

CHAPTER 1

A New World

This chapter concentrates on the contact between Indians and early European explorers and settlers in the Americas. It begins by examining the sophisticated Native American cultures in South and North America before European contact. Another major theme is the European expansion pioneered by the Portuguese and Spanish and propelled by the search for African gold and a direct sea route to Asia. Portuguese contact with African societies, the voyages of Columbus, and the Spanish conquest of Mexico and South America are discussed, with critical analysis of the demographic consequences of those contacts. Other aspects of Spanish colonization—including justifications for conquest, economic matters, and Spanish-Indian relations—are also considered. The next section focuses on the French and Dutch empires in North America. The relatively few French who lived in New France (French Canada) consisted mainly of fur traders, indentured servants, and Jesuit missionaries. The French drew Indians into the Atlantic economy and into conflict with European powers. The Dutch, mainly interested in trade, established friendly commercial and diplomatic relations with the Iroquois but conflicted with other Indians over land in New Netherland. *Voices of Freedom* primary source documents within this chapter include an excerpt from *History of the Indies*, by a Spanish priest named Bartolome De Las Casas (1528), and a portion of the “Declaration of Josephe” (1681), the deposition of a Native American who witnessed the Pueblo Revolt in New Mexico. Both documents reveal Spanish and Native American interaction and conflict.

CHAPTER OUTLINE

I. Introduction

1. Since the voyages of Columbus, the interconnection of cultures and peoples has taken place on a global scale.

II. The First Americans

A. The Settling of the Americas

1. "Indians" settled the New World between 15,000 and 60,000 years ago, before the glaciers melted and submerged the land bridge between Asia and North America.

B. Indian Societies of the Americas

1. North and South American societies built roads, trade networks, and irrigation systems.
2. Societies from Mexico and areas south were grander in scale and organization than those north of Mexico.
 - a. North American Indians lacked the technologies Europeans had mastered, such as metal tools and machines, gunpowder, and the scientific knowledge necessary for long-distance navigation.

C. Mound Builders of the Mississippi River Valley

1. Built approximately 3,500 years ago along the Mississippi River in modern-day Louisiana, a community known today as Poverty Point was a trading center for the Mississippi and Ohio River Valleys.
2. Near present-day St. Louis, the city known as Cahokia, which flourished with a population of 10,000 to 30,000 around 1200 CE, featured large human-built mounds.

D. Western Indians

1. Hopi and Zuni ancestors settled around present-day Arizona and New Mexico, built large planned towns with multiple-family dwellings, and traded with peoples as far away as Mississippi and central Mexico.
2. Indians in the Pacific Northwest lived primarily by fishing and gathering, whereas on the Great Plains, the Indians hunted buffalo or lived in agricultural communities.

E. Indians of Eastern North America

1. Indian tribes living in the eastern part of North America sustained themselves with a diet of corn, squash, and beans and supplemented it by fishing and hunting.
2. Native Americans believed sacred spirits could be found in living and inanimate things such as animals, plants, trees, water, and wind. This idea is known as animism.
3. Tribes frequently warred with one another; however, there were also many loose alliances.
4. Indians saw themselves as one group among many; the sheer diversity seen by the Europeans upon their arrival was remarkable.

F. Native American Religion

1. Religious ceremonies were often directly related to farming and hunting.
2. Those who were believed to hold special spiritual powers held positions of respect and authority.

3. Indian religion did not pose a sharp distinction between the natural and the supernatural.

G. Land and Property

1. The idea of owning private property was foreign to Indians.
2. Indians believed land was a common resource, not an economic commodity.
3. Wealth mattered little in Indian societies and generosity was far more important.

H. Gender Relations

1. Women could engage in premarital sex and choose to divorce their husbands, and most Indian societies were matrilineal.
2. Because men were often away on hunts, women attended to the agricultural duties as well as the household duties.

I. European Views of the Indians

1. Europeans felt that Indians lacked genuine religion.
2. Europeans claimed that Indians did not “use” the land and thus had no claim to it.
3. Europeans viewed Indian men as weak and Indian women as mistreated.

III. Indian Freedom, European Freedom

A. Indian Freedom

1. Europeans concluded that the notion of freedom was alien to Indian societies.
2. Europeans concluded that Indians were barbaric because they were *too* free.
3. European understanding of freedom was based on ideas of personal independence and the ownership of private property—ideas foreign to Indians.

B. Christian Liberty

1. Europeans believed that to embrace Christ was to provide freedom from sin.
2. “Christian liberty” had no connection to later ideas of religious tolerance.
3. In the premodern world, religion permeated every aspect of people’s lives.
4. A person’s religion was closely tied to his or her economic, political, and social position.

C. Freedom and Authority

1. Europeans claimed that obedience to law was another definition of freedom; law was liberty’s salvation.
2. Under English law, women held very few rights and were submissive to their husbands.

D. Liberty and Liberties

1. Liberty came from knowing one’s place in a hierarchical society and fulfilling duties appropriate to one’s rank.
2. Numerous modern civil liberties (such as freedom of worship and of the press) did not exist.

IV. The Expansion of Europe

A. Chinese and Portuguese Navigation

1. Chinese admiral Zheng He led seven naval expeditions into the Indian Ocean between 1405 and 1433, even exploring East Africa on the sixth voyage.
2. Caravel, compass, and quadrant made travel along the African coast possible for the Portuguese in the early fifteenth century.

B. Portugal and West Africa

1. Africa was a wealthy continent, and the search for African gold drove the early explorers.
2. The Portuguese established trading posts, “factories,” along the western coast of Africa.
3. Portugal began colonizing Atlantic islands and established sugar plantations worked by slaves.

C. Freedom and Slavery in Africa

1. Slavery was already one form of labor in Africa before the Europeans came.
2. Europeans traded textiles and guns for African slaves; this greatly disrupted African society.
3. By the time Vasco da Gama sailed to India in 1498, Portugal had established a vast trading empire.

D. The Voyages of Columbus

1. Both commercial trade and religious conversions motivated Columbus.
2. Christopher Columbus, an Italian, got financial support from King Ferdinand and Queen Isabella of Spain.
3. In the same year, 1492, the king and queen completed the *Reconquista*, ordering all Muslims and Jews to convert to Catholicism or leave the country.

V. Contact

A. Columbus in the New World

1. Columbus landed on Hispaniola in 1492, and colonization began the next year.
2. Nicolas de Ovando established a permanent base in Hispaniola in 1502.
3. Amerigo Vespucci sailed along the coast of South America between 1498 and 1502, and the New World came to be called America.

B. Exploration and Conquest

1. News could now travel quickly, especially with the invention of Johann Gutenberg’s movable-type printing press in the early 1400s.
2. John Cabot had traveled to Newfoundland in 1497, and soon many Europeans were exploring the New World.
3. Vasco Núñez de Balboa trekked across Panama and was the first European to see the Pacific Ocean. Ferdinand Magellan led an expedition to sail around the world.
4. Two Spanish conquistadores, Hernán Cortés and Francisco Pizarro, led devastating expeditions against the Aztec and Inca civilizations, respectively, in the early 1500s.

C. The Demographic Disaster

1. The Columbian Exchange transferred not only plants and animals but also diseases, such as smallpox and influenza.
2. The native populations were significantly depleted through wars, enslavement, forced conversion to Christianity, and disease.

VI. The Spanish Empire

A. Governing Spanish America

1. Spain established a stable government modeled after Spanish home rule and absolutism.
 - a. Power flowed from the king to the Council of the Indies to viceroys to local officials.
2. The Catholic Church played a significant role in the administration of Spanish colonies.

B. Colonists in Spanish America

1. Gold and silver mining was the primary economy in Spanish America.

- a. Mines were worked by Indians.

- b. Many Spaniards came to the New World for easier social mobility.

C. Colonists and Indians

1. Indian inhabitants always outnumbered European colonists and their descendants in Spanish America.

- a. *Peninsulares* were people of European birth.

2. Spanish America evolved into a hybrid culture—part Indian, part Spanish, and, in places, part African.

- a. Mestizos were persons of mixed Indian and Spanish origin.

D. Justifications for Conquest

1. To justify their claims to land that belonged to someone else, the Spanish relied on cultural superiority, missionary zeal, and violence.

E. Spreading the Faith

1. A missionary element existed from the Church's long holy war against Islam and was renewed with the Protestant Reformation in the sixteenth century.

2. National glory and religious mission went hand in hand, with the primary aim of the Spaniards being to transform the Indians into obedient Catholic subjects of the crown.

3. Not only diseases contributed to massive deaths but also brutal conditions of forced labor.

- a. Many Spanish colonialists saw no contradiction between serving God and enriching themselves.

- b. The souls to be saved could also be a labor force in the gold and silver mines.

F. Las Casas's Complaint

1. Bartolomé de Las Casas wrote about the injustices of Spanish rule toward the Indians.

2. Las Casas insisted that Indians were rational beings and Spain had no grounds to deprive them of land or liberty.

3. He believed that "the entire human race is one," but favored African slavery.

4. *Voices of Freedom* (Primary Source document feature)

- a. Las Casas, *History of the Indies* (1528)

- b. His book helped to establish the Black Legend that Spain was a uniquely brutal colonizing power.

G. Reforming the Empire

1. Las Casas's writings encouraged the 1542 New Laws, which forbade Indian enslavement.

2. In 1550, Spain abolished the *encomienda* system and replaced it with the *repartimiento* system.

H. Exploring North America

1. In what would become the future United States, Spain established the first permanent colony on the island of Puerto Rico (1508).

- a. Juan Ponce de León, the leader of the colony, found gold.

- b. Most other later European settlements did not have gold.

2. Large Spanish expeditions traveled through Florida, the Gulf of Mexico region, and the Southwest (1520s–1540s).

3. These expeditions, particularly Hernando de Soto's, brutalized Indians and spread deadly diseases.

I. Spanish Florida

1. Florida, the first present-day U.S. continental area colonized by Spain, had forts as early as the 1560s to protect Spanish treasure fleets from pirates.
 - a. St. Augustine was colonized in 1565.
 - b. In 1566, the Spanish traveled far north to establish Santa Elena in present-day South Carolina.
2. Spanish missionaries sought to convert Indians, without much success.
3. As late as 1763, Spanish Florida had only 4,000 inhabitants of European descent.

J. Spain in the Southwest

1. In 1598, Juan de Oñate led settlers into present-day New Mexico.
2. Oñate destroyed Acoma, a centuries-old Indian city, in response to an attack.

K. The Pueblo Revolt

1. In 1680, Pueblo Indians, led by Popé, rebelled against the Spanish colonists in present-day New Mexico for forcing the Indians to convert to Christianity.
2. *Voices of Freedom* (Primary Source document feature)
 - a. The "Declaration of Josephe" (1681) is the deposition of a Native American who witnessed the Pueblo Revolt in New Mexico.

VII. The French and Dutch Empires

- #### A. French and Dutch settlements became more dependent than the English on Native Americans as trading and military allies, providing Indians with more power and freedom in dealing with these settlements.

B. French Colonization

1. The French were hoping to find gold and the Northwest Passage to the Pacific but found only what they considered a barrier: a large North American continent.
2. Samuel de Champlain founded Quebec in 1608, and others explored and claimed the entire Mississippi Valley for France.
3. Relatively few French colonists arrived in New France; most were *engagés* (indentured servants) who returned home when their contracts expired. The white population in 1700 was only 19,000.

C. New France and the Indians

1. With few settlers, France needed friendly relations with the Indians.
2. The Jesuits converted Indians but did not try to change much of the Indian culture and allowed them to retain some of their traditional religious practices.
3. The French prided themselves on adopting a more humane policy toward the Indians than Spain, yet their contact still brought disease and their fur trading depleted the native animal population.
4. On the upper Great Lakes, relative equality existed between the French and Indians.
 - a. The *métis* were children of Indian women and French men.
 - b. It was more common for the French to adopt Indian ways than for Indians to become like the French.

D. The Dutch Empire

1. In 1609, Henry Hudson sailed into New York Harbor and claimed the area for the Netherlands.
2. Dutch traders established Fort Orange (near modern Albany) in 1614, and the Dutch West India Company settled colonists on Manhattan Island in 1626.
3. The Netherlands dominated international commerce in the early seventeenth century.

E. Dutch Freedom

1. The Dutch prided themselves on their devotion to liberty; freedoms of the press and of private religious practice were unique to the Dutch.
2. Amsterdam was a refuge for many persecuted Protestants and Jews.

F. Freedom in New Netherland

1. New Netherland was a military post. It was not governed democratically, but the citizens possessed rights.
2. Slaves had “half-freedom” in that they were given land to support their families.
3. Women had more rights and independence in New Netherland than in other European colonies; they could go to court, borrow money, and own property.

G. The Dutch and Religious Toleration

1. New Netherland was a remarkably diverse colony; eighteen different languages were spoken in New Amsterdam.
2. The Dutch were more tolerant in religious matters than other European countries, but they still had an official religion, the Dutch Reformed Church.
3. Governor Petrus Stuyvesant denied open practice of other religious faiths.
4. No one in New Netherland was forced to attend the Dutch Reformed Church or executed for different religious beliefs.

H. Settling New Netherland

1. Cheap livestock and free land after six years of labor were promised in an attempt to attract settlers.
2. A plan was adopted to offer large estates to *patroons*, shareholders who agreed to transport tenants for agricultural labor.

I. New Netherland and the Indians

1. The Dutch came to trade, not to conquer, and were determined to treat the Indians more humanely, although conflict was not completely avoided.
2. Dutch authorities recognized Indian sovereignty over the land and forbade settlement until it had been purchased.

J. Borderlands and Empire in Early America

1. A borderland is a “meeting place of peoples where geographical and cultural borders are not clearly defined.”
2. Boundaries between empires, and between colonists and native peoples, constantly shifted.
 - a. In some areas, the Indians were weakened.
 - b. At the edges, European power was unstable, and no set pattern of cultural interactions emerged.
3. Indians often wielded power and pitted Europeans against each other.

SUGGESTED DISCUSSION QUESTIONS

- Compare the following precontact societies: Aztec, Inca, Cahokia, and the ancestors of the Hopi and Zuni. What similarities and differences defined the development and culture of these indigenous peoples?
- How did Indians and Europeans conceive of and practice religion?
- The Europeans' understanding of freedom based on ownership of private property had little meaning to most Indian societies. What values were far more important than individual autonomy to most Indian communities, and why?
- Evaluate "Gold, God, and Glory" as reasons for the European conquest of the Americas. Did one factor outweigh another in motivating the Europeans? How did Europeans justify the conquest?
- The European conquest of the New World enhanced interaction among cultures on a global scale. Discuss this interaction and how it affected both the Europeans and the Indians. Be sure to discuss the demographic consequences for indigenous populations.
- Bartolomé de Las Casas became a voice of freedom for the Indians in Spanish America. Explain what experiences motivated him to speak out. What kind of influence did his actions exert on the Spanish, Indians, and African slaves? In what sense was his understanding of freedom limited by his background and origins?
- Compare the Spanish colonies with the French and Dutch colonies. Think about factors such as economies, freedoms, religion, government structure, and intermarriage. How did the French and Dutch learn from Spanish experiences in the Americas?
- Imagine you are an attorney accusing Spain of human rights violations in a sixteenth-century world criminal court. Draw on the *Voices of Freedom* pieces in this chapter to help you prepare your closing argument. What do you imagine Spain's defense attorney would argue regarding Spanish and Indian interactions?
- Discuss the borderlands area of New France. What roles did the French settlers, missionaries, trappers, and various Indian tribes play in the development of the borderlands of New France?

SUPPLEMENTAL WEB AND VISUAL RESOURCES

American Beginnings

<http://nationalhumanitiescenter.org/tserve/divam.htm>

<http://nationalhumanitiescenter.org/tserve/nattrans/nattrans.htm>

<http://nationalhumanitiescenter.org/pds/tblibrary.htm>

The National Humanities Center. Teacher Serve: An Interactive Curriculum Enrichment Service for Teachers. Two sections: one on religion and the national culture and one on the environment in American history. Toolbox Library offers a plethora of primary sources, discussion questions, additional online sources, and talking points.

Caribbean Amerindians

<http://indigenouscaribbean.wordpress.com/articles/issues-in-indigenous-caribbean-studies/>

Issues in Indigenous Caribbean Studies is an online collection of academic papers.

Columbian Exchange

www.nhc.rtp.nc.us/tserve/nattrans/ntecoindian/essays/columbian.htm

The National Humanities Center chronicles the Columbian Exchange with help from Alfred Crosby.

Conquistadores

www.pbs.org/conquistadors

This is a two-volume PBS Home Video. Host Michael Wood travels the routes that the Spanish conquistadores took in the sixteenth century. Cortés and the Pizarro brothers are highlighted.

Images of Pre-Columbian America

https://hort.purdue.edu/newcrop/Hort_306/

Hosted by Purdue University, this site offers more than fifty photographs of ancient artifacts.

1492: An Ongoing Voyage

www.ibiblio.org/expo/1492.exhibit/Intro.html

This exhibit, hosted by the Library of Congress, provides a variety of resources and information about Columbus and the consequences of his voyage.

The Mound Builders

<http://www.crt.state.la.us/louisiana-state-parks/historic-sites/poverty-point-state-historic-site/index>

The Louisiana State Department of Culture, Recreation and Tourism, Office of State Parks, offers this website for the Poverty Point Historic Site.

www.cr.nps.gov/archeology/feature/builder.htm

The National Park Service's archaeology site features a time line, artifacts, "delta voices," and more from the mound builders.

The Mystery of Chaco Canyon

https://solsticeproject.org/Chaco_Films_Videos/The_Mystery_of_Chaco_Canyon/

A full-length documentary film (56 min.) about the most impressive Native American archaeological site in North America.

The Pueblo Revolt of 1680

www.pbs.org/weta/thewest/resources/archives/one/pueblo.htm

This PBS site offers useful information about the Pueblo Revolt. Also linked is information on the PBS documentary *The West*, the first volume of which covers the Pueblo Revolt.

SUPPLEMENTAL PRINT RESOURCES

Axtell, James. "The Moral Dimensions of 1492." *Historian* 56, no. 1 (1993): 17-28.

Bradley, James W. *Evolution of the Onondaga Iroquois: Accommodating Change, 1500-1655*. Lincoln: University of Nebraska Press, 2005.

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Davis, David Brion. "Constructing Race: A Reflection." *William and Mary Quarterly* 54, no. 1 (1997): 7-18.

Greenblatt, Stephen. *Marvelous Possessions: The Wonder of the New World*. Chicago: University of Chicago Press, 1991.

Krech, Shepard, III. *The Ecological Indian: Myth and History*. New York: W. W. Norton & Company, 2000.

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- 1991.
- Mann, Charles C. *1491: New Revelations of the Americas before Columbus*. New York: Vintage Books, 2005.
- Mann, Charles. *1493: Uncovering the New World Columbus Created*. New York: Vintage Books, 2012.
- Pauketat, Timothy R. *Cahokia: Ancient America's Great City on the Mississippi*. New York: Viking Press, 2009.
- Shorto, Russell. *The Island at the Center of the World: The Epic Story of Dutch Manhattan and the Forgotten Colony That Shaped America*. New York: First Vintage Books, 2005.
- Townsend, Camilla. "Burying the White Gods: New Perspectives on the Conquest of Mexico." *American Historical Review* 108, no. 3 (2003): 659-687.
- Wright, Ronald. *Stolen Continents: 500 Years of Conquest and Resistance in the Americas*. New York: Mariner, 2005.

INTERACTIVE INSTRUCTOR ACTIVITIES

1. Pizarro and the Incas: Group Film Analysis

Have students watch *Guns, Germs, and Steel*, episode 2, "The Conquest," based on Jared Diamond's book. It is available on DVD or streaming from Netflix. The DVD is a National Geographic program, but PBS has an insightful companion website that includes transcripts of all episodes: www.pbs.org/gunsgermssteel/.

Discussion Activities

1. What was life like for the Incas in the sixteenth century?
2. What was life like for the Spanish in sixteenth-century Europe?
3. Why did conflict arise between the Spanish and the Incas?
4. Discuss the advantages Spanish society had over Incan society and which allowed the Spanish forces to conquer the large Incan army. How did these advantages come about?
5. Why were the Incas and other Native American societies extremely susceptible to European diseases? What role did disease play in the conquest of the Incas?
6. How did the geography of North America and South America shape the development of the Incas? Did it influence other Native American societies?
7. Compare Incan society with Aztec society regarding achievement and structure. How does the conquest of the Incas compare to the conquest of the Aztecs?

2. The Spanish Conquest: European and Indian Perspectives: Class Debate

Divide the class in half to represent European and Native American people. Allow the groups to meet and finalize their talking points on the question of how European arrival in the Americas impacted Native American people. A class debate will ensue for 30 minutes, with each side answering the questions and concerns of the other. Keep track of the most important points of evidence from the chapter raised by both sides to assess which side won the debate.

TEST BANK

Learning Objectives

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.
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.

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.

Multiple Choice

1. In 1776, what did political philosopher Adam Smith observe about the “discovery” of the Americas?
 - a. The European colonization of the Americas changed the course of history.
 - b. The idea of slavery in the New World originated with the Native Americans.
 - c. In reference to the Americas, the term “discovery” is misleading and should not be used.
 - d. Christopher Columbus’s role in settling the New World was insignificant.
 - e. Native Americans had benefited tremendously from European encounters.

ANS: A TOP: Global Awareness | Introduction: Columbian Exchange DIF: Moderate REF: Full p. 5 | Seagull p. 1 MSC: Understanding

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

2. Which of the following resulted from the European exploration, conquest, and colonization of the Western Hemisphere?
 - a. Crops new to each hemisphere reshaped people’s diets and transformed the natural environment.
 - b. Native Americans gained an unprecedented amount of political power.
 - c. The Old and New Worlds remained largely unchanged.
 - d. European interest in Africa dissipated; instead, Europeans focused on enslaving Native American populations.
 - e. European nations entered the longest era of peace since the Pax Romana.

ANS: A TOP: A New World DIF: Easy

REF: Full p. 5 | Seagull p. 2 MSC: Remembering

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

3. Which of the following statements accurately describes the Americas before the arrival of Europeans?
 - a. Across Native American groups, only a few languages were spoken, which aided communication.
 - b. A diverse array of Native American groups had their own languages, cultures, and conflicts.
 - c. Trade among Native American groups had yet to be established because there were few riches there.
 - d. Groups relied only on hunting and gathering, not any form of farming the earth.
 - e. Very little diversity existed in North America, which contributed to the lack of fighting.

ANS: B TOP: Global Awareness | Introduction: Columbian Exchange DIF: Moderate REF: Full p. 6 | Seagull p. 3 MSC: Understanding

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

4. Which statement is true about Native Americans who lived in the Western Hemisphere prior to the arrival of Europeans?
 - a. They descended from people who are believed to have arrived in North America from Asia between 15,000 and 60,000 years ago, via a land bridge across the Bering Strait.

- b. They lived in large cities such as Tenochtitlan, which had a population that surpassed 1 million people.
- c. The most complex Native American civilizations developed in the region that later became the United States.
- d. Native Americans were heavily reliant on livestock populations.
- e. Native Americans all spoke the same language.

ANS: A TOP: The First Americans DIF: Moderate

REF: Full p. 6 | Seagull pp. 3–4 MSC: Remembering

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

- 5. What was a commonality shared between the Asians who crossed the Bering Strait and the Europeans who crossed the Atlantic Ocean thousands of years later?
 - a. Both groups were sent there by powerful monarchs.
 - b. Both groups were driven by the desire to hunt large mammals.
 - c. Both groups started as slaves and then gained their freedom during the journey.
 - d. Both groups trekked during bitter ice ages.
 - e. Both groups were searching for resources.

ANS: E TOP: The First Americans | The Expansion of Europe DIF: Difficult REF: Full pp. 6, 18 | Seagull pp. 3–4, 15 MSC: Analyzing

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

- 6. Around 9,000 years ago, where did farming first start in the Americas?
 - a. the Mississippi Valley
 - b. the Ohio Valley
 - c. around the Amazon River
 - d. Mexico and the mountains of South America
 - e. the Near East

ANS: D TOP: The First Americans DIF: Moderate

REF: Full p. 6 | Seagull p. 5 MSC: Remembering

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

- 7. Pre-Columbian Native Americans were viewed by Europeans as “backwards” due to their
 - a. lack of farming techniques.
 - b. lack of metal tools.
 - c. inadequate hunting and fishing skills.
 - d. lack of trade networks.
 - e. inability to communicate within their tribes.

ANS: B TOP: The First Americans 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.

- 8. Both the Aztec and Inca empires were
 - a. urban, but lacking markets and trade networks.

- b. small in population but sophisticated in infrastructure.
- c. large, wealthy, and sophisticated.
- d. large in geographic size but sparsely populated.
- e. rural, with few impressive buildings.

ANS: C TOP: The First Americans DIF: Moderate

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.

9. Why did Native Americans who farmed never plow their fields?

- a. The soil was too dry.
- b. They had no livestock.
- c. There was too much fertilizer.
- d. They had big shovels to use to dig.
- e. They did not need to grow many crops.

ANS: B TOP: The First Americans DIF: Easy

REF: Full p. 8 | Seagull p. 5 MSC: Understanding

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

10. Which of the following statements accurately describes one of the advancements of the Inca kingdom?

- a. The Incas were the only Native American group to own vast quantities of gold.
- b. The Aztecs helped the Incas develop their empire, as these groups formed a close alliance.
- c. The Incas were predominantly located along the Atlantic Ocean and pioneered shipbuilding.
- d. The Incas refrained from expanding so that the empire was easy to manage.
- e. The Incas developed a complex system of roads and bridges along the Andes mountain chain.

ANS: E TOP: The First Americans DIF: Moderate

REF: Full p. 8 | Seagull p. 5 MSC: Understanding

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

11. Where did mound-building tribes flourish?

- a. near the Atlantic Ocean
- b. in the Mississippi River Valley
- c. in present-day New Mexico
- d. in present-day South Florida
- e. near the Hudson River

ANS: B TOP: The First Americans DIF: Easy

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.

12. Pueblo Indians lived in what is now
- a. the eastern United States.
 - b. the southwestern United States.
 - c. the Yucatan Peninsula.
 - d. the northeastern United States.
 - e. western Canada.

ANS: B TOP: The First Americans 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.

13. The Pueblo Indians encountered by the Spanish in the sixteenth century
- a. had engaged in settled village life only briefly before the Spanish arrived.
 - b. 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: The First Americans 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.

14. Who were the Native Americans who created the Great League of Peace?
- a. Creeks
 - b. Mohegans
 - c. Choctaws
 - d. Powhatans
 - e. Iroquois

ANS: E TOP: The First Americans DIF: Easy

REF: Full p. 12 | Seagull p. 7 MSC: Remembering

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

15. When Europeans arrived, many Native Americans
- a. tried to use them to enhance their standing with other Native Americans.
 - b. immediately opened treaty negotiations regarding land and resources.
 - c. promptly united against them in open warfare.
 - d. immediately surrendered due to the Europeans' superiority.
 - e. simply moved away to avoid any interactions with them.

ANS: A TOP: The First Americans DIF: Easy

REF: Full p. 12 | Seagull p. 7 MSC: Remembering

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

16. Which of the following was one of the primary focuses of the Great League of Peace?

- a. It led an educational program intended to spread knowledge of the best farming techniques.
- b. It successfully outlawed any wars among tribes over goods or sentiments such as revenge.
- c. It greatly decreased the amount of centralized authority that had been the norm before the fifteenth century.
- d. It forbid all participating Native American groups from having their own political systems and religious beliefs.
- e. It relied on representatives from different groups to decide on whether to have friendly relations with outsiders.

ANS: E TOP: The First Americans DIF: Moderate

REF: Full p. 12 | Seagull p. 7 MSC: Applying

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

17. Native American religious ceremonies

- a. were completely unrelated to traditional practices such as farming and hunting.
- b. reflected a belief that sacred spirits could be found in living and inanimate things.
- c. conveyed that man was subject to supernatural forces he could not control.
- d. were practiced the same way in every community regardless of tribe.
- e. posed sharp distinctions between the natural and supernatural.

ANS: B TOP: The First Americans DIF: Moderate

REF: Full p. 12 | Seagull pp. 7–8 MSC: Remembering

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

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

- a. They treated land as a space for only hunting, not farming.
- b. They viewed land as a common resource to use.
- c. They viewed land as a possession owned only by individuals, not families.
- d. They considered land as a trading opportunity.
- e. They treated land as an economic commodity.

ANS: B TOP: The First Americans DIF: Moderate

REF: Full p. 12 | Seagull p. 9 MSC: Understanding

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

19. 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?

- a. Most Native Americans did not have any religion to compare with Christianity.
- b. No Native American religions believed in creation myths.
- c. Most Native Americans compared the Bible with their own written version of the Old Testament.
- d. Some Native Americans stated that they were a lost tribe of Israel.
- e. Many Native Americans concurred with the idea of a single supreme being creating the world.

ANS: E TOP: The First Americans DIF: Difficult

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.

20. How were the shamans and medicine men regarded in Indian societies?

- a. Native Americans in general viewed them with mistrust.
- b. Native American women, in particular, tended to reject them.
- c. Native Americans in general treated them with respect.
- d. Native Americans viewed them as highly paid witches.
- e. Native Americans regarded them as murderers.

ANS: C TOP: The First Americans DIF: Moderate

REF: Full p. 12 | Seagull p. 9 MSC: Understanding

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

21. Which one of the following is true about Native Americans and material wealth?

- a. Chiefs were expected to share some of their goods rather than hoard them.
- b. Eastern Native Americans were more materialistic than those who lived west of the Mississippi.
- c. Wealth mattered less to them than to Europeans, but both considered trade to be simply a commercial transaction.
- d. Native Americans actually suffered more social inequality than Europeans did.
- e. Generosity was one of the least valued social qualities for Native Americans because it risked taking advantage of one another.

ANS: A TOP: The First Americans 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.

22. Which of the following generalizations about Native Americans did the dynamics of the Natchez Indian society highlight?

- a. Native Americans rarely placed trust in the role of supernatural forces in their everyday lives and disregarded other living things.
- b. Native Americans across North America and South America had close to no similarities in terms of values and shared the same rigid social structures.
- c. Native American groups had record numbers of beggars and tended to experience far greater inequalities than did societies in Europe.
- d. While some Native American groups had rigid societal structures, wealth mattered relatively less to Native Americans than to the Europeans.
- e. The primary reason behind the fighting between Europeans and Native Americans was the emphasis Native Americans placed on wealth.

ANS: D TOP: The First Americans DIF: Difficult

REF: Full p. 13 | Seagull p. 9 MSC: Analyzing

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

23. Which of the following statements accurately compares Native American gender relations in the Southwest to those in most other Native American societies?
- a. Because the Southwest had fewer opportunities for hunting, men there were the primary cultivators rather than women.
 - b. Due to the climate, women in the Southwest had more opportunities to perform work outside the home than they did in any other region.
 - c. Women in the Southwest tended to be tribal leaders, whereas other regions tended to do without the role of tribal leaders entirely.
 - d. Because Native American communities in the Southwest never needed to construct homes, women there were legally considered unable to own dwellings.
 - e. Because gift giving was frowned on in Native American societies in general and materials were scarce in the Southwest, men in the Southwest primarily worked as thieves.

ANS: A TOP: The First Americans 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.

24. 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?
- a. The land was beautiful and made him think badly of and ultimately reject the European countryside.
 - b. It would take the expedition too much effort to build a settlement, and such a settlement was almost sure to fail.
 - c. The Native Americans had developed bustling metropolises in many areas along the Atlantic coast.
 - d. The English believed the land was theirs for the taking, despite the possible presence of Native Americans.
 - e. The area lacked any resources that the English could successfully exploit because it was so underdeveloped.

ANS: D TOP: The First Americans 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.

25. An example of a freedom that most Native Americans would hold in high esteem would be
- a. the opportunity for the chief to profit from selling land to a European.
 - b. the right to become the wealthiest member of the tribe.
 - c. the opportunity to work for the benefit of the group as opposed to individual gain.
 - d. the right to sever kinship ties to pursue individual prosperity.
 - e. the opportunity for some families to dominate others in the tribe.

ANS: C TOP: Indian Freedom, European Freedom

DIF: Difficult REF: Full p. 16 | Seagull p. 12

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

contact.

26. Native inhabitants of the Americas generally understood freedom
- a. in terms of the well-being of one's community, mutual obligation, and group autonomy.
 - b. as respecting authority and obeying laws created by established governments.
 - c. to be defined by ownership of private property.
 - d. as abandoning a life of sin to embrace the teachings of Christianity.
 - e. in terms of coverture, which denied property rights to married women.

ANS: A TOP: Indian Freedom, European Freedom

DIF: Moderate REF: Full pp. 16 | Seagull p. 12

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

27. In Europe on the eve of colonization, one conception of freedom, called "Christian liberty,"
- a. was a set of ideas that today is referred to as "religious toleration."
 - b. combined seemingly contradictory ideas of freedom and servitude to God.
 - 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: Indian Freedom, European Freedom

DIF: Moderate 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.

28. What statement best characterizes religion in Europe on the eve of colonization?
- a. People's religious beliefs and practices were a matter of private choice.
 - b. All Christian men were politically equal regardless of their social status.
 - c. All Christians were legally equal regardless of gender.
 - d. Christians never imposed their way of life on non-Christians.
 - e. Religious uniformity was thought to be essential to public order.

ANS: E TOP: Indian Freedom, European Freedom

DIF: Moderate REF: Full p. 17 | Seagull p. 13

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

29. European society on the eve of colonization
- a. had no rigid class lines.
 - b. was extremely hierarchical, with inequality built into virtually every social relationship.
 - c. allowed the majority of men a great degree of personal independence.
 - d. valued freedom of expression and a free press above all else.
 - e. valued gender equality above all else.

ANS: B TOP: Indian Freedom, European Freedom

DIF: Moderate REF: Full p. 17 | Seagull p. 13

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

30. Which of the following describes women's rights under "coverture"?

- a. They were banned from signing contracts.
- b. They were required to pay more taxes than men.
- c. They had to sit in the back of churches.
- d. They had to be fully clothed in public.
- e. They adopted a legal identity fully their own.

ANS: A TOP: Indian Freedom, European Freedom

DIF: Difficult 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.

31. In the fifteenth century, a big impetus for European exploration was

- a. establishing a sea route to Asia to obtain luxury goods.
- b. mining gold in central Mexico.
- c. procuring religious relics in India.
- d. obtaining the compass from Asia.
- e. spreading African slavery to the Americas.

ANS: A TOP: The Expansion of Europe DIF: Easy

REF: Full p. 18 | Seagull p. 15 MSC: Analyzing

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

32. What was China hoping to accomplish with Admiral Zheng He's fifteenth-century explorations?

- a. It hoped to impress other kingdoms with its military might.
- b. It wanted to spread Buddhism.
- c. It had highly limited seafaring technology and wished to copy that of the Europeans.
- d. It was searching for new resources because it did not yet have a trading economy.
- e. It wanted to be the first nation to arrive in the Americas.

ANS: A TOP: The Expansion of Europe

DIF: Difficult REF: Full p. 18 | Seagull p. 16

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

33. 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 luxury products 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 local Africans translated "trading post."

ANS: A TOP: The Expansion of Europe DIF: Easy

REF: Full p. 20 | Seagull p. 16 MSC: Remembering

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

34. African enslavement of other Africans
- resulted from the arrival of Europeans.
 - included no form of rights for the slaves.
 - was the only kind of labor on that continent.
 - involved the enslavement of criminals, debtors, and war captives.
 - accelerated with the arrival of the French in the 1520s.

ANS: D TOP: The Expansion of Europe DIF: Easy

REF: Full p. 20 | Seagull p. 17 MSC: Remembering

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

35. Where did Vasco da Gama hope to get to by sailing around the Cape of Good Hope?
- North America
 - South America
 - the East
 - Australia
 - Europe

ANS: C TOP: The Expansion of Europe

DIF: Moderate REF: Full p. 20 | Seagull p. 17

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

36. Which country first explored the Atlantic coast of Africa in the 1400s, and soon thereafter established plantation slavery on the Atlantic islands off the African coast?
- China
 - Spain
 - Portugal
 - England
 - France

ANS: C TOP: The Expansion of Europe DIF: Easy

REF: Full p. 20 | Seagull p. 17 MSC: Remembering

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

37. By the late fifteenth century, which country replaced the Italian city-states as the major European commercial partner of Asia?
- France
 - Holland
 - England
 - Spain
 - Portugal

ANS: E TOP: The Expansion of Europe

DIF: Moderate REF: Full p. 20 | Seagull p. 17

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

38. A significant difference between the Vikings and Columbus was that
- the Vikings were only interested in exploring Africa's coasts.
 - Columbus's voyages received far more publicity and would not be forgotten.
 - Columbus and other explorers for Spain did not use violence.
 - Viking ships did not use sails and were unable to cross the Atlantic.
 - the Vikings never attempted to establish settlements.

ANS: B TOP: The Expansion of Europe

DIF: Moderate REF: Full pp. 20–21 | Seagull pp. 17–18 MSC: Analyzing OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

39. To solidify Spain's religious unification, what did King Ferdinand and Queen Isabella do?
- They required all Jews and Muslims to convert to Catholicism or leave the country.
 - They refused to sponsor voyages of exploration.
 - They banned the Protestant faith in Spain.
 - They joined with the Moor leadership to bring about harmony.
 - They returned gold to Indians in the Western Hemisphere.

ANS: A TOP: The Expansion of Europe

DIF: Easy REF: Full p. 21 | Seagull p. 18

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

40. What geographic error did Columbus make?
- He grossly underestimated the size of the earth.
 - He thought the earth was not round but flat.
 - He was certain that India was east of the Americas.
 - He expected the weather in India to be the same as in the North Atlantic.
 - He confused the Atlantic Ocean with the Indian Ocean.

ANS: A TOP: The Expansion of Europe

DIF: Easy REF: Full p. 21 | Seagull p. 18

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

41. What role did religion play in Columbus's explorations?
- none whatsoever
 - Columbus was determined to convert Native Americans to Christianity.
 - Catholics in Spain supported his expeditions because they wanted to end Muslim control of the eastern trade.
 - Columbus benefited from Ferdinand and Isabella's efforts to promote tolerance in Spain.
 - Spain wanted Columbus to find a refuge for the Jews that the king was driving out of the country.

ANS: C TOP: The Expansion of Europe

DIF: Difficult REF: Full p. 21 | Seagull p. 18

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

42. 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 corrected Columbus's erroneous assessment of the earth's size.
- e. He and his men were the first Europeans to encounter bison.

ANS: D TOP: Contact DIF: Easy REF: Full p. 23 | Seagull p. 20 MSC: Understanding
OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

43. The ritual sacrifices practiced by the Aztecs

- a. were minimal in number and never exceeded more than a couple at a time.
- b. prompted most Aztecs to oppose their leaders, who opposed the sacrifices.
- c. shocked 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: Contact DIF: Moderate REF: Full p. 23 | Seagull p. 20 MSC: Understanding
OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

44. What was MOST significant in inspiring Spanish *conquistadores* during their exploration and conquest of the New World?

- a. a desire to replicate the successful social structures found in the New World
- b. a desire to increase the population in Spain by encouraging the people of the New World to immigrate
- c. a desire to catalog the flora and fauna of the newly discovered continent
- d. a desire to spread Catholicism and gain wealth and national glory
- e. a desire to take Brazil back from the British

ANS: D TOP: Contact DIF: Easy REF: Full p. 23 | Seagull p. 20 MSC: Remembering
OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

45. What 1430s invention was instrumental in spreading the news of Columbus's voyage across Europe?

- a. the steamship
- b. the printing press with movable type
- c. the compass
- d. the bicycle
- e. the telegraph

ANS: B TOP: Contact DIF: Easy REF: Full p. 23 | Seagull p. 20 MSC: Remembering
OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

46. What factor had the greatest impact on ensuring Hernán Cortés's victory over the Aztecs?

- a. a smallpox epidemic that devastated Aztec society

- b. the thousands of Aztec subjects alienated by brutal Aztec rule who were willing to fight with Cortés
- c. iron weapons and gunpowder
- d. the pacifism of Aztec rulers
- e. Cortés's superior negotiation skills

ANS: A TOP: Contact DIF: Easy REF: Full p. 23 | Seagull p. 21 MSC: Understanding

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

47. 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 people, 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 food staples such as corn, tomatoes, and potatoes to the Americas.
- e. the first European market established in the New World, named for the man who founded it.

ANS: B TOP: Contact DIF: Moderate

REF: Full p. 24 | Seagull p. 21 MSC: Remembering

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

48. In 1492, the Native American population

- a. lived mostly in the area of present-day Canada.
- b. lived primarily in large urban areas.
- c. was immune to smallpox and measles.
- d. lived mostly south of the present-day United States.
- e. comprised at least 200 million people.

ANS: D TOP: Contact DIF: Moderate

REF: Full p. 24 | Seagull p. 21 MSC: Remembering

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

49. 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 diets 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: Contact DIF: Moderate

REF: Full p. 24 | Seagull p. 21 MSC: Analyzing

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

50. Which statement is accurate regarding the flow of goods in the Columbian Exchange?
- a. Corn, tomatoes, potatoes, peanuts, tobacco, and cotton were introduced to Europe.
 - b. Avocados, beans, pumpkins, squashes, and cocoa were introduced to the Americas.
 - c. Corn, tomatoes, potatoes, peanuts, tobacco, and cotton were introduced to the Americas.
 - d. Wheat, sugarcane, horses, cattle, pigs, and sheep were introduced to Europe.
 - e. Bananas, rice, grapes, chickens, and dandelions were introduced to Europe.

ANS: A TOP: Contact DIF: Moderate

REF: Full p. 24 | Seagull p. 21 MSC: Remembering

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

51. What happened to the population of the Americas as a result of contact with Europeans?
- a. The population stayed relatively stable.
 - b. It is estimated that 80 million native people of the Americas died in the first 150 years after contact with Europeans, due to disease, war, and enslavement.
 - c. Many native inhabitants of South America moved to West Indian islands.
 - d. The native population increased from 2 million to 20 million.
 - e. Many Native Americans moved to Europe.

ANS: B TOP: Contact DIF: Easy 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.

52. The Spanish empire in America
- a. was limited to the Caribbean.
 - b. did not provide any wealth to Spain.
 - c. tended to be led by royal officials who were predominantly creoles.
 - d. contained the largest cities in the Western Hemisphere.
 - e. revolved around cotton farming.

ANS: D TOP: The Spanish Empire DIF: Moderate

REF: Full p. 25 | Seagull p. 22 MSC: Understanding

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

53. 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. an administrative official born in the New World

ANS: D TOP: The Spanish Empire DIF: Moderate

REF: Full p. 25 | Seagull p. 23 MSC: Applying

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

54. 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 tended to arrive 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: The Spanish Empire DIF: Moderate

REF: Full p. 25 | Seagull pp. 23-24

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

55. 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: The Spanish Empire DIF: Moderate

REF: Full p. 26 | Seagull p. 24 MSC: Remembering

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

56. What did the Virgin of Guadalupe represent?

- a. the fact that mestizos held most of the high government positions
- b. a mixing of Indian and Spanish cultures
- c. the fact that miracles were not part of Christianity
- d. the fact that the Catholic Church was insignificant in Spanish America
- e. the rejection of all Indian customs by the Spanish colonies

ANS: B TOP: The Spanish Empire

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.

57. Mestizos

- a. were people of entirely indigenous (native) ancestry.
- b. were persons of mixed origin who made up a large part of the urban population of Spanish America.
- c. were a very small group, because intermarriage between Spanish and native people was illegal.
- d. were people of European birth who occupied the top of the social hierarchy in Spanish America.
- e. were enslaved Africans.

ANS: B TOP: The Spanish Empire DIF: Moderate

REF: Full p. 26 | Seagull p. 25 MSC: Remembering

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

58. 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: The Spanish Empire DIF: Difficult

REF: Full pp. 26–27, 33 | Seagull pp. 25, 31

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

59. 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: The Spanish Empire DIF: Easy

REF: Full p. 27 | Seagull p. 26 MSC: Remembering

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

60. How did Pope Alexander VI restructure the land of the non-Christian world in 1493?

- a. He granted the northern half of North America to France.
- b. He refused to give land to England because it was Protestant.
- c. He encouraged more crusades to regain Jerusalem.
- d. He granted the Dutch sole control of Africa.
- e. He divided the Western Hemisphere between Spain and Portugal.

ANS: E TOP: The Spanish Empire DIF: Moderate

REF: Full p. 27 | Seagull p. 26 MSC: Understanding

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

61. Besides saving the Indians from heathenism, what else did Spain claim was the goal of colonization?

- a. beginning a Native American slave trade in Europe
- b. enlisting French missionaries
- c. introducing sheep, pigs, and cattle to the New World
- d. preventing Protestantism from spreading
- e. adopting Native American customs as Spanish customs

ANS: D TOP: The Spanish Empire DIF: Easy

REF: Full p. 27 | Seagull p. 27 MSC: Understanding

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

62. According to Bartolomé de Las Casas,

- a. Spain needed to outlaw African slavery and prevent it from entering the New World.

- b. Spain had caused the deaths of millions of innocent Native Americans in the New World.
- c. Native Americans were barbarians and had limited rights to their lands and liberty.
- d. Spain had no right whatsoever to rule in America and had gone against God's wishes.
- e. enslaving Native Americans was questionable but must continue in order to benefit the Spanish economy.

ANS: B TOP: The Spanish Empire DIF: Moderate

REF: Full pp. 28 | Seagull p. 27 MSC: Remembering

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

63. Which statement is true of Bartolomé de Las Casas?

- a. Las Casas participated in the conquest of Brazil and was himself an enslaver of Indians before he changed his views in 1523.
- b. Las Casas's book *A Very Brief Account of the Destruction of the Indies* denounced Spain for enslaving Indians and causing the deaths of millions of native people.
- c. Las Casas believed that Spain's rule over America was unjust, and advocated returning the land to its native inhabitants.
- d. Las Casas was equally critical of enslaving Africans and Indians, and felt that all humans should be treated with respect and dignity.
- e. Las Casas sailed on Columbus's first voyage, and used his firsthand knowledge of the brutalities he saw inflicted on that journey to justify his political views.

ANS: B TOP: The Spanish Empire DIF: Moderate

REF: Full p. 28 | Seagull p. 27 MSC: Understanding

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

64. 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: The Spanish Empire DIF: Difficult

REF: Full pp. 28–29 | Seagull pp. 27–28

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

65. 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: The Spanish Empire DIF: Moderate
REF: Full p. 29 | Seagull p. 28 MSC: Remembering
OBJ: 5. Identify the chief features of the Spanish empire in America.

66. The Black Legend described
- the Aztecs' view of Cortés.
 - English pirates along the African coast.
 - Spain as a uniquely brutal colonizer.
 - Portugal as a vast trading empire.
 - Indians as savages.

ANS: C TOP: The Spanish Empire DIF: Moderate
REF: Full p. 30 | Seagull p. 28 MSC: Remembering
OBJ: 5. Identify the chief features of the Spanish empire in America.

67. What was the significance of Puerto Rico during Spanish exploration?
- It was where the Indians revolted and booted out the Spanish.
 - It was rare among European colonies in that it had gold.
 - It later broke away from Spain and became an independent nation.
 - Under Spanish rule, slavery was outlawed and all residents had equal rights.
 - Natives in this colony were immune to European diseases.

ANS: B TOP: The Spanish Empire DIF: Moderate
REF: Full p. 30 | Seagull p. 29 MSC: Remembering
OBJ: 5. Identify the chief features of the Spanish empire in America.

68. Where was the first permanent Spanish colony in what is now the United States?
- Jamestown, Virginia
 - St. Augustine, Florida
 - on the island of Puerto Rico
 - Plymouth, Massachusetts
 - Santa Fe, New Mexico

ANS: C TOP: The Spanish Empire DIF: Easy
REF: Full p. 30 | Seagull p. 29 MSC: Remembering
OBJ: 5. Identify the chief features of the Spanish empire in America.

69. Who explored the Great Plains in the 1500s, but was considered a failure because he failed to find gold?
- Jacques Marquette
 - Samuel Champlain
 - Francisco Vásquez de Coronado
 - Juan Rodríguez Cabrillo
 - Pedro Menéndez de Avilés

ANS: C TOP: The Spanish Empire DIF: Difficult
REF: Full p. 32 | Seagull p. 29 MSC: Remembering

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

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

- a. Individual conquistadores always traveled alone.
- b. Spanish exploration 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: The Spanish Empire DIF: Moderate

REF: Full p. 32 | Seagull p. 29 MSC: Remembering

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

71. Where was the Spanish settlement Santa Elena located?

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

ANS: E TOP: The Spanish Empire DIF: Moderate

REF: Full p. 32 | Seagull p. 31 MSC: Remembering

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

72. 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: The Spanish Empire DIF: Moderate

REF: Full p. 33 | Seagull p. 31 MSC: Remembering

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

73. By the eighteenth century, Florida played what role in the Spanish empire?

- a. It served as a fortified outpost for Cuba.
- b. It was a trading hub Spain wished to acquire from England.
- c. It was the site of the first-ever Spanish colony.
- d. It functioned as a vacation spot for wealthy plantation owners in the Caribbean.
- e. It was the only region the Spanish settled that lacked Native Americans.

ANS: A TOP: The Spanish Empire DIF: Moderate

REF: Full p. 33 | Seagull p. 31 MSC: Remembering

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

74. 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: The Spanish Empire DIF: Easy

REF: Full p. 33 | Seagull p. 32 MSC: Remembering

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

75. What benefitted the Indians during the Pueblo Revolt?

- a. the help they received from African slaves
- b. the large supply of food and guns sent by England
- c. their peaceful protests
- d. the fact that the Catholic missionary priests had resigned
- e. the fact that they could all speak Spanish

ANS: E TOP: The Spanish Empire DIF: Moderate

REF: Full p. 34 | Seagull p. 33 MSC: Analyzing

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

76. What best describes the Pueblo Revolt of 1680?

- a. It was a rebellion by Spanish Franciscan friars against the Catholic Church's use of violence to convert native people to Catholicism.
- b. It was a victory of the Pueblo Indians over the Spanish settlers in New Mexico, which reestablished Indian control of the region.
- c. It was a revolt of Protestant Spaniard farmworkers against Catholic Spaniard landowners in Santa Fe.
- d. It was a conflict between the Navajo and the Apache tribes.
- e. It was a short-lived Indian rebellion that resulted in harsher Spanish suppression of native religious practices and more brutal demands on native people's labor when the Spanish regained control of the region in the 1690s.

ANS: B TOP: The Spanish Empire DIF: Moderate

REF: Full p. 34 | Seagull p. 33 MSC: Remembering

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

77. The first French explorations of the New World

- a. brought great riches to France.
- b. were intended to locate the Northwest Passage.
- c. led to successful colonies in Newfoundland and Nova Scotia.
- d. were in response to an intense rivalry with the Netherlands.
- e. created no permanent settlements until the eighteenth century.

ANS: B TOP: The French and Dutch Empires

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

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

78. In 1608, who founded Quebec?

- a. Jacques Marquette
- b. René-Robert Cavelier
- c. Sieur de La Salle
- d. Louis Joliet
- e. Samuel de Champlain.

ANS: E TOP: The French and Dutch Empires

DIF: Moderate REF: Full p. 35 | Seagull p. 34

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

79. Why did Indians exercise more power in their relations with the French and the Dutch compared to the English?

- a. The French and Dutch settlements were more dependent on Indians as trading partners than were the English.
- b. The Indians in the French and Dutch colonies were more likely to be immune to European diseases.
- c. The Indians in New England had no interest in trading with English settlers there and vice versa.
- d. The first French and Dutch settlements, unlike the English settlements, never failed and were long-lasting.
- e. The French and Dutch, unlike the English, never allowed indentured servants to come to America.

ANS: A TOP: The French and Dutch Empires

DIF: Difficult REF: Full p. 35 | Seagull p. 34

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

80. Which of the following statements accurately describes life in New France?

- a. The colony benefited from publicity that focused on the favorable weather and the kindness of its inhabitants.
- b. The colony, which the crown had envisioned as a center for Protestantism, became a refuge for French Huguenots.
- c. France encouraged significant emigration, so the colony's population became the largest in North America.
- d. Women outnumbered men in the first few decades and gained a remarkable number of rights as a result.
- e. After finishing their contracts, most indentured servants in New France returned to France.

ANS: E TOP: The French and Dutch Empires

DIF: Difficult REF: Full pp. 35, 38 | Seagull p. 34

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

81. 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: The French and Dutch Empires

DIF: Moderate REF: Full pp. 35, 38 | Seagull pp. 34–35 MSC: Analyzing OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

82. Which of the following statements imparts one of the main ideas of Bartolomé de las Casas's *History of the Indies* (1528)?
- a. Casas celebrated the sense of respect the Native Americans and Spanish showed one another as trade partners.
 - b. Casas rewrote history such that the Spanish had controlled the West Indies since the beginning of time.
 - c. Casas laments how the Spanish continually treated Native Americans with violence and like slaves.
 - d. Casas condemned the tendency of Native Americans to hold the Spanish in captivity.
 - e. Casas insisted that any destruction of Native American communities by the Spanish was highly contained.

ANS: A TOP: Voices of Freedom | Primary Source Document DIF: Moderate REF: Full p. 36 | Seagull p. 36 MSC: Understanding

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

83. What was in the "Declaration of Josephe"?
- a. He described how Pueblos lived harmoniously with the Spanish.
 - b. He discussed the importance of the Catholic faith to his tribe.
 - c. He asserted how his tribe had rejected Christianity from the beginning.
 - d. He described how his attempt to convert other tribes had failed.
 - e. He declared that the God of the Spaniards was dead.

ANS: E TOP: Voices of Freedom | Primary Source Document DIF: Easy REF: Full p. 37 | Seagull p. 37 MSC: Remembering OBJ: 5. Identify the chief features of the Spanish empire in America.

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

ANS: C TOP: The French and Dutch Empires

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.

85. 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: The French and Dutch Empires

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

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

86. French colonizers in New France

- a. treated native Indian people much less humanely than the Spanish and English did.
- b. brought Protestantism to Quebec.
- c. sent many more emigrants to the Western Hemisphere than England.
- d. established the most enduring alliances between settlers and Indians in colonial North America.
- e. established hundreds of slave plantations.

ANS: D TOP: The French and Dutch Empires

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.

87. Which of the following was true of French and Indian relations?

- a. Indians were dependent on the French to trap animals for the fur trade.
- b. French settlers were more likely to be attracted to the Indians' way of life than vice versa.
- c. Indians often asked traders to send them to Paris and other French cities.
- d. French traders often enslaved Indian women and children, sparking wars with the Indians.
- e. French settlers taught Indians how to grow corn and squash.

ANS: B TOP: The French and Dutch Empires

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.

88. Why did French and Dutch settlers seek peaceful relations with local Indians?

- a. French and Dutch settlers depended on trade alliances with Native Americans.
- b. French and Dutch settlers believed Native American Indian culture was superior and sought to emulate it.
- c. French and Dutch settlers were determined to openly celebrate all religions, even those of the Indians.
- d. French and Dutch settlers believed Indians would work harder on their farms if they were treated with respect.

- e. French and Dutch settlers held it as their duty to spread democracy to the native inhabitants of North America.

ANS: A TOP: The French and Dutch Empires

DIF: Moderate REF: Full pp. 38, 43 | Seagull pp. 35, 43 MSC: Remembering OBJ: 6. Identify the chief features of the French and Dutch empires in North America.

89. Unlike Spanish missionaries, which of the following was true of the Jesuits in regard to converting Indians?

- a. The Jesuits did not suppress traditional Indian religious customs.
- b. The Jesuits converted Indians to Protestant faiths instead of Catholicism.
- c. The Jesuits rarely had success with their conversions.
- d. The Jesuit conversion methods went against the directives of Samuel de Champlain.
- e. The Jesuits used methods that destroyed French and Indian relations.

ANS: A TOP: The French and Dutch Empires

DIF: Moderate REF: Full p. 39 | Seagull p. 35

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

90. 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: The French and Dutch Empires

DIF: Easy REF: Full p. 39 | Seagull p. 35

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

91. 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: The French and Dutch Empires

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

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

92. The Dutch settled New Netherland

- a. on the gulf coast of what later became Florida.

- b. along the St. Lawrence River in Quebec.
- c. along the Hudson River, which later became New York State.
- d. on the Pacific coast of what later became California.
- e. on the island later known as Newfoundland.

ANS: C TOP: The French and Dutch Empires

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

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

93. After being severely weakened by a smallpox epidemic, the Hurons nearly disappeared due to attacks by whom?
- a. the French
 - b. the Dutch
 - c. Algonquian tribes
 - d. the Iroquois
 - e. the English

ANS: D TOP: The French and Dutch Empires

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.

94. 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: The French and Dutch Empires

DIF: Easy REF: Full p. 40 | Seagull p. 38

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

95. 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: The French and Dutch Empires

DIF: Moderate REF: Full p. 41 | Seagull p. 39–40

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

America.

96. 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
- New Amsterdam.
 - Mexico City.
 - Jamestown.
 - Quebec.
 - Santa Fe.

ANS: A TOP: The French and Dutch Empires

DIF: Moderate REF: Full p. 41 | Seagull p. 40

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

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

ANS: E TOP: The French and Dutch Empires

DIF: Moderate REF: Full p. 41 | Seagull p. 41

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

98. Which of the following statements accurately describes religion in New Netherland?
- Religious conflict plagued this colony more than other European colonies.
 - Like Holland, the colony lacked an official religion.
 - Attendance remained mandatory at the Dutch Reformed Church.
 - The government tolerated the practice of religion in private.
 - The government of the colony championed modern ideas of religious freedom.

ANS: D TOP: The French and Dutch Empires

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

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

99. As governor of New Netherland, Petrus Stuyvesant
- welcomed all religious faiths to the colony.
 - avored Catholics over Jews in New Amsterdam.
 - encouraged the Dutch colonists to convert the Indians.
 - saw women as equals in the Dutch Reformed Church.
 - refused the open practice of religion by Quakers and Lutherans.

ANS: E TOP: The French and Dutch Empires

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.

100. 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: The French and Dutch Empires

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.

101. 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: The French and Dutch Empires

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.

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

- a. a defined boundary between nations
- b. the area around the coastline
- c. an area exclusively designated as a no-trade zone
- d. an exclusively unsettled area
- e. an unclear geographical and cultural border

ANS: E TOP: The French and Dutch Empires

DIF: Easy REF: Full p. 44 | Seagull p. 43

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

103. What served as an example of a borderlands area in colonial America?

- a. the Carolina coastline
- b. Natchez
- c. Plymouth

- d. the Great Lakes
- e. Chaco Canyon

ANS: D TOP: The French and Dutch Empires

DIF: Easy REF: Full p. 45 | Seagull p. 43

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

104. How does Eric Foner justify characterizing America in the early colonial period as made up of “borderlands”?

- a. Boundaries between empires were fixed.
- b. Europeans established authority quickly and easily.
- c. Hybrid cultures developed.
- d. Native people did not resist conquest.
- e. Native people were unwilling to trade with settlers.

ANS: C TOP: The French and Dutch Empires

DIF: Easy REF: Full p. 45 | Seagull p. 43

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 in 1608
- c. was an Italian who sailed for Spain in 1492
- d. was a Dominican priest who preached against Spanish abuses of Indians
- e. was a British economist who wrote *The Wealth of Nations*
- f. was a Spanish conquistador who conquered the Aztecs
- g. sailed around southern Africa and into the Indian Ocean
- h. was the namesake of America
- i. was the first European to discover Newfoundland in 1497

- j. explored Florida
- k. led seven large naval expeditions in the 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. *métis*
- ___ 4. mestizos
- ___ 5. Santa Elena
- ___ 6. criollos
- ___ 7. Black Legend
- ___ 8. patroons
- ___ 9. matrilineal
- ___ 10. hacienda
- ___ 11. caravel
- ___ 12. Pueblo Revolt

- a. signifies a society centered on the mother's family
- b. was the image of Spain as a uniquely brutal and exploitative colonizer
- c. was an uprising against Spanish colonists in New Mexico
- d. was the name given to Dutch landowners of large estates
- e. was a large-scale farm owned by a Spanish landlord
- f. was the name given to persons of mixed Spanish and Indian origin
- g. was the name given to children of French traders and Indian women
- h. was a married woman surrendering her legal identity
- i. was the transfer of plants, animals, and diseases between the New and Old Worlds
- j. was a Spanish settlement in South Carolina
- k. was a person born in the Spanish colonies of European ancestry
- l. was a type of ship capable of traveling long distances

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

True/False

1. Europeans traded with Muslims in North Africa and Eurasia for centuries before they sailed to the Americas.

ANS: T 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. People from Asia who came to North America used multiple migration paths.

ANS: T TOP: Global Awareness | The Settling of America DIF: Easy REF: Full p. 6 | Seagull p. 4

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

3. Agriculture started in the Americas in Mexico and the Andes around 9,000 years ago.

ANS: T TOP: The First Americans DIF: Easy

REF: Full p. 6 | Seagull p. 5 MSC: Remembering

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

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

ANS: F TOP: The First Americans 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.

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

ANS: T TOP: The First Americans 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.

6. The Chaco Canyon structure built between CE 900 and 1200 was bigger than any structure in British colonial America.

ANS: T TOP: The First Americans 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.

7. Before the arrival of Europeans, Plains Indians rode small horses to hunt buffalo.

ANS: F TOP: The First Americans DIF: Easy

REF: Full p. 10 | Seagull p. 7 MSC: Understanding

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

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

ANS: T TOP: The First Americans 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.

9. All Indian tribes were patrilineal.

ANS: F TOP: The First Americans 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.

10. "Christian liberty" meant to be free from sin.

ANS: T TOP: Indian Freedom, European Freedom

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.

11. The development of the idea of “Christian liberty” resulted in colonial societies characterized by unwavering religious toleration and acceptance.

ANS: F TOP: Indian Freedom, European Freedom

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.

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

ANS: F TOP: Indian Freedom, European Freedom

DIF: Moderate 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.

13. Zheng He’s voyages reached as far west as Africa.

ANS: T TOP: The Expansion of Europe

DIF: Moderate REF: Full p. 18 | Seagull p. 16

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

14. Portuguese seafarers initially hoped to locate African gold.

ANS: T TOP: The Expansion of Europe DIF: Easy

REF: Full p. 19 | Seagull p. 16 MSC: Remembering

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

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

ANS: F TOP: The Expansion of Europe DIF: Easy

REF: Full p. 20 | Seagull p. 16 MSC: Remembering

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

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

ANS: F TOP: The Expansion of Europe DIF: Easy

REF: Full p. 20 | Seagull p. 17 MSC: Remembering

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

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

ANS: T TOP: The Expansion of Europe 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.

18. Columbus's first voyage reached the Bahamas in 1492.

ANS: T TOP: Contact DIF: Moderate

REF: Full p. 21 | Seagull p. 18 MSC: Remembering

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

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

ANS: F TOP: Contact DIF: Difficult REF: Full p. 21 | Seagull p. 19 MSC: Remembering

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

20. Johannes Gutenberg's printing press allowed news of Columbus's explorations to spread quickly.

ANS: T TOP: Contact DIF: Easy REF: Full p. 23 | Seagull p. 20 MSC: Remembering OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

21. In conquering the Aztec empire, Hernán Cortés and his small Spanish army were aided by thousands of soldiers who had been subjects of the Aztecs.

ANS: T TOP: Contact 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.

22. 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: Contact DIF: Moderate

REF: Full p. 24 | Seagull p. 21 MSC: Remembering

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

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

ANS: T TOP: The Spanish Empire DIF: Moderate

REF: Full p. 25 | Seagull p. 22 MSC: Remembering

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

24. Despite their monarchy back in Spain, the Spanish colonies had elected assemblies.

ANS: F TOP: The Spanish Empire DIF: Moderate

REF: Full p. 25 | Seagull p. 23 MSC: Understanding

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

25. Martin Luther stated that only priests and other Catholic clergy should be allowed to read and interpret the Bible.

ANS: F TOP: The Spanish Empire DIF: Easy

REF: Full p. 27 | Seagull p. 26 MSC: Understanding

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

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

ANS: T TOP: The Spanish Empire DIF: Easy

REF: Full pp. 26–27 | Seagull p. 25 MSC: Remembering OBJ: 5. Identify the chief features of the Spanish empire in America.

27. Spain's attitude that Christianity was superior to other religions contributed to both the expulsion of Jews and Muslims from Spain and the collapse of Native American societies in the New World.

ANS: T TOP: The Spanish Empire DIF: Moderate

REF: Full pp. 26–27 | Seagull pp. 25–26 MSC: Understanding OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

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

ANS: F TOP: The Spanish Empire DIF: Easy

REF: Full p. 27 | Seagull p. 27 MSC: Remembering

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

29. Inspired by tales of golden cities, the Spanish mounted explorations of the present-day US. Southwest.

ANS: T TOP: The Spanish Empire DIF: Easy

REF: Full p. 32 | Seagull p. 29 MSC: Remembering

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

30. In *History of the Indies*, Bartolome de las Casas purposefully omitted any mention of the story of the Native Americans.

ANS: F TOP: Voices of Freedom Primary Source Document | DIF: Easy REF: Full p. 36 | Seagull p. 36

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

31. 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: The French and Dutch Empires

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.

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

ANS: T TOP: The French and Dutch Empires

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.

33. The Dutch were the first Europeans to build a permanent settlement on Manhattan Island.

ANS: T TOP: The French and Dutch Empires

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.

34. The Dutch invented the joint stock company, which contributed to the development of modern capitalism.

ANS: T TOP: The French and Dutch Empires

DIF: Easy REF: Full pp. 40–41 | Seagull p. 38

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

35. Slaves in New Netherland were treated worse than slaves in the West Indies.

ANS: F TOP: The French and Dutch Empires

DIF: Moderate REF: Full p. 41 | Seagull pp. 40–41

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

36. 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: The French and Dutch Empires

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.

37. Many Dutch identified with American Indians as fellow victims of Spanish oppression.

ANS: T TOP: The French and Dutch Empires

DIF: Easy REF: Full p. 43–44 | Seagull p. 43

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

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

ANS: F TOP: The French and Dutch Empires

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

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 in 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.