

U.S. History to 1865 Study Guide

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING

2015 CURRICULUM FRAMEWORK

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STANDARD USI.4A EUROPEAN EXPLORATION

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

a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations.



Major European countries were in competition to extend their power into North America and claim the land as their own.

Motivations for the explorations

- **Economic**—Gold, natural resources, and trade
- **Religious**—Spread Christianity
- **Competitions for empire** and **belief in superiority** of own culture

Obstacles to the explorations

- **Poor maps** and navigational tools
- **Disease** and **starvation**
- **Fear** of the unknown
- Lack of adequate **supplies**

Accomplishments of the explorations

- Exchanged **goods** and **ideas**
- Improved **navigational tools** and ships
- Claimed **territories** (see countries below)

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

- **Spain:** Francisco Coronado claimed the **Southwest** of the present-day United States for Spain.
- **France:**
 - Samuel de Champlain established the French settlement of **Québec**.
 - Robert La Salle claimed the **Mississippi River Valley** for France.
- **England:** John Cabot explored **eastern Canada**.

Regions explored by Portugal

- The **Portuguese** made voyages of discovery along the **coast of West Africa**.

STANDARD USI.4B

CONFLICT OVER LAND

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

The interactions between American Indians and Europeans sometimes led to cooperation and other times resulted in conflict.

Cultural interactions

- **Spanish**
 - Conquered and enslaved American Indians
 - Brought **Christianity** to the New World
 - Established **missions**
 - Introduced **European diseases** to American Indians
- **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 used and shared 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**
- **Diseases**
- **Languages** differences

STANDARD USI.4c

GHANA, MALI, SONGHAI

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

Ghana, Mali, and Songhai each dominated West Africa in sequence from 300 to 1600 A.D. (C.E.).



African people and African goods played an important role in European interest in world resources.

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**.

