

A History of Modern Europe 4e, Test Bank

Chapter 1: Medieval Legacies and Transforming Discoveries

Multiple Choice

1. Approximately how much of its population did Europe lose as a result of the Black Death?

- a. 33%
- b. 50%
- c. 25%
- d. 20%
- e. 66%

Ans: a

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Bloom's Level: Remembering

2. The term "burgher" referred to a person who

- a. lived in the countryside.
- b. lived in a town or city.
- c. was a foreigner that lives in a town.
- d. was a landowner who spent part of the year in the city.
- e. was a serf who escaped to the city.

Ans: b

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Bloom's Level: Understanding

3. In the 1500s, city-states and trading towns throughout Europe used law courts, armies, and tax collectors to

- a. maintain their status as composite states.
- b. maintain their control over expanding territories.
- c. maintain their independence from emerging sovereign kingdoms.
- d. continue receiving medieval privileges from expanding dynasties.
- e. return political power to commoners.

Ans: c

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Bloom's Level: Understanding

4. What was the system of law established by the pope for the Western Church that affirmed the authority of spiritual rulers?

- a. Canon Law
- b. Civil Law
- c. Customary Law
- d. Feudalism
- e. Manorialism

Ans: a

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Bloom's Level: Remembering

5. Differing languages and long travel distances at the end of the medieval period
- contributed to the Church's call for crusades to the Holy Land.
 - contributed to the continuing fragmentation of Europe.
 - caused the continuation of the Hundred Years' War.
 - led to the delay in the Renaissance spreading throughout Italy.
 - contributed to the common recovery from the plague in Europe.

Ans: b

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Bloom's Level: Understanding

6. The final act in the fall of the Byzantine Empire was
- the capture of Constantinople by the Ottoman Turks.
 - the capture of Constantinople by the crusading forces of France.
 - Constantinople's annexation to Russia.
 - a claim made by the pope that Constantinople would henceforth be his personal property.
 - utter annihilation on the battlefield by the Persian Empire.

Ans: a

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Bloom's Level: Remembering

7. Who were the janissaries?
- Christian mercenaries who fought for the Ottoman Empire
 - Muslim diplomats who lived and worked in Christian Europe
 - Christian merchants who lived in the Ottoman Empire
 - newly converted Muslims who fought for the Ottoman Turks
 - Jewish scholars who taught in Islamic schools

Ans: d

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Bloom's Level: Understanding

8. Muslims and Jews were systematically persecuted and expelled from which area during the sixteenth to eighteenth centuries?
- Central Europe
 - Eastern Europe
 - Western Europe
 - the Ottoman Empire
 - the Mediterranean

Ans: c

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Bloom's Level: Understanding

9. Feudalism resulted from
- an increase in royal power.

- b. an increase in the Church's power.
- c. an increase in violence and political instability after the end of Roman Empire.
- d. an increase in Islamic invasions in Western Europe.
- e. an increase in immigration to the Ottoman Empire.

Ans: c

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Bloom's Level: Understanding

10. What was a significant reason that rulers encouraged the end of serfdom during the twelfth century onwards?

- a. It freed peasants and allowed them to be taxed.
- b. It meant that peasants would remain unfree for decades.
- c. It allowed rulers to force peasants to relocate to unpopulated parts of the kingdom.
- d. It allowed rulers to force peasants to convert to their religion.
- e. It allowed peasants to stay on land even if it was sold to another peasant.

Ans: a

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Bloom's Level: Understanding

11. The three-field system left a third of the land unplanted in order to

- a. be rented to another landowner.
- b. be given to the Church to grow crops.
- c. rest and increase its fertility for the next growing season.
- d. be used as a plague burial ground.
- e. be used for grazing livestock.

Ans: c

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Bloom's Level: Remembering

12. During the medieval period, Jewish and Muslim heritage remained strong in

- a. England.
- b. France.
- c. Italy.
- d. German lands.
- e. Spain.

Ans: e

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Bloom's Level: Remembering

13. The marriage of Isabella of Castile and Ferdinand of Aragon united

- a. Spain.
- b. France.
- c. England.
- d. Germany.
- e. Italy.

Ans: a

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Bloom's Level: Remembering

14. In the medieval period, what were the organizations that facilitated a hierarchical and structured craft production system called?

- a. cottages
- b. domestic networks
- c. guilds
- d. industrial clubs
- e. mercantile unions

Ans: c

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Bloom's Level: Understanding

15. In Western Europe, towns used charters to

- a. expand their boundaries.
- b. limit the rights of the townspeople.
- c. ensure that townspeople attended church.
- d. limit the control of nobles and rulers over the town.
- e. allow for the founding of a university within the town.

Ans: d

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Bloom's Level: Understanding

16. The Hundred Years' War was fought between

- a. England and France.
- b. France and Spain.
- c. Spain and Portugal.
- d. Italy and Spain.
- e. France and Norway.

Ans: a

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Bloom's Level: Remembering

17. Where was gunpowder invented?

- a. the Ottoman Empire
- b. the Iberian Peninsula
- c. China
- d. the Arabian Peninsula
- e. Venice

Ans: c

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Bloom's Level: Remembering

18. Which medieval weapon remained important even after the introduction of gunpowder?

- a. the crossbow

- b. the longbow
- c. the sword
- d. the pike
- e. the lance

Ans: d

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Bloom's Level: Understanding

19. Soldiers in the new armies of the early modern period were most likely to die

- a. in battle.
- b. from starvation.
- c. from discipline.
- d. from faulty equipment.
- e. from disease.

Ans: e

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Bloom's Level: Understanding

20. Johannes Gutenberg was one of the first

- a. printers.
- b. bankers.
- c. diplomats.
- d. bishops of Mainz.
- e. merchants to trade with the Ottoman Empire.

Ans: a

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Bloom's Level: Remembering

21. _____ were the first Europeans to begin exploring the west coast of Africa in the early fifteenth century.

- a. The Spanish
- b. The English
- c. The Dutch
- d. The Portuguese
- e. The French

Ans: d

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Bloom's Level: Remembering

22. Finding no gold on his explorations, Christopher Columbus suggested that Ferdinand and Isabella could use the islands he discovered by selling

- a. the crops to passing ships.
- b. the people as slaves.
- c. the lumber to build ships.
- d. the tobacco to Europeans.
- e. passage from the islands to the Far East.

Ans: b

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Bloom's Level: Understanding

23. The Treaty of Tordesillas (1494), which divided the world into exploration zones for the Spanish and the Portuguese, also
- allowed England to colonize North America.
 - allowed the Dutch to settle India.
 - sanctioned conquest and conversion of the native populations by the pope.
 - allowed the pope to remain in control of Venice.
 - allowed the pope to annex the Ottoman Empire at a future date.

Ans: c

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Bloom's Level: Understanding

24. Why was Cortés able to defeat the Aztec Empire with only 600 soldiers?
- He was aided by an alliance with Montezuma's non-Aztec peoples.
 - The Aztec leader, Montezuma, died right before Cortés's invasion.
 - Cortés's soldiers' swords were stone-bladed, which was superior to the Aztecs' steel-bladed swords.
 - Cortés tricked the Aztecs into leaving their empire undefended.
 - The Aztecs had already been defeated by Pizzaro.

Ans: a

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Bloom's Level: Understanding

25. The practice of *encomienda* meant that
- Indians were forced to attend Christian services.
 - Indians were forced to go to Spain to work.
 - Indians and the Spanish could not intermarry.
 - Indians were forced to work for the Spanish.
 - the Spanish were forced to pay native workers a fair wage.

Ans: d

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Bloom's Level: Understanding

Short Essay

1. What was feudalism, and how did it create bonds and obligations between different social groups?

Ans:

A strong answer would include

- a discussion of how the collapse of authority led to the development of feudalism.
- a discussion of the social structure that allowed for feudalism.
- an explanation of the importance of the agricultural system to feudalism.

- an explanation of the obligation of vassal to lord and lord to vassal.

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Bloom's Level: Analyzing

2. How did the development of gunpowder change European warfare and social structures?

Ans:

A strong answer would include

- a discussion of how gunpowder reached Europe.
- an explanation of how the use of gunpowder brought about the end of common medieval practices in warfare.
- an explanation of how gunpowder influenced the weapons used in warfare.
- a discussion of how the heavily armored noble knight became a liability in the new warfare.
- an explanation of how bombardments that relied on gunpowder increased the number of casualties and deaths in battle.

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Bloom's Level: Analyzing