

CHAPTER 1: A New World

MULTIPLE CHOICE

1. A commonality shared between the Asians who crossed the Bering Strait and the Europeans who crossed the Atlantic Ocean thousands of years later was:
 - a. the need to spread religion.
 - b. the desire to conquer new peoples.
 - c. the search for food items.
 - d. that neither was willing to take risks.
 - e. that both brought slaves from Africa.

ANS: C DIF: Difficult REF: Full p. 6 | Full p. 18 | Seagull p. 3 | Seagull p. 15

OBJ: 1. Describe the patterns of Native American life in North America before Europeans arrived. | 3. Explain the reasons for European exploration in the New World.

TOP: Ethnicity | The Settling of America | The Expansion of Europe

MSC: Analyzing

2. Pre-Columbian Native Americans lacked metal tools:
 - a. because no metal deposits existed in the Americas.
 - b. so Europeans felt they were superior.
 - c. resulting in no dams or irrigation.
 - d. because they saw these tools as contradicting their religion.
 - e. so they could not build large structures.

ANS: B DIF: Moderate REF: Full p. 8 | Seagull p. 5

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

TOP: Economic Development | Indian Societies of the Americas

MSC: Analyzing

3. When European clergy first read to Native Americans from the Bible about God creating the world in six days, to what were the Native Americans able to relate?
 - 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 DIF: Moderate REF: Full p. 12 | Seagull p. 9

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

TOP: Ethnicity | Native American Religion

MSC: Analyzing

4. An Englishman after exploring the Atlantic Coast in the late sixteenth century writes in his journal about untouched wilderness. What could this description mean to a European?
 - a. The land was beautiful.
 - b. It would take the expedition too much effort to build a settlement.
 - c. The Native Americans had protected the land.
 - d. The Native Americans never used this area, so the land now belonged to the English.

e. The Native Americans were actually hiding in tree forts.

ANS: D DIF: Difficult REF: Full p. 15 | Seagull p. 11

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

TOP: Ethnicity | European Views of the Indians

MSC: Applying

5. An example of a freedom that most Native Americans would hold in high esteem would be:
- the opportunity for the chief to sell land to a European.
 - an economic freedom that would lead to a Native Americans becoming the wealthiest member of the tribe.
 - the chance to work with other tribe members to build a house.
 - the right of free speech.
 - the opportunity for some families to dominate others in the tribe.

ANS: C DIF: Difficult REF: Full p. 16 | Seagull p. 13

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

TOP: Ethnicity | Indian Freedom

MSC: Analyzing

6. In the fifteenth century, a big impetus for European exploration was:
- the idea that Muslim religion was inferior to Christianity.
 - gold in China.
 - religious relics in India.
 - obtaining the compass from Asia.
 - spreading African slavery to the Americas.

ANS: A DIF: Difficult REF: Full p. 18 | Seagull p. 15

OBJ: 3. Explain the reasons for European exploration in the New World.

TOP: Geographic Issues | Ethnicity | The Expansion of Europe MSC: Analyzing

7. A significant difference between the Vikings and Columbus was that:
- trade was not of consequence to the Vikings.
 - Columbus received much more publicity for his voyages.
 - Columbus and other explorers for Spain did not use violence.
 - the Vikings did not use sails.
 - Columbus was an atheist.

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

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

TOP: Geographic Issues | The Voyages of Columbus

MSC: Analyzing

8. When Native Americans first encountered Europeans, what led to the European diseases being so deadly?
- Native Americans had been struggling with basic survival.
 - The diet of most Native Americans lacked meat, so they had no consistent amounts of protein.
 - Most Europeans spread the diseases on purpose.
 - The Native Americans had no tribal doctors or healers.
 - Centuries of continental isolation meant the Native Americans had no immunity.

ANS: E DIF: Moderate REF: Full p. 24 | Seagull p. 22

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

TOP: Geographic Issues | The Demographic Disaster

MSC: Analyzing

9. A substantial difference between the Spanish colonies in Mexico and Santa Fe was that:
- Santa Fe was settled first.
 - Mexico had few Native Americans.
 - Santa Fe did not concern itself with conversions.
 - Mexico had more Spanish settlers because of gold.
 - Mexico did not need to be conquered.

ANS: D DIF: Moderate

REF: Full p. 20 | Full p. 33 | Seagull p. 23 | Seagull pp. 29–30

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

TOP: Economic Development | The Spanish Empire | Spanish Florida | Spain in the Southwest

MSC: Analyzing

10. Who in the sixteenth-century Spanish empire would have the most authority?
- a Native American chief
 - a Catholic priest
 - a locally born wealthy landowner
 - an administrative official from Spain
 - a criollo

ANS: D DIF: Moderate REF: Full p. 25 | Seagull p. 23

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

TOP: Social History | Governing Spanish America MSC: Applying

11. The actions of Bartolomé de las Casas can best be described in modern-day terminology as that of a(n):
- whistleblower.
 - irrational man.
 - religious zealot.
 - curious intellectual.
 - greedy businessman.

ANS: A DIF: Difficult REF: Full p. 30 | Seagull p. 27

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

TOP: Social History | Piety and Profit | Las Casas's Complaint MSC: Applying

12. The actions of the Pueblo Indians at Santa Fe in 1680 can best be described as:
- not being interested in religion.
 - being docile.
 - accepting of new cultures.
 - being lazy and unwilling to work.
 - being assertive.

ANS: E DIF: Moderate REF: Full pp. 34–35 | Seagull p. 31 | Seagull p. 34

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

TOP: Social History | The Pueblo Revolt MSC: Analyzing

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

ANS: C DIF: Moderate REF: Full p. 38 | Seagull p. 37

OBJ: 6. Identify the chief features of the French and Dutch empires in North America.
TOP: Social History | New France and the Indians MSC: Analyzing

14. 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 DIF: Moderate REF: Full p. 38 | Seagull p. 35
OBJ: 6. Identify the chief features of the French and Dutch empires in North America.
TOP: Social History | French Colonization MSC: Analyzing

15. 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:
- a. New Amsterdam.
 - b. Mexico City.
 - c. Jamestown.
 - d. Quebec.
 - e. Santa Fe.

ANS: A DIF: Moderate REF: Full p. 41 | Seagull p. 39
OBJ: 6. Identify the chief features of the French and Dutch empires in North America.
TOP: Social History | Dutch Freedom MSC: Applying

16. Adam Smith recorded in 1776 that the “two greatest and most important” events in the history of mankind were the:
- a. discovery of America and the Portuguese sea route around Africa to Asia.
 - b. discovery of America and the beginning of the slave trade.
 - c. birth of mercantilism and the Portuguese sea route around Africa to Asia.
 - d. beginning of the slave trade and the Portuguese sea route around Africa to Asia.
 - e. discovery of America and the birth of mercantilism.

ANS: A DIF: Easy REF: Full p. 5 | Full p. 18 | Seagull p. 1 | Seagull p. 15
OBJ: 3. Explain the reasons for European exploration in the New World.
TOP: Global Awareness | Introduction: Columbian Exchange MSC: Remembering

17. In approximately 7000 BCE, agriculture developed in the Americas in:
- a. the Mississippi Valley.
 - b. Mexico and Peru.
 - c. the Yucatan Peninsula.
 - d. Chesapeake Bay.
 - e. Brazil.

ANS: B DIF: Easy REF: Full p. 6 | Seagull p. 5
OBJ: 1. Describe the patterns of Native American life in North America before Europeans arrived.
TOP: Ethnicity | The Settling of America MSC: Remembering

18. Both the Aztec and Inca empires were:
- a. rural and poor.
 - 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 DIF: Easy REF: Full p. 8 | Seagull pp. 4–5
OBJ: 1. Describe the patterns of Native American life in North America before Europeans

arrived.

TOP: Ethnicity | Indian Societies of the Americas

MSC: Remembering

19. Which one of the following statements is true of the Aztec capital, Tenochtitlán?
- It had a complex system of canals, bridges, and dams, with the Great Temple at the center.
 - It was located in the dense jungle of the Yucatan Peninsula.
 - Its defeat was due to its leader surrendering too soon to Hernán Cortés, who was in fact outnumbered and outgunned.
 - Technologically and architecturally, it was so far behind European capitals that its defeat was certain.
 - It had the New World's first mass transit system.

ANS: A DIF: Moderate REF: Full p. 9 | Seagull p. 4

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

TOP: Ethnicity | Indian Societies of the Americas

MSC: Remembering

20. The city situated along the Mississippi River with between 10,000 and 30,000 residents in the year 1200 is today known as:
- Poverty Point.
 - Cahokia.
 - Pueblo Bonita.
 - Iroquois.
 - Tenochtitlán.

ANS: B DIF: Easy REF: Full p. 9 | Seagull p. 6

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

TOP: Ethnicity | Mound Builders of the Mississippi Valley

MSC: Remembering

21. Pueblo Indians lived in what is now:
- the eastern United States.
 - the southwestern United States.
 - Mexico.
 - the northeastern United States.
 - Central America.

ANS: B DIF: Easy REF: Full p. 10 | Seagull p. 6

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

TOP: Ethnicity | Western Indians

MSC: Remembering

22. The Pueblo Indians encountered by the Spanish in the sixteenth century:
- had engaged in settled village life only briefly before the Spanish arrived.
 - had been almost completely isolated from any other people before the Spanish arrived.
 - used irrigation systems to aid their agricultural production.
 - were called mound builders for the burial mounds they created.
 - created a vast empire that included control of the Incas.

ANS: C DIF: Moderate REF: Full p. 10 | Seagull p. 6

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

TOP: Ethnicity | Western Indians

MSC: Remembering

23. Before the arrival of Columbus, Native North Americans:
- had elaborate trade networks.
 - were entirely agricultural and rural.
 - across the continent were very similar in their political and religious beliefs.
 - always lived in small family units.

e. lived only in coastal areas.

ANS: A DIF: Moderate REF: Full p. 10 | Seagull p. 7

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

TOP: Ethnicity | Indians of Eastern North America MSC: Understanding

24. When Europeans arrived, many Native Americans:

- a. tried to use them to enhance their standing with other Native Americans.
- b. immediately opened treaty negotiations.
- c. learned their languages.
- d. hid in nearby cave dwellings.
- e. simply attacked them.

ANS: A DIF: Easy REF: Full p. 12 | Seagull p. 7

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

TOP: Ethnicity | Indians of Eastern North America MSC: Remembering

25. Native American religious ceremonies:

- a. had nothing to do with farming or hunting.
- b. were related to the Native American belief that sacred spirits could be found in living and inanimate things.
- c. were designed to show that supernatural forces must control man.
- d. were the same in every community.
- e. did not exist until arriving Europeans insisted on knowing about Native American customs.

ANS: B DIF: Moderate REF: Full p. 12 | Seagull pp. 7–8

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

TOP: Ethnicity | Cultural History | Native American Religion MSC: Remembering

26. Which statement about the Indians of North America is FALSE?

- a. Indians were very diverse.
- b. The idea of private property was foreign to Indians.
- c. Many Indian societies were matrilineal.
- d. Indians did not covet wealth and material goods as the Europeans did.
- e. Indians lacked genuine religion.

ANS: E DIF: Moderate REF: Full p. 12 | Seagull p. 7

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

TOP: Ethnicity | Native American Religion MSC: Understanding

27. How did Native Americans conceive of property?

- a. Native Americans believed that land should never be claimed.
- b. Families might use a specific plot of land for a season.
- c. Individuals could own land outright and pass it on to family members.
- d. A family could claim land forever, but an individual could not.
- e. Native Americans and Europeans conceived of property in the same way, though Europeans claimed otherwise as an excuse to take Indian land.

ANS: B DIF: Moderate REF: Full p. 12 | Seagull p. 9

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

arrived.

TOP: Ethnicity | Land and Property MSC: Remembering

28. Far more important to most Indian societies than freedom as personal independence were all of the following EXCEPT:
- kinship ties.
 - secure rights to owning land.
 - the ability to follow one's spiritual values.
 - the well-being of one's community.
 - the security of one's community.

ANS: B DIF: Moderate REF: Full pp. 12–13 | Seagull p. 9

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

TOP: Ethnicity | Land and Property MSC: Understanding

29. Which one of the following is true about Native Americans and material wealth?
- Chiefs were expected to share some of their goods rather than hoard them.
 - Eastern Native Americans were more materialistic than those who lived west of the Mississippi.
 - Wealth mattered less to them than to Europeans, but inherited social status was equally important to both peoples.
 - Native Americans actually suffered more social inequality than Europeans did.
 - Native Americans had no material wealth.

ANS: A DIF: Moderate REF: Full p. 13 | Seagull p. 9

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

TOP: Ethnicity | Land and Property MSC: Remembering

30. Which statement about gender relations is FALSE for most Native American societies?
- Men and women engaged in premarital sex.
 - It was acceptable for a woman to seek a divorce.
 - Tribal leaders were almost always women.
 - Women owned dwellings and tools.
 - Societies were matrilineal.

ANS: C DIF: Difficult REF: Full p. 14 | Seagull p. 10

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

TOP: Ethnicity | Indian Gender Relations MSC: Understanding

31. Which one of the following was NOT true of women in Native American societies?
- In contrast to their European counterparts, it was considered more acceptable for them to engage in premarital sexual relations.
 - Children usually became members of the mother's family, not the father's.
 - Women often participated in the administration of village affairs and in agriculture.
 - Women dressed scantily by European standards.
 - Women made all decisions about trade relations with other tribes.

ANS: E DIF: Moderate REF: Full p. 14 | Seagull p. 10

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

TOP: Ethnicity | Social History | Indian Gender Relations MSC: Understanding

32. Europeans tended to think which one of the following about Native Americans and their cultures?
- All Native Americans were gentle and friendly.
 - Native Americans worshiped the same God that Europeans did, although they called him by different names.
 - Native Americans failed to make use of the land, so it was acceptable for Europeans to take it and use it.
 - Because Native American men engaged in masculine pursuits such as hunting and fishing, Indian gender divisions were acceptable.
 - Native American cultures were actually superior to those of Europeans.

ANS: C DIF: Moderate REF: Full p. 15 | Seagull p. 11

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

TOP: Ethnicity | European Views of the Indians

MSC: Understanding

33. Europeans—particularly the English, French, and Dutch—generally claimed North American Indian land as their own based on:
- the Treaty of Tordesillas of 1494.
 - the biblical story of Noah’s division of the world among his sons.
 - financial transactions between Indian peoples and themselves.
 - their view that Indians did not use the land properly.
 - various papal decrees that privileged the claims of European Christians over those of Indian “heathens.”

ANS: D DIF: Moderate REF: Full p. 15 | Seagull p. 11

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

TOP: Ethnicity | European Views of the Indians

MSC: Remembering

34. As colonization began, the European idea of freedom:
- was enjoyed by a large portion of the population.
 - included the idea of abandoning sin to embrace the teachings of Jesus Christ.
 - included a few narrowly defined rights and privileges.
 - would be completely unrecognizable to those alive today.
 - embraced the view that Indians deserved liberty, too.

ANS: B DIF: Difficult REF: Full p. 16 | Seagull p. 13

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

TOP: Cultural History | Christian Liberty

MSC: Remembering

35. In Europe on the eve of colonization, one conception of freedom, called “Christian liberty,”
- was a set of ideas today known as “religious toleration.”
 - mingled ideas of freedom with servitude to Jesus Christ—concepts that were seen as mutually reinforcing.
 - found expression in countries dominated by Catholics but not in primarily Protestant ones.
 - argued that all Christians should have equal political rights.
 - referred to the policy of trying to overthrow any non-Christian regime around the world.

ANS: B DIF: Difficult REF: Full p. 16 | Seagull p. 13

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

TOP: Cultural History | Christian Liberty

MSC: Remembering

36. Which one of the following is true of religion in seventeenth-century Europe?
- Few nations had established churches.
 - The churches condemned dissenters, but the governments protected them.

- c. Wars were fought over the right of an individual to religious freedom.
- d. Religious uniformity was thought to be essential to public order.
- e. Religious uniformity had nothing to do with ideas about public order.

ANS: D DIF: Moderate REF: Full p. 17 | Seagull p. 14
OBJ: 3. Explain the reasons for European exploration in the New World.
TOP: Social History | Christian Liberty MSC: Remembering

37. “Coverture” refers to:
- a. a woman’s responsibility to wear a scarf covering her head when in public.
 - b. knowing your place in society, especially at church when sitting in the pews.
 - c. a tax one pays on one’s property that is assessed quarterly.
 - d. a woman surrendering her legal identity when she marries.
 - e. a binding legal agreement between an indentured servant and his or her master.

ANS: D DIF: Easy REF: Full p. 17 | Seagull p. 14
OBJ: 2. Explain how Indian and European ideas of freedom differed on the eve of contact.
TOP: Social History | Freedom and Authority MSC: Remembering

38. In England, social inequality:
- a. was part of a hierarchical society.
 - b. did not keep British subjects from enjoying the same degree of individual freedom.
 - c. did not mean that there was economic inequality.
 - d. was banned under the doctrine of coverture.
 - e. prompted Henry VIII’s break with the Catholic Church.

ANS: A DIF: Easy REF: Full p. 17 | Seagull p. 14
OBJ: 2. Explain how Indian and European ideas of freedom differed on the eve of contact.
TOP: Social History | Freedom and Authority MSC: Remembering

39. Under English law in the sixteenth and seventeenth centuries, women:
- a. enjoyed far greater rights than they did in Spain and Spanish America.
 - b. who outlived their husbands were entitled to one-half of the husband’s property.
 - c. surrendered their legal identities when they married.
 - d. were expected to submit to their husbands in public, but not in private.
 - e. gained a great deal of personal and political power during the reigns of Queen Mary and Queen Elizabeth.

ANS: C DIF: Easy REF: Full p. 17 | Seagull p. 14
OBJ: 2. Explain how Indian and European ideas of freedom differed on the eve of contact.
TOP: Social History | Freedom and Authority MSC: Remembering

40. What motivated the Portuguese to begin exploration to find a water route to India, China, and the East Indies?
- a. To prove that the world was round.
 - b. To spread the Protestant faith.
 - c. To establish land empires in India and China.
 - d. To eliminate the Muslim “middlemen” in the luxury goods trade.
 - e. To find markets for Portugal’s surplus manufactured goods.

ANS: D DIF: Moderate REF: Full p. 18 | Seagull p. 15
OBJ: 3. Explain the reasons for European exploration in the New World.
TOP: Geographic Issues | The Expansion of Europe MSC: Understanding

41. 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 the goods 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 Africans translated “trading post.”

ANS: A DIF: Moderate REF: Full p. 20 | Seagull p. 17
 OBJ: 3. Explain the reasons for European exploration in the New World.
 TOP: Economic Development | Portugal and West Africa MSC: Remembering

42. Slavery in Africa:
- a. resulted from the arrival of Europeans.
 - b. included no form of rights for the slaves.
 - c. was the only kind of labor on that continent.
 - d. involved the enslavement of criminals, debtors, and war captives.
 - e. accelerated with the arrival of the French in the 1520s.

ANS: D DIF: Easy REF: Full p. 20 | Seagull p. 17
 OBJ: 3. Explain the reasons for European exploration in the New World.
 TOP: Social History | Freedom and Slavery in Africa MSC: Remembering

43. Before the transatlantic slave trade began, approximately 100,000 African slaves were transported between 1450 and 1500 to:
- a. England and Ireland.
 - b. Spain and France.
 - c. Portugal and Spain.
 - d. Portugal and the Netherlands.
 - e. England and the Netherlands.

ANS: C DIF: Moderate REF: Full p. 20 | Seagull p. 17
 OBJ: 3. Explain the reasons for European exploration in the New World.
 TOP: Global Awareness | Freedom and Slavery in Africa MSC: Remembering

44. Which one of the following statements about African slavery within Africa is FALSE?
- a. African slaves tended to be criminals, debtors, or captives in war.
 - b. Slavery was one of several forms of labor in Africa.
 - c. Slaves had well-defined rights and could possess property.
 - d. The slave trade within Africa accelerated between 1450 and 1500.
 - e. Only men were taken for the slave trade.

ANS: E DIF: Moderate REF: Full p. 20 | Seagull p. 17
 OBJ: 3. Explain the reasons for European exploration in the New World.
 TOP: Social History | Freedom and Slavery in Africa MSC: Understanding

45. The *reconquista* was the reconquest of Spain from the:
- a. Jews.
 - b. British.
 - c. Protestants.
 - d. Moors.
 - e. Aztecs.

ANS: D DIF: Easy REF: Full p. 21 | Seagull p. 19
 OBJ: 3. Explain the reasons for European exploration in the New World.
 TOP: Global Awareness | The Voyages of Columbus MSC: Remembering

46. What geographic error did Columbus make?
- a. He grossly underestimated the size of the earth.
 - b. He thought the earth was not round, but flat.
 - c. He was certain that India was east of the Americas.

- d. He expected the weather in India to be the same as in the North Atlantic.
- e. He confused the Atlantic Ocean with the Indian Ocean.

ANS: A DIF: Easy REF: Full p. 21 | Seagull p. 18
OBJ: 3. Explain the reasons for European exploration in the New World.
TOP: Geographic Issues | The Voyages of Columbus MSC: Remembering

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

ANS: C DIF: Difficult REF: Full p. 21 | Seagull p. 18
OBJ: 3. Explain the reasons for European exploration in the New World.
TOP: Geographic Issues | The Voyages of Columbus MSC: Understanding

48. The first center of the Spanish empire in America:
- a. was a prosperous settlement that Columbus created.
 - b. was the island of Hispaniola.
 - c. fell to Dutch raiders in 1506.
 - d. resulted from Columbus's last voyage to the New World in 1502.
 - e. was Cuba.

ANS: B DIF: Easy REF: Full p. 21 | Seagull p. 19
OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Geographic Issues | Columbus in the New World MSC: Remembering

49. Amerigo Vespucci:
- a. named the New World after himself.
 - b. helped to correct Columbus's theory that he had found a route to Asia.
 - c. agreed with Columbus that Native Americans were East Indians.
 - d. was funded by the English.
 - e. actually named the continent Vespucci, but it was changed.

ANS: B DIF: Moderate REF: Full p. 23 | Seagull p. 19
OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Geographic Issues | Columbus in the New World MSC: Remembering

50. John Cabot sailed to:
- a. Newfoundland.
 - b. New York.
 - c. Jamestown.
 - d. Hispaniola.
 - e. Quebec.

ANS: A DIF: Easy REF: Full p. 23 | Seagull p. 20
OBJ: 3. Explain the reasons for European exploration in the New World.
TOP: Geographic Issues | Exploration and Conquest MSC: Remembering

51. Why did European exploration of the New World proceed so rapidly after Columbus's discoveries?
- a. Gutenberg's invention of the printing press enabled the rapid dissemination of information.

- b. England, France, and Spain united to fund exploration, eliminating one of the problems that Columbus had faced.
- c. Spain was determined to protect the Native Americans against Protestant missionaries from rival European states, inspiring the government to fund numerous expeditions.
- d. The amount of gold that Columbus brought back to Spain was so inspiring that other countries inevitably followed suit.
- e. The Dutch became involved and had more money than other countries to finance expeditions, so those other countries worked together and raced against the Dutch for control.

ANS: A DIF: Easy REF: Full p. 23 | Seagull pp. 19–20
 OBJ: 3. Explain the reasons for European exploration in the New World.
 TOP: Geographic Issues | Cultural History | Exploration and Conquest
 MSC: Remembering

52. In 1519, who became the first European explorer to encounter the Aztec empire?
- a. Vasco da Gama.
 - b. Ferdinand Magellan.
 - c. John Cabot.
 - d. Hernán Cortés.
 - e. Francisco Pizarro.

ANS: D DIF: Easy REF: Full p. 23 | Seagull p. 21
 OBJ: 3. Explain the reasons for European exploration in the New World.
 TOP: Chronology | Exploration and Conquest MSC: Remembering

53. The ritual sacrifices practiced by the Aztecs:
- a. occurred one at a time and therefore were minimal.
 - b. prompted most Aztecs to oppose their leaders, who opposed the sacrifices.
 - c. disgusted 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 DIF: Moderate REF: Full p. 23 | Seagull p. 21
 OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.
 TOP: Ethnicity | Exploration and Conquest MSC: Understanding

54. Which of the following was NOT a technique that Spanish conquistadores used to conquer Native American empires?
- a. Kidnapping a leader and holding him for ransom.
 - b. Dividing and conquering them by taking advantage of old rivalries.
 - c. Relying upon the spread of diseases, even though they may not have been introduced intentionally.
 - d. Negotiating treaties.
 - e. Using their superior military technology.

ANS: D DIF: Easy REF: Full pp. 23–24 | Seagull p. 21
 OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.
 TOP: Ethnicity | Exploration and Conquest MSC: Remembering

55. The transatlantic flow of people and goods such as corn, potatoes, horses, and sugarcane is called:
- a. globalization.
 - b. the Columbian Exchange.
 - c. the Great Circuit.
 - d. the Atlantic system.
 - e. trade.

ANS: B DIF: Moderate REF: Full p. 24 | Seagull p. 21
OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.
TOP: Geographic Issues | The Demographic Disaster MSC: Remembering

56. The Columbian Exchange was:
- the agreement that documented what Christopher Columbus would give to Spanish leaders in return for their sponsorship of his travel to the New World.
 - the transatlantic flow of plants, animals, and germs that began after Christopher Columbus reached the New World.
 - John Cabot's exploration of the New World, which brought more of the goods that Columbus had found back to the Old World.
 - responsible for introducing corn, tomatoes, and potatoes to the Americas.
 - the first store in the New World, named for the man who founded it.

ANS: B DIF: Moderate REF: Full p. 24 | Seagull p. 21
OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.
TOP: Geographic Issues | The Demographic Disaster MSC: Remembering

57. In 1492, the Native American population:
- was at least 100 million.
 - lived exclusively in villages of no more than 1,000 individuals.
 - declined catastrophically due to exposure to the Black Plague.
 - lived mostly in what is today the United States.
 - lived mostly in Central and South America.

ANS: E DIF: Moderate REF: Full p. 24 | Seagull p. 22
OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.
TOP: Chronology | The Demographic Disaster MSC: Remembering

58. The Spanish empire in America:
- included most of the populated part of the New World but few of its natural resources, making the empire rich in people but poor economically.
 - paled in comparison with the ancient Roman Empire.
 - was, unlike the French and English New World empires, a mostly urban civilization.
 - was centered in Lima, Peru.
 - allowed religious freedom and therefore attracted colonists from throughout Europe.

ANS: C DIF: Moderate REF: Full p. 25 | Seagull p. 23
OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Social History | The Spanish Empire MSC: Understanding

59. The government of the Spanish empire in America:
- established the principle of the separation of church and state by keeping the Catholic Church out of civic affairs.
 - was dominated by the conquistadores, who had conquered lands and retained control over them.
 - included local officials who held a great deal of control.
 - was troubled due to constant turmoil and local divisions back in Spain.
 - operated out of Monterey, California.

ANS: C DIF: Moderate REF: Full p. 25 | Seagull p. 23

OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Political History | Changes | Governing Spanish America MSC: Remembering

60. Alarmed by the destructiveness of the conquistadores, the Spanish crown replaced them with a more stable system of government headed by:
- lawyers and bureaucrats.
 - bishops of the Catholic Church.
 - landed wealthy elite.
 - elected local officials.
 - entrepreneurs.

ANS: A DIF: Moderate REF: Full p. 25 | Seagull p. 23

OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Political History | Changes | Governing Spanish America MSC: Remembering

61. Which one of the following is true of agriculture in Spanish America?
- African-American slaves performed most of the labor.
 - The main crops were vastly different than they had been before Spain's arrival.
 - Spain introduced wheat as a crop.
 - Indian slaves did the work on small-scale farms.
 - Catholic priests were forbidden to be involved in farming.

ANS: C DIF: Difficult REF: Full p. 25 | Seagull pp. 23–24

OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Economic Development | Colonists in Spanish America MSC: Remembering

62. Which one of the following is true of Spanish emigrants to the New World?
- Many of the early arrivals came to direct Native American labor.
 - From the beginning, they arrived as families.
 - They were all at the bottom of the social hierarchy.
 - They soon outnumbered Native Americans.
 - Only the residents of the Malaga province migrated.

ANS: A DIF: Moderate REF: Full p. 26 | Seagull p. 24

OBJ: 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.
TOP: Social History | Colonists in Spanish America MSC: Remembering

63. Which one of the following statements about Spanish America is true?
- Over time, Spanish America evolved into a hybrid culture—part Spanish, part Indian, and, in some areas, part African.
 - Mestizos enjoyed much political freedom and held most of the high government positions.
 - Spaniards outnumbered the Indian inhabitants after fifty years of settlement.
 - The Catholic Church played only a minor role in Spanish America.
 - Spanish America was very rural and had few urban centers.

ANS: A DIF: Moderate REF: Full p. 27 | Seagull p. 24

OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.
TOP: Ethnicity | Colonists and Indians MSC: Understanding

64. The Spanish justified their claim to land in the New World through all of the following EXCEPT:
- believing that their culture was superior to that of the Indians.
 - violence.
 - a missionary zeal.
 - a decree from the Pope.
 - defeating the English fleet in 1588.

ANS: E DIF: Easy REF: Full pp. 27–28 | Seagull p. 25
OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Social History | Justifications for Conquest MSC: Remembering

65. In 1517, the German priest _____ began the Protestant Reformation by posting his Ninety-Five Theses, which accused the Catholic Church of worldliness and corruption.
- Martin Buber
 - Ulrich Zwingli
 - Martin Luther
 - Reinhold Niebuhr
 - Johannes Gutenberg

ANS: C DIF: Easy REF: Full p. 28 | Seagull p. 25
OBJ: 3. Explain the reasons for European exploration in the New World.
TOP: Chronology | Spreading the Faith MSC: Remembering

66. How did Spain justify enslaving Native Americans?
- The Spanish believed that enslavement could liberate Native Americans from their backwardness and savagery and introduce them to Christian civilization.
 - Pope Alexander VI had approved Spanish slavery but banned slavery in Portuguese holdings in the New World.
 - The writings of Bartolomé de Las Casas explained that the Bible approved slavery and that therefore it was acceptable.
 - If England and France were to be defeated in the quest for empire, Spain needed to take a step they had avoided—imposing slavery upon the native population.
 - The Spanish actually never enslaved Native Americans; the charge that they did was simply part of the Black Legend spread by the English and other enemies.

ANS: A DIF: Moderate REF: Full p. 29 | Seagull p. 26
OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Social History | Piety and Profit MSC: Remembering

67. According to Bartolomé de Las Casas:
- Spain needed to institute a more humane system of Native American slavery in order to avoid offending Pope Paul III.
 - Spain had caused the deaths of millions of innocent people in the New World.
 - despite his opposition to slavery, he needed to keep his slaves so that he would have time to devote to working for abolition and emancipation.
 - slavery needed to be eliminated entirely from the Earth.
 - converting Native Americans to anything but Catholicism would lead to their death.

ANS: B DIF: Moderate REF: Full p. 30 | Seagull p. 27
OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.
TOP: Social History | Las Casas’s Complaint MSC: Remembering

68. Bartolomé de Las Casas argued that Indians:
- could be enslaved because they lacked true religion.
 - were more akin to beasts than humans.
 - should overthrow their cruel Spanish masters and reestablish the Inca and Aztec empires.
 - were treated well by the Spanish.
 - should enjoy “all guarantees of liberty and justice” as subjects of Spain.

ANS: E DIF: Easy REF: Full p. 30 | Seagull p. 27
OBJ: 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.

69. The New Laws of 1542:
- led Protestant Europeans to create the Black Legend about Spanish rule in the Americas.
 - introduced the *encomienda* system.
 - were adopted at the urging of Gonzalo Pizarro, brother of Peru's conqueror.
 - commanded that Indians no longer be enslaved in Spanish possessions.
 - forbade the enslavement of Africans in New Spain.

ANS: D DIF: Moderate REF: Full pp. 30–31 | Seagull p. 27

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

TOP: Political History | Reforming the Empire

MSC: Remembering

70. Which one of the following lists the events in proper chronological order, from first to last?
- Pueblo Revolt, the Dutch settle Manhattan, Quebec founded, Spain adopts New Laws
 - Spain adopts New Laws, Pueblo Revolt, Quebec founded, the Dutch settle Manhattan
 - Quebec founded, the Dutch settle Manhattan, Pueblo Revolt, Spain adopts New Laws
 - The Dutch settle Manhattan, Spain adopts New Laws, Pueblo Revolt, Quebec founded
 - Spain adopts New Laws, Quebec founded, the Dutch settle Manhattan, Pueblo Revolt

ANS: E DIF: Difficult

REF: Full pp. 30–31 | Full pp. 34–35 | Full p. 38 | Full p. 41 | Seagull p. 27 | Seagull p. 31 | Seagull p. 35 | Seagull p. 38

OBJ: 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.

TOP: Chronology | Reforming the Empire | The Pueblo Revolt | French Colonization | The Dutch Empire

MSC: Remembering

71. 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 DIF: Moderate REF: Full p. 31 | Seagull p. 28

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

TOP: Global Awareness | Reforming the Empire

MSC: Remembering

72. The *repartimiento* system established by the Spanish in the mid-1500s:
- officially designated Indians in New Spain as slaves of European colonists.
 - recognized Indians as free but required them to perform a fixed amount of labor.
 - gave voting rights in local assemblies to mestizos but not to *peninsulares*.
 - required all Indians to convert to Catholicism or face execution.
 - set up a system of local courts of law that proved essential to Spanish rule in Peru.

ANS: B DIF: Moderate REF: Full p. 31 | Seagull p. 28

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

TOP: Economic Development | Reforming the Empire

MSC: Remembering

73. Exploring the North American interior in the 1500s, _____ was the first European to encounter the immense herds of buffalo that roamed the Great Plains.

- | | |
|----------------------------------|----------------------------|
| a. Francisco Vázquez de Coronado | d. Juan Ponce de León |
| b. Hernando de Soto | e. Juan Rodríguez Cabrillo |
| c. Jacques Marquette | |

ANS: A DIF: Difficult REF: Full p. 31 | Seagull pp. 28–29
OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Geographic Issues | Exploring North America MSC: Remembering

74. Which of the following is true of Spain’s explorations of the New World?
- Individual conquistadores always traveled alone.
 - Members of the Spanish parties suffered greatly from disease.
 - Florida was the first region in the present-day United States that Spain colonized.
 - Spain sought to forestall Portuguese incursions into the New World.
 - Spain’s explorations had no impact on the size of the Native American population.

ANS: C DIF: Moderate REF: Full p. 33 | Seagull p. 29
OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Geographic Issues | Spanish Florida MSC: Remembering

75. The Spanish set up outposts from Florida to South Carolina in part because:
- Spanish missionaries hoped to convert local Native Americans to Christianity.
 - English colonists from Virginia were attacking Spanish settlements.
 - they sought to prevent the escape of African slaves to English colonies located north and east of the Savannah River.
 - the discovery of gold mines in central Florida meant that other powers were likely to encroach on Spanish territories.
 - they needed to protect St. Augustine, which became the capital of New Spain in 1542.

ANS: A DIF: Moderate REF: Full p. 33 | Seagull p. 29
OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Social History | Spanish Florida MSC: Remembering

76. Spanish Florida:
- attracted large numbers of settlers.
 - became a British colony in 1607.
 - was little more than an isolated military settlement.
 - was the site of Juan de Oñate’s attack on the inhabitants of Acoma.
 - attracted mostly elderly Spaniards.

ANS: C DIF: Easy REF: Full p. 33 | Seagull p. 29
OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Political History | Changes | Spanish Florida MSC: Remembering

77. Acoma was an Indian city in present-day _____ that the Spanish destroyed.
- | | |
|---------------|----------------|
| a. New Mexico | d. California |
| b. Florida | e. Puerto Rico |
| c. Cuba | |

ANS: A DIF: Moderate REF: Full p. 33 | Seagull p. 31
OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.
TOP: Ethnicity | Spain in the Southwest MSC: Remembering

78. The first permanent European settlement in the Southwest, established in 1610, was:
- | | |
|-----------------|---------------|
| a. Tucson. | d. San Diego. |
| b. Albuquerque. | e. Santa Fe. |
| c. El Paso. | |

ANS: E DIF: Easy REF: Full p. 34 | Seagull p. 31

OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Chronology | Spain in the Southwest MSC: Remembering

79. Which statement about the Pueblo Revolt is FALSE?
- It resulted in a wholesale expulsion of the Spanish settlers.
 - It arose in part from missionaries burning Indian religious artifacts.
 - It resulted in a total renunciation of Catholicism by the Indians.
 - It was successful because the Pueblo peoples cooperated with each other.
 - It was inspired by the Pope, but he died before the actual revolt took place.

ANS: E DIF: Moderate REF: Full pp. 34–35 | Seagull p. 34

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

TOP: Cultural History | Ethnicity | The Pueblo Revolt MSC: Understanding

80. The first French explorations of the New World:
- brought great riches to France.
 - were intended to locate the Northwest Passage.
 - led to successful colonies in Newfoundland and Nova Scotia.
 - were in response to an intense rivalry with the Netherlands.
 - created no permanent settlements until the eighteenth century.

ANS: B DIF: Moderate REF: Full p. 35 | Seagull p. 35

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

TOP: Geographic Issues | French Colonization MSC: Remembering

81. The Pueblo Indian uprising of 1680:
- followed their leader Popé's arrest for engaging in sexual relations with a non-Native American woman.
 - helped lead to the most complete victory for Native Americans over Europeans.
 - was based entirely on economic factors.
 - was the work of one Native American tribe.
 - began a long tradition of cooperation between New Mexico's tribes.

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

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

TOP: Ethnicity | Social History | The Pueblo Revolt MSC: Understanding

82. In 1608, Samuel de Champlain founded:
- Montreal.
 - New York.
 - Champlain.
 - Quebec.
 - Albany.

ANS: D DIF: Easy REF: Full p. 38 | Seagull p. 35

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

TOP: Chronology | French Colonization MSC: Remembering

83. French Canada:
- was a very democratic colony.
 - was founded by Jesuit priests who were working as fur traders as a way to meet and convert Native Americans.
 - consisted mainly of male colonists.
 - had, by 1700, twice as many colonists as all the English North American colonies combined.

e. gave the French a world monopoly on fur production.

ANS: C DIF: Moderate REF: Full p. 38 | Seagull pp. 36–37

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

TOP: Social History | French Colonization MSC: Remembering

84. Which one of the following is true of New France?

- a. It was the subject of a great deal of favorable publicity throughout Europe.
- b. Its commitment to religious toleration was a source of great embarrassment for less tolerant powers like England and Spain.
- c. Its population was limited at best, because France feared that a significant emigration would undermine its role as a great European power.
- d. The only women allowed to reside there were nuns, a reflection of the French commitment to spreading Catholicism.
- e. Seigneuries were the only democratic areas in the colony.

ANS: C DIF: Difficult REF: Full p. 38 | Seagull p. 37

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

TOP: Social History | French Colonization MSC: Understanding

85. New France was characterized by:

- a. severe conflict between French settlers and the Indians.
- b. a well-defined line between Indian society and French society.
- c. more peaceful European-Indian relations than existed in New Spain.
- d. a Protestant missionary zeal to convert the Indians.
- e. its lack of devastating epidemics.

ANS: C DIF: Easy REF: Full pp. 38–40 | Seagull p. 37

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

TOP: Ethnicity | New France and the Indians MSC: Remembering

86. 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 DIF: Moderate REF: Full p. 40 | Seagull p. 37

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

TOP: Social History | New France and the Indians MSC: Understanding

87. The Jesuit religious order was particularly influential in:

- a. New Netherland.
- b. Brazil.
- c. England.
- d. New France.
- e. Cuba.

ANS: D DIF: Easy REF: Full p. 40 | Seagull pp. 37–38

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

TOP: Cultural History | New France and the Indians MSC: Remembering

88. 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 DIF: Moderate REF: Full p. 40 | Seagull p. 38

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

TOP: Ethnicity | New France and the Indians MSC: Remembering

89. Which one of the following was true of French relations with Native Americans?
- a. The French appropriated significant amounts of land for fur trading.
 - b. The French were proud that they were considered tougher on Indians than their English and Spanish counterparts.
 - c. The French sent nuns to try to Christianize the natives, because they understood that gender relations were different among Native Americans than they were among whites.
 - d. Native Americans resented that the French had no need for their help in the fur trade.
 - e. Jesuit missionaries tried to convert Native Americans, but gave them far more independence than did Spanish missionaries.

ANS: E DIF: Moderate REF: Full p. 40 | Seagull p. 37

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

TOP: Social History | New France and the Indians MSC: Remembering

90. 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 DIF: Easy REF: Full p. 41 | Seagull p. 38

OBJ: 3. Explain the reasons for European exploration in the New World.

TOP: Geographic Issues | The Dutch Empire MSC: Remembering

91. 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 DIF: Moderate REF: Full p. 41 | Seagull p. 39

OBJ: 3. Explain the reasons for European exploration in the New World.

TOP: Global Awareness | Dutch Freedom MSC: Remembering

92. Which European country dominated international commerce in the early seventeenth century?
- a. France
 - b. The Netherlands
 - c. Britain
 - d. Spain
 - e. Portugal

ANS: B DIF: Easy REF: Full p. 41 | Seagull p. 39

OBJ: 3. Explain the reasons for European exploration in the New World.

TOP: Economic Development | The Dutch Empire MSC: Remembering

93. How did the Dutch manifest their devotion to liberty?

- a. They supported tolerance in religious matters in their colony.
- b. Their colony was the first in the Americas to have a bill of rights.
- c. They allowed freedom of speech.
- d. They issued the Edict of New Netherland, declaring the Puritans to be heathens because they refused to allow religious freedom.
- e. They gave men ownership of their wives, which gave married men the property ownership and independence they needed to participate in political activities.

ANS: A DIF: Moderate REF: Full p. 42 | Seagull p. 39

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

TOP: Social History | The Dutch and Religious Toleration MSC: Remembering

94. Which statement about New Netherland is FALSE?
- a. Some slaves possessed half-freedom.
 - b. No elected assembly was established.
 - c. The Dutch enjoyed good commercial and diplomatic relations with the Five Iroquois Nations.
 - d. Women had many liberties, but could not retain their legal identity after marriage.
 - e. Religious toleration was extended to Catholics and Jews.

ANS: D DIF: Moderate REF: Full p. 42 | Seagull pp. 39–40

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

TOP: Social History | Freedom in New Netherland | The Dutch and Religious Toleration

MSC: Remembering

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

ANS: E DIF: Moderate REF: Full p. 42 | Seagull pp. 39–40

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

TOP: Social History | Freedom in New Netherland

MSC: Remembering

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

ANS: E DIF: Moderate REF: Full p. 43 | Seagull p. 41

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

TOP: Social History | The Dutch and Religious Toleration

MSC: Remembering

97. What does the seal of New Netherland, adopted by the Dutch West India Company in 1630, suggest is central to the colony's economic prospects?
- | | |
|------------|-----------|
| a. tobacco | d. timber |
| b. fish | e. fur |
| c. silver | |

ANS: E DIF: Easy REF: Full p. 43 | Seagull p. 42
OBJ: 6. Identify the chief features of the French and Dutch empires in North America.
TOP: Economic Development | New Netherland and the Indians
MSC: Remembering

98. Patroonship in New Netherland:
- was a great success, bringing thousands of new settlers to the colony.
 - meant that shareholders received large estates for transporting tenants for agricultural labor.
 - was like a system of medieval lords.
 - led to one democratic manor led by Kiliaen van Rensselaer.
 - involved joint Dutch and Indian control of farmland.

ANS: B DIF: Moderate REF: Full p. 43 | Seagull p. 41
OBJ: 6. Identify the chief features of the French and Dutch empires in North America.
TOP: Economic Development | Settling New Netherland MSC: Understanding

99. In their relations with Native Americans, the Dutch:
- sought to imitate the Spanish.
 - concentrated more on economics than religious conversion.
 - tried to drive Native Americans into the Puritan colony.
 - avoided warfare at all costs.
 - called them members of a deceitful race.

ANS: B DIF: Easy REF: Full pp. 44–45 | Seagull p. 42
OBJ: 6. Identify the chief features of the French and Dutch empires in North America.
TOP: Economic Development | New Netherland and the Indians
MSC: Remembering

MATCHING

TEST 1

Match the person or term with the correct description.

- claimed Brazil for Portugal in 1500
 - founded Quebec
 - Italian who sailed for Spain in 1492
 - Dominican priest who preached against Spanish abuses of Indians
 - British economist who wrote *The Wealth of Nations*
 - Spanish conquistador who conquered the Aztecs
 - sailed around southern Africa and into the Indian Ocean
 - America was named for him
 - first European to discover Newfoundland in 1497
 - explored Florida
 - led seven large naval expeditions in early 1400s
 - developed movable-type printing press
- Christopher Columbus
 - Hernán Cortés
 - Adam Smith
 - Amerigo Vespucci
 - 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

1. ANS: C
2. ANS: F
3. ANS: E
4. ANS: H
5. ANS: I
6. ANS: A
7. ANS: D
8. ANS: B
9. ANS: J
10. ANS: G
11. ANS: L
12. ANS: K

TEST 2

Match the person or term with the correct description.

- a. society centered on the mother's family
 - b. Spanish brutality
 - c. uprising against Spanish colonists in New Spain
 - d. Dutch landowners of large estates
 - e. large-scale farm owned by a Spanish landlord
 - f. persons of mixed Spanish and Indian origin
 - g. Spanish reform measures toward Indians
 - h. a married woman surrendering her legal identity
 - i. transfer of plants, animals, and diseases between New and Old Worlds
 - j. confederation of five Iroquois tribes
 - k. person born in the Spanish colonies of European ancestry
 - l. ancient residents of the Mississippi Valley region
13. Columbian Exchange
 14. "coverture"
 15. New Laws
 16. mestizos
 17. Great League of Peace
 18. criollos
 19. Black Legend
 20. *patroons*
 21. matrilineal
 22. haciendas
 23. mound builders
 24. Pueblo Revolt

13. ANS: I
14. ANS: H
15. ANS: G
16. ANS: F
17. ANS: J
18. ANS: K
19. ANS: B
20. ANS: D
21. ANS: A
22. ANS: E
23. ANS: L
24. ANS: C

TRUE/FALSE

1. Agriculture did not come to the American continents, around Mexico and Peru, until approximately 1000 CE

ANS: F DIF: Easy REF: Full p. 6 | Seagull p. 5
OBJ: 1. Describe the patterns of Native American life in North America before Europeans arrived.
TOP: Social History | The Settling of America MSC: Remembering

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

ANS: F DIF: Moderate REF: Full p. 9 | Seagull p. 5
OBJ: 1. Describe the patterns of Native American life in North America before Europeans arrived.
TOP: Ethnicity | Mound Builders of the Mississippi Valley MSC: Remembering

3. The Indians of North America believed that land was a common resource and the basis of economic life.

ANS: T DIF: Moderate REF: Full p. 12 | Seagull p. 9
OBJ: 1. Describe the patterns of Native American life in North America before Europeans arrived.
TOP: Ethnicity | Land and Property MSC: Remembering

4. The Indians, although diverse, all seemed to observe religious ceremonies centered around hunting or farming.

ANS: T DIF: Easy REF: Full p. 12 | Seagull p. 7
OBJ: 1. Describe the patterns of Native American life in North America before Europeans arrived.
TOP: Ethnicity | Native American Religion MSC: Remembering

5. Most, although not all, Indian societies were matrilineal.

ANS: T DIF: Moderate REF: Full p. 14 | Seagull p. 10
OBJ: 1. Describe the patterns of Native American life in North America before Europeans arrived.
TOP: Social History | Indian Gender Relations MSC: Remembering

6. “Christian liberty” was the basis for religious toleration.

ANS: F DIF: Difficult REF: Full p. 17 | Seagull p. 13
OBJ: 2. Explain how Indian and European ideas of freedom differed on the eve of contact.
TOP: Cultural History | Christian Liberty MSC: Remembering

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

ANS: F DIF: Moderate REF: Full p. 17 | Seagull p. 14
OBJ: 2. Explain how Indian and European ideas of freedom differed on the eve of contact.
TOP: Social History | Freedom and Authority MSC: Remembering

8. Portuguese seafarers initially hoped to locate African gold.

ANS: T DIF: Easy REF: Full p. 19 | Seagull pp. 16–17
OBJ: 3. Explain the reasons for European exploration in the New World.
TOP: Geographic Issues | Chinese and Portuguese Navigation MSC: Remembering

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

ANS: F DIF: Easy REF: Full p. 20 | Seagull p. 17
OBJ: 3. Explain the reasons for European exploration in the New World.
TOP: Economic Development | Portugal and West Africa MSC: Remembering

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

ANS: F DIF: Easy REF: Full p. 20 | Seagull p. 17
OBJ: 3. Explain the reasons for European exploration in the New World.
TOP: Social History | Freedom and Slavery in Africa MSC: Remembering

11. Columbus was Spanish.

ANS: F DIF: Moderate REF: Full p. 20 | Seagull p. 18
OBJ: 3. Explain the reasons for European exploration in the New World.
TOP: Ethnicity | The Voyages of Columbus MSC: Remembering

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

ANS: T DIF: Easy REF: Full p. 21 | Seagull p. 19
OBJ: 6. Identify the chief features of the French and Dutch empires in North America.
TOP: Political History | Changes | The Voyages of Columbus MSC: Remembering

13. Columbus first sailed to what is now Venezuela.

ANS: F DIF: Moderate REF: Full p. 21 | Seagull p. 19
OBJ: 6. Identify the chief features of the French and Dutch empires in North America.
TOP: Geographic Issues | Columbus in the New World MSC: Remembering

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

ANS: F DIF: Difficult REF: Full p. 21 | Seagull p. 19

- OBJ: 6. Identify the chief features of the French and Dutch empires in North America.
TOP: Geographic Issues | Columbus in the New World MSC: Remembering
15. Thanks to Martin Luther, the movable-type printing press is one of the most important inventions in modern times, helping to rapidly disseminate information around the world.
- ANS: F DIF: Easy REF: Full p. 23 | Seagull pp. 19–20
OBJ: 6. Identify the chief features of the French and Dutch empires in North America.
TOP: Cultural History | Exploration and Conquest MSC: Remembering
16. Cortés conquered the capital city of the Aztec empire with an army of over 1,000 men.
- ANS: F DIF: Moderate REF: Full pp. 23–24 | Seagull p. 21
OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.
TOP: Geographic Issues | Exploration and Conquest MSC: Remembering
17. 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 DIF: Moderate REF: Full p. 24 | Seagull p. 22
OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.
TOP: Geographic Issues | The Demographic Disaster MSC: Remembering
18. By 1550, the Spanish empire in the New World exceeded the ancient Roman Empire in size.
- ANS: T DIF: Moderate REF: Full p. 25 | Seagull p. 23
OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Political History | Changes | The Spanish Empire MSC: Remembering
19. *Peninsulares* stood atop the social hierarchy in Spanish America.
- ANS: T DIF: Difficult REF: Full p. 26 | Seagull p. 24
OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Social History | Colonists and Indians MSC: Remembering
20. Spain insisted that the primary goal of colonization was to save the Indians from heathenism.
- ANS: T DIF: Moderate REF: Full p. 28 | Seagull p. 26
OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Cultural History | Spreading the Faith MSC: Remembering
21. The Spanish aim was to exterminate or remove the Indians from the New World.
- ANS: F DIF: Difficult REF: Full p. 28 | Seagull p. 26
OBJ: 5. Identify the chief features of the Spanish empire in America.
TOP: Ethnicity | Spreading the Faith MSC: Remembering
22. During the Pueblo Revolt, the Indians destroyed symbols of Catholic culture, like crosses and statues of the Virgin Mary.
- ANS: T DIF: Easy REF: Full p. 37 | Seagull p. 34
OBJ: 4. Explain what happened when the peoples of the Americas came in contact with

Europeans.

TOP: Cultural History | The Pueblo Revolt

MSC: Remembering

23. 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 DIF: Moderate REF: Full p. 38 | Seagull p. 37

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

TOP: Cultural History | French Colonization

MSC: Remembering

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

ANS: T DIF: Moderate REF: Full p. 40 | Seagull p. 38

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

TOP: Ethnicity | New France and the Indians

MSC: Remembering

25. Before helping to colonize New France, the Jesuits had previously established missions in Asia.

ANS: T DIF: Moderate REF: Full p. 40 | Seagull pp. 37–38

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

TOP: Cultural History | New France and the Indians

MSC: Remembering

26. The French established the first permanent European settlement in what would become New York City.

ANS: F DIF: Moderate REF: Full p. 41 | Seagull p. 38

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

TOP: Geographic Issues | The Dutch Empire

MSC: Remembering

27. 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 DIF: Moderate REF: Full pp. 42–43 | Seagull p. 41

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

TOP: Cultural History | The Dutch and Religious Toleration

MSC: Remembering

SHORT ANSWER

Identify and give the historical significance of each of the following terms, events, and people in a paragraph or two.

1. conquistadores

ANS:

Answers will vary

2. Pueblo Revolt

ANS:

Answers will vary

3. private property

ANS:
Answers will vary

4. African slave trade

ANS:
Answers will vary

5. Columbian Exchange

ANS:
Answers will vary

6. Indian freedom

ANS:
Answers will vary

7. Black Legend

ANS:
Answers will vary

8. mound builders

ANS:
Answers will vary

9. Christopher Columbus

ANS:
Answers will vary

10. Zheng He

ANS:
Answers will vary

11. Bartolomé de Las Casas

ANS:
Answers will vary

12. "coverture"

ANS:
Answers will vary

13. Jesuits

ANS:
Answers will vary

ESSAY

1. Explain as thoroughly as you can how the slave trade affected African society.

ANS:

Answers will vary

DIF: Moderate OBJ: 3. Explain the reasons for European exploration in the New World.

TOP: Global Awareness | Geographic Issues | Political History | Changes | Social History |

Freedom and Slavery in Africa

MSC: Analyzing

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

DIF: Moderate

OBJ: 3. Explain the reasons for European exploration in the New World. | 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

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

MSC: Analyzing

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

DIF: Difficult

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

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 | Indian Gender Relations | Colonists in Spanish America

MSC: Evaluating

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

DIF: Moderate

OBJ: 1. Describe the 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.

TOP: Cultural History | Economic Development | Ethnicity | Global Awareness | Geographic

Issues | Political History | Changes | Social History | Native American Religion | Land and Property | Indian Gender Relations | Indian Freedom | Christian Liberty | Freedom and Authority | Liberty and Liberties

MSC: Analyzing

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

DIF: Moderate

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.

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 MSC: Analyzing

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

DIF: Moderate

OBJ: 1. Describe the 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.

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 | Indian Gender Relations MSC: Analyzing

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

DIF: Moderate

OBJ: 3. Explain the reasons for European exploration in the New World. | 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

TOP: Cultural History | Economic Development | Ethnicity | Global Awareness | Geographic Issues | Political History | Changes | Social History | Justifications for Conquest | Spreading the Faith | Piety and Profit | Las Casas's Complaint | Reforming the Empire MSC: Evaluating