom. Which group had similar motives for its migration to the West?

- A Californios
- B empresarios
- C mountain men
- D Mormons

7 In Grade 7 you learned of explorers who raced to find wealth during the Age of Exploration. Which group below was most similar to these explorers?

- A the Donner party
- B forty-niners
- C Mexican Americans
- D Californios

## Assignment

Write a paper explaining the causes or the effects of the War of 1812.

# Cause and Effect in History

**H**istorians try to make sense of an event by considering why the event happened and what resulted from it. Exploring causes and effects can provide a deeper understanding of historical events and how they are connected to one another.

## 1. Prewrite

### Identifying Causes and Effects

A **cause** is an action or a situation that makes something else happen. What happens is called an **effect**. For example, if you stay up too late watching TV (cause), you might find yourself nodding off in class (effect). Often an event or situation will have several causes as well as several effects. In those cases, we may look at the order in which the causes or effects occurred, or we may look at their relative importance.

### Researching and Organizing

For this paper, you will write about the causes or the effects of the event—the War of 1812. Gather information from the chapter in this textbook, an encyclopedia, or another source recommended by your teacher.

- Look for two or three reasons (causes) why the War of 1812 (the event or situation) occurred.
- At the same time, consider the war as a cause. Look for two or three effects of the war.

Then choose whether to write about the causes or the effects.

## 2. Write

You can use this framework to help you write your first draft.

### A Writer's Framework

#### Introduction

- Begin with a quote or interesting fact about the event.
- Identify the event you will discuss. [The War of 1812]
- Identify whether you will be discussing the causes or the effects.

#### Body

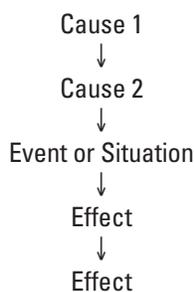
- Present the causes or effects in chronological (time) order or order of importance.
- Explain each cause or effect in its own paragraph, providing support with facts and examples.

#### Conclusion

- Summarize your ideas about the causes or the effects of the event [the war].

### TIP Using a Graphic Organizer

Use a graphic organizer like this to organize your research.



**ELA Writing 8.2.0** Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words.

### 3. Evaluate and Revise

#### Evaluating

Drawing clear, logical connections is the key to writing about causes and effects. Use these questions to evaluate and revise your paper.

#### Evaluation Questions for an Explanation of Causes or Effects

- Does the introduction begin with an interesting quotation or fact?
- Does the introduction identify the event [the war] and the causes or events to be discussed?
- Is each cause or effect explained in its own paragraph?
- Do facts and examples help to explain each cause or effect and connect it to the event [the war]?
- Are the causes or effects organized clearly—by chronological order or order of importance?
- Does the conclusion summarize the causes or effects and their importance?

#### Revising

Make sure the connections between the war and its causes or effects are clear by sharing your paper with a classmate. If your classmate is confused, add background information. If he or she disagrees with your conclusions, add evidence or rethink your reasoning.

### 4. Proofread and Publish

#### Proofreading

Some transitional words and phrases need to be set off from the sentence with commas. Here are two examples:

- The Louisiana Territory was a huge region of land. *As a result*, the size of the United States almost doubled when the land was purchased.
- Jefferson wanted to know more about the land he had purchased. *Therefore*, he asked Congress to fund an expedition.

Check your paper to see if you need to add commas after or around any transitional words or phrases.

#### Publishing

Get together with a classmate and share causes and/or effects. Compare your lists to see whether you have identified different causes or effects. Share your findings with your class.

### 5. Practice and Apply

Use the steps and strategies outlined in this workshop to write your explanation of the causes or effects of the War of 1812.

**TIP** **Recognizing False Cause-and-Effect** In planning your essay, be careful to avoid false cause-and-effect relationships. The fact that one thing happened before or after another doesn't mean one caused the other. For example, the fact that James Madison was elected in 1808, just four years before the War of 1812, does not mean his election caused the War of 1812.

**TIP** **Using Transitions** Here are some transitional words and phrases that show cause or effect relationships: *because, as a result, therefore, for, since, so, consequently, for this reason*