

TRUE/FALSE

1. By 5000 B.C.E., Native Americans had transitioned into farming societies.

ANS: T DIF: Easy REF: Page 6
OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.
TOP: Early Cultures in America (I)

2. Mexica tribes were deeply spiritual and incorporated human sacrifice into their religious worship.

ANS: T DIF: Easy REF: Page 7
OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.
TOP: The Mayas, Incas, and Mexica (I.a.)

3. Pueblos were communities built by the Aztecs on cliffsides.

ANS: F DIF: Moderate REF: Page 8
OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.
TOP: North American Civilizations (I.b.)

4. Cahokia was a large, advanced regional center for the Mississippian culture.

ANS: T DIF: Easy REF: Page 10
OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.
TOP: North American Civilizations (I.b.)

5. Ferdinand and Isabella forced Muslims and Jews to either become Christians or leave Spain.

ANS: T DIF: Easy REF: Page 20
OBJ: Explain the major developments in Europe that enabled the Age of Exploration.
TOP: The Rise of Global Trade (II.b.)

6. Many of the New World's early explorers were looking for a shorter and safer route around Africa to India.

ANS: T DIF: Moderate REF: Pages 20–21
OBJ: Explain the major developments in Europe that enabled the Age of Exploration.
TOP: The Voyages of Columbus (II.c.)

7. The New World was named for the Portuguese-sponsored explorer Amerigo Vespucci.

ANS: T DIF: Easy REF: Pages 23–24
OBJ: Explain the major developments in Europe that enabled the Age of Exploration.
TOP: North American Civilizations (I.b.)

8. Ferdinand Magellan's ship was the first to sail around the world.

ANS: T DIF: Easy REF: Page 24
OBJ: Explain the major developments in Europe that enabled the Age of Exploration.
TOP: The Voyages of Columbus (II.c.)

9. Calvinism stressed tolerance and liberal theology rather than a strict moral code.

ANS: F DIF: Easy REF: Page 26
OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.
TOP: John Calvin (III.b.)

10. The Church of England was established by gradually integrating Calvinism with English Catholicism.

ANS: T DIF: Moderate REF: Page 25
OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.
TOP: A Clash of Cultures (IV.a.)

11. Before the arrival of the Europeans, the horse was an important part of every New World culture.

ANS: F DIF: Moderate REF: Page 30
OBJ: Understand how the Europeans were able to conquer and colonize the Americas.
TOP: A Clash of Cultures (IV.a.)

12. The brutal and exploitative systems that the Spanish implemented in the New World were largely the work of Bartolomé de Las Casas.

ANS: F DIF: Moderate REF: Page 36
OBJ: Analyze the ways in which the Spanish form of colonization shaped North American history.
TOP: English Exploration of America (VIII)

13. The introduction of Indian foods such as corn and potatoes spurred a dramatic increase in Europe's population.

ANS: T DIF: Easy REF: Page 37
OBJ: Understand how the Europeans were able to conquer and colonize the Americas.
TOP: The Exchange of Plants and Animals (V.a.)

14. The presence of horses transformed the ecology of the Great Plains.

ANS: T DIF: Easy REF: Page 34
OBJ: Understand how the Europeans were able to conquer and colonize the Americas.
TOP: English Exploration of America (VIII)

15. Virginia Dare of Roanoke Island was the first British child born in the New World.

ANS: T DIF: Easy REF: Page 39
OBJ: Explain how the Columbian Exchange between the "Old" and "New" Worlds affected both societies.
TOP: English Exploration of America (VIII)

MULTIPLE CHOICE

1. Traditionally, scholars have believed that Paleo-Indians migrated from Asia into North America:
- a. in response to global warming.
 - b. in pursuit of large game animals.
 - c. beginning about a thousand years ago.
 - d. to escape tribal warfare in Asia.
 - e. in search of a disease-free environment.

ANS: B DIF: Moderate REF: Page 5
OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.
TOP: Early Cultures in America (I) MSC: Remembering

2. The newest theories of early native migration from Asia to the Americas include that:
- this migration came much earlier than previously thought.
 - the Bering Land Bridge was the only avenue of migration.
 - changes in Asia's climate drove natives to the Americas.
 - the natives built advanced sailing vessels for long seagoing voyages.
 - early Asian societies drove these natives out and ultimately they settled in the Americas.

ANS: A DIF: Moderate REF: Page 6
OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.
TOP: Early Cultures in America (I) MSC: Remembering

3. Around 1500 B.C.E., which group in Middle America (Mesoamerica) began developing large cities, including gigantic pyramids?
- Aztecs
 - Incas
 - Mayas
 - Pueblos
 - Mexica

ANS: C DIF: Easy REF: Page 8
OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.
TOP: The Mayas, Incas, and Mexica (I.a.) MSC: Remembering

4. The city of Tenochtitlán was founded in 1325 by the:
- Mayas.
 - Chibchas.
 - Incas.
 - Aztecs.
 - Anasazi.

ANS: D DIF: Easy REF: Page 10
OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.
TOP: The Mayas, Incas, and Mexica (I.a.) MSC: Remembering

5. The Aztecs:
- were the most advanced example of the Adena-Hopewell culture.
 - had an empire of 371 city-states in thirty-eight provinces.
 - absorbed the Mayas around 1425.
 - succumbed to the Toltecs around A.D. 900.
 - were a peaceful, nomadic people.

ANS: B DIF: Moderate REF: Page 10
OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.
TOP: The Mayas, Incas, and Mexica (I.a.) MSC: Remembering

6. At the time Europeans arrived in North America, Indians:
- had largely died off from contagious diseases.
 - all spoke dialects of the same language.
 - were producing tools and weapons of iron.
 - fed themselves exclusively through farming.
 - tended to worship spirits in their natural surroundings.

ANS: E DIF: Moderate REF: Page 11
OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.
TOP: North American Civilizations (I.b.) MSC: Understanding

7. Which of the following least characterizes the Mississippi Indian culture?
- a. towns built around plazas and temples
 - b. cliff dwellings and widespread use of irrigation
 - c. cultivation of corn, beans, and squashes
 - d. mound-building societies
 - e. extensive trading activities

ANS: B DIF: Moderate REF: Page 16

OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.

TOP: North American Civilizations (I.b.)

MSC: Understanding

8. Which of the following is true of the Anasazi?
- a. lacked a rigid class structure
 - b. engaged in warfare only for self-defense
 - c. lived in the Southwest
 - d. were destroyed by a prolonged drought
 - e. All of these.

ANS: E DIF: Moderate REF: Page 14

OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.

TOP: North American Civilizations (I.b.)

MSC: Analyzing

9. Which of the following was NOT true of the Algonquians?
- a. They lived in wigwams or longhouses.
 - b. Their villages numbered from 500 to 2,000 people.
 - c. They often moved their villages with the seasons.
 - d. They lived along the New England Seaboard and into the Upper Midwest.
 - e. They built mounds like the Mississippians.

ANS: E DIF: Difficult REF: Page 17

OBJ: Explain the major developments in Europe that enabled the Age of Exploration.

TOP: North American Civilizations (I.b.)

MSC: Analyzing

10. European exploration of the Americas was greatly assisted by:
- a. increased literacy.
 - b. the Reformation.
 - c. new sailing technologies.
 - d. decentralized European nation-states.
 - e. the decline of European monarchies.

ANS: C DIF: Easy REF: Page 20

OBJ: Explain the major developments in Europe that enabled the Age of Exploration.

TOP: The Renaissance (II.a.)

MSC: Remembering

11. Which of the following was NOT true of Portuguese seagoing efforts:
- a. They had well trained, expert sailors.
 - b. Early settlements included Newfoundland and the New England coastline.
 - c. They used three-masted ships called caravels.
 - d. They initially explored the coastline of West Africa.
 - e. They eventually initiated trade with China and India.

ANS: B DIF: Moderate REF: Page 20

OBJ: Explain the major developments in Europe that enabled the Age of Exploration.

TOP: The Rise of Global Trade (II.b.)

MSC: Analyzing

12. Which of the following was NOT a result of the marriage of Ferdinand and Isabella?

- a. opening of the Atlantic slave trade
- b. unification of Spain into a single nation
- c. expulsion of the Moors
- d. increased interest in spreading Catholicism
- e. expanded interest in exploration

ANS: A DIF: Difficult REF: Page 20

OBJ: Explain the major developments in Europe that enabled the Age of Exploration.

TOP: The Rise of Global Trade (II.b.) MSC: Analyzing

13. The first Europeans to sail around Africa and on to India were the:
- a. Portuguese.
 - b. Spaniards.
 - c. English.
 - d. Italians.
 - e. Irish.

ANS: A DIF: Easy REF: Page 20

OBJ: Explain the major developments in Europe that enabled the Age of Exploration.

TOP: The Rise of Global Trade (II.b.) MSC: Remembering

14. In most cases, Spanish explorers and soldiers who came to the New World were motivated by all of the following, EXCEPT:
- a. religious zeal.
 - b. desire to serve their fellow man.
 - c. pursuit of riches.
 - d. desire for power.
 - e. patriotism.

ANS: B DIF: Easy REF: Page 20

OBJ: Explain the major developments in Europe that enabled the Age of Exploration.

TOP: The Rise of Global Trade (II.b.) MSC: Analyzing

15. Which of the following was NOT true of Columbus's first voyage:
- a. They made contact with continental America.
 - b. The sailors nearly mutinied.
 - c. They made first landfall at San Salvador.
 - d. It consisted of three ships and ninety sailors.
 - e. They initially made contact with the Taino, or Arawak.

ANS: A DIF: Moderate REF: Page 21

OBJ: Explain the major developments in Europe that enabled the Age of Exploration.

TOP: The Rise of Global Trade (II.b.) MSC: Understanding

16. Christopher Columbus first landed in the New World in:
- a. Venezuela.
 - b. Hispaniola.
 - c. Jamaica.
 - d. Cuba.
 - e. the Bahamas.

ANS: E DIF: Moderate REF: Page 21

OBJ: Analyze the ways in which the Spanish form of colonization shaped North American history.

TOP: The Voyages of Columbus (II.c.) MSC: Remembering

17. On his first voyage, Columbus:
- a. explored a number of Caribbean islands.
 - b. landed on the mainland of North America.
 - c. realized he had discovered a new world.
 - d. expressed his kind intentions toward the Indians.
 - e. ensured that he would be wealthy for life.

ANS: A DIF: Moderate REF: Pages 22–23
OBJ: Analyze the ways in which the Spanish form of colonization shaped North American history.
TOP: The Voyages of Columbus (II.c.) MSC: Evaluating

18. Columbus succeeded in:
- finding a water route to Asia.
 - proving the world was round.
 - inspiring subsequent European explorations.
 - bringing the benefits of European civilization to the Indians.
 - finding rich sources of rubies and diamonds.

ANS: C DIF: Moderate REF: Page 23
OBJ: Analyze the ways in which the Spanish form of colonization shaped North American history.
TOP: The Voyages of Columbus (II.c.) MSC: Analyzing

19. John Cabot's crossing of the Atlantic in 1497 resulted in his:
- sighting of the Pacific.
 - sailing around the tip of South America.
 - discovery of a shortcut to China.
 - exploration of Florida.
 - making landfall in present-day Canada.

ANS: E DIF: Easy REF: Page 24
OBJ: Explain the major developments in Europe that enabled the Age of Exploration.
TOP: The Voyages of Columbus (II.c.) MSC: Remembering

20. Ferdinand Magellan:
- first viewed the Pacific Ocean after crossing the Isthmus of Panama.
 - was a sailor on Columbus's first voyage.
 - led the expedition that circumnavigated the globe.
 - discovered Newfoundland.
 - led the expedition to Tenochtitlán.

ANS: C DIF: Moderate REF: Page 24
OBJ: Analyze the ways in which the Spanish form of colonization shaped North American history.
TOP: The Voyages of Columbus (II.c.) MSC: Remembering

21. The Protestant Reformation was launched in Europe by:
- Henry VIII.
 - John Calvin.
 - Martin Luther.
 - Charles V of Spain.
 - Ferdinand and Isabella.

ANS: C DIF: Easy REF: Page 25
OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.
TOP: Martin Luther (III.a.) MSC: Understanding

22. A central element of John Calvin's theology was his belief in:
- salvation through good works.
 - predestination.
 - infant baptism.
 - papal infallibility.
 - the basic truth of all religions.

ANS: B DIF: Easy REF: Page 26
OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.
TOP: John Calvin (III.b.) MSC: Understanding

23. The Protestant Reformation in England:
- a. occurred more for political reasons than because of disagreement about religious doctrine.
 - b. was almost undone when Queen Elizabeth I tried to reinstate Catholicism.
 - c. was led by John Calvin.
 - d. occurred prior to the Reformation in Germany.
 - e. led to the overthrow of Henry VIII.

ANS: A DIF: Moderate REF: Pages 27–28

OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.

TOP: The Protestant Revolution (III.c.) MSC: Analyzing

24. As monarch, Queen Elizabeth I:
- a. returned England to Catholicism.
 - b. eliminated archbishops and bishops from the Church of England.
 - c. advocated for true religious freedom for her subjects.
 - d. illustrated incredible strength and effectiveness.
 - e. oversaw a decline in English military and political strength.

ANS: D DIF: Moderate REF: Page 28

OBJ: Understand the diversity of societies in the Americas before the arrival of the Europeans.

TOP: The Protestant Revolution (III.c.) MSC: Applying

25. Which of the following was NOT true of Bartolomé de Las Casas:
- a. He was a Catholic priest.
 - b. He provided some of the most extensive writings on the Spanish conquest of native tribes.
 - c. He designed the system of native slavery adopted by Spain.
 - d. His father had sailed with Columbus.
 - e. He accused Spaniards of abusing natives.

ANS: C DIF: Moderate REF: Page 26

OBJ: Analyze the ways in which the Spanish form of colonization shaped North American history.

TOP: A Clash of Cultures (IV.a.) MSC: Applying

26. Which of the following animals were brought to the New World from Europe?
- a. flying squirrels and catfish
 - b. bison and opossums
 - c. sheep and pigs
 - d. turkeys and llamas
 - e. rattlesnakes and iguanas

ANS: C DIF: Moderate REF: Page 30

OBJ: Understand how the Europeans were able to conquer and colonize the Americas.

TOP: A Clash of Cultures (IV.a.) MSC: Applying

27. Cortés was primarily motivated by:
- a. his commitment to the supremacy of Spain.
 - b. a desire to organize *encomiendas*.
 - c. a drive to spread Christianity among Native Americans.
 - d. his powerful sense of racial superiority.
 - e. Aztec gold.

ANS: E DIF: Easy REF: Page 30

OBJ: Explain how the Columbian Exchange between the “Old” and “New” Worlds affected both societies.

TOP: A Clash of Cultures (IV.a.) MSC: Analyzing

28. All of the following are true of Cortés’s invasion of Mexico, EXCEPT that:
- a. Cortés explained that the Spanish had a disease that only gold could cure.

- b. smallpox proved to be a very powerful weapon against the natives.
- c. Tenochtitlán held out for three months against a Spanish siege.
- d. regional Indian tribes attempted to help the Mexica against the Spanish.
- e. more than 100,000 warriors were killed.

ANS: D DIF: Moderate REF: Page 23

OBJ: Analyze the ways in which the Spanish form of colonization shaped North American history.

TOP: A Clash of Cultures (IV.a.) MSC: Evaluating

29. Spanish explorers of North America such as Narvaez, de Soto, and Coronado:

- a. found large deposits of gold and silver.
- b. established numerous permanent settlements.
- c. added to the knowledge of the continent's interior.
- d. converted many Indians to Christianity.
- e. journeyed as far north as current-day Canada.

ANS: C DIF: Moderate REF: Page 23

OBJ: Analyze the ways in which the Spanish form of colonization shaped North American history.

TOP: A Clash of Cultures (IV.a.) MSC: Understanding

30. The *encomienda* system:

- a. kept the Portuguese out of Mexico.
- b. allowed privileged Spanish landowners to control Indian villages.
- c. benefited the Native American populations of Spanish America.
- d. allowed Mayan and Incan leaders to become very wealthy through the labor of their people.
- e. was replicated by the English in their later New World colonies.

ANS: B DIF: Moderate REF: Page 35

OBJ: Explain how the Columbian Exchange between the “Old” and “New” Worlds affected both societies.

TOP: New Spain in Decline (VIII.a.) MSC: Evaluating

31. All of the following was true of Bartolomé de Las Casas, EXCEPT that he:

- a. was officially named “Protector of the Indians.”
- b. considered natives to be naturally inferior peoples.
- c. gave away his land and freed his slaves.
- d. urged the Spanish government to do more to help the natives.
- e. rejected the idea of forced conversion of Indians to Catholicism.

ANS: B DIF: Moderate REF: Page 37

OBJ: Analyze the ways in which the Spanish form of colonization shaped North American history.

TOP: New Spain in Decline (VIII.a.) MSC: Evaluating

32. The primary objective of the thousands of priests in New Spain was to:

- a. bless marriages.
- b. establish towns.
- c. educate Spanish colonists.
- d. serve as government officials.
- e. convert the Indians.

ANS: E DIF: Easy REF: Page 37

OBJ: Explain how the Columbian Exchange between the “Old” and “New” Worlds affected both societies.

TOP: New Spain in Decline (VIII.a.) MSC: Applying

33. Food crops exported from the Americas:

- a. were more valuable to Europeans than gold or silver.
- b. allowed a population explosion.

- c. included the meat of cattle and pigs.
- d. made Spain the most powerful nation in Europe.
- e. included commodities like rice and wheat previously unknown in Europe.

ANS: B DIF: Moderate REF: Page 27
 OBJ: Understand how the Europeans were able to conquer and colonize the Americas.
 TOP: The Exchange of Plants and Animals (V.a.) MSC: Analyzing

34. Which of the following foods did Europeans introduce to the New World?
- a. beans
 - b. corn
 - c. potatoes
 - d. squash
 - e. wheat

ANS: E DIF: Easy REF: Page 27
 OBJ: Understand how the Europeans were able to conquer and colonize the Americas.
 TOP: The Exchange of Plants and Animals (V.a.) MSC: Remembering

35. After the arrival of Europeans, the greatest number of Indians died as a result of:
- a. depression.
 - b. starvation.
 - c. battle.
 - d. disease.
 - e. enslavement.

ANS: D DIF: Easy REF: Page 27
 OBJ: Understand how the Europeans were able to conquer and colonize the Americas.
 TOP: An Exchange of Diseases (V.b.) MSC: Remembering

36. It is possible that one-third of the entire Native American population of Central America died as a result of:
- a. malaria.
 - b. bubonic plague.
 - c. influenza.
 - d. smallpox.
 - e. measles.

ANS: D DIF: Moderate REF: Page 27
 OBJ: Understand how the Europeans were able to conquer and colonize the Americas.
 TOP: An Exchange of Diseases (V.b.) MSC: Evaluating

37. In 1565, the first European town established in the current-day United States was:
- a. Santa Fe.
 - b. St. Augustine.
 - c. Jamestown.
 - d. Plymouth.
 - e. San Antonio.

ANS: B DIF: Easy REF: Page 29
 OBJ: Explain how the Columbian Exchange between the “Old” and “New” Worlds affected both societies.
 TOP: St. Augustine (VI.a.) MSC: Remembering

38. The original Spanish settlement of New Mexico:
- a. sought to Christianize Plains tribes like the Apaches.
 - b. was enriched by discoveries of gold and silver.
 - c. ended when Santa Fe was abandoned in 1620.
 - d. was led by Juan de Oñate.
 - e. soon had a larger population than Mexico City.

ANS: D DIF: Moderate REF: Page 30
 OBJ: Explain how the Columbian Exchange between the “Old” and “New” Worlds affected both societies.
 TOP: The Spanish Southwest (VI.b.) MSC: Understanding

39. Which of the following is NOT true of the Pueblo Revolt of 1680?
- a. Indians forced the Spaniards to temporarily retreat.
 - b. Indians attacked numerous churches and priests.
 - c. It occurred in New Mexico.
 - d. It led the Spaniards to immediately colonize Texas and California.
 - e. It was led by an Indian named Popé.

ANS: D DIF: Difficult REF: Pages 32–33

OBJ: Analyze the ways in which the Spanish form of colonization shaped North American history.

TOP: The Spanish Southwest (VI.b.) MSC: Evaluating

40. The presidios established by the Spaniards in the Southwest housed:
- a. missionaries.
 - b. settlers.
 - c. soldiers.
 - d. ranchers.
 - e. explorers.

ANS: C DIF: Moderate REF: Page 32

OBJ: Explain how the Columbian Exchange between the “Old” and “New” Worlds affected both societies.

TOP: Hispanic America (VI.d.) MSC: Remembering

41. The introduction of horses to Plains tribes:
- a. unilaterally bettered the lives of their women.
 - b. lessened their dependence on bison.
 - c. replaced dogs as beasts of burden.
 - d. minimally altered the ecology of the Great Plains.
 - e. made them less nomadic.

ANS: C DIF: Moderate REF: Page 43

OBJ: Understand how the Europeans were able to conquer and colonize the Americas.

TOP: Horses and the Great Plains (VI.c.) MSC: Analyzing

42. Horses became so valuable in North America that they:
- a. intensified intertribal competition and warfare.
 - b. were very hard to purchase.
 - c. became the sole responsibility of men.
 - d. were rarely used for hunting due to the dangers involved.
 - e. were worshipped as gods.

ANS: A DIF: Moderate REF: Page 45

OBJ: Understand how the Europeans were able to conquer and colonize the Americas.

TOP: Horses and the Great Plains (VI.c.) MSC: Understanding

43. The French captain Jacques Cartier most importantly explored the:
- a. Caribbean.
 - b. Mississippi River.
 - c. Great Lakes.
 - d. St. Lawrence River.
 - e. Hudson Bay.

ANS: D DIF: Moderate REF: Page 46

OBJ: Explain the major developments in Europe that enabled the Age of Exploration.

TOP: New France (VII.a.) MSC: Remembering

44. Dutch sailors were essentially:
- a. slave traders.
 - b. explorers.
 - c. missionaries.
 - d. pirates.
 - e. deep-sea fishermen.

ANS: D DIF: Difficult REF: Page 47
OBJ: Explain the major developments in Europe that enabled the Age of Exploration.
TOP: The Defeat of the Armada (VII.c.) MSC: Remembering

45. The Spanish Armada:
- attempted to invade England.
 - was a treasure fleet attacked by the English.
 - was destroyed by a storm before it left Spain.
 - caused Spain to give up New World colonization as a result of its defeat.
 - broke English naval power for a century.

ANS: A DIF: Easy REF: Page 48
OBJ: Analyze the ways in which the Spanish form of colonization shaped North American history.
TOP: The Defeat of the Armada (VII.c.) MSC: Applying

46. A major reason for the defeat of the Spanish Armada was:
- storms in the North Sea.
 - Queen Elizabeth's brilliance as a naval strategist.
 - the incompetence of the Spanish captains.
 - the greater size of the English vessels.
 - inaccurate Spanish maps and compasses.

ANS: A DIF: Moderate REF: Page 48
OBJ: Analyze the ways in which the Spanish form of colonization shaped North American history.
TOP: The Defeat of the Armada (VII.c.) MSC: Understanding

47. The explorer Sir Humphrey Gilbert:
- was lost at sea.
 - founded the Roanoke colony.
 - became a notorious pirate.
 - married Queen Elizabeth.
 - was an English captain hired by the French.

ANS: A DIF: Moderate REF: Page 35
OBJ: Explain how the Columbian Exchange between the "Old" and "New" Worlds affected both societies.
TOP: English Exploration of America (VIII)
MSC: Remembering

48. Which country did Sir Walter Raleigh argue should establish colonies in the New World?
- England
 - France
 - Holland
 - Spain
 - Portugal

ANS: A DIF: Easy REF: Page 35
OBJ: Explain how the Columbian Exchange between the "Old" and "New" Worlds affected both societies.
TOP: English Exploration of America (VIII)
MSC: Remembering

49. The English attempt to establish a colony on Roanoke Island resulted in:
- a severe blow to Spanish power.
 - a permanent English presence in North America.
 - a severe blow to English power.
 - the execution of Sir Walter Raleigh.
 - the disappearance of the colonists.

ANS: E DIF: Easy REF: Page 35
OBJ: Explain how the Columbian Exchange between the “Old” and “New” Worlds affected both societies.
TOP: English Exploration of America (VIII)
MSC: Remembering

50. The Spanish Empire began a precipitous decline because:
- its citizens failed to pay taxes.
 - it focused on the well-being of natives.
 - it could never compete militarily with England.
 - it became overly dependent on extraction of wealth.
 - the Roman Catholic Church required the nation to adhere to a vow of poverty.

ANS: D DIF: Difficult REF: Pages 50–51
OBJ: Explain how the Columbian Exchange between the “Old” and “New” Worlds affected both societies.
TOP: New Spain in Decline (VIII.a.) MSC: Applying

ESSAY

1. Describe the development of Spanish rule over its territory in America.

ANS:
Answers will vary.

2. In 1600, which European nation seemed to have the best chance at eventually controlling what is now the United States? Why?

ANS:
Answers will vary.

3. Explain the origins of the American Indians and compare the general cultures that they developed in South, North, and Central America.

ANS:
Answers will vary.

4. Explain the various factors of the European Renaissance that prompted and promoted the exploration and settlement of the New World.

ANS:
Answers will vary.

5. The title of this chapter is “The Collision of Cultures.” In what ways is this phrase an accurate assessment of the early relationship between the Old World and the New World?

ANS:
Answers will vary.

6. Discuss the voyages of Columbus. What motivated him, and what did he accomplish on each trip? How did his men treat the natives they encountered?

ANS:
Answers will vary.

7. Describe the great biological exchange between the Old and New Worlds. Discuss what each world gained from the other.

ANS:

Answers will vary.

8. Explain the impact of the Protestant Reformation on the settlement of the Western Hemisphere.

ANS:

Answers will vary.

9. Discuss the impact of horses on the Great Plains. Be sure to include short-term as well as long-term consequences.

ANS:

Answers will vary.

10. Describe the various challenges to the Spanish Empire.

ANS:

Answers will vary.

MATCHING

Match each description with the item below.

- a. conquered the Incan Empire
- b. wrote *The Institutes of the Christian Religion* (1536)
- c. led the first voyage to circumnavigate the globe, but was killed in the Philippines
- d. began the Protestant Reformation
- e. was the captain of the *Santa María*
- f. led the first French effort to colonize the New World
- g. defeated the Spanish Armada in 1588
- h. explored what is now the southeastern United States
- i. a priest who advocated for humanitarian treatment of natives
- j. founded the first British colony in the New World at Roanoke Island

- 1. John Calvin
- 2. Jacques Cartier
- 3. Christopher Columbus
- 4. Hernando de Soto
- 5. Sir Humphrey Gilbert
- 6. Bartolomé de Las Casas
- 7. Martin Luther
- 8. Ferdinand Magellan
- 9. Elizabeth I
- 10. Francisco Pizarro

- 1. ANS: B
- 2. ANS: F
- 3. ANS: E
- 4. ANS: H

5. ANS: J
6. ANS: I
7. ANS: D
8. ANS: C
9. ANS: G
10. ANS: A