WHAT IS EXPLORED IN THIS CHAPTER?
This chapter develops students’ understanding of westward expansion and reform in America from 1801 to 1861. It discusses territorial expansion and how it affected the political map of the United States, the geographic and economic factors that influenced the westward movement, the impact of inventions on American life, and the main ideas of the abolitionist and suffrage movements.

WHERE COULD WE GO TO ENHANCE WHAT MY CHILD IS LEARNING?
- Ferrum
  Blue Ridge Institute and Farm Museum
- Surry
  Chippokes Farm and Forestry Museum
- Steeles Tavern
  Shenandoah Valley Agricultural Research Center
- Irvington
  Steamboat Era Museum
- Richmond
  Virginia Museum of Fine Arts
  “Album of Virginia”
- Roanoke
  Virginia Museum of Transportation
- Staunton
  Museum of American Frontier Culture

WHAT QUESTIONS SHOULD I ASK TO HELP MY CHILD PREPARE FOR THE TEST?
These are the SOL Essential Questions for this standard. Answers are on the next page.
- What new territories became part of the United States between 1801 and 1861?
- What factors influenced westward migration?
- How did the inventions and entrepreneurs affect the lives of Americans?
- What were the main ideas expressed by the abolitionists?
- What were the main ideas expressed during the suffrage movement?

WHAT WOULD BE HELPFUL TO DISCUSS WITH MY CHILD?
Discuss these topics at dinner or in the car:
- Ask your child which territorial acquisition he or she believes was most significant to America’s history. Share your opinion and debate any differences.
- Ask what factors might influence your own family to move somewhere new and unexplored. Discuss the challenges and benefits of starting over.
- Share with your child the things in our present day lives that had not yet been invented when you were a child. Talk about how daily life has changed due to these inventions. Have your child try to predict what types of things will be available to his or her children that have not yet been invented.
- Discuss your personal thoughts about the abolitionist and suffrage movements. Talk about present day struggles that involve individuals fighting for equal rights. Ask your child for his or her opinion on both the historical and present day movements.
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.
- 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 from the Mississippi River to the Pacific Ocean.
- Florida: Spain gave Florida to the United States through a treaty.
- Texas: Texas was added 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.

c) Identifying the geographic and economic factors that influenced the westward movement of settlers.
- Inventor: someone who is the first to think of or make something.
- Entrepreneur: someone who organizes resources to bring a new or better good or service to market in hopes of earning a profit.
- 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 (a slave) 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 that connected Southern plantations and farms to Northern industries and Western territories.
- The steam locomotive provided faster land transportation.

d) Identifying the main ideas of the abolitionist and suffrage movements.
- Most abolitionists demanded immediate freeing of the slaves.
- Abolitionists believed that slavery was 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 and worked for the immediate emancipation of all enslaved African Americans.
- Frederick Douglass wrote the North Star and worked for rights to better the lives of African Americans and women.
- Suffrage supporters declared that “All men and women are created equal.”
- Suffrage 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 rights to own property.
- The suffrage movement was led by strong women who began their campaign before the Civil War and continued after the war had ended.
- Isabel 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.