

U.S. History to 1865- Study Guide – 2023 standards

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STANDARD USI.4 – WESTERN AFRICAN - IMPACTS

The student will apply history and social science skills to understand how the Western Hemisphere impacted West Africa

USI.4A - THE GREAT KINGDOMS OF GHANA, MALI, SONGHAI

- a) identify the location and characteristics of **West African societies of Ghana, Mali, and Songhai** before European exploration.



LOCATION & TIME PERIOD

The ancient kingdoms of **Ghana, Mali, and Songhai** were all located in **West Africa**, south of the Sahara Desert, and along the Niger River.

These kingdoms rose to power one after another, dominating the region from around **300 A.D. to 1600 A.D.**

HOW THEY BECAME POWERFUL

These kingdoms grew rich and powerful by **controlling trade routes** that passed through West Africa.

Two of the most valuable natural resources were **gold and salt**. Salt was essential for preserving food, while gold was highly prized across Europe and Asia.



Ancient empires were rich in gold and salt

Kings taxed the goods moving through their lands, which brought them great **wealth and influence**.

EUROPEAN AND AFRICAN CONNECTIONS

European countries, especially **Portugal**, were eager to trade with these powerful kingdoms.

The **Portuguese** brought goods like **cloth, metals**, and other goods in exchange for African **gold** and other natural resources.

These **trade networks** connected **Europe, Africa**, and eventually the **Americas**.



Portugal was first to connect Africa, Europe, and the American with trade networks

USI.4B – THE FIRST AFRICANS IN COLONIAL AMERICA

- b) examine the arrival of the first Africans to Colonial America at Old Point Comfort (Fort Monroe)

ARRIVAL AT POINT COMFORT



In 1619, a Portuguese ship brought the first Africans to Old Point Comfort

In **August 1619**, the **first Africans** arrived in British North America at a place called **Old Point Comfort**, near what is today **Fort Monroe** in Hampton, Virginia.

They came aboard a **Portuguese ship** called the **WHITE LION** and were traded for food and supplies by English colonists.

WHERE THEY CAME FROM



These Africans were taken from the **Ndongo Kingdom**, located in what is now **Angola** in **West Central Africa**.

The people of Ndongo were **skilled farmers, artisans, and traders**. They lived in organized communities, raised livestock, and grew crops.

USI.4C – THE TRANSATLANTIC SLAVE TRADE

- b) explain the Transatlantic Slave Trade and its impact on the African coast and the Western Hemisphere



WHAT WAS THE TRANSATLANTIC SLAVE TRADE?

The **Transatlantic Slave Trade** was a system of forced migration in which **millions of Africans** were captured, sold, and transported across the **Atlantic Ocean** to the Americas.

This system connected **Africa, Europe**, and the **Western Hemisphere** in what became known as the **Triangle Trade**.

IMPACT ON AFRICA

The slave trade had a **devastating effect** on African societies:

- Entire **communities** were **disrupted** or **destroyed**.
- Many people, especially the young and strong, **were taken away**.
- Coastal kingdoms became involved in **capturing and selling people** to European traders.

IMPACT ON THE AMERICAS

Enslaved Africans were sent to:

- The **British colonies** in North America.
- **South America** (especially Brazil).
- The **Caribbean islands**.

Their labor supported the growing **agricultural economies**, especially in tobacco, sugar, and cotton.

USI.4D – CULTURE, RESISTANCE, AND HARDSHIP OF ENSLAVED PEOPLE

- d) identify the cultural connections, conflicts, and common values of enslaved people in the Western Hemisphere, as well as challenges and hardships endured by enslaved people brought to colonial America.

WHAT AFRICANS BROUGHT WITH THEM

Africans did not arrive empty-handed. They brought:

- **Farming knowledge** (e.g., rice cultivation techniques).
- **Skills in ironworking, weaving, and music**.

- **Cultural traditions**, religious beliefs, stories, and songs that shaped American culture.

⚖️ HARDSHIPS & RESISTANCE

Life for enslaved people in the colonies was harsh:

- They were **forced to work without pay**, often in terrible conditions.
- Families were frequently **separated**.
- Enslaved people had **no legal rights**.

Despite this, they found ways to resist:

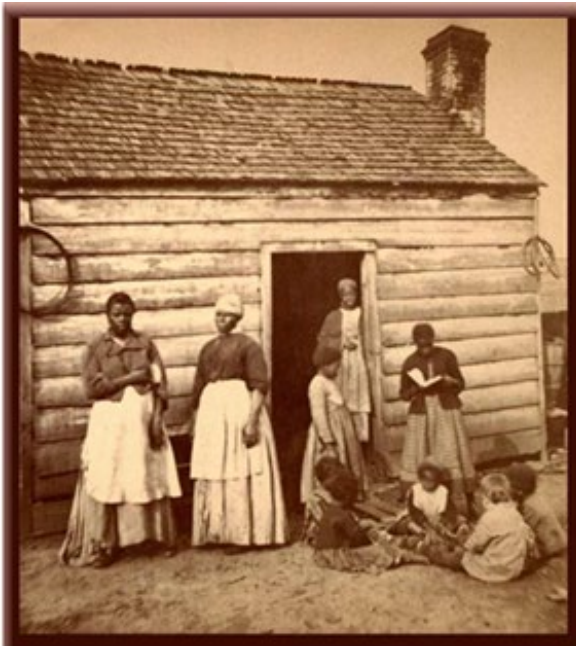
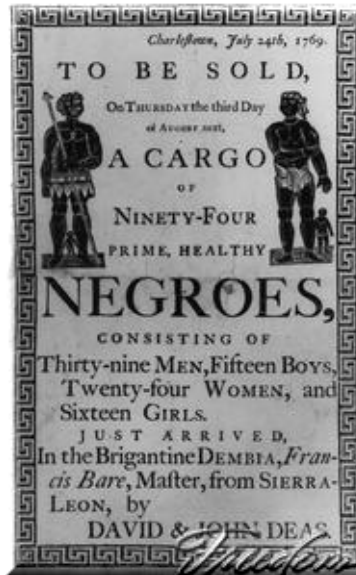
Maintaining their culture and creating new communities.

- Practicing quiet forms of resistance like **working slowly**, **breaking tools**, or **secretly learning to read and write**.

✦ SHARED VALUES AND CONNECTIONS

Enslaved communities across the Americas shared:

- A deep **sense of family and community**.
- **Spiritual beliefs** that gave them hope and strength.
- A strong desire for **freedom and dignity**, which would inspire future generations to fight for civil rights.



SLAVE FAMILIES