**Making America**

**Making a "New" World, to 1588**

**MULTIPLE CHOICE**

 1. About 600 hundred years ago the Powhatan people increasingly collaborated with their neighbors because

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| --- | --- |
| a. | Long-lasting weather changes reduced corn crops and required more expansive hunting practices. |
| b. | Western tribes waged war against them for access to the Atlantic coast. |
| c. | Europeans had begun to take over the Virginia Coast in large numbers. |
| d. | They sought to increase their political influence in the region. |

ANS: A

 2. How did the first people come to America?

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| --- | --- |
| a. | Sailing in large ships |
| b. | Sailing in canoe-like boats |
| c. | By crossing Beringia |
| d. | By using the South Pacific islands |

ANS: C

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

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

ANS: C

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

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

ANS: C

 5. The mound builder societies were characterized by

|  |  |
| --- | --- |
| a. | hunting and gathering. |
| b. | power struggles among rival groups. |
| c. | small settlements. |
| d. | large-scale trade and commerce. |

ANS: D

 6. Which of the following prompted the Vikings beyond Scandinavia southward into the mainland and westward into North America?

|  |  |
| --- | --- |
| a. | the spread of Islam. |
| b. | the invasion of Huns from the east |
| c. | climatic changes |
| d. | new naval technologies |

ANS: C

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

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

ANS: A

 8. The Native Americans of the woodlands east of the Mississippi River

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| --- | --- |
| a. | lived in small, self-governing tribes. |
| b. | were ruled through coercion. |
| c. | had elaborate irrigation systems. |
| d. | encouraged private land ownership. |

ANS: A

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

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

ANS: D

 10. The Bantu based their society on the idea of the

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

ANS: B

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

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

ANS: D

 12. The Songhai Empire traded with Portugal because

|  |  |
| --- | --- |
| a. | Portuguese sailors offered easier access to foreign markets. |
| b. | the Portuguese forced them through military action. |
| c. | the Songhai hated the Spanish. |
| d. | the Portuguese dominated the Saharan trade routes. |

ANS: A

 13. Timbuktu was the political and economic center of the

|  |  |
| --- | --- |
| a. | Inca Empire. |
| b. | Ashanti Kingdom. |
| c. | Aztec Empire. |
| d. | Songhai Empire. |

ANS: D

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

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

ANS: B

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

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

ANS: D

 16. What did Columbus think of the first people he encountered?

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| --- | --- |
| a. | He thought they were greedy. |
| b. | He thought they would submit and share their land readily. |
| c. | He thought their religion was in many ways superior to his own. |
| d. | He thought they were cannibals. |

ANS: B

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

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

ANS: D REF: p. 20

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

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

ANS: A REF: p. 18

 19. Why did Indians in the Northeast seek to expand areas for obtaining food when coming into contact with the French?

|  |  |
| --- | --- |
| a. | French presence led to a population explosion requiring additional food. |
| b. | Environmental change to a colder climate reduced the amount of food available. |
| c. | Indians had to feed themselves and also had to supply food to French cities. |
| d. | French soldiers rapidly conquered the Indians' existing food-producing areas. |

ANS: B

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

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

ANS: C

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

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

ANS: C

 22. Europeans often objected to Native American behavior because they

|  |  |
| --- | --- |
| a. | thought Indians were actually Muslims. |
| b. | only met a small group of Indians. |
| c. | evaluated Indian cultures by European standards. |
| d. | never learned to communicate because of the language barriers. |

ANS: C

 23. Native Americans readily accepted Europeans into trading networks because

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

ANS: D

 24. The Indians thought land was

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

ANS: A

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

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

ANS: B

 26. Africans were largely unaffected by which disease introduced to the New World as part of the Columbian Exchange?

|  |  |
| --- | --- |
| a. | Smallpox |
| b. | Syphilis |
| c. | Measles |
| d. | Malaria |

ANS: D

 27. One feature of the Columbian Exchange is that

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| --- | --- |
| a. | the Native American populations dramatically increased. |
| b. | European crops grew in America, but American crops did not go to Europe. |
| c. | Native Americans had no draft animals; hence, horses were brought to America. |
| d. | in the long run, it had little impact on American ecology. |

ANS: C

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

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

ANS: D

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

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

ANS: B

 30. How did Europeans generally obtain slaves from Africa?

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

ANS: D

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

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

ANS: C

 32. Europeans suffered less from fatal diseases because

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

ANS: A

 33. The origins of the European theology of Reformation lay in

|  |  |
| --- | --- |
| a. | the implausibility of the Catholic doctrine. |
| b. | the corruption and superstition of the medieval Catholic Church. |
| c. | the political ambitions of local princes. |
| d. | peasants' uprisings. |

ANS: B

 34. Some political figures embraced Protestantism because

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

ANS: A

 35. Following the death of Henry VIII,

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

ANS: D

 36. Elizabeth I's position on religion can be best described as

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| --- | --- |
| a. | staunchly Protestant. |
| b. | flexible, so long as she maintained control of church and state. |
| c. | staunchly Catholic. |
| d. | weak and vacillating, which created serious weaknesses in England's political system. |

ANS: B

 37. Which of the following was not a cash crop on European controlled plantations in the New World?

|  |  |
| --- | --- |
| a. | coffee |
| b. | sugar |
| c. | indigo |
| d. | manioc |

ANS: D

**IDENTIFICATIONS**

**Instructions:** Identify the following terms:

 38. Holy Land

ANS:

 39. Western Hemisphere

ANS:

 40. Beringia

ANS:

 41. Kenniwick Man

ANS:

 42. Muslims

ANS:

 43. maize

ANS:

 44. Aztecs

ANS:

 45. Vikings

ANS:

 46. Crusades

ANS:

 47. Ferdinand and Isabella

ANS:

 48. Reconquista

ANS:

 49. Henry VIII

ANS:

 50. Elizabeth I

ANS:

 51. Songhai Empire

ANS:

 52. Columbian Exchange

ANS:

 53. reciprocal trade

ANS:

 54. Reformation

ANS:

 55. Protestantism

ANS:

 56. Holy Roman Empire

ANS:

 57. Slave Coast

ANS:

 58. cash crops

ANS:

 59. Moors

ANS:

 60. manioc

ANS:

 61. mound builder

ANS:

 62. Amerigo Vespucci

ANS:

**ESSAY**

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

ANS:

*Students should be able to discuss what life in America was like before the advent of agriculture. They should be able to discuss hunting and gathering societies of Paleo-Indians and Archaic cultures. Students should be able to identify connections between access to larger quantities of food and a more settled existence. Stronger students will note the development of art and craft skills and may recognize that not all Indian societies used agriculture.*

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

ANS:

*Students should emphasize that most Native Americans were organized in self-governing groups and that environmental factors along with changing and spreading technology shaped the lives of these respective Indian groups. Accordingly, students should point out that southwestern Indians built large, multi-room residential structures and that the Anasazi constructed large agricultural communities and maintained extensive trading networks. Good students will insert information on changing environmental conditions such as drought to explain why the Anasazi eventually dispersed to form pueblos. When discussing dispersal of technology, students need to explain how southeastern Indians benefited from the spread of agricultural technology to produce agricultural surpluses. Good students will identify the social consequences of these developments as the creation of hierarchical societies with large cities such as Cahokia.*

 65. How did African societies change as a result of increased contact with Europeans?

ANS:

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

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

ANS:

*This is a fairly straightforward question that requires students to look closely at one aspect of the Columbian Exchange. Students should point to the arrival of new crops and the creation of plantations, which eventually choked out some existing plants. They should note the emergence of new species of animals that pushed aside some native animals. Students ought to note the unintended consequences of much of the environmental change. The importation of dandelions is one example. But the major environmental impact resulted from the exchange of diseases that killed millions of Indians and Africans.*

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

ANS:

*Such a discussion or written exercise would begin with the recognition that a great number of exchanges took place across the Atlantic Ocean. They might look at the exchange of plants like wheat from Europe and maize (or corn) from America. They might consider the exchange of diseases like measles and syphilis. But more significantly, students should describe the extent to which the Exchange was positive or negative. They might wrestle with the question of whether world civilization is better off because it took place.*