

U.S. History to 1865 Study Guide

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
CURRICULUM FRAMEWORK -- 2015 STANDARDS
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STANDARD USI.8A TERRITORIAL EXPANSION

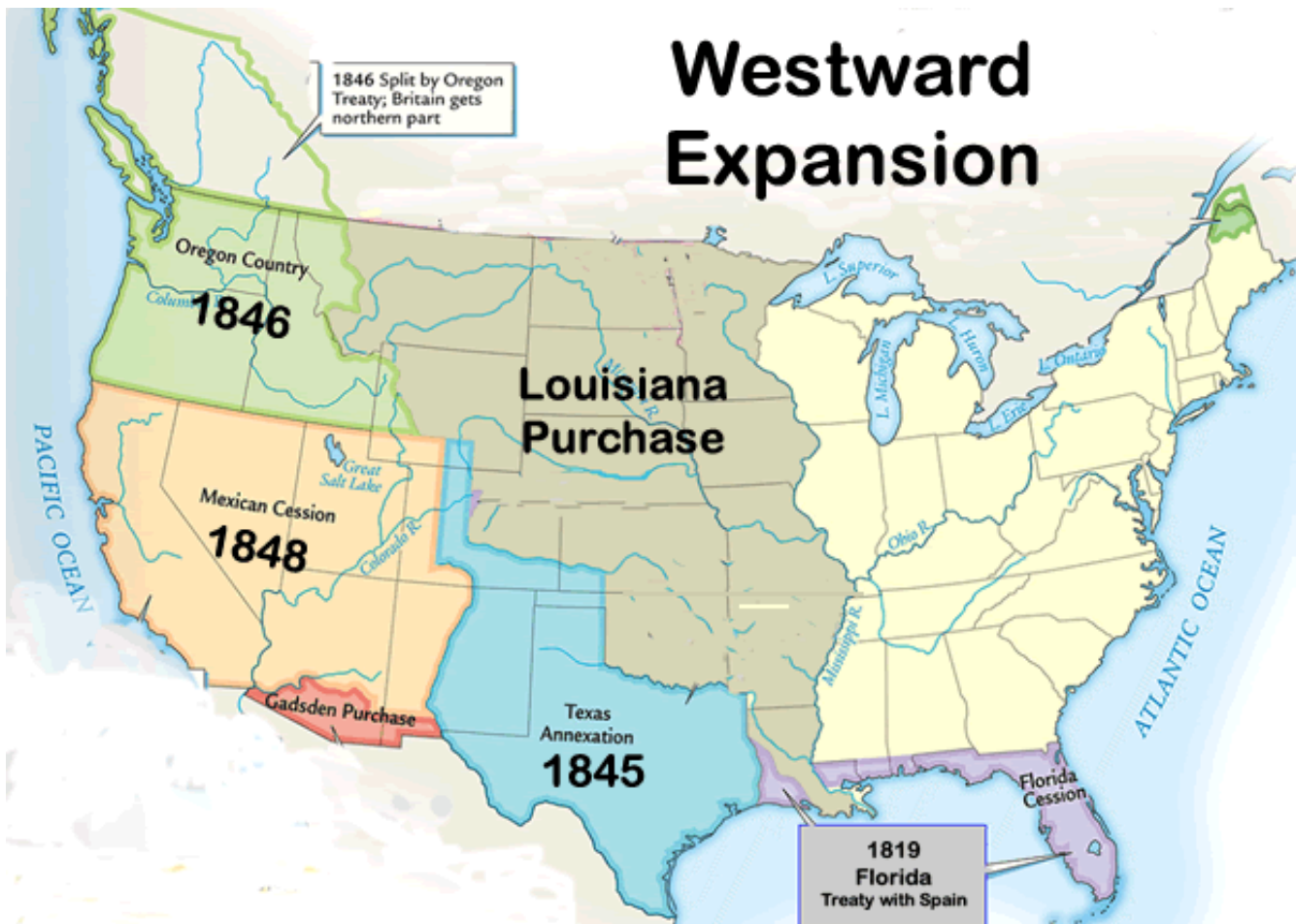
The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

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.

Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.

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.



STANDARD USI.8B

WESTWARD MOVEMENT

b) identify the geographic and economic factors that influenced the westward movement of settlers.

Geographic and economic factors that influenced westward movement

- **Population growth** in the eastern states
- Availability of **cheap, fertile land**
- Economic **opportunity, such as** gold (California **Gold Rush**), **logging, farming, freedom** (for runaway slaves)
- **Cheaper and faster transportation**, such as 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

STANDARD USI.8C

WESTWARD EXPANSION IMPACT ON AMERICAN INDIANS

c) explaining the impact of westward expansion on American Indians;

American Indians clashed with United States settlers and the United States government during westward expansion

Impact on American Indians

- The discovery of **gold** on American Indian land in the southern United States eventually led to **the removal of the Cherokee Indians** in Georgia.
- The **American Indian Removal Act** authorized the federal government to negotiate **treaties** with eastern tribes **exchanging their lands for land in the West**.
- *Cherokee Nation v. Georgia* was a Supreme Court decision that **supported the Cherokee Indians’ rights** to their land.
- “**Trail of Tears**”—As part of the American Indian removal policy, **the Cherokee nation and other tribes** were forced to give up their lands east of the Mississippi River and to **relocate** to an area in present-day Oklahoma.

STANDARD USI.8D

INVENTIONS

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

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.

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.

STANDARD US1.8E

ABOLITIONIST & WOMEN'S SUFFRAGE MOVEMENTS

e) identify the main ideas of the abolitionist and women's suffrage movements.

The abolitionists worked to end slavery.

The women's suffrage movement helped women gain equal rights.

Abolitionist movement

- Most **abolitionists** demanded immediate **freeing** of enslaved African Americans.
- **Abolitionists** believed that **slavery** was **wrong**.
 - Morally wrong
 - Cruel and inhumane
 - A violation of the principles of democracy
- **Abolitionist leaders** included both **men and women**.
 - **Harriet Tubman** led hundreds of enslaved African Americans to freedom along the **Underground Railroad**.
 - **William Lloyd Garrison** wrote the **Liberator** newspaper and worked for the immediate **emancipation** of all enslaved African Americans.
 - **Frederick Douglass** wrote **the North Star newspaper** and worked for rights for African Americans and women to better their lives.

Women's suffrage movement

Seneca Falls Convention

- In the *Declaration of Sentiments*, supporters declared that "All men and women are created equal."
- Supporters believed that women were deprived of basic rights:
 - Denied the **right to vote**
 - Denied **educational opportunities**, especially higher education
 - Denied **equal opportunities in business**
 - Limited in the **right to own property**
- The movement was led by **strong women** who began their campaign before the Civil War and continued after the war had ended.
 - **Isabella (Sojourner) Truth**, a former enslaved African American, was a nationally known advocate for equality and justice.
 - **Susan B. Anthony** was an advocate to gain **voting rights** for women and equal rights for all.
 - **Elizabeth Cady Stanton** played a leadership role in the women's rights movement.

