STANDARD USI.8a

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by:

a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.

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| Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement. | What new territories became part of the United States between 1801 and 1861? | **New territories added to the United States after 1801**
  - Louisiana Purchase
    - Jefferson bought land from France (the Louisiana Purchase), which doubled the size of the United States.
    - In the Lewis and Clark expedition, Meriwether Lewis and William Clark explored the Louisiana Purchase and the Oregon Territory from the Mississippi River to the Pacific Ocean.
  - Florida
    - Spain gave Florida to the United States through a treaty.
  - Texas
    - Texas was added to the United States after it became an independent republic.
  - Oregon
    - The Oregon Territory was divided by the United States and Great Britain.
  - California
    - War with Mexico resulted in California and the southwest territory becoming part of the United States. | Sequence events in United States history. (USI.1c)
Analyze and interpret maps to explain historical events. (USI.1f) |
STANDARD USI.8b

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
b) identifying the geographic and economic factors that influenced the westward movement of settlers.

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| Westward migration was influenced by geography and economic opportunity. | What factors influenced westward migration? | **Geographic and economic factors that influenced westward movement**
- Population growth in the eastern states
- Availability of cheap, fertile land
- Economic opportunity, e.g., gold (California Gold Rush), logging, farming, freedom (for runaway slaves)
- Cheaper and faster transportation, e.g., rivers and canals (Erie Canal), steamboats
- Knowledge of overland trails (Oregon and Santa Fe)
- Belief in the right of “Manifest Destiny”—the idea that expansion was for the good of the country and was the right of the country | Make connections between the past and the present. (USI.1b)
Interpret ideas and events from different historical perspectives. (USI.1d)
Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f) |
STANDARD USI.8c

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.

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| Prior to the Civil War, most industrialization in America was in the North; however, the equipment produced in the North had an impact on the farming society of the South. | How did inventions and entrepreneurs affect the lives of Americans? | Terms to know
inventor: A person who is the first to think of or make something
entrepreneur: A person who organizes resources to bring a new or better good or service to market in hopes of earning a profit
New technologies and their impact on society
• The cotton gin was invented by Eli Whitney. It increased the production of cotton and thus increased the need for slave labor to cultivate and pick the cotton.
• Jo Anderson (an enslaved African American) and Cyrus McCormick worked to invent the reaper. McCormick was an entrepreneur who brought the reaper to market. The reaper increased the productivity of the American farmer.
• The steamboat was improved by the entrepreneur Robert Fulton. It eventually provided faster river transportation connecting Southern plantations and farms to Northern industries and Western territories.
• The steam locomotive provided faster land transportation. | Make connections between the past and the present. (USI.1b)
Sequence events in United States history. (USI.1c)
Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. (USI.1i) |
**STANDARD USI.8d**

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by identifying the main ideas of the abolitionist and women’s suffrage movements.

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<td>The abolitionists worked to end slavery.</td>
<td>What were the main ideas expressed by the abolitionists?</td>
<td><strong>Abolitionist movement</strong>&lt;br&gt;• Most abolitionists demanded immediate freeing of the slaves.&lt;br&gt;• Abolitionists believed that slavery was wrong.&lt;br&gt;              – Morally wrong&lt;br&gt;              – Cruel and inhumane&lt;br&gt;              – A violation of the principles of democracy</td>
<td>Make connections between the past and the present.&lt;br&gt; (USI.1b)</td>
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<tr>
<td>The women’s suffrage movement helped women gain equal rights.</td>
<td>What were the main ideas expressed during the women’s suffrage movement?</td>
<td><strong>Women’s suffrage movement</strong>&lt;br&gt;• Supporters declared that “All men and women are created equal.”&lt;br&gt;• Supporters believed that women were deprived of basic rights:&lt;br&gt;              – Denied the right to vote&lt;br&gt;              – Denied educational opportunities, especially higher education&lt;br&gt;              – Denied equal opportunities in business&lt;br&gt;              – Limited in the right to own property&lt;br&gt;• The movement was led by strong women who began their campaign before the Civil War and continued after the war had ended.&lt;br&gt;              – Isabella (Sojourner) Truth, a former enslaved African American, was a nationally known advocate for equality and justice.&lt;br&gt;              – Susan B. Anthony was an advocate to gain voting rights for women and equal rights for all.&lt;br&gt;              – Elizabeth Cady Stanton played a leadership role in the women’s rights movement.</td>
<td>Sequence events in United States history. (USI.1c)&lt;br&gt;Interpret ideas and events from different historical perspectives. (USI.1d)&lt;br&gt;Interpret patriotic slogans. (USI.1h)</td>
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