

Multiple Choice

1. In 1776, Adam Smith observed what fact about the Western Hemisphere?

- a. There was not enough land.
- b. There were not enough slaves.
- c. There were too many contagious diseases transmitted back to Europe.
- d. Colonies had done more harm than good for western Europe.
- e. Indians had suffered great misfortunes.

ANS: E TOP: Global Awareness □ Introduction: Columbian Exchange DIF: Moderate REF: Full p. 5 □ Seagull pp. 1–2 MSC: Understanding

OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

2. A commonality shared between the Asians who crossed the Bering Strait and the Europeans who crossed the Atlantic Ocean thousands of years later was:

- a. the need to spread religion.
- b. the desire to conquer new peoples.
- c. the search for food items.
- d. that neither was willing to take risks.
- e. that both brought slaves from Africa.

ANS: C TOP: Ethnicity □ The Settling of America □ The Expansion of Europe DIF: Difficult
REF: Full p. 6 □ Seagull pp. 3–4 MSC: Analyzing

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

3. Where did the first peoples to the Americas come from?

- a. Iceland.
- b. Greenland.
- c. Africa.
- d. Asia.
- e. Europe.

ANS: D TOP: Global awareness □ The Settling of America DIF: Easy REF: Full p. 6 □ Seagull p. 3

MSC: Remembering OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

4. In approximately 7000 BCE, agriculture developed in the Americas in:

- a. the Mississippi Valley.
- b. Mexico and Peru.
- c. the Yucatan Peninsula.
- d. Chesapeake Bay.
- e. Brazil.

ANS: B TOP: Ethnicity □ The Settling of America

DIF: Easy REF: Full p. 6 □ Seagull p. 4

MSC: Remembering OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

5. Pre-Columbian Native Americans lacked metal tools:
- because no metal deposits existed in the Americas.
 - so Europeans felt they were superior.
 - resulting in no dams or irrigation.
 - because they saw these tools as contradicting their religion.
 - so they could not build large structures.

ANS: B TOP: Economic Development □ Indian Societies of the Americas DIF: Moderate

REF: Full p. 8 □ Seagull p. 5 MSC: Analyzing

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

6. Both the Aztec and Inca empires were:
- rural and poor.
 - small in population but sophisticated in infrastructure.
 - large, wealthy, and sophisticated.
 - large in geographic size but sparsely populated.
 - rural, with few impressive buildings.

ANS: C TOP: Ethnicity □ Indian Societies of the Americas DIF: Easy REF: Full p. 8 □ Seagull p. 5

MSC: Remembering OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

7. Where did mound-building tribes flourish?
- Near the Atlantic Ocean.
 - In the Ohio River Valley.
 - In present-day New Mexico.
 - In present-day south Florida.
 - Near the Hudson River.

ANS: B TOP: Ethnicity □ Mound Builders of the Mississippi Valley DIF: Moderate REF: Full p. 9 □ Seagull p. 6 MSC: Remembering

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

8. Pueblo Indians lived in what is now:
- the eastern United States.
 - the southwestern United States.
 - Mexico.
 - the northeastern United States.
 - Central America.

ANS: B TOP: Ethnicity □ Western Indians

DIF: Easy REF: Full p. 10 □ Seagull p. 6

MSC: Remembering OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

9. The Pueblo Indians encountered by the Spanish in the sixteenth century:
- had engaged in settled village life only briefly before the Spanish arrived.
 - had been almost completely isolated from any other people before the Spanish arrived.

- c. used irrigation systems to aid their agricultural production.
- d. were called mound builders because of the burial mounds they created.
- e. created a vast empire that included control of the Incas.

ANS: C TOP: Ethnicity □ Western Indians

DIF: Moderate REF: Full p. 10 □ Seagull p. 6

MSC: Remembering OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

10. Which indigenous group formed the Great League of Peace?

- a. Choctaws.
- b. Iroquois.
- c. Hurons.
- d. Chickasaws.
- e. Cherokees.

ANS: B TOP: Ethnicity □ Indians of Eastern North America DIF: Moderate REF: Full p. 12 □ Seagull p. 8 MSC: Remembering OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

11. When Europeans arrived, many Native Americans:

- a. tried to use them to enhance their standing with other Native Americans.
- b. immediately opened treaty negotiations.
- c. learned their languages.
- d. hid in nearby cave dwellings.
- e. simply attacked them.

ANS: A TOP: Ethnicity □ Indians of Eastern North America DIF: Easy REF: Full p. 12 □ Seagull p. 8

MSC: Remembering OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

12. Native American religious ceremonies:

- a. had nothing to do with farming or hunting.
- b. were related to the Native American belief that sacred spirits could be found in living and inanimate things.
- c. were designed to show that supernatural forces must control man.
- d. were the same in every community.
- e. did not exist until arriving Europeans insisted on knowing about Native American customs.

ANS: B TOP: Ethnicity □ Cultural History □ Native American Religion DIF: Moderate

REF: Full p. 12 □ Seagull p. 8 MSC: Remembering

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

13. How did Native Americans view the concept of land ownership?

- a. Native Americans believed that land should be permanently preserved.
- b. Individuals could own land outright.
- c. Families had the right to use land, but they did not actually own the land.
- d. Native Americans emphasized the dollar value of land.
- e. A family could claim land for its descendants, but an individual could not.

ANS: C TOP: Ethnicity □ Land and Property

DIF: Difficult REF: Full p. 12 □ Seagull p. 9

MSC: Remembering OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

14. When European clergy read to Native Americans from the Bible about God creating the world in six days, was there anything relatable for Native Americans?
- Most Native Americans did not have any religion to compare with Christianity.
 - No Native American religions believed in creation myths.
 - Most Native Americans compared the Bible with their own written version of the Old Testament.
 - Some Native Americans stated that they were a lost tribe of Israel.
 - Many Native Americans concurred with the idea of a single supreme being creating the world.

ANS: E TOP: Ethnicity □ Native American Religion

DIF: Moderate REF: Full p. 12 □ Seagull p. 9

MSC: Analyzing OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

15. Which one of the following is true about Native Americans and material wealth?
- Chiefs were expected to share some of their goods rather than hoard them.
 - Eastern Native Americans were more materialistic than those who lived west of the Mississippi.
 - Wealth mattered less to them than to Europeans, but inherited social status was equally important to both peoples.
 - Native Americans actually suffered more social inequality than Europeans did.
 - Native Americans had no material wealth.

ANS: A TOP: Ethnicity □ Land and Property

DIF: Moderate REF: Full p. 13 □ Seagull p. 9

MSC: Remembering OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

16. When compared to European societies, how did Indian gender relations differ?
- European women had more individual rights than their Indian counterparts.
 - Indian women sometimes selected tribal leaders.
 - European women were more likely to be granted a divorce.
 - Most, but not all, Indian societies were matrilineal.
 - Neither European nor Indian women engaged in premarital sex.

ANS: D TOP: Ethnicity □ Social History □ Gender Relations DIF: Difficult REF: Full p. 14 □ Seagull p. 10 MSC: Applying OBJ:

1. Describe the major patterns of Native American life in North America before Europeans arrived.

17. After exploring the Atlantic Coast in the late sixteenth century, an Englishman writes in his journal about untouched wilderness. What could this description mean to a European?
- The land was beautiful.
 - It would take the expedition too much effort to build a settlement.
 - The Native Americans had protected the land.
 - The Native Americans never used this area, so the land now belonged to the English.
 - The Native Americans were actually hiding in tree forts.

ANS: D TOP: Ethnicity □ European Views of the Indians DIF: Difficult REF: Full p. 15 □ Seagull p. 11 MSC: Applying OBJ: 1.

Describe the major patterns of Native American life in North America before Europeans arrived.

18. An example of a freedom that most Native Americans would hold in high esteem would be:
- a. the opportunity for the chief to sell land to a European.
 - b. an economic freedom that would lead to a Native Americans becoming the wealthiest member of the tribe.
 - c. the chance to work with other tribe members to build a house.
 - d. the right of free speech.
 - e. the opportunity for some families to dominate others in the tribe.

ANS: C TOP: Ethnicity □ Indian Freedom

DIF: Difficult REF: Full p. 16 □ Seagull p. 13

MSC: Applying OBJ: 2. Explain how Indian and European ideas of freedom differed on the eve of contact.

19. In Europe on the eve of colonization, one conception of freedom, called “Christian liberty,”
- a. was a set of ideas today known as “religious toleration.”
 - b. mingled ideas of freedom with servitude to Jesus Christ—concepts that were seen as mutually reinforcing.
 - c. found expression in countries dominated by Catholics but not in primarily Protestant ones.
 - d. argued that all Christians should have equal political rights.
 - e. referred to the policy of trying to overthrow any non-Christian regime around the world.

ANS: B TOP: Cultural History □ Christian Liberty

DIF: Difficult REF: Full p. 16 □ Seagull p. 13

MSC: Remembering OBJ: 2. Explain how Indian and European ideas of freedom differed on the eve of contact.

20. “Coverture” refers to:
- a. a woman’s responsibility to wear a scarf covering her head when in public.
 - b. knowing your place in society, especially at church when sitting in the pews.
 - c. a tax one pays on one’s property that is assessed quarterly.
 - d. a woman surrendering her legal identity when she marries.
 - e. a binding legal agreement between an indentured servant and his or her master.

ANS: D TOP: Social History □ Freedom and Authority

DIF: Easy REF: Full p. 17 □ Seagull p. 14

MSC: Remembering OBJ: 2. Explain how Indian and European ideas of freedom differed on the eve of contact.

21. In the fifteenth century, a big impetus for European exploration was:
- a. a sea route to Asia to obtain luxury goods.
 - b. gold in China.
 - c. religious relics in India.
 - d. obtaining the compass from Asia.
 - e. spreading African slavery to the Americas.

ANS: A TOP: Geographic Issues □ Ethnicity □ The Expansion of Europe DIF: Difficult REF: Full p. 18 □ Seagull p. 15 MSC: Analyzing

OBJ 3. Explain what impelled European explorers to look west across the Atlantic.

22. What was a difference between Chinese and Portuguese navigation?
- a. The Chinese were not looking to discover new places.
 - b. The Chinese wanted to spread their religion.

- c. The Portuguese had no interest in establishing trade ports.
- d. The Portuguese did not want to spread Christianity and hoped to learn from other world religions.
- e. The Portuguese naval fleet consisted of more ships that were much larger than Chinese vessels.

ANS: A TOP: Geographic Issues □ Chinese and Portuguese Navigation DIF: Moderate REF: Full p. 18 □ Seagull p. 15 MSC: Understanding

OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

23. Portuguese trading posts along the western coast of Africa were called factories because:

- a. the merchants were known as factors.
- b. the trading posts made the goods there in makeshift factories.
- c. the African slaves built factories along the coast to manufacture guns.
- d. the slave traders called their system a labor factory.
- e. that is how the Africans translated “trading post.”

ANS: A TOP: Economic Development □ Portugal and West Africa DIF: Moderate REF: Full p. 20 □ Seagull p. 17 MSC: Remembering

OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

24. African enslavement of other Africans:

- a. resulted from the arrival of Europeans.
- b. included no form of rights for the slaves.
- c. was the only kind of labor on that continent.
- d. involved the enslavement of criminals, debtors, and war captives.
- e. accelerated with the arrival of the French in the 1520s.

ANS: D TOP: Social History □ Freedom and Slavery in Africa DIF: Easy REF: Full p. 20 □ Seagull p. 17 MSC: Remembering

OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

25. Why were Bartolomeu Dias’s and Vasco da Gama’s voyages important?

- a. Their voyages contributed to Christianity reaching Africa for the first time.
- b. Their voyages opened up much more direct trade with Asia.
- c. Their voyages led to numerous Portuguese colonies starting in sub-Saharan Africa.
- d. Their voyages increased the wealth of the Italian city-states.
- e. Their voyages had the endorsement of Christopher Columbus.

ANS: B TOP: Economic Development □ Freedom and Slavery in Africa DIF: Moderate REF: Full p. 20 □ Seagull p. 17 MSC: Remembering

OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

26. To solidify Spain’s unification, what did King Ferdinand and Queen Isabella do?

- a. They required Jews and Muslims to convert to Catholicism.
- b. They refused to sponsor voyages of exploration.
- c. They banned the Protestant faith in Spain.
- d. They joined with the Moor leadership to bring about harmony.
- e. They returned gold to Indians in the Western Hemisphere.

ANS: D TOP: Global Awareness □ The Voyages of Columbus DIF: Moderate REF: Full p. 21 □ Seagull p. 1 MSC: Remembering
OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

27. What geographic error did Columbus make?

- a. He grossly underestimated the size of the earth.
- b. He thought the earth was not round but flat.
- c. He was certain that India was east of the Americas.
- d. He expected the weather in India to be the same as in North Atlantic.
- e. He confused the Atlantic Ocean with the Indian Ocean.

ANS: A TOP: Geographic Issues □ The Voyages of Columbus DIF: Easy REF: Full p. 21 □ Seagull p. 19 MSC: Remembering
OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

28. What role did religion play in Columbus's explorations?

- a. None whatsoever.
- b. Columbus was determined to convert Native Americans to Christianity.
- c. Catholics in Spain and Italy supported his expeditions because they wanted to end Muslim control of the eastern trade.
- d. Columbus benefited from Ferdinand and Isabella's efforts to promote tolerance in Spain.
- e. Spain wanted Columbus to find a refuge for the Jews that the king was driving out of the country.

ANS: C TOP: Geographic Issues □ The Voyages of Columbus DIF: Difficult REF: Full p. 21 □ Seagull p. 18 MSC: Understanding
OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

29. A significant difference between the Vikings and Columbus was that:

- a. trade was not of consequence to the Vikings.
- b. Columbus received much more publicity for his voyages.
- c. Columbus and other explorers for Spain did not use violence.
- d. the Vikings did not use sails.
- e. Columbus was an atheist.

ANS: B TOP: Geographic Issues □ The Voyages of Columbus DIF: Difficult REF: Full pp. 20–1 □ Seagull p. 18 MSC: Analyzing
OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

30. What was the most significant result of Ferdinand Magellan's explorations?

- a. He was the first European to see the Pacific Ocean.
- b. He died in the Caribbean islands.
- c. He led the conquering of the Aztecs.
- d. His voyages showed that the circumference of the earth was longer than what Columbus had estimated.
- e. He and his men were the first Europeans to encounter bison.

ANS: D TOP: Geographic issues □ Exploration and Conquest DIF: Easy REF: Full p. 23 □ Seagull p. 21 MSC: Understanding
OBJ: 3 Explain what impelled European explorers to look west across the Atlantic.

31. The ritual sacrifices practiced by the Aztecs:

- a. occurred one at a time and therefore were minimal.
- b. prompted most Aztecs to oppose their leaders, who opposed the sacrifices.
- c. disgusted Europeans despite their own practices of publicly executing criminals and burning witches at the stake.

- d. were always held at an arena in Tenochtitlán that resembled the Roman Colosseum.
- e. cost the Spanish several hundred men before Cortés conquered the Aztecs.

ANS: C TOP: Ethnicity □ Exploration and Conquest

DIF: Moderate REF: Full p. 23 □ Seagull p. 21

MSC: Understanding OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

32. The Columbian Exchange was:

- a. the agreement that documented what Christopher Columbus would give to Spanish leaders in return for their sponsorship of his travel to the New World.
- b. the transatlantic flow of plants, animals, and germs that began after Christopher Columbus reached the New World.
- c. John Cabot's exploration of the New World, which brought more of the goods that Columbus had found back to the Old World.
- d. responsible for introducing corn, tomatoes, and potatoes to the Americas.
- e. the first store in the New World, named for the man who founded it.

ANS: B TOP: Geographic Issues □ The Demographic Disaster DIF: Moderate REF: Full p. 24 □ Seagull pp. 21–2 MSC:

Remembering OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

33. In 1492, the Native American population:

- a. was at least 100 million.
- b. lived exclusively in villages of no more than 1,000 individuals.
- c. declined catastrophically due to exposure to the Black Plague.
- d. lived mostly in what is today the United States.
- e. lived mostly in Central and South America.

ANS: E TOP: Chronology □ The Demographic Disaster DIF: Moderate REF: Full p. 24 □ Seagull p. 22

MSC: Remembering OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

34. When Native Americans first encountered Europeans, what led to the European diseases being so deadly?

- a. Native Americans had been struggling with basic survival.
- b. The diet of most Native Americans lacked meat, so they had no consistent amounts of protein.
- c. Most Europeans spread the diseases on purpose.
- d. The Native Americans had no tribal doctors or healers.
- e. Centuries of continental isolation meant the Native Americans had no immunity.

ANS: E TOP: Geographic Issues □ The Demographic Disaster DIF: Moderate REF: Full p. 24 □ Seagull p. 22 MSC: Analyzing

OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

35. The Spanish empire in America:

- a. included most of the populated part of the New World but few of its natural resources, making the empire rich in people but poor economically.
- b. paled in comparison with the ancient Roman Empire.
- c. was, unlike the French and English New World empires, a mostly urban civilization.
- d. was centered in Lima, Peru.
- e. allowed religious freedom and therefore attracted colonists from throughout Europe.

ANS: C TOP: Social History □ The Spanish Empire

DIF: Moderate REF: Full p. 24 □ Seagull p. 23

MSC: Understanding OBJ: 5. Identify the chief features of the Spanish empire in America.

36. A substantial difference between the Spanish colonies in Mexico and Santa Fe was that:

- a. Santa Fe was settled first.
- b. Mexico had few Native Americans.
- c. Santa Fe did not concern itself with conversions.
- d. Mexico had more Spanish settlers because of gold.
- e. Mexico did not need to be conquered.

ANS: D TOP: Economic Development □ The Spanish Empire □ Spain in the Southwest DIF: Moderate

REF: Full pp. 26–7, 33 □ Seagull pp. 25, 31–2

MSC: Analyzing OBJ: 5. Identify the chief features of the Spanish empire in America.

37. Who in the sixteenth-century Spanish empire would have the most authority?

- a. A Native American chief.
- b. A Catholic priest.
- c. A locally born wealthy landowner.
- d. An administrative official from Spain.
- e. A criollo.

ANS: D TOP: Social History □ Governing Spanish America DIF: Moderate REF: Full p. 26 □ Seagull p. 24 MSC: Applying OBJ:

5. Identify the chief features of the Spanish empire in America.

38. Which one of the following statements is true of Spanish emigrants to the New World?

- a. Many of the early arrivals came to direct Native American labor.
- b. From the beginning, they arrived as families.
- c. They were all at the bottom of the social hierarchy.
- d. They soon outnumbered Native Americans.
- e. Only the residents of the Malaga province migrated.

ANS: A TOP: Social History □ Colonists in Spanish America DIF: Moderate REF: Full p. 26 □ Seagull p. 24 MSC: Remembering

OBJ: 5. Identify the chief features of the Spanish empire in America.

39. After conquests ended and settlements were built, who stood atop the social hierarchy in Spanish America?

- a. Mestizos.
- b. Criollos.
- c. *Peninsulares*.
- d. Conquistadores.
- e. Aztec chiefs.

ANS: C TOP: Social History □ Colonists and Indians

DIF: Difficult REF: Full p. 26 □ Seagull p. 24

MSC: Remembering OBJ: 5. Identify the chief features of the Spanish empire in America.

40. Which of the following statements about Spanish America is true?

- a. Over time, Spanish America evolved into a hybrid culture—part Spanish, part Indian, and, in some areas, part African.
- b. Mestizos enjoyed much political freedom and held most of the high government positions.
- c. Spaniards outnumbered the Indian inhabitants after fifty years of settlement.
- d. The Catholic Church played only a minor role in Spanish America.
- e. Spanish America was very rural and had few urban centers.

ANS: A TOP: Ethnicity □ Colonists and Indians

DIF: Moderate REF: Full p. 26 □ Seagull p. 25

MSC: Understanding OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

41. In 1517, the German priest _____ began the Protestant Reformation by posting his Ninety-Five Theses, which accused the Catholic Church of worldliness and corruption.
- a. Martin Buber
 - b. Ulrich Zwingli
 - c. Martin Luther
 - d. Reinhold Niebuhr
 - e. Johannes Gutenberg

ANS: C TOP: Chronology □ Spreading the Faith

DIF: Easy REF: Full p. 28 □ Seagull p. 26

MSC: Remembering OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

42. According to Bartolomé de Las Casas:
- a. Spain needed to institute a more humane system of Native American slavery in order to avoid offending Pope Paul III.
 - b. Spain had caused the deaths of millions of innocent people in the New World.
 - c. despite his opposition to slavery, he needed to keep his slaves so that he would have time to devote to working for abolition and emancipation.
 - d. slavery needed to be eliminated entirely from the Earth.
 - e. converting Native Americans to anything but Catholicism would lead to their death.

ANS: B TOP: Social History □ Las Casas's Complaint

DIF: Moderate REF: Full p. 29 □ Seagull p. 27

MSC: Remembering OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

43. The actions of Bartolomé de las Casas can best be described in modern-day terminology as that of a(n):
- a. whistleblower.
 - b. irrational man.
 - c. religious zealot.
 - d. curious intellectual.
 - e. greedy businessman.

ANS: A TOP: Social History □ Las Casas's Complaint

DIF: Difficult REF: Full p. 29 □ Seagull p. 27

MSC: Applying OBJ: 5. Identify the chief features of the Spanish empire in America.

44. The New Laws of 1542:
- a. led Protestant Europeans to create the Black Legend about Spanish rule in the Americas.

- b. introduced the *encomienda* system.
- c. were adopted at the urging of Gonzalo Pizarro, brother of Peru's conqueror.
- d. stated that Indians would no longer be enslaved in Spanish possessions.
- e. forbade the enslavement of Africans in New Spain.

ANS: D TOP: Political History □ Reforming the Empire DIF: Moderate REF: Full p. 29 □ Seagull p. 28 MSC: Remembering OBJ:

5. Identify the chief features of the Spanish empire in America.

45. The Black Legend described:

- a. the Aztecs' view of Cortés.
- b. English pirates along the African coast.
- c. Spain as a uniquely brutal colonizer.
- d. Portugal as a vast trading empire.
- e. Indians as savages.

ANS: C TOP: Global Awareness □ Reforming the Empire DIF: Moderate REF: Full p. 30 □ Seagull p. 29 MSC: Remembering

OBJ: 5. Identify the chief features of the Spanish empire in America.

46. Exploring the North American interior in the 1500s, _____ was the first European to encounter the immense herds of buffalo that roamed the Great Plains.

- a. Francisco Vázquez de Coronado
- b. Hernando de Soto
- c. Jacques Marquette
- d. Juan Ponce de León
- e. Juan Rodríguez Cabrillo

ANS: A TOP: Geographic Issues □ Exploring North America DIF: Difficult REF: Full p. 32 □ Seagull p. 29 MSC: Remembering

OBJ: 5. Identify the chief features of the Spanish empire in America.

47. What was the significance of Puerto Rico?

- a. It was where the Indians revolted and booted out the Spanish.
- b. It was a rare colony that had gold.
- c. It later on broke away from Spain and became an independent nation.
- d. Under the Spanish, it did not allow slavery.
- e. Natives were immune to disease.

ANS: B TOP: Geographic Issues □ Spanish Florida

DIF: Moderate REF: Full pp. 30–1 □ Seagull p. 29

MSC: Remembering OBJ: 5. Identify the chief features of the Spanish empire in America.

48. Where was the Spanish settlement Santa Elena located?

- a. Florida.
- b. Texas.
- c. New Mexico.
- d. Virginia.
- e. South Carolina.

ANS: E TOP: Geographic Issues □ Spanish Florida

DIF: Moderate REF: Full p. 32 □ Seagull p. 31

MSC: Remembering OBJ: 5. Identify the chief features of the Spanish empire in America.

49. Which of the following is true of Spain's explorations of the New World?

- a. Individual conquistadores always traveled alone.
- b. Members of the Spanish parties suffered greatly from disease.
- c. Florida was the first region in the present-day continental United States that Spain colonized.
- d. Spain sought to forestall Portuguese incursions into the New World.
- e. Spain's explorations had no impact on the size of the Native American population.

ANS: C TOP: Geographic Issues □ Spanish Florida

DIF: Moderate REF: Full p. 32 □ Seagull p. 31

MSC: Remembering OBJ: 5. Identify the chief features of the Spanish empire in America.

50. Acoma was an Indian city in present-day _____ that the Spanish destroyed.

- a. New Mexico
- b. Florida
- c. Cuba
- d. California
- e. Puerto Rico

ANS: A TOP: Ethnicity □ Spain in the Southwest

DIF: Moderate REF: Full p. 33 □ Seagull p. 32

MSC: Remembering OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

51. The first permanent European settlement in the Southwest, established in 1610, was:

- a. Tucson.
- b. Albuquerque.
- c. El Paso.
- d. San Diego.
- e. Santa Fe.

ANS: E TOP: Chronology □ Spain in the Southwest

DIF: Easy REF: Full p. 33 □ Seagull p. 32

MSC: Remembering OBJ: 5. Identify the chief features of the Spanish empire in America.

52. The actions of the Pueblo Indians at Santa Fe in 1680 can best be described as:

- a. not being interested in religion.
- b. being docile.
- c. accepting of new cultures.
- d. being lazy and unwilling to work.
- e. being assertive.

ANS: E TOP: Social History □ The Pueblo Revolt

DIF: Moderate REF: Full p. 34 □ Seagull p. 33

MSC: Analyzing OBJ: 5. Identify the chief features of the Spanish empire in America.

53. The first French explorations of the New World:
- brought great riches to France.
 - were intended to locate the Northwest Passage.
 - led to successful colonies in Newfoundland and Nova Scotia.
 - were in response to an intense rivalry with the Netherlands.
 - created no permanent settlements until the eighteenth century.

ANS: B TOP: Geographic Issues □ French Colonization DIF: Moderate REF: Full p. 35 □ Seagull p. 34 MSC: Remembering OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

54. What was in the “Declaration of Josephe”?
- He described how Pueblos lived harmoniously with the Spanish.
 - He discussed the importance of the Catholic faith to his tribe.
 - He asserted how his tribe had rejected Christianity from the beginning.
 - He described how his attempt to convert other tribes had failed.
 - He declared that the Spanish God was dead.

ANS: E TOP: Analyzing Primary Sources □ “Declaration of Josephe” DIF: Easy REF: Full p. 37 □ Seagull p. 37 MSC: Remembering OBJ: 5. Identify the chief features of the Spanish empire in America.

55. France’s relations with Native American tribes can be described as a marriage of necessity because:
- Native Americans were needed to mine for gold.
 - tobacco was the cash crop for the French.
 - very few French came to North America.
 - Native Americans rejected Christianity.
 - the Spanish had much better relations with Native Americans in North America.

ANS: C TOP: Social History □ New France and the Indians DIF: Moderate REF: Full p. 38 □ Seagull p. 35 MSC: Analyzing OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

56. In 1608, Samuel de Champlain founded:
- Montreal.
 - New York.
 - Champlain.
 - Quebec.
 - Albany.

ANS: D TOP: Chronology □ French Colonization

DIF: Easy REF: Full p. 35 □ Seagull p. 34

MSC: Remembering OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

57. Which statement is true of New France?
- It was the subject of a great deal of favorable publicity throughout Europe.
 - Its commitment to religious toleration was a source of great embarrassment for less tolerant powers like England and Spain.
 - Its population was limited at best, because France feared that a significant emigration would undermine its role as a great European power.

- d. The only women allowed to reside there were nuns, a reflection of the French commitment to spreading Catholicism.
- e. Seigneuries were the only democratic areas in the colony.

ANS: C TOP: Social History □ French Colonization

DIF: Difficult REF: Full p. 38 □ Seagull p. 35

MSC: Understanding OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

58. People from _____ were most likely to go to other European countries or rival colonies before settling in one of their own _____ colonies.
- a. England; English
 - b. the Netherlands; Dutch
 - c. Portugal; Portuguese
 - d. France; French
 - e. Spain; Spanish

ANS: D TOP: Social History □ French Colonization

DIF: Moderate REF: Full p. 38 □ Seagull p. 35

MSC: Analyzing OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

59. How did French involvement in the fur trade change life for Native Americans?
- a. It didn't; Native Americans were already hunting beaver and buffalo for their skins.
 - b. Native Americans benefited economically but were able to avoid getting caught in European conflicts and rivalries.
 - c. The French were willing to accept Native Americans into colonial society.
 - d. The English and French quests for beaver pelts prompted a surge in the Native American population.
 - e. It forced Native Americans to learn new trapping techniques that were far superior to their old ways.

ANS: C TOP: Social History □ New France and the Indians DIF: Moderate REF: Full p. 38 □ Seagull p. 35 MSC: Understanding
OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

60. Unlike Spanish missionaries, the Jesuits did what in regard to converting Indians?
- a. The Jesuits did not suppress traditional Indian religious customs.
 - b. They converted Indians to Protestant faiths instead of Catholicism.
 - c. They rarely had success with their conversions.
 - d. The Jesuit conversion methods went against the directives of Samuel de Champlain.
 - e. The Jesuit methods did not help with French and Indian relations.

ANS: A TOP: Social History □ New France and the Indians DIF: Moderate REF: Full p. 39 □ Seagull p. 37 MSC: Remembering
OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

61. As early as 1615, the _____ people of present-day southern Ontario and upper New York State forged a trading alliance with the French, and many of them converted to Catholicism.
- a. Pequot
 - b. Lenni Lenape
 - c. Iroquois
 - d. Cherokee
 - e. Huron

ANS: E TOP: Ethnicity □ New France and the Indians

DIF: Moderate REF: Full p. 39 □ Seagull p. 38

MSC: Remembering OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

62. Henry Hudson:

- a. set sail into the bay that bears his name as a representative of the British empire.
- b. was searching for the Pacific coast.
- c. hoped to find the Northwest Passage to Asia.
- d. set up a Dutch colony based on the idea of consent of the governed.
- e. was the architect of the Dutch overseas empire.

ANS: C TOP: Geographic Issues □ The Dutch Empire

DIF: Easy REF: Full p. 39 □ Seagull p. 38

MSC: Remembering OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

63. Which European city was known in the early seventeenth century as a haven for persecuted Protestants from all over Europe and even for Jews fleeing Spain?

- a. Amsterdam.
- b. Geneva.
- c. Marseilles.
- d. London.
- e. Brussels.

ANS: A TOP: Global Awareness □ Dutch Freedom

DIF: Moderate REF: Full p. 41 □ Seagull p. 39

MSC: Remembering OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

64. Which European country dominated international commerce in the early seventeenth century?

- a. France.
- b. The Netherlands.
- c. Britain.
- d. Spain.
- e. Portugal.

ANS: B TOP: Economic Development □ The Dutch Empire DIF: Easy REF: Full p. 39 □ Seagull p. 38

MSC: Remembering OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

65. A seventeenth-century colonial woman who believed she was cheated out of money would have the best chance of having her case heard if she lived in:

- a. New Amsterdam.
- b. Mexico City.
- c. Jamestown.
- d. Quebec.
- e. Santa Fe.

ANS: A TOP: Social History □ Dutch Freedom

DIF: Moderate REF: Full p. 41 □ Seagull p. 42

MSC: Applying OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

66. How did the Dutch manifest their devotion to liberty?

- a. They supported tolerance in religious matters in their colony.
- b. Their colony was the first in the Americas to have a bill of rights.
- c. They allowed freedom of speech.
- d. They issued the Edict of New Netherland, declaring the Puritans to be heathens because they refused to allow religious freedom.
- e. They gave men ownership of their wives, which gave married men the property ownership and independence they needed to participate in political activities.

ANS: A TOP: Social History □ The Dutch and Religious Toleration DIF: Moderate REF: Full p. 42 □ Seagull p. 41 MSC: Remembering OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

67. Which of the following is true of freedom in New Netherland?

- a. The colony's elected assembly enjoyed greater rights of self-government than any English colonial legislative body.
- b. The Dutch commitment to liberty prompted the colony to ban slavery there.
- c. Religious intolerance led the Dutch to ban all Jewish peoples from the colony.
- d. Of all the colonies in the New World, New Netherland required the longest period of service from indentured servants.
- e. Married women retained a legal identity separate from that of their husbands.

ANS: E TOP: Social History □ Freedom in New Netherland DIF: Moderate REF: Full p. 41 □ Seagull pp. 39, 41 MSC: Remembering

OBJ: 2. Explain how Indian and European ideas of freedom differed on the eve of contact.

68. As governor of New Netherland, Petrus Stuyvesant:

- a. welcomed all religious faiths to the colony.
- b. favored Catholics over Jews in New Amsterdam.
- c. encouraged the Dutch colonists to convert the Indians.
- d. saw women as equals in the Dutch Reformed Church.
- e. refused the open practice of religion by Quakers and Lutherans.

ANS: E TOP: Social History □ The Dutch and Religious Toleration DIF: Moderate REF: Full p. 42 □ Seagull p. 41 MSC: Remembering

OBJ: 2. Explain how Indian and European ideas of freedom differed on the eve of contact.

69. Patroonship in New Netherland:

- a. was a great success, bringing thousands of new settlers to the colony.
- b. meant that shareholders received large estates for transporting tenants for agricultural labor.
- c. was like a system of medieval lords.
- d. led to one democratic manor led by Kiliaen van Rensselaer.
- e. involved joint Dutch and Indian control of farmland.

ANS: B TOP: Economic Development □ Settling New Netherland DIF: Moderate REF: Full p. 43 □ Seagull p. 42 MSC: Understanding OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

70. In their relations with Native Americans, the Dutch:

- a. sought to imitate the Spanish.
- b. concentrated more on economics than religious conversion.
- c. tried to drive Native Americans into the Puritan colony.
- d. avoided warfare at all costs.
- e. called them members of a deceitful race.

ANS: B TOP: Economic Development □ New Netherland and the Indians DIF: Easy REF: Full p. 43 □ Seagull p. 43 MSC: Remembering OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

71. In regard to history, what was a borderland?

- a. A defined boundary between nations.
- b. The area around the coastline.
- c. An area with no trade.
- d. A settled area.
- e. An unclear geographical and cultural border.

ANS: E TOP: Geographic Issues □ Borderlands and Empire in Early America DIF: Moderate
REF: Full p. 44 □ Seagull p. 44 MSC: Remembering
OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

72. In colonial America, what was an example of a borderlands area?

- a. Cahokia.
- b. The Great Lakes.
- c. Jamestown.
- d. The Florida coastline.
- e. Mexico City.

ANS: B TOP: Geographic issues □ Borderlands and Empire in Early America DIF: Moderate
REF: Full p. 44 □ Seagull p. 44 MSC: Remembering OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

Matching

TEST 1

- ___ 1. Christopher Columbus
- ___ 2. Hernán Cortés
- ___ 3. Adam Smith
- ___ 4. Amerigo Vespucci
- ___ 5. John Cabot
- ___ 6. Pedro Cabral
- ___ 7. Bartolomé de Las Casas
- ___ 8. Samuel de Champlain
- ___ 9. Juan Ponce de León
- ___ 10. Vasco da Gama

___ 11. Johannes Gutenberg

___ 12. Zheng He

- a. claimed Brazil for Portugal in 1500
- b. founded Quebec
- c. Italian who sailed for Spain in 1492
- d. Dominican priest who preached against Spanish abuses of Indians
- e. British economist who wrote *The Wealth of Nations*
- f. Spanish conquistador who conquered the Aztecs
- g. sailed around southern Africa and into the Indian Ocean
- h. America was named for him
- i. first European to discover Newfoundland in 1497
- j. explored Florida
- k. led seven large naval expeditions in early 1400s
- l. developed a movable-type printing press

Answer Key: c, f, e, h, i, a, d, b, j, g, l, k

TEST 2

___ 1. Columbian Exchange

___ 2. “coverture”

___ 3. New Laws

___ 4. mestizos

___ 5. Great League of Peace

___ 6. criollos

___ 7. Black Legend

___ 8. patroons

___ 9. matrilineal

___ 10. haciendas

___ 11. mound builders

___ 12. Pueblo Revolt

- a. society centered on the mother’s family
- b. Spanish brutality
- c. uprising against Spanish colonists in New Spain
- d. Dutch landowners of large estates
- e. large-scale farm owned by a Spanish landlord
- f. persons of mixed Spanish and Indian origin
- g. Spanish reform measures toward Indians
- h. a married woman surrendering her legal identity
- i. transfer of plants, animals, and diseases between New and Old Worlds
- j. confederation of five Iroquois tribes

k. person born in the Spanish colonies of European ancestry

l. ancient residents of the Mississippi Valley region

Answer Key: i, h, g, f, j, k, b, d, a, e, l, c

True or False

1. Agriculture did not come to the American continents in Mexico and Peru until approximately one thousand years ago.

ANS: F TOP: Social History □ The Settling of America DIF: Easy REF: Full p. 6 □ Seagull p. 4

MSC: Remembering OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

2. The mound builders were a sophisticated ancient peoples living in the American Southwest.

ANS: F TOP: Ethnicity □ Mound Builders of the Mississippi Valley DIF: Moderate REF: Full p. 9 □ Seagull p. 5 MSC: Remembering

OBJ: 1. Describe the patterns of Native American life in North America before Europeans arrived.

3. The Zuni, Hopi, and their earlier ancestors were dependent on canals and irrigation for farming.

ANS: T TOP: Ethnicity □ Geographic Issues □ Western Indians DIF: Moderate REF: Full p. 10 □ Seagull p. 6 MSC: Understanding

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

4. For Indians, generosity was among the most valued social qualities.

ANS: T TOP: Ethnicity □ Land and Property

DIF: Moderate REF: Full pp. 12–3 □ Seagull p. 9

MSC: Remembering OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

5. Most, although not all, Indian societies were matrilineal.

ANS: T TOP: Social History □ Gender Relations

DIF: Moderate REF: Full p. 14 □ Seagull p. 10

MSC: Remembering OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

6. “Christian liberty” was the basis for religious toleration.

ANS: F TOP: Cultural History □ Christian Liberty

DIF: Difficult REF: Full pp. 16–7 □ Seagull pp. 13–4

MSC: Remembering OBJ: 2. Explain how Indian and European ideas of freedom differed on the eve of contact.

7. Under English law, women held many legal rights and privileges.

ANS: F TOP: Social History □ Freedom and Authority DIF: Moderate REF: Full p. 14 □ Seagull p. 10

MSC: Remembering OBJ: 2. Explain how Indian and European ideas of freedom differed on the eve of contact.

8. Zheng He’s voyages sparked Chinese interest in directly trading with Europe.

ANS: F TOP: Economic Development □ Chinese and Portuguese Navigation DIF: Moderate REF: Full p. 18 □ Seagull p. 15 MSC: Understanding

OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

9. Portuguese seafarers initially hoped to locate African gold.

ANS: T TOP: Geographic Issues □ Chinese and Portuguese Navigation DIF: Easy REF: Full p. 19 □ Seagull pp. 16–17 MSC: Remembering

OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

10. The Spanish were the first to sail down the western coast of Africa, establishing trading posts called factories.

ANS: F TOP: Economic Development □ Portugal and West Africa DIF: Easy REF: Full p. 20 □ Seagull p. 17 MSC: Remembering

OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

11. African society did not practice slavery before Europeans came.

ANS: F TOP: Social History □ Freedom and Slavery in Africa DIF: Easy REF: Full p. 20 □ Seagull p. 17 MSC: Remembering

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

12. The Spanish *reconquista* required that all Muslims and Jews convert to Catholicism or leave Spain immediately.

ANS: T TOP: Political History □ Changes □ The Voyages of Columbus DIF: Easy REF: Full p. 21 □ Seagull p. 18 MSC:

Remembering OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

13. Columbus first sailed to what is now Venezuela.

ANS: F TOP: Geographic Issues □ Columbus in the New World DIF: Moderate REF: Full p. 21 □ Seagull p. 18 MSC:

Remembering OBJ: 5. Identify the chief features of the Spanish empire in America.

14. Columbus established the first permanent settlement on Hispaniola in 1502.

ANS: F TOP: Geographic Issues □ Columbus in the New World DIF: Difficult REF: Full p. 21 □ Seagull p. 19 MSC:

Remembering OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

15. Thanks to Martin Luther, the movable-type printing press is one of the most important inventions in modern times, helping to rapidly disseminate information around the world.

ANS: F TOP: Cultural History □ Exploration and Conquest DIF: Easy REF: Full p. 23 □ Seagull p. 19 MSC: Remembering OBJ:

6. Identify the chief features of the French and Dutch empires in North America.

16. Cortés conquered the capital city of the Aztec empire with an army of over 1,000 men.

ANS: F TOP: Geographic Issues □ Exploration and Conquest DIF: Moderate REF: Full p. 23 □ Seagull p. 21 MSC: Remembering

OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

17. The catastrophic decline in the native populations of Spanish America was mostly due to the fact that they were not immune to European diseases.

ANS: T TOP: Geographic Issues □ The Demographic Disaster DIF: Moderate REF: Full p. 24 □ Seagull pp. 21–2 MSC:

Remembering OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

18. By 1550, the Spanish empire in the New World exceeded the ancient Roman Empire in size.

ANS: T TOP: Political History □ Changes □ The Spanish Empire DIF: Moderate REF: Full p. 25 □ Seagull p. 23 MSC:

Remembering OBJ: 5. Identify the chief features of the Spanish empire in America.

19. Europeans arrived in North America and South America with the attitude that their culture was superior to the various indigenous groups.

ANS: T TOP: Ethnicity □ Justifications for Conquest

DIF: Easy REF: Full p. 27 □ Seagull p. 26

MSC: Remembering OBJ: 5. Identify the chief features of the Spanish empire in America.

20. The Spanish aim was to exterminate or remove the Indians from the New World.

ANS: F TOP: Ethnicity □ Spreading the Faith

DIF: Easy REF: Full p. 28 □ Seagull p. 26

MSC: Remembering OBJ: 5. Identify the chief features of the Spanish empire in America.

21. Inspired by tales of golden cities, the Spanish mounted explorations of the present-day Southwest in the United States.

ANS: T TOP: Cultural History □ Exploring North America DIF: Easy REF: Full p. 32 □ Seagull p. 29 MSC: Remembering OBJ:

4. Explain what happened when the peoples of the Americas came in contact with Europeans.

22. When the Edict of Nantes, which had granted religious toleration to French Protestants (Huguenots), was revoked in 1685, 100,000 Huguenots fled France for New France.

ANS: F TOP: Cultural History □ French Colonization

DIF: Moderate REF: Full p. 38 □ Seagull p. 35

MSC: Remembering OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

23. Like the Spanish, the French often intermarried with the Indians, resulting in mixed-race children.

ANS: T TOP: Ethnicity □ New France and the Indians

DIF: Moderate REF: Full p. 39 □ Seagull p. 38

MSC: Remembering OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

24. The French established the first permanent European settlement in what would become New York City.

ANS: F TOP: Geographic Issues □ The Dutch Empire

DIF: Moderate REF: Full p. 39 □ Seagull p. 38

MSC: Remembering OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

25. In New Netherland, the Dutch were intolerant of diverse religious practices and issued an edict that all had to convert to the Dutch Reformed Church.

ANS: F TOP: Cultural History □ The Dutch and Religious Toleration DIF: Moderate REF: Full p. 42 □ Seagull p. 41 MSC:

Remembering OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

26. The Dutch and French were unaware of each other's settlements in North America.

ANS: F TOP: Geographic Issues □ Borderlands and Empire in Early America DIF: Moderate

REF: Full p. 45 □ Seagull p. 44 MSC: Remembering

OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

Short Answer

Identify and give the historical significance of each of the following terms, events, and people in a paragraph or two.

1. conquistadores
2. Pueblo Revolt

3. private property
4. African slave trade
5. Columbian Exchange
6. Indian freedom
7. Black Legend
8. mound builders
9. Christopher Columbus
10. Zheng He
11. Bartolomé de Las Casas
12. “coverture”
13. Jesuits

Essay Questions

1. Explain as thoroughly as you can how the slave trade affected African society.

ANS: Answers will vary TOP: Global Awareness □ Geographic Issues □ Political History □ Changes □ Social History □ Freedom and Slavery in Africa

DIF: Moderate MSC: Analyzing OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

2. One Spanish official remarked that “the maxim of the conqueror must be to settle.” Explain what you think he meant by this statement. Illustrate the various ways conquerors settled the New World, commenting on what worked, what did not work, and the consequences of those methods.

ANS: Answers will vary TOP: Economic Development □ Ethnicity □ Global Awareness □ Geographic Issues □ Political History □ Changes □ Social History □ Exploration and Conquest □ Colonists in Spanish America □ Colonists and Indians □ Las Casas’s Complaint □ Reforming the Empire □ The Pueblo Revolt □ New France and the Indians □ New Netherland and the Indians DIF: Moderate MSC: Analyzing

OBJ: 3. Explain what impelled European explorers to look west across the Atlantic. □ 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

3. Explain the chapter’s title: “A New World.” What was new? Is “new” an appropriate term? Does perspective play a role in calling the Americas new? Be sure to comment on whether freedom was new in this New World.

ANS: Answers will vary TOP: Chronology □ Cultural History □ Economic Development □ Ethnicity □ Global Awareness □ Geographic Issues □ Political History □ Changes □ Social History □ Indian Freedom □ Exploration and Conquest □ Exploring North America □ French Colonization □ Freedom in New Netherland □ The Demographic Disaster □ Native American Religion □ Land and Property □ Gender Relations □ Colonists in Spanish America DIF: Difficult MSC: Evaluating

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

4. Compare Indian society with that of the Europeans. What differences were there? Similarities? Be sure to include in your analysis ideas about religion, land, and gender roles as well as notions of freedom.

ANS: Answers will vary TOP: Cultural History □ Economic Development □ Ethnicity □ Global Awareness □ Geographic Issues □ Political History □ Changes □ Social History □ Native American Religion □ Land and Property □ Gender Relations □ Indian Freedom □ Christian Liberty □ Freedom and Authority □ Liberty and Liberties DIF: Moderate MSC: Analyzing

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived. □ 2. Explain how Indian and European ideas of freedom differed on the eve of contact. □ 4. Explain what happened when the peoples of the Americas came into contact with Europeans.

5. The Dutch prided themselves on their devotion to liberty. Explain what kinds of liberties and freedoms the Dutch recognized that other nations, such as Spain, did not. How did these notions of freedom affect the development of their North American empire? Be sure to include the Indians and slaves in your discussion.

ANS: Answers will vary TOP: Cultural History □ Economic Development □ Ethnicity □ Global Awareness □ Geographic Issues □ Political History □ Changes □ Social History □ The Dutch Empire □ Dutch Freedom □ Freedom in New Netherland □ The Dutch and Religious Toleration □ Settling New Netherland □ New Netherland and the Indians DIF: Moderate

MSC: Analyzing OBJ: 2. Explain how Indian and European ideas of freedom differed on the eve of contact. □ 5. Identify the chief features of the Spanish empire in America. □ 6. Identify the chief features of the French and Dutch empires in North America.

6. The sophistication and diversity of the peoples in the early Americas is remarkable. Explore that diversity in an essay that discusses early Native American culture, architecture, religion, gender relations, economy, and views of freedom.

ANS: Answers will vary TOP: Cultural History □ Economic Development □ Ethnicity □ Global Awareness □ Geographic Issues □ Political History □ Changes □ Social History □ Mound Builders of the Mississippi Valley □ Western Indians □ Indians of Eastern North America □ Native American Religion □ Land and Property □ Gender Relations DIF: Moderate

MSC: Analyzing OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

7. The Spanish had a long history of conquering in the name of God. From the *reconquista* to the conquistadores to the settlement of the New World, Spain justified its conquests as a mission to save the souls of heathens—while putting them to work in subhuman conditions. Explore this paradox of conquering and killing in the name of saving. Remember to think about what else was going on in the world at that time with regard to the Protestant Reformation and the Inquisition.

ANS: Answers will vary TOP: Cultural History □ Economic Development □ Ethnicity □ Global Awareness □ Geographic Issues □ Political History □ Changes □ Social History □ Justifications for Conquest □ Spreading the Faith □ Las Casas's Complaint □ Reforming the Empire DIF: Moderate

MSC: Evaluating OBJ: 3. Explain what impelled European explorers to look west across the Atlantic. □ 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

8. What was a borderland? Compare the roles the French, Dutch, and Indians played in the borderlands of North America. In the seventeenth century, did any group have an advantage? Explain your answer.

ANS: Answers will vary TOP: Cultural History □ Economic Development □ Ethnicity □ Global Awareness □ Geographic Issues □ Political History □ Social History □ The French and Dutch Empires

DIF: Moderate MSC: Analyzing OBJ: 6. Identify the chief features of the French and Dutch empires in North America.