

Chapter 2 Africa and the Atlantic World

1. This European colonial power helped create the plantation system of slavery through sugar cultivation on island territories in the Atlantic.

- A) Portugal
- B) Spain
- C) England
- D) France

Answer: A

Learning Objective: None

Topic: King Nomimansa Meets Diogo Gomes

Difficulty Level: Easy

Skill Level: Remember the Facts

2. This significant nautical invention had a critical impact on the burgeoning Atlantic slave trade during the 1400s.

- A) the cotton gin
- B) the three-cornered sail
- C) the compass
- D) the anchor

Answer: B

Learning Objective: 2.1 Describe the creation of a slave-based plantation system in the Portuguese Atlantic islands.

Topic: 2.1 Africa and Europe: The Fateful Connection

Difficulty Level: Easy

Skill Level: Remember the Facts

3. Why was Cape Bojador known as the point of no return?

- A) The Mali Empire guarded the coastline to the south with a powerful navy.
- B) Slaves held in European ships were unable to see the African coast once they passed the cape.
- C) Until 1434, sailors were unable to navigate south of the cape due to wind direction and currents.
- D) According to legend, massive sea creatures guarded the passage south.

Answer: C

Learning Objective: 2.1 Describe the creation of a slave-based plantation system in the Portuguese Atlantic islands.

Topic: 2.1 Africa and Europe: The Fateful Connection

Difficulty Level: Moderate

Skill Level: Understand the Connections

4. The term “grains of paradise” referred to _____.

- A) pepper
- B) sugar
- C) salt
- D) wheat

Answer: A

Learning Objective: 2.1 Describe the creation of a slave-based plantation system in the Portuguese Atlantic islands.

Topic: 2.1.1 Portugal Colonizes the Atlantic Islands

Difficulty Level: Easy

Skill Level: Remember the Facts

5. Prior to the development of sugar plantations in the 1450s, European demand for slaves was _____.

A) driven by the international spice trade

B) fueled by the English wool trade

C) in sharp decline

D) growing rapidly

Answer: C

Learning Objective: 2.1 Describe the creation of a slave-based plantation system in the Portuguese Atlantic islands.

Topic: 2.1.1 Portugal Colonizes the Atlantic Islands

Difficulty Level: Moderate

Skill Level: Understand the Connections

6. Large-scale landholdings, forced labor of enslaved people, and exploitation of a cash crop were fundamental features of _____.

A) sharecropping

B) slash-and-burn agriculture

C) iron production

D) the plantation system

Answer: D

Learning Objective: 2.1 Describe the creation of a slave-based plantation system in the Portuguese Atlantic islands.

Topic: 2.1.2 The Plantation System: A Model for Misery on the Atlantic Islands

Difficulty Level: Moderate

Skill Level: Understand the Connections

7. On the Madeiras, enslaved Africans worked alongside slaves from Russia and the Balkans. The Portuguese eventually began using only African slaves because _____.

A) they were more skilled

B) they were cheaper to import

C) they were less likely to rebel

D) they had a longer life expectancy

Answer: B

Learning Objective: 2.1 Describe the creation of a slave-based plantation system in the Portuguese Atlantic islands.

Topic: 2.1.2 The Plantation System: A Model for Misery on the Atlantic Islands

Difficulty Level: Moderate

Skill Level: Understand the Connections

8. The original cash crop harvested on the plantations of islands off the African coast was

- _____.
- A) rice
 - B) sugar
 - C) cotton
 - D) indigo

Answer: B

Learning Objective: 2.1 Describe the creation of a slave-based plantation system in the Portuguese Atlantic islands.

Topic: 2.1.2 The Plantation System: A Model for Misery on the Atlantic Islands

Difficulty Level: Easy

Skill Level: Remember the Facts

9. _____ betrayed King Nomimansa and stole rather than traded African slaves.

- A) Diogo Gomes
- B) Christopher Columbus
- C) Hernán Cortez
- D) Vasco de Gama

Answer: A

Learning Objective: 2.1 Describe the creation of a slave-based plantation system in the Portuguese Atlantic islands.

Topic: 2.1.2 The Plantation System: A Model for Misery on the Atlantic Islands

Difficulty Level: Easy

Skill Level: Remember the Facts

10. European colonization of Africa increased dramatically after _____ made his way across the entire Atlantic.

- A) Christopher Columbus
- B) Diogo Gomes
- C) Fernão Dulmo
- D) Prince Henry

Answer: A

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2 Africa and the Rising Atlantic World

Difficulty Level: Easy

Skill Level: Remember the Facts

11. Between 1500 and 1800, most enslaved Africans were sent to _____ colonies.

- A) English
- B) Spanish
- C) Portuguese
- D) French

Answer: C

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2.1 Initiating the Atlantic Slave Trade

Difficulty Level: Easy

Skill Level: Remember the Facts

12. The other major destination for African slaves besides the Americas was _____.

- A) Europe
- B) Muslim Africa and the Middle East
- C) China and other parts of East Asia
- D) India

Answer: B

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2.1 Initiating the Atlantic Slave Trade

Difficulty Level: Easy

Skill Level: Remember the Facts

13. Beginning in 1491, Portuguese slave trading in Angola changed in what significant way?

- A) Only enemies of the Kongo state would be sold into slavery.
- B) Slave status became closely tied to religious affiliation.
- C) The slave trade ceased following the conversion of local rulers to Christianity.
- D) The Portuguese began capturing and enslaving people themselves rather than working through the existing slave trade.

Answer: D

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2.1 Initiating the Atlantic Slave Trade

Difficulty Level: Moderate

Skill Level: Understand the Connections

14. Which statement accurately reflects African attitudes toward the slave trade?

- A) Most Africans felt a moral distaste for the practice of selling humans.
- B) A unified African identity motivated the leaders of African states to resist.
- C) Africans supplying slaves to European slave traders were usually coerced.
- D) Nearly two hundred African societies participated in the slave trade, though attitudes varied as the slave trade developed.

Answer: D

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2.1 Initiating the Atlantic Slave Trade

Difficulty Level: Difficult

Skill Level: Analyze It

15. In North America, slaves were used primarily as _____.

- A) field laborers
- B) porters
- C) cooks
- D) soldiers

Answer: A

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2.1 Initiating the Atlantic Slave Trade

Difficulty Level: Easy

Skill Level: Remember the Facts

16. Muslims typically purchased _____.

- A) more female than male slaves
- B) more male than female slaves
- C) equal numbers of male and female slaves
- D) children

Answer: A

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2.1 Initiating the Atlantic Slave Trade

Difficulty Level: Easy

Skill Level: Remember the Facts

17. Muslim owners freed their slaves _____.

- A) less often than slave owners in the Americas
- B) more often than slave owners in the Americas
- C) at the same rate as slave owners in the Americas
- D) when they reached their twenty-first birthday

Answer: B

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2.1 Initiating the Atlantic Slave Trade

Difficulty Level: Easy

Skill Level: Remember the Facts

18. Nzinga, the queen of Ndongo, was known for _____.

- A) the large number of slaves she sold to the Portuguese
- B) leading the resistance to European imperialism in Africa
- C) her beauty and generosity
- D) her religious fervor

Answer: B

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2.1 Initiating the Atlantic Slave Trade

Difficulty Level: Easy

Skill Level: Remember the Facts

19. It has been estimated that roughly _____ million Africans survived the Middle Passage.

- A) 50
- B) 30
- C) 10
- D) 5

Answer: C

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2.1 Initiating the Atlantic Slave Trade

Difficulty Level: Easy

Skill Level: Remember the Facts

20. Establishing a slave society among native peoples in Mexico and Brazil proved difficult because _____.

- A) they were not immune to diseases such as smallpox and influenza
- B) they practiced guerilla warfare tactics against would-be captors
- C) they refused to work
- D) the population was widely dispersed

Answer: A

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2.2 Sugar and Slavery

Difficulty Level: Moderate

Skill Level: Understand the Connections

21. By the middle of the eighteenth century, approximately _____ out of every 10 West Africans captured for export eventually worked in sugarcane fields in the New World.

- A) 6
- B) 7
- C) 8
- D) 9

Answer: D

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2.2 Sugar and Slavery

Difficulty Level: Easy

Skill Level: Remember the Facts

22. At least _____ of the slaves transported to English colonies in North America came from the areas located between the Senegal and Niger Rivers and the Gulf of Biafra.

- A) 10 percent
- B) 25 percent
- C) 50 percent
- D) 75 percent

Answer: C

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2.3 Sugar and Slavery

Difficulty Level: Easy

Skill Level: Remember the Facts

23. The Royal Adventurers to Africa was a joint stock company created by the _____.

- A) French
- B) English
- C) Portuguese
- D) Ndonga

Answer: B

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2.3 European Competition for the Slave Trade

Difficulty Level: Easy

Skill Level: Remember the Facts

24. While racist sentiment developed quickly, the primary motive for the slave trade was _____.

- A) religious conversion
- B) profit
- C) military service
- D) displays of power by European rulers

Answer: B

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2.3 European Competition for the Slave Trade

Difficulty Level: Easy

Skill Level: Remember the Facts

25. The slave trade was largely dominated by this group until the last third of the seventeenth century.

- A) Portuguese
- B) French
- C) English
- D) Dutch

Answer: A

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2.3 European Competition for the Slave Trade

Difficulty Level: Easy

Skill Level: Remember the Facts

26. By the late 1700s, _____ lead the nations of Europe in the trading of slaves.

- A) Spain
- B) England
- C) Portugal
- D) France

Answer: B

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2.3 European Competition for the Slave Trade

Difficulty Level: Easy

Skill Level: Remember the Facts

27. It is estimated that most slaves died just _____ years after surviving the Middle Passage.

- A) 7
- B) 10
- C) 25
- D) 40

Answer: A

Learning Objective: 2.3 Consider how the horrors of enslavement in Africa and the Middle Passage across the Atlantic can be understood by young learners.

Topic: 2.3 The Trauma of Enslavement

Difficulty Level: Easy
Skill Level: Remember the Facts

28. African captives were often separated by gender on the ships and, _____.

- A) women slaves were frequently raped by their white male captors.
- B) women were provided extra food.
- C) husbands and wives were kept together.
- D) male slaves were allowed freedom of movement not accorded to women.

Answer: A

Learning Objective: 2.3 Consider how the horrors of enslavement in Africa and the Middle Passage across the Atlantic can be understood by young learners.

Topic: 2.3.2 The Middle Passage: A Floating Hell

Difficulty Level: Moderate

Skill Level: Understand the Connections

29. Many of the African captives believed that they were going to be _____.

- A) dumped overboard when the ship stopped
- B) eaten by savage whites
- C) beaten until dead
- D) returned home eventually

Answer: B

Learning Objective: 2.3 Consider how the horrors of enslavement in Africa and the Middle Passage across the Atlantic can be understood by young learners.

Topic: 2.3.3 Sale in the Americas

Difficulty Level: Easy

Skill Level: Remember the Facts

30. Approximately _____ percent of slaves died on the Middle Passage.

- A) 5 to 10
- B) 10 to 15
- C) 30 to 40
- D) 50

Answer: B

2.3 Consider how the horrors of enslavement in Africa and the Middle Passage across the Atlantic can be understood by young learners.

Topic: 2.3.3 Sale in the Americas

Difficulty Level: Easy

Skill Level: Remember the Facts

31. It typically took captured slaves _____ to reach their destinations.

- A). 1-1/2 months
- B). 6 months
- C). 9 months
- D) 12 months

Answer: B

2.3 Consider how the horrors of enslavement in Africa and the Middle Passage across the

Atlantic can be understood by young learners.

Topic: 2.3.3 Sale in the Americas

Difficulty Level: Easy

Skill Level: Remember the Facts

32. What sorts of roles did African slaves take on for Spanish explorers during their expeditions in the Americas?

- A) They worked as scribes and mapmakers to record the expeditions.
- B) They were only kept on ships as crew to transport the expeditions.
- C) They were brought to work in fledgling plantations on the Caribbean islands.
- D) They worked unskilled and skilled labor jobs as soldiers, interpreters, or ship handlers.

Answer: D

Learning Objective: 2.4 Explain why the use of Africans in the Spanish conquest of the Americas was not followed in the English colonies.

Topic: 2.4.1 Africans and the Spanish Conquest in the Americas

Difficulty Level: Easy

Skill Level: Remember the Facts

33. Most Spanish explorers arrived with Africans as slaves or crew members, though the presence of Africans on _____'s expedition is disputed.

- A) Ponce de Leon
- B) Hernán Cortés
- C) Christopher Columbus
- D) Lucas Vázquez de Ayllón

Answer: C

Learning Objective: 2.4 Explain why the use of Africans in the Spanish conquest of the Americas was not followed in the English colonies.

Topic: 2.4.1 Africans and the Spanish Conquest of the Americas

Difficulty Level: Easy

Skill Level: Remember the Facts

34. Africans living in La Florida had a higher status because _____.

- A) they had proven themselves capable warriors
- B) the population was more diverse
- C) skilled workers were scarce
- D) they were wealthy

Answer: C

Learning Objective: 2.4 Explain why the use of Africans in the Spanish conquest of the Americas was not followed in the English colonies.

Topic: 2.4.2 Africans in Early Spanish North America

Difficulty Level: Moderate

Skill Level: Understand the Connections

35. One result of frontier life in the Spanish colonies was that race-based social codes _____.

- A) were reaffirmed and white supremacy strengthened

- B) were augmented by Native Americans who were believed inferior to Africans
- C) gave way to an emphasis on family reputation rather than racial categories
- D) broke down through intermingling as the value of individuals to hard-pressed communities superseded race to some degree

Answer: D

Learning Objective: 2.4 Explain why the use of Africans in the Spanish conquest of the Americas was not followed in the English colonies.

Topic: 2.4.2 Africans in Early Spanish North America

Difficulty Level: Moderate

Skill Level: Understand the Connections

Essays

36. Describe the evolution of the slave trade beginning with Diogo Gomes.

Answer: The ideal answer should:

- a. Describe how early Portuguese expeditions established plantations on islands near the African coast.
- b. Explain that Europeans tapped into the existing African slave trade and eventually grew aggressive in capturing slaves and keeping trade open.
- c. Discuss how African states either worked with or resisted Europeans at increasing risk.
- d. Note that the growth of European colonies in the Americas created a massive demand for slave labor and fueled the transatlantic slave trade.

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2 Africa and the Rising Atlantic World

Difficulty Level: Difficult

Skill Level: Analyze It

37. Explain why some African leaders engaged in the slave trade.

Answer: The ideal answer should:

- a. Note that the slave trade was an existing institution leaving little reason to predict what would occur with the colonization of the Americas.
- b. Explain that European demand offered the prospect of high profits for engaging in the slave trade.
- c. Describe how the slave trade itself and internal competition from other African kingdoms created a need for more resources and strong militaries.
- d. Relate how European powers became more aggressive and in time took military actions against states that resisted.

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2 Africa and the Rising Atlantic World

Difficulty Level: Difficult

Skill Level: Analyze It

38. How did Europeans justify the enslavement of Africans, and what drove them to force Africans in particular into slavery?

Answer: The ideal answer should:

- a. Describe how Europeans failed to force Native Americans into slavery due to disease and connection to the local area.
- b. Note that contact with the African slave trade was made prior to 1492 for sugar plantations on the Portuguese Atlantic islands.
- c. Discuss how profit drove Europeans to expand the slave trade to exploit American resources.
- d. Identify racist ideas that led Europeans to characterize Africans as culturally backward and requiring the protection of “civilized” peoples.

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: 2.2 Africa and the Rising Atlantic World

Difficulty Level: Difficult

Skill Level: Analyze It

39. How does Olaudah Equiano describe the Middle Passage?

Answer: The ideal answer should:

- 1. Indicate that it began with capture and bargaining in Africa as Africans were enslaved and transferred to full European control.
- 2. Relate how slaves were then loaded onboard tightly packed ships amid initial panic and escape and suicide attempts.
- 3. Describe hellish conditions onboard ship with few supplies and little regard for life accompanied by abuse.
- 4. Conclude with the trauma of the slave market.

Learning Objective: 2.3 Consider how the horrors of enslavement in Africa and the Middle Passage across the Atlantic can be understood by young learners.

Topic: 2.3 The Trauma of Enslavement

Difficulty Level: Difficult

Skill Level: Analyze It

40. What role did slaves play in the colonization and settlement of the Americas?

Answer: The ideal answer should:

- 1. Describe how African slaves arrived in the Americas long before the establishment of English colonies.
- 2. Note that they were not employed solely for plantation labor but took on other roles in fledgling Spanish colonies.
- 3. Discuss how African slaves acted as soldiers, craftspeople, and interpreters, and performed other work on Spanish expeditions.
- 4. Explain that Africans in Spanish Florida lived in an environment where the remote frontier made race and social position more flexible than in other European colonies.

Learning Objective: 2.4 Explain why the use of Africans in the Spanish conquest of the Americas was not followed in the English colonies.

Topic: 2.4 Early Africans in North America

Difficulty Level: Difficult

Skill Level: Analyze It

Revel Quiz Questions

EOM Q2.1.1

Initial commercial contacts by Europeans on the Atlantic coast of Africa were made by what European state?

- a) Portugal
- b) England

Consider This: Henry the Navigator hailed from this nation. See 2.1.1: Portugal Colonizes the Atlantic Islands.

- c) France

Consider This: Henry the Navigator hailed from this nation. See 2.1.1: Portugal Colonizes the Atlantic Islands.

- d) the Netherlands

Consider This: Henry the Navigator hailed from this nation. See 2.1.1: Portugal Colonizes the Atlantic Islands.

Answer: a

Learning Objective: 2.1 Describe the creation of a slave-based plantation system in the Portuguese Atlantic islands.

Topic: Africa and Europe: The Fateful Connection

Difficulty Level: Easy

Skill Level: Remember the Facts

EOM Q2.1.2

Where was the plantation system that took root in the southern colonies first developed?

- a) Atlantic islands off the coast of West Africa
- b) islands in the Indian Ocean

Consider This: These locations include the Canaries and Madeiras. See 2.1.2: The Plantation System: A Model for Misery on the Atlantic Islands.

- c) North African farming regions

Consider This: These locations include the Canaries and Madeiras. See 2.1.2: The Plantation System: A Model for Misery on the Atlantic Islands.

- d) the Caribbean islands in the Americas

Consider This: These locations include the Canaries and Madeiras. See 2.1.2: The Plantation System: A Model for Misery on the Atlantic Islands.

Answer: a

Learning Objective: 2.1 Describe the creation of a slave-based plantation system in the Portuguese Atlantic islands.

Topic: Africa and Europe: The Fateful Connection

Difficulty Level: Moderate

Skill Level: Understand the Connections

EOM Q2.1.3

Who stood to gain the most from the slave trade?

- a) investors in slave ships and plantations
- b) slave ship captains and crew

Consider This: Who profited from the system while taking the least personal risk? See 2.1.2: The Plantation System: A Model for Misery on the Atlantic Islands.

c) African kings dealing with Europeans

Consider This: Who profited from the system while taking the least personal risk? See 2.1.2: The Plantation System: A Model for Misery on the Atlantic Islands.

d) slave catchers in inland Africa

Consider This: Who profited from the system while taking the least personal risk? See 2.1.2: The Plantation System: A Model for Misery on the Atlantic Islands.

Answer: a

Learning Objective: 2.1 Describe the creation of a slave-based plantation system in the Portuguese Atlantic islands.

Topic: Africa and Europe: The Fateful Connection

Difficulty Level: Moderate

Skill Level: Understand the Connections

EOM Q2.2.1

What event dramatically increased the pace and scale of European engagement in the slave trade?

a) the colonization of the Americas following the voyages of Columbus

b) the fall of the Roman Empire

Consider This: The year 1492 is significant. See 2.2: Africa and the Rising Atlantic World.

c) the Industrial Revolution

Consider This: The year 1492 is significant. See 2.2: Africa and the Rising Atlantic World.

d) the American Revolution

Consider This: The year 1492 is significant. See 2.2: Africa and the Rising Atlantic World.

Answer: a

Learning Objective: 2.1 Describe the creation of a slave-based plantation system in the Portuguese Atlantic islands.

Topic: Africa and the Rising Atlantic World

Difficulty Level: Easy

Skill Level: Remember the Facts

EOM Q2.2.2

A distinction is made between slavery in _____ of Africa and other parts of the continent where slavery was practiced.

a) the Islamic regions

b) the Christian regions

Consider This: Geographically, these regions are found in North Africa and along the Atlantic coast. See 2.2.1: Initiating the Atlantic Slave Trade.

c) the heavily forested regions

Consider This: Geographically, these regions are found in North Africa and along the Atlantic coast. See 2.2.1: Initiating the Atlantic Slave Trade.

d) the desert regions

Consider This: Geographically, these regions are found in North Africa and along the Atlantic coast. See 2.2.1: Initiating the Atlantic Slave Trade.

Answer: a

Topic: Africa and the Rising Atlantic World

Difficulty Level: Moderate

Skill Level: Understand the Connections

EOM Q2.2.3

What is one explanation for why Spanish and Portuguese colonies moved from enslaving Native Americans to importing enslaved Africans?

a) Native Americans had no immunity to deadly diseases native to Europe, Africa, and Asia.

b) Slavery throughout Africa was already geared towards brutal plantation labor.

Consider This: Minimal contact across the Atlantic meant that new living things, foods, and goods were exchanged to an unprecedented degree. See 2.2.2: Sugar and Slavery.

c) Europeans never tried to enslave Native Americans but immediately sought out the African slave trade.

Consider This: Minimal contact across the Atlantic meant that new living things, foods, and goods were exchanged to an unprecedented degree. See 2.2.2: Sugar and Slavery.

d) African leaders actively sought out European colonial leaders in order to sell slaves.

Consider This: Minimal contact across the Atlantic meant that new living things, foods, and goods were exchanged to an unprecedented degree. See 2.2.2: Sugar and Slavery.

Answer: a

Topic: Africa and the Rising Atlantic World

Difficulty Level: Difficult

Skill Level: Analyze It

EOM Q2.4.1

Early Spanish settlements in North America were primarily located in which of the following areas?

a) Florida and New Mexico

b) New England

Consider This: Where does most of the action take place in the accounts of Estevan in this module? See 2.4.1: Africans and the Spanish Conquest in the Americas.

c) Virginia

Consider This: Where does most of the action take place in the accounts of Estevan in this module? See 2.4.1: Africans and the Spanish Conquest in the Americas.

d) the Ohio River valley

Consider This: Where does most of the action take place in the accounts of Estevan in this module? See 2.4.1: Africans and the Spanish Conquest in the Americas.

Answer: a

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: Early Africans in North America

Difficulty Level: Easy

Skill Level: Remember the Facts

EOM Q2.4.2

Which of the following statements best describes the Spaniards' relationship to slavery in North America?

a) They were heavily reliant on slaves to develop their settlements.

b) Slaves were brought to well established plantations and made to work.

Consider This: The module addresses the early exploration and settlement of Florida by the Spanish. See 2.4.2: Africans in Early Spanish North America.

c) There were few slaves in Spanish Florida.

Consider This: The module addresses the early exploration and settlement of Florida by the Spanish. See 2.4.2: Africans in Early Spanish North America.

d) Slaves were brought to Florida to work in the docks and warehouses of bustling trade ports.

Consider This: The module addresses the early exploration and settlement of Florida by the Spanish. See 2.4.2: Africans in Early Spanish North America.

Answer: a

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: Early Africans in North America

Difficulty Level: Moderate

Skill Level: Understand the Connections

EOM Q2.4.3

The text indicates that the Spanish view on race in the colonies _____.

a) adapted to the New World environment and deemphasized less obvious distinctions

b) mirrored those of continental Europe

Consider This: One observer of New Spain in the early 1700s remarked that almost everyone wanting to be “considered Spaniards” came from a genetically blended background. See 2.4.2: Africans in Early Spanish North America.

c) created the conditions for equality

Consider This: One observer of New Spain in the early 1700s remarked that almost everyone wanting to be “considered Spaniards” came from a genetically blended background. See 2.4.2: Africans in Early Spanish North America.

d) placed an even higher value on purity of bloodline than was the custom in Spain

Consider This: One observer of New Spain in the early 1700s remarked that almost everyone wanting to be “considered Spaniards” came from a genetically blended background. See 2.4.2: Africans in Early Spanish North America.

Answer: a

Learning Objective: 2.2 Trace the beginnings of the competitive Atlantic slave trade.

Topic: Early Africans in North America

Difficulty Level: Difficult

Skill Level: Analyze It

EOM Q2.3.1

_____ published a chilling account of capture in Africa and the Middle Passage.

a) Olaudah Equiano

b) Benjamin Banneker

Consider This: Some people wonder if the author of this narrative used different accounts from different people to piece together the story. See 2.3.1: Capture and Sale in Africa.

c) Ibn Khaldun

Consider This: Some people wonder if the author of this narrative used different accounts from different people to piece together the story. See 2.3.1: Capture and Sale in Africa.

d) Robert Moore

Consider This: Some people wonder if the author of this narrative used different accounts from different people to piece together the story. See 2.3.1: Capture and Sale in Africa.

Answer: a

Learning Objective: 2.3 Consider how the horrors of enslavement in Africa and the Middle Passage across the Atlantic can be understood by young learners.

Topic: The Trauma of Enslavement

Difficulty Level: Easy

Skill Level: Remember the Facts

EOM Q2.3.2

The Middle Passage appeared debilitating and hopeless to such an extent that many, including Equiano _____.

- a) considered or committed suicide
- b) left detailed accounts of the violence

Consider This: It is estimated that 10 to 15 percent of all captives would not survive the Middle Passage. See 2.3.2: The Middle Passage: A Floating Hell.

- c) successfully seized their slave ships

Consider This: It is estimated that 10 to 15 percent of all captives would not survive the Middle Passage. See 2.3.2: The Middle Passage: A Floating Hell.

- d) mutilated themselves to avoid being considered worth capturing

Consider This: It is estimated that 10 to 15 percent of all captives would not survive the Middle Passage. See 2.3.2: The Middle Passage: A Floating Hell.

Answer: a

Learning Objective: 2.3 Consider how the horrors of enslavement in Africa and the Middle Passage across the Atlantic can be understood by young learners.

Topic: The Trauma of Enslavement

Difficulty Level: Moderate

Skill Level: Understand the Connections

EOM Q2.3.3

Why do you think North America was the final stop for enslaved Africans who could not be sold elsewhere?

a) North America had fewer profitable resources and was located further from the Middle Passage route.

- b) North America had an exceptionally high demand for slave labor.

Consider This: Recall the positive and negative connotations attached to North America. See 2.3.3: Sale in the Americas.

- c) North American colonies were governed by European nations hostile to slavery.

Consider This: Recall the positive and negative connotations attached to North America. See 2.3.3: Sale in the Americas.

d) North American colonies experienced a higher degree of internal conflict than other regions.

Consider This: Recall the positive and negative connotations attached to North America. See 2.3.3: Sale in the Americas.

Answer: a

Learning Objective: 2.3 Consider how the horrors of enslavement in Africa and the Middle Passage across the Atlantic can be understood by young learners.

Topic: The Trauma of Enslavement

Difficulty Level: Difficult

Skill Level: Analyze It

EOC Q2.1

The king of _____ is noted here for converting to Christianity, representing the potential for cultural exchange prior to the height of the slave trade.

a) Kongo

b) Ghana

Consider This: Review the sections on Portuguese encounters with African leaders. See 2.2: Africa and the Rising Atlantic World.

c) Mali

Consider This: Review the sections on Portuguese encounters with African leaders. See 2.2: Africa and the Rising Atlantic World.

d) Kush

Consider This: Review the sections on Portuguese encounters with African leaders. See 2.2: Africa and the Rising Atlantic World.

Answer: a

Topic: Africa and the Atlantic World

Difficulty Level: Easy

Skill Level: Remember the Facts

EOC Q2.2

Initial contacts between Europeans and African kingdoms outside the Mediterranean Sea were primarily located where?

a) West Africa and Benin

b) the Madeiras

Consider This: Think of the travels of Henry the Navigator. See 2.1: Africa and Europe: The Fateful Connection.

c) East Africa and Ethiopia

Consider This: Think of the travels of Henry the Navigator. See 2.1: Africa and Europe: The Fateful Connection.

d) Madagascar

Consider This: Think of the travels of Henry the Navigator. See 2.1: Africa and Europe: The Fateful Connection.

Answer: a

Topic: Africa and the Atlantic World

Difficulty Level: Moderate

Skill Level: Understand the Connections

EOC Q2.3

Queen _____ of Ndongo resisted the expanding Portuguese slave trade.

- a) Nzinga
- b) Alfonso

Consider This: She is compared and contrasted with the rulers of Kongo. See 2.2: Africa and the Rising Atlantic World.

- c) Mani-Kongo

Consider This: She is compared and contrasted with the rulers of Kongo. See 2.2: Africa and the Rising Atlantic World.

- d) Shaka

Consider This: She is compared and contrasted with the rulers of Kongo. See 2.2: Africa and the Rising Atlantic World.

Answer: a

Topic: Africa and the Atlantic World

Difficulty Level: Easy

Skill Level: Remember the Facts

EOC Q2.4

When does Equiano's firsthand account of his experiences take place?

- a) around 1750
- b) around 1500

Consider This: The approximate date is given in the description of Equiano himself. See 2.3: The Trauma of Enslavement.

- c) around 1600

Consider This: The approximate date is given in the description of Equiano himself. See 2.3: The Trauma of Enslavement.

- d) around 1850

Consider This: The approximate date is given in the description of Equiano himself. See 2.3: The Trauma of Enslavement.

Answer: a

Topic: Africa and the Atlantic World

Difficulty Level: Easy

Skill Level: Remember the Facts

EOC Q2.5

Why is Equiano's autobiography considered especially valuable?

a) It is the most detailed and vivid account of the Middle Passage from an enslaved person's perspective.

- b) It details the experience of slaves held during the time of the American Civil War.

Consider This: Equiano's work is unique, to the point that some scholars speculate that it may be a collection of especially powerful stories told by many different people. See 2.3: The Trauma of Enslavement.

- c) It was written by an especially prominent leader in the abolitionist movement.

Consider This: Equiano's work is unique, to the point that some scholars speculate that it may be a collection of especially powerful stories told by many different people. See 2.3: The Trauma of Enslavement.

d) It contains a firsthand account of the American Revolutionary War from an enslaved person's perspective.

Consider This: Equiano's work is unique, to the point that some scholars speculate that it may be a collection of especially powerful stories told by many different people. See 2.3: The Trauma of Enslavement.

Answer: a

Topic: Africa and the Atlantic World

Difficulty Level: Easy

Skill Level: Understand the connections

EOC Q2.6

What was the first major cash crop of the America's, harvested through slave labor?

- a) sugar
- b) tobacco

Consider This: The earliest European voyages to the Americas in this time period were by the Spanish to the Caribbean islands. See 2.2: Africa and the Rising Atlantic World.

- c) wheat

Consider This: The earliest European voyages to the Americas in this time period were by the Spanish to the Caribbean islands. See 2.2: Africa and the Rising Atlantic World.

- d) corn

Consider This: The earliest European voyages to the Americas in this time period were by the Spanish to the Caribbean islands. See 2.2: Africa and the Rising Atlantic World.

Answer: a

Topic: Africa and the Atlantic World

Difficulty Level: Moderate

Skill Level: Understand the Connections

EOC Q2.7

African slaves labored in plantation conditions on islands off the coast of Africa in the Mediterranean as early as the 1440s. What was one major difference between this system and the Atlantic slave trade?

- a) The Atlantic slave trade was exclusively in African slaves and did not include Europeans from Russia and the Balkans.
- b) The Atlantic slave trade to the Americas was more likely to end with freedom and settlement.

Consider This: The Middle Passage was a major stage in the definition of color-based racial categories by Europeans. See 2.1: Africa and Europe: The Fateful Connection.

- c) Conditions in the Americas were more hospitable and there was less exposure to disease.

Consider This: The Middle Passage was a major stage in the definition of color-based racial categories by Europeans. See 2.1: Africa and Europe: The Fateful Connection.

- d) Portuguese colonies in the Americas primarily called for domestic servants and semi-skilled laborers.

Consider This: The Middle Passage was a major stage in the definition of color-based racial categories by Europeans. See 2.1: Africa and Europe: The Fateful Connection.

Answer: a

Topic: Africa and the Atlantic World

Difficulty Level: Moderate

Skill Level: Understand the Connections

EOC Q2.8

Why were the Spanish and Portuguese initially able to trade for slaves in West Africa?

- a) There was an existing slave trade within Africa and with neighboring regions.
- b) European armies captured and transported slaves from the interior of Africa.

Consider This: The Atlantic slave trade was uniquely brutal, but it was not the only slave trading system. See 2.2: Africa and the Rising Atlantic World.

- c) Slaves were treated fairly well under the Portuguese.

Consider This: The Atlantic slave trade was uniquely brutal, but it was not the only slave trading system. See 2.2: Africa and the Rising Atlantic World.

- d) African rulers were always willing to participate.

Consider This: The Atlantic slave trade was uniquely brutal, but it was not the only slave trading system. See 2.2: Africa and the Rising Atlantic World.

Answer: a

Topic: Africa and the Atlantic World

Difficulty Level: Moderate

Skill Level: Understand the Connections

EOC Q2.9

The text suggests that _____ helps explain the difference in slavery in kingdoms of North and West Africa and slavery in the Americas.

- a) the role of Islamic law in North and West Africa
- b) the economic value of freeing slaves in North and West African societies

Consider This: Strongly held cultural practices often impact the treatment of captives. See 2.2: Africa and the Rising Atlantic World.

- c) the vastly smaller numbers of slaves held in North and West African societies

Consider This: Strongly held cultural practices often impact the treatment of captives. See 2.2: Africa and the Rising Atlantic World.

- d) the climate of the Americas

Consider This: Strongly held cultural practices often impact the treatment of captives. See 2.2: Africa and the Rising Atlantic World.

Answer: a

Topic: Africa and the Atlantic World

Difficulty Level: Moderate

Skill Level: Understand the Connections

EOC Q2.10

In addition to the process of enslavement itself, what is meant by the term “Middle Passage”?

- a) the transition between Africa and the Americas
- b) the transition from a higher standing in society to a lower one

Consider This: “Middle” here is a geographic reference. See 2.3: The Trauma of Enslavement.

- c) the transition from the free rural areas to the slaveholding cities

Consider This: “Middle” here is a geographic reference. See 2.3: The Trauma of Enslavement.

- d) the transition between this world and the West African view of an afterlife

Consider This: “Middle” here is a geographic reference. See 2.3: The Trauma of Enslavement.

Answer: a
Topic: Africa and the Atlantic World
Difficulty Level: Moderate
Skill Level: Understand the Connections

EOC Q2.11

Which statement identifies one of the significant differences between slavery in the English colonies and slavery in the Spanish colonies?

a) The predominantly male pool of Spanish immigrants promoted more complex racial interactions and racial identity.

b) Many more Africans were transported to the English colonies.

Consider This: Purity of blood was a major concern under Spanish law. See 2.4: Early Africans in North America.

c) Conditions in Spanish colonies were significantly less harsh than in English North America.

Consider This: Purity of blood was a major concern under Spanish law. See 2.4: Early Africans in North America.

d) The English colonies were much greater in size than those of the Spanish.

Consider This: Purity of blood was a major concern under Spanish law. See 2.4: Early Africans in North America.

Answer: a
Topic: Africa and the Atlantic World
Difficulty Level: Difficult
Skill Level: Understand the Connections

EOC Q2.12

The significance attached to Prince Henry the Navigator suggests that _____.

a) major changes in sailing technology and methods led to the colonization of the Americas

b) access to the slave trade was the primary goal of European explorers

Consider This: Henry funded expeditions that created the first plantations on the Atlantic islands and trading expeditions that crossed into the Indian Ocean. See 2.1: Africa and Europe: The Fateful Connection.

c) Henry was a highly skilled diplomat

Consider This: Henry funded expeditions that created the first plantations on the Atlantic islands and trading expeditions that crossed into the Indian Ocean. See 2.1: Africa and Europe: The Fateful Connection.

d) the route from Portugal to West Africa was long and dangerous compared to other sea routes such as the Middle Passage routes

Consider This: Henry funded expeditions that created the first plantations on the Atlantic islands and trading expeditions that crossed into the Indian Ocean. See 2.1: Africa and Europe: The Fateful Connection.

Answer: a
Topic: Africa and the Atlantic World
Difficulty Level: Difficult
Skill Level: Analyze It

EOC Q2.13

What does the short life expectancy of those who survived the Middle Passage suggest about slavery in the Americas?

a) Enslaved Africans in the early colonization period worked lucrative crops and were treated as expendable.

b) Only the weakest individuals were captured and sold into slavery.

Consider This: The earliest products exploited by the Spanish and Portuguese were gold, silver, and sugar. See 2.3: The Trauma of Enslavement.

c) Africans were poorly adapted for life in warmer regions.

Consider This: The earliest products exploited by the Spanish and Portuguese were gold, silver, and sugar. See 2.3: The Trauma of Enslavement.

d) The Middle Passage itself was much more dangerous than life in the Americas.

Consider This: The earliest products exploited by the Spanish and Portuguese were gold, silver, and sugar. See 2.3: The Trauma of Enslavement.

Answer: a

Topic: Africa and the Atlantic World

Difficulty Level: Difficult

Skill Level: Analyze It

EOC Q2.14

Based on this chapter, what impact might the rise of the Atlantic slave trade have had on non-elite Europeans?

a) It promoted free labor in areas where European slaves had been acquired such as Eastern Europe at the expense of Africans.

Consider This: Slavery had existed in Europe previously without a connection to sub-Saharan Africa. See 2.1: Africa and Europe: The Fateful Connection.

b) It created a population more accepting of violence and slavery within Europe itself.

c) It caused a return to agriculture and a less complex economy.

Consider This: Slavery had existed in Europe previously without a connection to sub-Saharan Africa. See 2.1: Africa and Europe: The Fateful Connection.

d) It led to religious revivals in both Catholic and Protestant countries.

Consider This: Slavery had existed in Europe previously without a connection to sub-Saharan Africa. See 2.1: Africa and Europe: The Fateful Connection.

Answer: b

Topic: Africa and the Atlantic World

Difficulty Level: Difficult

Skill Level: Analyze It

EOC Q2.15

How did the rise of the Atlantic slave trade impact the development of race as a human social concept?

a) Powerful European states came to associate skin color and geographic origin, rather than social class or culture with what Europeans regarded as inherent racial categories.

b) Race became a much more fluid concept than it had been in the past due to the complexity of the New World.

Consider This: Prior to 1500, race tended to be associated with family bloodlines or specific ethnic origins rather than visible physical characteristics. See 2.4: Early Africans in North America.

c) European religious leaders quickly asserted the common humanity of all peoples.

Consider This: Prior to 1500, race tended to be associated with family bloodlines or specific ethnic origins rather than visible physical characteristics. See 2.4: Early Africans in North America.

d) The association between race and skin color was made in the Americas but not exported to the rest of the Atlantic.

Consider This: Prior to 1500, race tended to be associated with family bloodlines or specific ethnic origins rather than visible physical characteristics. See 2.4: Early Africans in North America.

Answer: a

Topic: Africa and the Atlantic World

Difficulty Level: Difficult

Skill Level: Analyze It