

Chapter 1 - New World Beginnings

1. Which of the following was NOT a feature created in North America 10,000 years ago when the glaciers retreated?

- a. the Great Lakes
- b. the Great Salt Lake
- c. a mineral-rich desert
- d. the Grand Canyon

ANSWER: d

2. What is the term for Latin Americans of mixed European and Native ancestry?

- a. mestizos
- b. criollos
- c. Indios
- d. nativos

ANSWER: a

3. Of the estimated 54 million inhabitants of the Americas, where did 20 million live?

- a. Peru
- b. the Ohio River Valley
- c. Mexico
- d. California

ANSWER: c

4. What can be attributed to the size and sophistication of Native American civilizations in Mexico and South America?

- a. Spanish influences
- b. their hunting and gathering way of life
- c. the development of agriculture
- d. influences brought by early settlers from Siberia

ANSWER: c

5. Which of the following is NOT true of the Inca, Mayan, and Aztec civilizations?

- a. They had advanced agricultural practices based primarily on the cultivation of maize.
- b. They lacked the technology of the wheel.
- c. They had the use of large draft animals such as the horse and oxen.
- d. They built elaborate cities and carried on far-flung commerce.

ANSWER: c

6. What was the crop that became the staple of life in Mexico and South America?

- a. wheat
- b. potatoes
- c. tobacco
- d. corn

ANSWER: d

7. Why was the Iroquois Confederation able to menace its Native American and European neighbors?

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- a. its military alliances, sustained by political and organizational skills
- b. the Iroquois warriors' skill with the Europeans' muskets
- c. the scattered nature of the Iroquois settlements, which made it difficult for their enemies to defeat them
- d. its use of new weapons

ANSWER:

a

8. Which of the following was NOT a task performed by men in the more settled agricultural groups in North America?

- a. hunting
- b. gathering fuel
- c. tending crops
- d. clearing fields for planting

ANSWER:

c

9. Of the following, what was a factor in the growth of the Aztec, Inca and Mayan urban centers?

- a. mastery of metalwork
- b. advanced agricultural techniques
- c. extensive use of the wheel
- d. advanced seagoing capabilities

ANSWER:

b

10. What did the Mound Builders of Cahokia have in common with the Aztecs?

- a. a propensity for human sacrifice
- b. large urban centers
- c. conflict with the Spaniards
- d. steel weapons

ANSWER:

b

11. Why did Europeans want to discover a new, shorter route to Eastern Asia?

- a. to break the hold that Muslim merchants had on trade with Asia
- b. to increase the going price of goods from Asia
- c. to generate higher profits for Asian trading partners
- d. to overcome the limitations of oar-propelled war galleys

ANSWER:

a

12. In the last half of the sixteenth century, into which role did Portugal and Spain force some 40,000 enslaved Africans?

- a. to work on plantations in Africa
- b. to establish plantations in North America
- c. to establish plantations in South America
- d. to work on plantations on the Atlantic sugar islands

ANSWER:

d

13. Why did Spain look westward in their efforts to reach the Indies?

- a. Portugal controlled the African coast.

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- b. The Pope granted Spain the right to sail this route.
- c. Muslims blocked the sea route.
- d. The Moors had convinced them to do so.

ANSWER:

a

14. Which ship did the Portuguese introduce around 1450 that facilitated long-distance trade and exploration?

- a. the cog
- b. the longship
- c. the caravel
- d. the carrack

ANSWER:

c

15. Which factor prevented Portuguese mariners from sailing back from India along the western coast of Africa?

- a. northerly winds
- b. hostile African peoples
- c. Ottoman warships
- d. southerly winds

ANSWER:

a

16. Which group was responsible the trading of enslaved people in Africa long before the Europeans had arrived?

- a. the Portuguese and Spanish
- b. the English and Scandinavians
- c. the Incas and Aztecs
- d. the Arabs and Africans

ANSWER:

d

17. Before Columbus's first voyage to the New World, where did most of Europe's gold come from?

- a. Eastern Europe
- b. Africa
- c. Western Europe
- d. the British Isles

ANSWER:

b

18. Which country first required large numbers of enslaved people for its sugar plantations, even before crossing the Atlantic to the New World?

- a. Portugal
- b. Spain
- c. England
- d. France

ANSWER:

a

19. Who were the Muslim foes defeated by Ferdinand and Isabella in Spain, before they sponsored Columbus' first voyage?

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- a. Tauregs
- b. Moors
- c. Egyptians
- d. Syrians

ANSWER:

b

20. What helped spread scientific knowledge throughout Europe?

- a. the printing press
- b. illuminated manuscripts
- c. an efficient international mail system
- d. spies and espionage

ANSWER:

a

21. What does the term "Columbian Exchange" describe?

- a. the exporting of precious metals from the New World and the importing of enslaved Africans to the New World
- b. the gifts Columbus brought to and received from Native Americans
- c. the trade in Native American furs for European horses and other goods
- d. the transfer of plants, animals, and diseases between the Old and New Worlds

ANSWER:

d

22. Which of the following New World plants revolutionized the international economy?

- a. maize
- b. wheat
- c. oats
- d. apples

ANSWER:

a

23. In the Columbian Exchange, which disease spread from the New World to Europe?

- a. smallpox
- b. measles
- c. syphilis
- d. malaria

ANSWER:

c

24. In the Columbian Exchange, which crop spread from the New World to Europe?

- a. wheat
- b. rye
- c. potatoes
- d. oats

ANSWER:

c

25. Which crop, imported to the New World by Columbus, was central to the beginning of trading enslaved people?

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- a. pineapple
- b. oranges
- c. corn
- d. sugar

ANSWER:

d

26. Which city was rebuilt into the capital of New Spain?

- a. Chichen Itza
- b. Cuzco
- c. Tenochtitlán
- d. Guatemala

ANSWER:

c

27. What was the name of Hernán Cortés's interpreter with the Aztec Empire?

- a. Isabel
- b. Malinche
- c. Catalina
- d. Martina

ANSWER:

b

28. Which empire was ruled by Moctezuma?

- a. Mayan
- b. Aztec
- c. Inca
- d. Anasazi

ANSWER:

b

29. In which two countries was the Incan Empire centered?

- a. Mexico and Guatemala
- b. Honduras and El Salvador
- c. Venezuela and Brazil
- d. Peru and Mexico

ANSWER:

d

30. What did the institution of *encomienda* provide for?

- a. Indigenous peoples to enslave members of other Indigenous nations
- b. Europeans to marry Indigenous peoples
- c. European governments to "commend" or give Indigenous peoples to colonists who promised to Christianize them
- d. Europeans to establish an economy based on capitalism

ANSWER:

c

31. Of the following conquistadores, who had the most historically significant achievements?

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- a. Ponce de León
- b. Hernando de Soto
- c. Francisco de Coronado
- d. Francisco Pizarro

ANSWER:

d

32. Which of the following is NOT true of the Pueblo Revolt in 1680?

- a. The Pueblo people rebelled when Spanish missionaries sought to suppress native religious customs.
- b. Puebloans destroyed every Catholic church in the province of New Mexico.
- c. The revolt by the Pueblo people was successfully halted by the Spanish.
- d. Spanish priests and settlers were killed in the conflict.

ANSWER:

c

33. Which of the following terms refers to the embellished story, used to discredit Spain and spread by its enemies, that describes the brutal treatment of Indigenous peoples at the hands of conquistadores?

- a. Dark Myth
- b. European Legend
- c. Black Legend
- d. Spanish Myth

ANSWER:

c

34. Around what year did the North American Mound Builders and Anasazis decline?

- a. 1300 C.E.
- b. 1000 C.E.
- c. 100 C.E.
- d. 100 B.C.E.

ANSWER:

a

35. In what general area did the Mound Builders flourish?

- a. the Pacific Northwest
- b. the St. Lawrence River
- c. the Ohio and Mississippi River valleys
- d. the Rocky Mountains

ANSWER:

c

36. What two regions were connected by the frozen Bering Sea?

- a. North America and South America
- b. North America and Europe
- c. Siberia and Alaska
- d. South America and Africa

ANSWER:

c

37. Early in geologic history, Eurasia, Africa, Australia, Antarctica, and the Americas all originally formed which of the

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following?

- a. The Canadian Shield
- b. Half of the world's dry land
- c. A single supercontinent
- d. The entirety of the sea floor

ANSWER:

c

38. What is the Canadian Shield?

- a. the first part of the landmass that became North America to emerge from the sea
- b. the first mountains to divide Canada from the United States
- c. a series of forts constructed by the French to keep English troops out
- d. a series of policies enacted by France to keep the Spanish out of Canada

ANSWER:

a

39. In the quest between Europeans to determine the future of the New World, which nation was initially the most powerful?

- a. England
- b. Spain
- c. France
- d. Portugal

ANSWER:

b

40. Which economic activity motivated the French to come to North America?

- a. trading of enslaved people
- b. sugar trade
- c. fur trade
- d. agricultural trade

ANSWER:

c

41. Describe both the positive and negative effects of the Columbian Exchange on the New and Old World.

ANSWER:

42. How the Ice Age affect migration across the Bering Land Bridge to the Americas?

ANSWER:

43. How did the cultivation of maize affect population growth in the Southwest of the United States and along the eastern seaboard?

ANSWER:

44. What were the most important navigation technologies acquired by Europeans in the Renaissance and how did they affect exploration?

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ANSWER:

45. Why did the Spanish turn west in their quest to reach the Indies, instead of east and south, around the tip of Africa?

ANSWER:

46. Describe how the introduction of European diseases to the Americas led to the importation of enslaved Africans to the Spanish colonies.

ANSWER:

47. Compare the settlements of the Pueblo, Anasazi, and Mississippian societies. How were they similar? How were they different?

ANSWER:

48. Identify and describe the historical significance of the Iroquois Confederacy.

ANSWER:

49. Identify and describe the historical significance of maize.

ANSWER:

50. Identify and describe the historical significance of Cahokia.

ANSWER:

51. Identify and describe the role that beans, squash, and maize played in the development of Indigenous societies

ANSWER:

52. Identify and describe the historical significance of the plantation.

ANSWER:

53. Identify and describe the historical significance of Christopher Columbus.

ANSWER:

54. Identify and describe the historical significance of Hernán Cortés.

ANSWER:

55. Identify and describe the historical significance of encomienda.

ANSWER:

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56. Identify and describe the historical significance of Quetzalcoatl.

ANSWER:

57. Identify and describe the historical significance of mestizos.

ANSWER:

58. Identify and describe the historical significance of the Incas.

ANSWER:

59. Identify and describe the historical significance of capitalism.

ANSWER:

60. Identify and describe the historical significance of the conquistadors.

ANSWER:

61. Identify and describe the historical significance of the caravel.

ANSWER:

62. Identify and describe the historical significance of gold to the conquistadores.

ANSWER: