

Chapter 01 - Making a New World - to 1588

Multiple Choice

1. About 600 hundred years ago the Powhatan people increasingly came into conflict with their neighbors because
- a. Weather changes reduced corn crops and required more demand for limited wild game and food.
 - b. Western tribes waged war against them for access to the Atlantic coast.
 - c. Europeans had begun to take over the Virginia Coast in large numbers.
 - d. They sought to increase their political influence in the region.

ANSWER: a

2. How did the first people come to the Americas?
- a. Sailing in large ships
 - b. Sailing in canoe-like boats
 - c. By crossing over land from Asia via Beringia
 - d. By using the South Pacific islands as stepping stones

ANSWER: c

Recent genetic evidence suggests that there were how many groups of migrations from Asia to the western continents?

3. Recent genetic evidence suggests that there...
- a. just the Paleo-Indian
 - b. the Paleo-Indian and the Na-Dene
 - c. Paleo-Indian, Na-Dene, and Eskimo-Aleut
 - d. Na-Dene, Eskimo-Aleut, and Columbian

ANSWER: c

4. Some 7,000 years ago, Native American environmental engineering produced the nourishing staple crop called

- a. millet.
- b. the potato.
- c. maize.
- d. soybeans.

ANSWER: c

5. Crops that Indian cultures planted together to form the basis for an agricultural revolution were

- a. tobacco, maize, wheat, and squash.
- b. rice, maize, squash, and chilies.
- c. maize, beans, squash, and chilies.
- d. wheat, squash, chilies, and beans.

ANSWER: c

6. The mound builder societies were characterized by
- a. hunting and gathering.
 - b. power struggles among rival groups.
 - c. small settlements.
 - d. large-scale trade and commerce.

ANSWER: d

What pre-condition had to be accomplished on the Iberian Peninsula before Portugal and Spain could unify internally as nations?

7. What pre-condition had to be accomplished on the Iberian Peninsula...
- a. hold elections
 - b. break Islamic rule
 - c. discover the Western Hemisphere
 - d. Ferdinand had to marry Isabella

ANSWER: b

An important political development in Europe during the 15th-16th centuries that facilitated exploration throughout the world was?

8. An important political development in Europe...
- a. the bubonic plague
 - b. the use of the horse as a means of power and transportation
 - c. the Columbian Exchange
 - d. the development of large, unified nation-states

ANSWER: d

9. The Native Americans of the woodlands east of the Mississippi River
- a. lived in small, semi-permanent villages.
 - b. were ruled through coercion.
 - c. had elaborate irrigation systems.
 - d. encouraged private land ownership.

ANSWER: a

One possible reason for the cooling period known as the Little Ice Age may have been due to:

10. One possible reason for the cooling period...
- a. a decrease in forestation and increase of oxygen
 - b. an increase in forestation and decrease of carbon dioxide
 - c. massive population increases from maize and increase of carbon dioxide
 - d. an increase of carbon dioxide due to forestation

ANSWER: b

One feature of Indian culture was the emphasis on tracing family connections and power through

11. One feature of Indian culture...

- a. patrilineal lines
- b. female children
- c. first born male children
- d. matrilineal lines

ANSWER: d

12. What group of southwestern Indians built residential villages along high cliffs?

- a. Anasazi
- b. Apaches
- c. Hopewells
- d. Aztecs

ANSWER: a

13. After arriving in the Valley of Mexico after 1200, which Indian group established a tributary empire?

- a. Incas
- b. Apaches
- c. Mayans
- d. Aztecs

ANSWER: d

14. What idea was central to the sub-Saharan African social structure?

- a. nuclear family
- b. fictive ancestor
- c. survival of the fittest
- d. elected monarch

ANSWER: b

15. One important catalyst for expanding sub-Saharan trade was the

- a. defeat of Muslim armies.
- b. creation of unified states.
- c. carving of settlements out of jungles.
- d. introduction of the camel as a draft animal.

ANSWER: d

16. The sub-Saharan Africans traded with Portugal because

- a. Portuguese sailors offered quick and easy access to foreign markets.
- b. the Portuguese forced them through military action.
- c. the Songhai hated the Spanish.

d. the Portuguese dominated the Saharan trade routes.

ANSWER: a

17. The Spanish and English were willing to take more risks in exploration because

- a. they were fighting each other and needed every advantage.
- b. the Portuguese already controlled the trade routes around Africa.
- c. their ships were technologically superior to Portuguese ships.
- d. they had trouble attracting investors without promising dramatic returns.

ANSWER: b

18. Which of the following was NOT one of the technologies that made Atlantic voyages less risky?

- a. Magnetic compass
- b. Astrolabe
- c. Improved steering mechanisms and hull design
- d. The use of steel in ship construction

ANSWER: d

19. Ferdinand and Isabella were willing to fund the voyage of Christopher Columbus because

- a. they were fascinated with the prospects of scientific discovery
- b. they sought to expand their dominance in the Atlantic trade along the African Coast.
- c. they had received explicit papal authorization to invade the New World
- d. they were eager to break into the overseas trading dominated by the Arabs and the Portuguese.

ANSWER: d

20. The first Europeans engaging in regular contact with Native Americans were

- a. fishermen.
- b. merchants.
- c. missionaries.
- d. soldiers.

ANSWER: a

21. Native Americans readily accepted Europeans into trading networks because

- a. European goods were clearly superior to those possessed by Native Americans.
- b. Europeans threatened military force if they were not included.
- c. difficult harvests had dramatically reduced the products available to Native Americans.
- d. many introductory gifts offered by Europeans resembled the sacred gifts exchanged by native cultures.

ANSWER: d

22. American Indians probably adapted more easily to the encounter with Europeans than vice versa because

- a. they had seen new populations migrate into their regions many times before.
- b. their religion commanded tolerance and patience with alien cultures.
- c. of their belief that their world was animated by a spiritual force that was both universal and intelligent.
- d. new European arrivals were generally pleasant and agreeable.

ANSWER: c

23. When Europeans offered spiritually significant objects in exchange for land

- a. Native Americans saw this as a missionary effort.
- b. Indians often sensed deceit.
- c. Indians received the offer as an effort to join an already existing relationship.
- d. Indians understood the offer as a contract transferring ownership.

ANSWER: c

24. The Indians thought land was

- a. a living being.
- b. the source of wealth.
- c. so abundant that there was room for everyone.
- d. useful because it could be exchanged.

ANSWER: a

25. According to most scholars, about how many people lived north of Mexico in 1492?

- a. Around 1 million
- b. Between 3 and 10 million
- c. Between 15 and 20 million
- d. Over 25 million

ANSWER: b

26. One feature of the Columbian Exchange is that

- a. the Native American populations dramatically increased.
- b. European crops grew in America, but American crops did not go to Europe.
- c. Europeans brought domesticated animals to America to breed and work.
- d. in the long run, it had little impact on American ecology.

ANSWER: c

27. Europeans suffered less from fatal diseases because

- a. they had acquired immunities through the frequent exposure to measles, typhus, and smallpox.
- b. they lived more cleanly.
- c. they avoided crowded quarters.
- d. Indians refused medical aid.

ANSWER: a

28. How did Indians respond when their populations began to decline?

- a. They blamed it on the white gods and flatly rejected Christians.
- b. They abandoned cities and moved to the countryside.
- c. They adopted the whites' cultivation techniques and increased food production.
- d. They pooled resources and formed intertribal leagues or confederacies.

ANSWER: d

One disorienting effect of the ruinous European diseases introduced into the Western Hemisphere was the loss of what for the native Americans?

29. One disorienting effect of the ruinous European diseases...

- a. the ability to move about the lands without constraint
- b. clean and clear drinking water
- c. wild game leading to adoption of vegetarian diets of less protein
- d. cultural and historical knowledge of elders and storytellers

ANSWER: d

30. What group first turned the African slave trade into a thriving enterprise?

- a. Romans
- b. Muslims
- c. Catholic Spaniards
- d. Protestant English

ANSWER: b

31. How did Europeans generally obtain slaves from Africa?

- a. They tricked Africans into voluntarily submitting to European control.
- b. They sent raiding parties into the interior to capture slaves.
- c. European warships bombarded the African coastline and refused to stop until the Africans gave them slaves.
- d. Europeans supplied weapons to African tribes who raided the interior regions for slaves.

ANSWER: d

How did the increased population in Europe that resulted from the introduction of new crops ultimately affect North America?

32. How did the increased population in Europe that resulted from the introduction of new crops ultimate...

- a. The need for slave labor declined.
- b. Many European nations outlawed immigration to North America in an attempt to build stronger economies at home.
- c. Higher populations in Europe fostered greater migration to North America for economic opportunity.
- d. So many people migrated to North America that economic opportunities soon disappeared.

ANSWER: c

33. The origins of the European theology of Reformation lay in
- a. the implausibility of the Catholic doctrine.
 - b. the corruption and superstition of the medieval Catholic Church.
 - c. the political ambitions of local princes.
 - d. peasants' uprisings.

ANSWER: b

34. Some political figures embraced Protestantism because
- a. it challenged the established power of the Catholic Church and the Holy Roman Emperor.
 - b. Catholicism limited economic opportunities.
 - c. Protestant leaders promised to support political leaders in their struggles for greater power.
 - d. Protestantism emphasized literacy for the masses, which would stimulate democracy.

ANSWER: a

35. Following the death of Henry VIII,
- a. Catholicism resurged.
 - b. the Pope annulled his divorce from Catherine of Aragon.
 - c. England erupted in Civil War
 - d. Protestantism under his successor Edward VI had virtually free rein.

ANSWER: d

36. Elizabeth I's position on religion can be best described as
- a. staunchly Protestant.
 - b. flexible, so long as she maintained political authority over church and state.
 - c. staunchly Catholic.
 - d. weak and vacillating, which created serious weaknesses in England's political system.

ANSWER: b

To restrain the growing absolute power of European monarchs was the promulgation of what legal instrument to protect rights of citizens?

37. To restrain the growing absolute power of European monarchs...
- a. the Reformation
 - b. an assembly of lesser nobles to redress grievances
 - c. the dissenters of Protestantism
 - d. the absolute assembly of kings from all European nations

ANSWER: b

Subjective Short Answer

38. Instructions: Identify the following terms: shamans

ANSWER: Answer not provided

39. Instructions: Identify the following terms: longhouses

ANSWER: Answer not provided

40. Instructions: Identify the following terms: Western Hemisphere

ANSWER: Answer not provided.

41. Instructions: Identify the following terms: Beringia

ANSWER: Answer not provided.

42. Instructions: Identify the following terms: Muslims

ANSWER: Answer not provided.

43. Instructions: Identify the following terms: Vikings

ANSWER: Answer not provided.

44. Instructions: Identify the following terms: maize

ANSWER: Answer not provided.

45. Instructions: Identify the following terms: Ferdinand and Isabella

ANSWER: Answer not provided.

46. Instructions: Identify the following terms: Reconquista

ANSWER: Answer not provided.

47. Instructions: Identify the following terms: Aztecs

ANSWER: Answer not provided.

48. Instructions: Identify the following terms: reciprocal trade

ANSWER: Answer not provided.

49. Instructions: Identify the following terms: Columbian Exchange

ANSWER: Answer not provided.

50. Instructions: Identify the following terms: Slave Coast

ANSWER: Answer not provided.

51. Instructions: Identify the following terms: Moors

ANSWER: Answer not provided.

52. Instructions: Identify the following terms: mound builder

ANSWER: Answer not provided.

53. Instructions: Identify the following terms: Amerigo Vespucci

ANSWER: Answer not provided.

54. Instructions: Identify the following terms: cash crops

ANSWER: Answer not provided.

55. Instructions: Identify the following terms: manioc

ANSWER: Answer not provided.

56. Instructions: Identify the following terms: Elizabeth I

ANSWER: Answer not provided.

57. Instructions: Identify the following terms: Protestantism

ANSWER: Answer not provided.

58. Instructions: Identify the following terms: Reformation

ANSWER: Answer not provided.

59. Instructions: Identify the following terms: Henry VIII

ANSWER: Answer not provided.

60. Magna Carta

ANSWER: Answer not provided

61. acquired immunity

ANSWER: Answer not provided

62. absolute monarch

ANSWER: Answer not provided

Essay

63. How did the development of agriculture affect life in America?

ANSWER: Students should be able to discuss what life in America was like before the advent of agriculture. They should be able to discuss hunting and gathering societies of Paleo-Indians and Archaic cultures. Students should be able to identify connections between natives' ability to engineer crops such as maize to generate larger quantities of food to enable a more stable and culturally distinct existence. Stronger students will note the development of art and craft skills and may recognize that these ancient heritages of America are still evident in our society today.

64. What are the central features of southwestern and southeastern Native American groups of North America?

ANSWER: Students should emphasize that most Native Americans were organized in self-governing groups and that environmental factors along with changing and spreading technology shaped the lives of these respective Indian groups. Accordingly, students should point out that southwestern Indians built large, multi-room residential structures and that the Anasazi constructed large agricultural communities and maintained extensive trading networks. Good students will insert information on changing environmental conditions such as drought to explain why the Anasazi eventually dispersed to form pueblos. When discussing dispersal of technology, students need to explain how southeastern Indians benefited from the spread of agricultural technology to produce agricultural surpluses. Good students will identify that social and political authority was bestowed upon those with the expertise to supervise and accomplish the task at hand, to include women as leaders should the situation call for their knowledge.

65. How did African societies change as a result of increased contact with European and Muslim societies?

ANSWER: Students should begin by assessing the state of the African societies mentioned in the chapter prior to contact with Europeans and Muslims. All students should be able to identify the societies covered in the chapter and provide some insights into how these cultures ordered themselves and provided for their survival. Additionally, students should be able to describe how the growing slave market impacted the relationships between European, Muslim, and African societies. More advanced students will also pick up on other trade issues that affected these groups. Finally, students should be able to provide an interpretation of how contact with Europeans, who circumvented Muslim trade monopolies via the oceans, altered African societies, including the relationships between different African societies competing for trade privileges.

66. How did the arrival of Europeans affect the environment of North America?

ANSWER: This is a fairly straightforward question that requires students to look closely at one aspect of the Columbian Exchange. Students should point to the arrival of new crops and the creation of plantations, which eventually choked out some existing plants. They should note the emergence of new species of animals that pushed aside some native animals. Students ought to note the unintended consequences of much of the environmental change. The importation of dandelions is one example. But the major environmental impact resulted from the exchange of diseases that killed millions of Indians and lesser numbers of Europeans and Africans. More advanced students should be able to relate the impact this had on cultural knowledge and history due to the loss of storytellers and elders. The survivors of the epidemics then formed new relationships, to

include confederacies, from the remnants of larger tribes.

67. Students should analyze the meaning of the "Columbian Exchange."

ANSWER: Such a discussion or written exercise would begin with the recognition that a great number of exchanges took place across the Atlantic Ocean. They might look at the exchange of plants like wheat from Europe and maize (or corn) from America. They might consider the exchange of diseases like measles and syphilis. But more significantly, students should describe the extent to which the Exchange was positive or negative. Consideration of the effects upon European and African societies which experienced population explosions because of increased nutrition and crop yields of the new plants would rebound to the Americas where the descendants sought room to grow and a place for themselves in the new world.