

U.S. HISTORY 1

WHAT IS EXPLORED IN THIS CHAPTER?

This chapter develops students' understanding of European exploration in North America and West Africa. It discusses the motivations, obstacles, and accomplishments of the explorations, interactions between the Europeans and the American Indians, and the characteristics of West African societies and their interactions with traders.

WHERE COULD WE GO TO ENHANCE WHAT MY CHILD IS LEARNING?

• Newport News

The Mariner's Museum has many exhibits that enhance this standard beautifully. You can access it online at: <http://www.mariner.org>



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.

- Why did European countries compete for power in North America?
- What were the obstacles faced by the explorers?
- What were the accomplishments of the explorations?
- What regions of North America were explored and settled by France, England, and Spain?
- What regions were explored by Portugal?
- How did the American Indians and Europeans interact with each other?
- What was the importance of Ghana, Mali, and Songhai?
- Where were the empires of Ghana, Mali, and Songhai located?
- When did the empires of Ghana, Mali, and Songhai exist in Africa?
- How did West African empires impact European trade?

TO 1865

WHAT WOULD BE HELPFUL TO DISCUSS WITH MY CHILD?

Discuss these topics at dinner or in the car.

- We are still explorers. Our country is busy exploring outer space, medicine, new fuel resources, and the deep sea. Compare these new explorations with those of the Europeans, setting out to explore North America and West Africa.
- Hold a family debate about whether the listed accomplishments of European exploration were truly "accomplishments."
- Discuss your own family's concept of land ownership in the present day and whether you agree with the European or American Indian perspective of land ownership during the Age of Exploration.
- Talk about how your family is affected by prices subject to supply and demand—gasoline for example—and the power that comes with having something that is in high demand. Make connections from your present day examples to Ghana, Mali, and Songhai.

ESSENTIAL KNOWLEDGE FOR CHAPTER THREE (USI.3)

The student will demonstrate knowledge of European exploration in North America and West Africa by:

a) Describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations.

• Motivating forces for exploration:

Economic - gold, natural resources, and trade; Religious - spread of Christianity; Competitions for empire and belief in superiority of own culture

• Obstacles to exploration:

Poor maps and navigational tools; disease/starvation; fear of unknown; lack of adequate supplies

• Accomplishments of exploration:

Exchanged goods and ideas; improved navigational tools and ships; claimed territories (see individual countries below)

• Regions of North America explored by Spain, France, and England:

Spain - Francisco Coronado claimed southwest United States for Spain; France - Samuel de Champlain established the French settlement of Québec and Robert La Salle claimed the Mississippi River Valley; England - John Cabot explored eastern Canada

• Regions explored by Portugal: The Portuguese made voyages of discovery along West Africa

b) Describing cultural and economic interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict, with emphasis on the American Indian concept of land.

• **Spanish:** conquered and enslaved American Indians; brought Christianity to the New World; brought European diseases

• **French:** established trading posts; spread Christian religion

• **English:** established settlements and claimed ownership of land; learned farming techniques from American Indians; traded with American Indians

• **American Indians:** taught farming techniques to European settlers; believed that land was to be shared or used but not owned

• Areas of cooperation in economic interactions:

Europeans brought weapons and metal farm tools; trade; crops

• **Areas of conflict:** land, competition for trade, differences in cultures, disease, language difference

c) Identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

• Ghana, Mali, and Songhai dominated West Africa one after another from 300 to 1600 A.D.

• Ghana, Mali, and Songhai were located in the western region of Africa, south of the Sahara Desert, near the Niger River.

• Ghana, Mali, and Songhai became powerful by controlling trade in West Africa.

• The Portuguese carried goods from Europe to West African empires, trading metals, cloth, and other manufactured goods for gold.