

Chapter 1 - Three Old Worlds Create a New

1. Which of the following was a consequence of the spread of agricultural techniques among Native American groups?
- Cultural differences among groups of Native Americans disappeared.
 - Most groups began to live a more sedentary existence.
 - The various groups began to engage in almost constant warfare.
 - Political power within the various groups fell into the hands of land-owning elite.

ANSWER: b

2. Which of the following were the first to cultivate food crops in the Americas?
- European colonists in South America
 - Native Americans along the Atlantic seaboard of North America
 - Jesuit missionaries in southern California
 - Native Americans living in central Mexico

ANSWER: d

3. Which of the following best explains the differences in the means of subsistence and lifestyles that emerged among Indigenous American groups in the Americas?
- Disagreements over political beliefs caused groups to separate.
 - The various tribes migrated to the Americas separately and came from widely divergent cultures.
 - Different Indigenous American groups adapted their means of subsistence and lifestyles to the environment in which they settled.
 - Geographic barriers in the Americas made interaction between different Indigenous American groups impossible.

ANSWER: c

4. How were Native American agricultural societies similar to each other?
- Their extended families were defined matrilineally.
 - The clans were patrilineal.
 - Women were exclusively responsible for agricultural work.
 - The chiefs in these societies were often women.

ANSWER: a

5. The design of pre-Columbian Indigenous villages indicates which of the following?
- These societies had an extensive trade network with one another.
 - Native Americans once had a common culture because there were no differences among the villages of hunter-gatherer societies, agricultural societies, and fishing societies.
 - The design of the villages around a central place of worship indicates that, although widely separated, all Native Americans had the same religious beliefs.
 - The defensive design of villages indicates that Native Americans fought with each other long before the arrival of Europeans.

ANSWER: d

6. Which of the following was true of the Algonquians?
- They followed the example of the Aztecs, practicing settled agriculture and living a sedentary existence.
 - They accepted women as rulers in some villages.

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- c. They defined the extended family patrilineally.
- d. They were unique among the North American tribes in that they had no known religious beliefs.

ANSWER: b

7. The diverse inhabitants of North America spoke well over how many distinct languages?

- a. 1,000
- b. 500
- c. 1,500
- d. 750

ANSWER: a

8. Which of the following was one of the major means of subsistence of the people living in the northernmost region of Upper Guinea?

- a. Farming
- b. Animal husbandry
- c. Cultivation of rice
- d. The gold trade

ANSWER: c

9. How did Upper Guinea differ from Lower Guinea in 1400 CE?

- a. Lower Guinea was primarily democratic; Upper Guinea had autocratic leadership.
- b. Women were rice farmers in Lower Guinea; in Upper Guinea, they traded.
- c. While Lower Guinea peoples continued to practice traditional African religions, the influence of the Islamic religion was felt more strongly in Upper Guinea.
- d. Women were denied political power in Lower Guinea but held powerful political and religious positions in Upper Guinea.

ANSWER: c

10. How was the dual-sex principle applied to social systems of West Africa?

- a. Female political and religious leaders governed the women, and males ruled the men.
- b. Men and women were expected to have not only a sexual partner of the opposite sex but one of the same sex as well.
- c. Every man could have two wives, and every woman could have two husbands.
- d. All individuals were believed to have both a masculine and a feminine side.

ANSWER: a

11. Which of the following was true of members of the Sandé cult?

- a. They frequently engaged in wars with neighboring tribes to obtain prisoners for human sacrifice to the gods.
- b. They established diplomatic relations between Benin and Portugal and acted as middlemen in the trade between the two societies.
- c. They were led by female religious leaders and were not allowed to reveal the secrets of their cult to men.
- d. They were the only known West Africans to have monotheistic religious beliefs.

ANSWER: c

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12. How was the role of women in European societies different from their role in African and Native American societies?
- a. Women in European societies were not allowed to engage in certain kinds of work.
 - b. Women in European societies were usually denied positions of political and religious authority.
 - c. Women in European societies were primarily responsible for discipline within the family.
 - d. Women in European societies were equal to men in the eyes of the law.

ANSWER: b

13. After the Hundred Years' War, how were the monarchs of England and France aided in their efforts to consolidate their political power?
- a. By their acceptance of the concept of constitutional monarchy
 - b. By a new sense of national identity among their subjects
 - c. By a resurgence of regional loyalties among nobles
 - d. By promising their subjects that they would uphold the concept of human rights

ANSWER: b

14. What did Marco Polo's *Travels* convince many Europeans of?
- a. The need for a defensive alliance against hostile non-European powers
 - b. Direct trade by sea with China was possible.
 - c. The need to Christianize China
 - d. Chinese culture was superior to European culture.

ANSWER: b

15. What was a primary motive for the fifteenth- and sixteenth-century European voyages of exploration and discovery?
- a. The desire to spread Christianity around the world
 - b. The desire to verify the new scholarly theory that there were undiscovered continents
 - c. The desire to gain direct access to the goods of Africa and Asia
 - d. The desire to establish naval control of the seas

ANSWER: c

16. Why was it difficult for Spanish and Portuguese mariners to return home from the Canary Islands?
- a. They had to sail against the winds.
 - b. Unusual magnetic fields in that area rendered navigational instruments useless.
 - c. Berber pirates preyed on ships sailing northward from the Canaries.
 - d. They had no knowledge of the tacking maneuver.

ANSWER: a

17. How did sailing in the Mediterranean Atlantic prepare the way for the European voyages of exploration and discovery?
- a. European mariners first learned the skill of trimming their sails.
 - b. European mariners discovered that the Westerlies would carry them swiftly into the Atlantic and toward the Caribbean.
 - c. European mariners first learned the importance of square sails in making their ships more maneuverable.
 - d. European mariners learned the valuable strategy of sailing around the wind.

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ANSWER: d

18. After conquering the last Canary island in 1496, what did the Spanish cultivate there?

- a. Corn
- b. Rice
- c. Sugar
- d. Tobacco

ANSWER: c

19. Which of the following correctly characterizes the trade relationship between Portugal and the states of West Africa?

- a. The Portuguese merchants grew wealthy; the African chiefdoms gained little.
- b. The African chiefdoms gained wealth and power; the Portuguese gained little.
- c. The Portuguese merchants controlled the terms and conditions of trade.
- d. The rulers of West Africa controlled the terms and conditions of trade.

ANSWER: d

20. Who introduced new forms of slavery into Europe by bargaining with African slaveholders?

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

ANSWER: d

21. Where was the first economy based primarily on the bondage of Black Africans created?

- a. The Azores
- b. The Canaries
- c. The Madeiras
- d. São Tomé

ANSWER: d

22. What did Columbus realize after visiting a Portuguese colony in Africa?

- a. New agricultural methods in the cultivation of rice could benefit his native city-state, Genoa.
- b. Enslaved people could be an integral part of a colonial economy.
- c. The world was actually round.
- d. Gold was not as valuable to the global marketplace as spices.

ANSWER: b

23. What was Queen Isabella's goal when she decided to finance exploratory voyages for Christopher Columbus?

- a. She believed it would divert her subjects' attention away from Spain's domestic problems.
- b. She hoped profits from such voyages would help finance an expedition to wrest Jerusalem from the Muslims.
- c. She wanted to prevent England from colonizing Africa.
- d. She wanted knowledge about other world cultures.

ANSWER: b

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24. Columbus's log of his first encounter with the Americas and its inhabitants reveals which of the following?
- a. He wanted to profit from the land he had found by exploiting its natural resources, including its people.
 - b. He wanted to exterminate all Native Americans and completely destroy the cultures they had built.
 - c. He insisted that Europeans had come merely to observe, not to change, the cultures of the Americas' Native inhabitants.
 - d. He believed that his primary goal should be to Christianize the Native inhabitants of the land he had found.

ANSWER: a

25. Which of the following was a long-term consequence of the influx of gold and silver from the Americas into Spain?
- a. The Spanish government funded domestic social programs that substantially raised the standard of living of the peasant masses.
 - b. Rapid inflation led to an unfavorable balance of trade and the collapse of many businesses.
 - c. The ready availability of investment capital at low interest rates led to the expansion and modernization of Spanish industries.
 - d. The Spanish government became complacent and failed to defend the nation's interests against the aggressive Dutch and English.

ANSWER: b

26. What was the main reason for the dramatic decline of the Native American population of Hispaniola from 1492 to 1542?
- a. The Spanish decision to forcibly move Native Americans to South America
 - b. The inhumanity of the Spanish system of enslavement
 - c. The introduction of European diseases onto the island
 - d. The psychological devastation caused by systematic destruction of traditional Native American culture

ANSWER: c

27. Which of the following profoundly affected the lives of the Lakota, Comanches, and Crows of the Great Plains?
- a. The introduction of the horse into North America
 - b. The introduction of wheat and rye into North America
 - c. The cultivation of tobacco
 - d. The introduction of settled agriculture into North America

ANSWER: a

28. What was the primary aim of the first European outposts in North America?
- a. The establishment of permanent colonies
 - b. The destruction of the non-European peoples
 - c. The conversion of the Indigenous population to Christianity
 - d. Profits from the sale of beaver pelts

ANSWER: d

29. Which of the following was true concerning trade between Native Americans and Europeans?
- a. Such trade was beneficial only to Europeans.
 - b. In order to supply Europeans with much-demanded furs, some Native Americans abandoned their traditional

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economies.

- c. The controls imposed by some Native Americans on trade with Europeans created financial problems for European trading companies.
- d. Most Native Americans traded with Europeans only out of fear of reprisals if they refused.

ANSWER:

b

30. What was the English name that Raleigh gave to the territory in 1587 that the Algonquian peoples called Ossomocomuck?

- a. North Carolina
- b. South Carolina
- c. Rhode Island
- d. Virginia

ANSWER:

d

31. Discuss the series of Mesoamerican civilizations that eventually gave rise to the Aztec civilization, and describe the major characteristics of Aztec culture. What are the differences between Mesoamerican cultures and North American cultures? What led to those differences?

ANSWER:

32. Compare the various Native American cultures of North America at the beginning of the sixteenth century. How can the differences between these cultures be explained?

ANSWER:

33. What were the primary political, social, and economic characteristics of the Pueblos and Mississippians in the early sixteenth century?

ANSWER:

34. What type of impact did gender have on the organization of fifteenth-century African societies? How was it similar or different to that of North American and Mesoamerican peoples of the same period?

ANSWER:

35. Describe the typical gender, work, political, and religious aspects of European society. Describe how exploration of the wider world impacted European society. Who do you believe benefited the most from increased exploration during this time? Why?

ANSWER:

36. Explain how prevailing winds helped and hindered European trade in the North and South Atlantic. What role did these winds play in the European voyages of exploration and discovery?

ANSWER:

37. What were the three key lessons of colonization learned by Europeans from their experiences in the islands of the Mediterranean Atlantic and the African coast? Discuss each.

ANSWER:

38. Discuss the model of Spanish colonization of the Americas. Did Spain attain its goals? What impact did Spanish colonization have on Spain itself? What impact did it have on different Indigenous American groups?

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ANSWER:

39. Discuss the first English attempt to plant a permanent settlement in North America. Why did that attempt fail?

ANSWER:

40. Describe the Columbian Exchange and the trade goods that traveled on it. How did the Columbian Exchange impact people on both sides of the Atlantic?

ANSWER:

41. Identify and describe the historical significance of Paleo-Indians

ANSWER:

42. Identify and describe the historical significance of Cahokia (City of the Sun)

ANSWER:

43. Identify and describe the historical significance of movable type

ANSWER:

44. Identify and describe the historical significance of the printing press

ANSWER:

45. Identify and describe the historical significance of the plantation

ANSWER:

46. Identify and describe the historical significance of Christopher Columbus

ANSWER:

47. Identify and describe the historical significance of the Norse

ANSWER:

48. Identify and describe the historical significance of the Vinland

ANSWER:

49. Identify and describe the historical significance of John Cabot

ANSWER:

50. Identify and describe the historical significance of conquistadors

ANSWER:

51. Identify and describe the historical significance of the *encomienda* system

ANSWER:

52. Identify and describe the historical significance of the Columbian Exchange

ANSWER:

53. Identify and describe the historical significance of Roanoke

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ANSWER:

54. Identify and describe the historical significance of the Pueblo nations in 1492

ANSWER:

55. Identify and describe the historical significance of slavery in Guinea

ANSWER:

56. Identify and describe the historical significance of tobacco

ANSWER:

57. Identify and describe the historical significance of Thomas Harriot's *A Briefe and True Report of the New Found Land of Virginia*

ANSWER:

58. Identify and describe the historical significance of Hernán Cortés

ANSWER:

59. Identify and describe the historical significance of Doña Marina

ANSWER:

60. Identify and describe the historical significance of the nomadic bands of the Prairies and Great Plains

ANSWER: