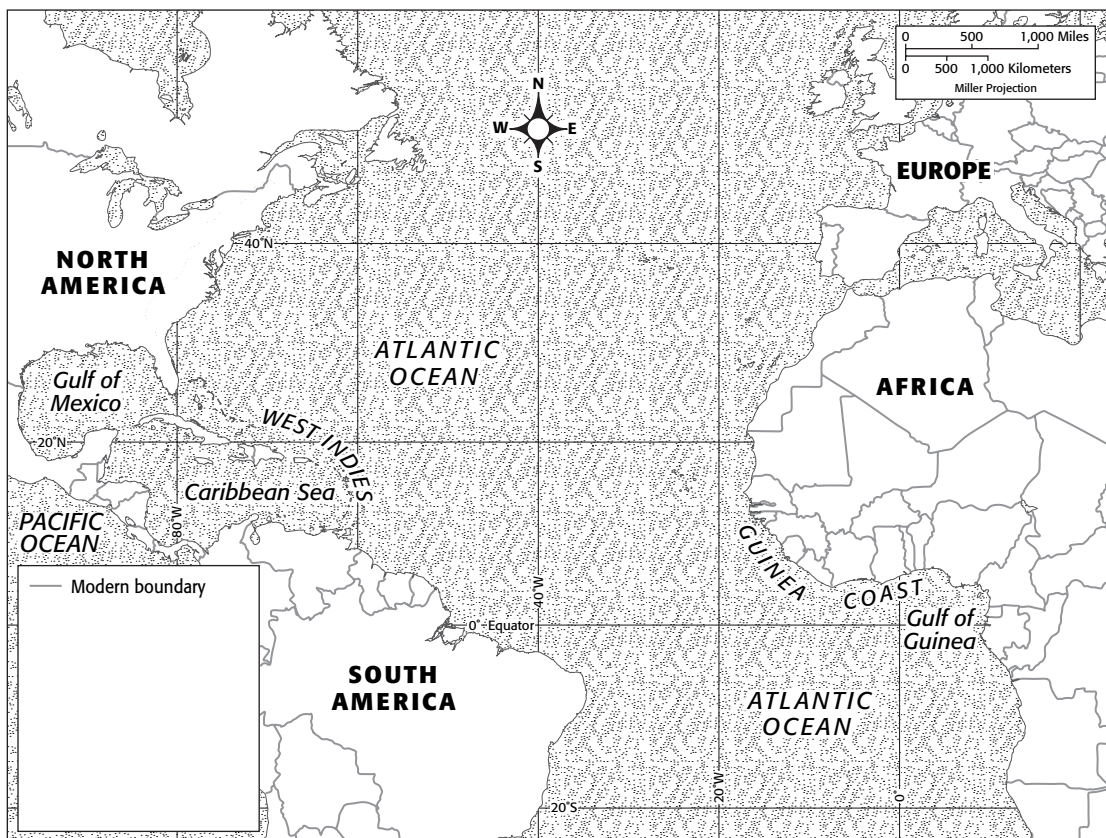


West Africa**Geography and History**

The Atlantic Slave Trade

The Atlantic Slave Trade was the capture and transport of Africans from the sixteenth century to the mid-nineteenth century. European traders acquired slaves by purchasing them from various ports in Africa. Nearly 300 slaves at a time were packed into ships for the long journey to the New World, where they would be put to work on plantations and in mines. Western Africa, especially Guinea, was a major source of slaves. The eastern portion of Guinea became known as the Slave Coast. The Middle Passage was the part of the Atlantic slave trade that transported people from Africa to North America, South America, and the Caribbean. It was called the Middle Passage because it was the middle part of the Triangular Trade. Slave boats left Europe, went to Africa, and then traveled to America before returning to Europe.



MAP ACTIVITY

1. Use a red pencil or marker to shade the Slave Coast.
2. Use a blue pencil or marker to show a possible route of the Middle Passage.
3. Use a green pencil or marker to show an approximate route of the Triangular Trade.
4. Update the map legend to reflect the colors you added to the map.

ANALYZING MAPS

1. **Place** Why was the triangular Atlantic trade was considered the most important and profitable trading route in the world?

2. **Movement** The Gulf Stream is a powerful current in the Atlantic Ocean that begins in the Gulf of Mexico and flows in a northeasterly direction. Which part of the Triangular Trade would have been helped by the Gulf Stream?

3. **Evaluate** In many cases, Africa natives captured fellow Africans to sell as slaves to European traders. Does this surprise you? Why or why not?

Vocabulary Builder

SECTION 1

1. zonal
2. Sahel
3. Niger River
4. delta
5. Sahara
6. irregular rainfall, area of tall grasses, scattered trees and shrubs
7. most important river in West Africa, flows 2,600 miles, empties into the Gulf of Guinea
8. organized by zone, east to west bands, describes climates in West Africa

SECTION 2

1. F; archaeology
2. F; Timbuktu
3. T
4. F; extended family
5. T

Summaries will vary but should correctly use at least five words from the word bank.

SECTION 3

1. Cape Verde
2. famine
3. Togo
4. Lagos
5. secede

Biography

QUEEN AMINA OF ZARIA

WHAT DID YOU LEARN?

1. possible answer—She learned from her warriors; she led many military expeditions.
2. possible answer—She wanted to gain as much wealth for her country and people as possible.

ACTIVITY

Answers will vary, but students may mention conquering enemy troops, ensuring trade, providing food and water for their people, expanding the region's boundaries, or building strong walls.

Biography

KWAME NKRUMAH

WHAT DID YOU LEARN?

1. possible answer—It said that Ghana's people

wanted independence from Britain and to create and run their own government.

2. possible answer—Some people may have thought he had too much power.

ACTIVITY

Students' collages should relate to the themes of independence, peaceful protests, and self-government.

Literature

CALL-OUT BOX

1. because Night is portrayed as a person wearing "fearful" robes

ANALYZING LITERATURE

1. Both the birds and the people are overjoyed and celebrate.
2. "the celebration is make-believe," "darken," and "no song of deliverance"

ACTIVITY

Students' pictures will vary but should reflect the words of the second verse.

Primary Source

CALL-OUT BOX

1. possible answer—The lines represent rivers since it is a mask for a river goddess.

WHAT DID YOU LEARN?

1. Animists believe a goddess is the spirit of the rivers. The ritual and mask are used to show gratitude to the river goddess.
2. possible answers—celebrating good agriculture or soil, funerals, weddings, battles, dances
3. possible answers—getting a driver's license, voting in national elections, getting a job, getting married

Geography and History

MAP ACTIVITY

1. Eastern Guinea should be shaded red.
2. A blue line should be drawn from Africa to North America, South America, or the Caribbean.

3. A green line should be drawn from Europe to Africa, Africa to America, and America to Europe.
4. Map legend should accurately reflect the colors added to the map in Steps 1–3.

ANALYZING MAPS

1. Because European traders could easily travel by ship to Africa, America, and back home again, making stops to pick up valuable natural resources in Africa, as well as Africans they could sell as slaves in America.
2. the third part, in which ships sailed from the Americas back to Europe
3. possible answers—yes, because you would think Africans would be protective of their own people; no, because most people were poor and needed the money they got from selling people as slaves

Social Studies Skills

PRACTICE THE SKILL

1. the Northwest
2. Answers will vary depending on the state in which students live. Make sure students interpret the precipitation map accurately.

APPLY

Students' precipitation maps will vary but should accurately reflect the precipitation for ten years for the selected country.

Geography for Life

Students' maps should accurately reflect the proportions of migration groups, including ten color-coded arrows and a corresponding map key.

Critical Thinking

1. guinea corn, millet, groundnuts (peanuts), cowpeas, cassava
2. Leaves are used for animal fodder; grain stalks are used for house construction; grass is used for thatching and mat making.
3. adda—cutlass or machete; garma—hand plow; massassabi—short-handled hoe; sungumi—long-handled hoes

4. a. June–July; b. mid-May, August; c. October–November, December–mid-February; d. March–May
5. Changing environmental conditions throughout the year, such as when the rains occur, determine when the Hausa carry out each activity of their farming cycles.

Focus on Reading

Students' charts should demonstrate a clear understanding of comparison and contrast.

Focus on Speaking

Students' oral descriptions should tell a story about a person from a country in West Africa. Students should use descriptive language, include interesting facts and details, make eye contact with the audience, and speak loudly and clearly while presenting.

Chapter Review

REVIEWING VOCABULARY, TERMS, AND PLACES

- | | |
|-----------|--------------------|
| 1. Sahel | 4. desertification |
| 2. secede | 5. animism |
| 3. Lagos | |

COMPREHENSION AND CRITICAL THINKING

- | | |
|-------------|-------------|
| 1. b; false | 5. b; false |
| 2. b; false | 6. a; false |
| 3. a; false | 7. b; false |
| 4. a; false | |

REVIEWING THEMES

1. Timbuktu was once the cultural center of the Songhai Empire in West Africa.
2. Many West African countries have suffered from famine because of locusts, drought, and unstable economies.

REVIEW ACTIVITY: GOVERNMENT REPORT

Reports should include specific information about the countries of West Africa. Facts should be accurate, and the report should contain at least one illustration that supports the text.