

## CHAPTER 1A New World

This chapter concentrates on the contact between Indians and early European explorers and settlers in the Americas. It begins by examining the first Americans—the often quite sophisticated Native American cultures in South and North America before European contact. The next major theme is the European expansion pioneered by the Portuguese and Spanish and propelled by the search for African gold and a direct sea route to Asia. Portuguese contact with African societies, the voyages of Columbus, and the Spanish conquest of Mexico and South America are discussed, with critical analysis of the demographic consequences of those contacts. Other aspects of Spanish colonization—including justifications for conquest, economic matters, and Spanish-Indian relations—are also considered. The Spanish priest Bartolomé de Las Casas gives a damning report of Spanish rule in the New World in “Voices of Freedom.” The Pueblo Revolt, an Indian uprising in New Mexico, is also highlighted in “Voices of Freedom,” through the account of a Spanish-speaking Indian. The next section focuses on the French and Dutch empires in North America. The relatively few French who lived in New France (French Canada) consisted mainly of fur traders, indentured servants, and Jesuit missionaries. The French drew Indians into the Atlantic economy and into conflict with European powers. The Dutch, mainly interested in trade, established friendly commercial and diplomatic relations with the Iroquois but conflicted with other Indians over land in New Netherland.

### CHAPTER OUTLINE

- I. Introduction: Columbian Exchange
- II. The First Americans
  - A. The Settling of America
    - 1. “Indians” settled the New World between 15,000 and 60,000 years ago, before the glaciers melted and submerged the land bridge between Asia and North America.
  - B. Indian Societies of the Americas
    - 1. North and South American societies built roads, trade networks, and irrigation systems.
    - 2. Societies from Mexico and areas south were grander in scale and organization than those north of Mexico.
      - a. Indians north of Mexico lacked literacy, wheeled vehicles, metal tools, and scientific knowledge necessary for long-distance navigation.
  - C. Mound Builders of the Mississippi Valley
    - 1. Built approximately 3,500 years ago along the Mississippi River in modern-day Louisiana, a community known today as Poverty Point was a trading center for the Mississippi and Ohio River valleys.
    - 2. Near present-day St. Louis, the city known as Cahokia, which flourished with a population of

10,000–30,000 around 1200 CE, featured large human-built mounds.

#### D. Western Indians

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

#### E. Indians of Eastern North America

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

#### F. Native American Religion

1. Religious ceremonies were often directly related to farming and hunting.
2. Those who were believed to hold special spiritual powers held positions of respect and authority.
3. Indian religion did not pose a sharp distinction between the natural and the supernatural.

#### G. Land and Property

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

#### H. Indian Gender Relations

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

#### I. European Views of the Indians

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

### III. Indian Freedom, European Freedom

#### A. Indian Freedom

1. Europeans concluded that the notion of freedom was alien to Indian societies.
2. Europeans concluded that Indians were barbaric because they were *too* free.

3. European understanding of freedom was based on ideas of personal independence and the ownership of private property—ideas foreign to Indians.

#### B. Christian Liberty

1. Europeans believed that to embrace Christ was to provide freedom from sin.
2. “Christian liberty” had no connection to later ideas of religious tolerance.

#### C. Freedom and Authority

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

#### D. Liberty and Liberties

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

### IV. The Expansion of Europe

#### A. Chinese and Portuguese Navigation

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

#### B. Portugal and West Africa

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

#### C. Freedom and Slavery in Africa

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

#### D. The Voyages of Columbus

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

### V. Contact

#### A. Columbus in the New World

1. Columbus landed on Hispaniola in 1492 and colonization began the next year.

2. Nicolas de Ovando established a permanent base in Hispaniola in 1502.
3. Amerigo Vespucci sailed along the coast of South America between 1498 and 1502, and the New World came to be called America.

#### B. Exploration and Conquest

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

#### C. The Demographic Disaster

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

### VI. The Spanish Empire

#### A. Governing Spanish America

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

#### B. Colonists in Spanish America

1. Gold and silver mining was the primary economy in Spanish America.
  - a. Mines were worked by Indians.
  - b. Many Spaniards came to the New World for easier social mobility.

#### C. Colonists and Indians

1. Indian inhabitants always outnumbered European colonists and their descendants in Spanish America.
2. Spanish America evolved into a hybrid culture—part Indian, part Spanish, and, in places, part African.
  - a. Mestizos are persons of mixed Indian and Spanish origin.

#### D. Justifications for Conquest

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

#### E. Spreading the Faith

1. A missionary element existed from the church's long holy war against Islam, and was renewed

with the Protestant Reformation in the sixteenth century.

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

#### F. Piety and Profit

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

#### G. Las Casas's Complaint

1. Bartolomé de Las Casas wrote about the injustices of Spanish rule toward the Indians.
2. Las Casas insisted that Indians were rational beings and Spain had no grounds to deprive them of their land or liberty.
3. He believed that "the entire human race is one," but favored African slavery.

#### H. Reforming the Empire

1. Las Casas's writings encouraged the 1542 New Laws, which forbade the enslavement of Indians.
2. The Black Legend was an image, put forth in part by Las Casas, that Spain was a uniquely brutal and exploitive colonizer.

#### I. Exploring North America

1. Spanish explorers migrated into what is now the United States in search of gold; first was Juan Ponce de León in Florida (1513).
2. Large Spanish expeditions traveled through Florida, the Gulf of Mexico region, and the Southwest (1520s–1540s).
3. These expeditions, particularly Hernando de Soto's, brutalized Indians and spread deadly diseases.

#### J. Spanish Florida

1. Florida, the first present-day U.S. area colonized by Spain, had forts as early as the 1560s to protect Spanish treasure fleets from pirates.
2. Spanish missionaries sought to convert Indians, without much success.
3. As late as 1763, Spanish Florida had only 4,000 inhabitants of European descent.

#### K. Spain in the Southwest

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

#### L. The Pueblo Revolt

1. In 1680 Pueblo Indians, led by Popé, rebelled against the Spanish colonists in present-day New Mexico for forcing the Indians to convert to Christianity.

### VII. The French and Dutch Empires

#### A. French Colonization

1. The French were hoping to find gold and the Northwest Passage to the Pacific, but found only what they considered a barrier: a large North American continent.

2. Samuel de Champlain founded Quebec in 1608, and others explored and claimed the entire Mississippi Valley for France.
3. Relatively few French colonists arrived in New France; most were engagés (indentured servants), who returned home when their contracts expired. The white population in 1700 was only 19,000.

#### B. New France and the Indians

1. With few settlers, friendly relations with the Indians were essential for France.
2. The French prided themselves on adopting a more humane policy toward the Indians than Spain, yet their contact still brought disease and their fur trading depleted the native animal population.
3. The *métis* were children of Indian women and French men.

#### C. The Dutch Empire

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

#### D. Dutch Freedom

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

#### E. Freedom in New Netherland

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

#### F. The Dutch and Religious Toleration

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

#### G. Settling New Netherland

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

#### H. New Netherland and the Indians

1. The Dutch came to trade, not to conquer, and were determined to treat the Indians more humanely, although conflict was not completely avoided.

### SUGGESTED DISCUSSION QUESTIONS

- Compare and contrast the following precontact societies: Aztec, Inca, Cahokia, and the ancestors of the Hopi and Zuni.
- The Europeans' understanding of freedom based on ownership of private property had little meaning to most Indian societies. What was far more important than individual autonomy to most Indian communities, and why?
- Evaluate "Gold, God, and Glory" as reasons for the European conquest of the Americas. Did one outweigh another in motivating the Europeans? How were these reasons used to justify the conquest? How genuine were they?
- The conquest of the New World by the Europeans resulted in interaction among cultures. Discuss this interaction and how it affected both the Europeans and the Indians. Be sure to discuss the demographic consequences.
- Bartolomé de Las Casas was a voice of freedom for the Indians in Spanish America. Explain what motivated him to speak out. What kind of influence did he have on the Spanish? On the Indians? On the African slaves? In what sense was his understanding of freedom limited?
- Compare the Spanish colonies with those of the French and Dutch. Think about economies, freedoms, religion, government structure, and intermarriage. How did the French and Dutch learn from the experiences of the Spanish?
- Imagine you are an attorney accusing Spain of human rights violations in a sixteenth-century world criminal court. Draw on the "Voices of Freedom" pieces in this chapter to help you prepare your closing argument. What do you imagine Spain's defense attorney would argue?

### SUPPLEMENTAL WEB AND VISUAL RESOURCES

#### American Beginnings

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

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

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

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

[www.nhc.rtp.nc.us/pds/amerbegin/amerbegin.htm](http://www.nhc.rtp.nc.us/pds/amerbegin/amerbegin.htm)

The site takes you to American Beginnings: The European Presence in North America, 1492–1690.

#### Caribbean Amerindians

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

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

#### Columbian Exchange

[www.nhc.rtp.nc.us/tserve/nattrans/ntecoindian/essays/columbian.htm](http://www.nhc.rtp.nc.us/tserve/nattrans/ntecoindian/essays/columbian.htm)

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

#### Conquistadors

[www.pbs.org/conquistadors](http://www.pbs.org/conquistadors)

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

#### Images of Pre-Columbian America

[http://www.hort.purdue.edu/newcrop/hort\\_306/reading/Images%2014.pdf](http://www.hort.purdue.edu/newcrop/hort_306/reading/Images%2014.pdf)

Hosted by Purdue, this site offers over fifty photographs of ancient artifacts.

#### 1492: An Ongoing Voyage

[www.ibiblio.org/expo/1492.exhibit/Intro.html](http://www.ibiblio.org/expo/1492.exhibit/Intro.html)

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

#### The Mound Builders

[www.crt.state.la.us/parks/ipvertypt.aspx](http://www.crt.state.la.us/parks/ipvertypt.aspx)

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

[www.cr.nps.gov/archeology/feature/builder.htm](http://www.cr.nps.gov/archeology/feature/builder.htm)

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

#### The Pueblo Revolt of 1680

[www.pbs.org/weta/thewest/resources/archives/one/pueblo.htm](http://www.pbs.org/weta/thewest/resources/archives/one/pueblo.htm)

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

### SUPPLEMENTAL PRINT RESOURCES

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

Bradley, James W. *Evolution of the Onondaga Iroquois: Accommodating Change, 1500–1655*. Lincoln: University of



- Nebraska Press, 2005.
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- Davis, David Brion. "Constructing Race: A Reflection." *William and Mary Quarterly* 54, no. 1 (1997): 7–18.
- Greenblatt, Stephen. *Marvelous Possessions: The Wonder of the New World*. Chicago: University of Chicago Press, 1991.
- Lunenfeld, Marvin, ed. *1492: Discovery, Invasion, Encounter: Sources and Interpretations*. Lexington, MA: Heath/Houghton Mifflin, 1991.
- Pauketat, Timothy R. *Cahokia: Ancient America's Great City on the Mississippi*. New York: Viking Press, 2009.
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- Wright, Ronald. *Stolen Continents: 500 Years of Conquest and Resistance in the Americas*. New York: Mariner, 2005.

## TEST BANK

### Matching

#### TEST 1

- \_\_\_ 1. Christopher Columbus
  - \_\_\_ 2. Hernán Cortés
  - \_\_\_ 3. Adam Smith
  - \_\_\_ 4. Amerigo Vespucci
  - \_\_\_ 5. John Cabot
  - \_\_\_ 6. Pedro Cabral
  - \_\_\_ 7. Bartolomé de Las Casas
  - \_\_\_ 8. Samuel de Champlain
  - \_\_\_ 9. Juan Ponce de León
  - \_\_\_ 10. Vasco da Gama
  - \_\_\_ 11. Johannes Gutenberg
  - \_\_\_ 12. Zheng He
- a. claimed Brazil for Portugal in 1500
  - b. founded Quebec
  - c. Italian who sailed for Spain in 1492
  - d. Dominican priest who preached against Spanish abuses of Indians
  - e. British economist who wrote *The Wealth of Nations*
  - f. Spanish conquistador who conquered the Aztecs
  - g. sailed around southern Africa and into the Indian Ocean
  - h. America was named for him
  - i. first European to discover Newfoundland in 1497

- j. explored Florida
- k. led seven large naval expeditions in early 1400s
- l. developed movable-type printing press

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

## TEST 2

- \_\_\_ 1. Columbian Exchange
- \_\_\_ 2. "coverture"
- \_\_\_ 3. New Laws
- \_\_\_ 4. mestizos
- \_\_\_ 5. Great League of Peace
- \_\_\_ 6. criollos
- \_\_\_ 7. Black Legend
- \_\_\_ 8. *patroons*
- \_\_\_ 9. matrilineal
- \_\_\_ 10. haciendas
- \_\_\_ 11. mound builders
- \_\_\_ 12. Pueblo Revolt

- 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

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

## Learning Objectives

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.

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.
5. Identify the chief features of the Spanish empire in America.
6. Identify the chief features of the French and Dutch empires in North America.

### Multiple Choice

1. 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 TOP: Global awareness | Introduction: Columbian Exchange DIF: Easy REF: Full pp. 5, 18 | Seagull pp. 1, 15 MSC: Remembering OBJ: 3

2. 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 TOP: Ethnicity | The Settling of America  
DIF: Easy REF: Full p. 6 | Seagull p. 5  
MSC: Remembering OBJ: 1

3. 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 TOP: Ethnicity | Indian Societies of the Americas DIF: Easy REF: Full p. 8 | Seagull pp. 4–5 MSC: Remembering OBJ: 1

4. Which one of the following statements is true of the Aztec capital, Tenochtitlán?
  - a. It had a complex system of canals, bridges, and dams, with the Great Temple at the center.

- b. It was located in the dense jungle of the Yucatan Peninsula.
- c. Its defeat was due to its leader surrendering too soon to Hernán Cortés, who was in fact outnumbered and outgunned.
- d. Technologically and architecturally, it was so far behind European capitals that its defeat was certain.
- e. It had the New World's first mass transit system.

ANS: A TOP: Ethnicity | Indian Societies of the Americas DIF: Moderate REF: Full p. 9 | Seagull p. 4 MSC: Remembering OBJ: 1

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

ANS: B TOP: Ethnicity | Mound Builders of the Mississippi Valley DIF: Easy REF: Full p. 9 | Seagull p. 6 MSC: Remembering OBJ: 1

6. Pueblo Indians lived in what is now:
- a. the eastern United States.
  - b. the southwestern United States.
  - c. Mexico.
  - d. the northeastern United States.
  - e. Central America.

ANS: B TOP: Ethnicity | Western Indians DIF: Easy  
REF: Full p. 10 | Seagull p. 6 MSC: Remembering  
OBJ: 1

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

ANS: C TOP: Ethnicity | Western Indians  
DIF: Moderate REF: Full p. 10 | Seagull p. 6  
MSC: Remembering OBJ: 1

8. Before the arrival of Columbus, Native North Americans:

- a. had elaborate trade networks.
- b. were entirely agricultural and rural.
- c. across the continent were very similar in their political and religious beliefs.
- d. always lived in small family units.
- e. lived only in coastal areas.

ANS: A TOP: Ethnicity | Indians of Eastern North America DIF: Moderate REF: Full p. 10 | Seagull p. 7

MSC: Understanding OBJ: 1

9. 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 TOP: Ethnicity | Indians of Eastern North America DIF: Easy REF: Full p. 12 | Seagull p. 7

MSC: Remembering OBJ: 4

10. 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 TOP: Ethnicity | Cultural history | Native American Religion DIF: Moderate REF: Full p. 12 |

Seagull pp. 7–8 MSC: Remembering OBJ: 1

11. 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 TOP: Ethnicity | Native American Religion

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

MSC: Understanding OBJ: 1

12. 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 TOP: Ethnicity | Land and Property

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

MSC: Remembering OBJ: 1

13. Far more important to most Indian societies than freedom as personal independence were all of the following EXCEPT:

- a. kinship ties.
- b. secure rights to owning land.
- c. the ability to follow one's spiritual values.
- d. the well-being of one's community.
- e. the security of one's community.

ANS: B TOP: Ethnicity | Land and Property

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

MSC: Understanding OBJ: 1

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

- a. Chiefs were expected to share some of their goods rather than hoard them.
- b. Eastern Native Americans were more materialistic than those who lived west of the Mississippi.
- c. Wealth mattered less to them than to Europeans, but inherited social status was equally important to both peoples.
- d. Native Americans actually suffered more social inequality than Europeans did.
- e. Native Americans had no material wealth.

ANS: A TOP: Ethnicity | Land and Property

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

MSC: Remembering OBJ: 1

15. Which statement about gender relations is FALSE for most Native American societies?

- a. Men and women engaged in premarital sex.
- b. It was acceptable for a woman to seek a divorce.
- c. Tribal leaders were almost always women.
- d. Women owned dwellings and tools.

- e. Societies were matrilineal.

ANS: C TOP: Ethnicity | Indian Gender Relations

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

MSC: Understanding OBJ: 1

16. Which one of the following was NOT true of women in Native American societies?

- a. In contrast to their European counterparts, it was considered more acceptable for them to engage in premarital sexual relations.
- b. Children usually became members of the mother's family, not the father's.
- c. Women often participated in the administration of village affairs and in agriculture.
- d. Women dressed scantily by European standards.
- e. Women made all decisions about trade relations with other tribes.

ANS: E TOP: Ethnicity | Social history | Indian Gender Relations DIF: Moderate REF: Full p. 14 | Seagull p.

10 MSC: Understanding OBJ: 1

17. Europeans tended to think which one of the following about Native Americans and their cultures?

- a. All Native Americans were gentle and friendly.
- b. Native Americans worshiped the same God that Europeans did, although they called him by different names.
- c. Native Americans failed to make use of the land, so it was acceptable for Europeans to take it and use it.
- d. Because Native American men engaged in masculine pursuits such as hunting and fishing, Indian gender divisions were acceptable.
- e. Native American cultures were actually superior to those of Europeans.

ANS: C TOP: Ethnicity | European Views of the Indians DIF: Moderate REF: Full p. 15 | Seagull p. 11

MSC: Understanding OBJ: 4

18. Europeans—particularly the English, French, and Dutch—generally claimed North American Indian land as their own based on:

- a. the Treaty of Tordesillas of 1494.
- b. the biblical story of Noah's division of the world among his sons.
- c. financial transactions between Indian peoples and themselves.
- d. their view that Indians did not use the land properly.
- e. various papal decrees that privileged the claims of European Christians over those of Indian "heathens."

ANS: D TOP: Ethnicity | European Views of the Indians DIF: Moderate REF: Full p. 15 | Seagull p. 11

MSC: Remembering OBJ: 4

19. As colonization began, the European idea of freedom:

- a. was enjoyed by a large portion of the population.
- b. included the idea of abandoning sin to embrace the teachings of Jesus Christ.
- c. included a few narrowly defined rights and privileges.
- d. would be completely unrecognizable to those alive today.
- e. embraced the view that Indians deserved liberty, too.

ANS: B TOP: Cultural history | Christian Liberty

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

MSC: Remembering OBJ: 2

20. In Europe on the eve of colonization, one conception of freedom, called “Christian liberty,”

- a. was a set of ideas today known as “religious toleration.”
- b. mingled ideas of freedom with servitude to Jesus Christ—concepts that were seen as mutually reinforcing.
- c. found expression in countries dominated by Catholics but not in primarily Protestant ones.
- d. argued that all Christians should have equal political rights.
- e. referred to the policy of trying to overthrow any non-Christian regime around the world.

ANS: B TOP: Cultural history | Christian Liberty

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

MSC: Remembering OBJ: 2

21. Which one of the following is true of religion in seventeenth-century Europe?

- a. Few nations had established churches.
- b. 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 TOP: Social history | Christian Liberty

DIF: Moderate REF: Full p. 17 | Seagull p. 14

MSC: Remembering OBJ: 3

22. “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 TOP: Social history | Freedom and Authority DIF: Easy REF: Full p. 17 | Seagull p. 14 MSC:



Remembering OBJ: 2

23. 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 TOP: Social history | Freedom and Authority DIF: Easy REF: Full p. 17 | Seagull p. 14 MSC:

Remembering OBJ: 2

24. 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 TOP: Social history | Freedom and Authority

DIF: Easy REF: Full p. 17 | Seagull p. 14

MSC: Remembering OBJ: 2

25. 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 TOP: Geographic issues | The Expansion of Europe DIF: Moderate REF: Full p. 18 | Seagull p. 15

MSC: Understanding OBJ: 3

26. 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 TOP: Economic development | Portugal and West Africa DIF: Moderate REF: Full p. 20 | Seagull p. 17 MSC: Remembering OBJ: 3

27. 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 TOP: Social history | Freedom and Slavery in Africa DIF: Easy REF: Full p. 20 | Seagull p. 17  
MSC: Remembering OBJ: 3

28. 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 TOP: Global awareness | Freedom and Slavery in Africa DIF: Moderate REF: Full p. 20 | Seagull p. 17 MSC: Remembering OBJ: 3

29. 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 TOP: Social history | Freedom and Slavery in Africa DIF: Moderate REF: Full p. 20 | Seagull p. 17  
MSC: Understanding OBJ: 3

30. The *reconquista* was the reconquest of Spain from the:

- a. Jews.
- b. British.
- c. Protestants.
- d. Moors.
- e. Aztecs.

ANS: D TOP: Global awareness | The Voyages of Columbus DIF: Easy REF: Full p. 21 | Seagull p. 19 MSC:

Remembering OBJ: 3

31. 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 TOP: Geographic issues | The Voyages of Columbus DIF: Easy REF: Full p. 21 | Seagull p. 18 MSC:

Remembering OBJ: 3

32. 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 TOP: Geographic issues | The Voyages of Columbus DIF: Difficult REF: Full p. 21 | Seagull p. 18

MSC: Understanding OBJ: 3

33. 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 TOP: Geographic issues | Columbus in the New World DIF: Easy REF: Full p. 21 | Seagull p. 19

MSC: Remembering OBJ: 5

34. 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 TOP: Geographic issues | Columbus in the New World DIF: Moderate REF: Full p. 23 | Seagull p.

19 MSC: Remembering OBJ: 5

35. John Cabot sailed to:

- a. Newfoundland.
- b. New York.
- c. Jamestown.
- d. Hispaniola.
- e. Quebec.

ANS: A TOP: Geographic issues | Exploration and Conquest DIF: Easy REF: Full p. 23 | Seagull p. 20 MSC: Remembering OBJ: 3

36. 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 TOP: Geographic issues | Cultural history | Exploration and Conquest DIF: Easy REF: Full p. 23 | Seagull pp. 19–20 MSC: Remembering OBJ: 3

37. 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 Pizzaro.

ANS: D TOP: Chronology | Exploration and Conquest DIF: Easy REF: Full p. 23 | Seagull p. 21 MSC: Remembering OBJ: 3

38. 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 TOP: Ethnicity | Exploration and Conquest

DIF: Moderate REF: Full p. 23 | Seagull p. 21

MSC: Understanding OBJ: 4

39. 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 TOP: Ethnicity | Exploration and Conquest

DIF: Easy REF: Full pp. 23–24 | Seagull p. 21

MSC: Remembering OBJ: 4

40. 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 TOP: Geographic issues | The Demographic Disaster DIF: Moderate REF: Full p. 24 | Seagull p. 21

MSC: Remembering OBJ: 4

41. The Columbian Exchange was:

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

ANS: B TOP: Geographic issues | The Demographic Disaster DIF: Moderate REF: Full p. 24 | Seagull p. 21

MSC: Remembering OBJ: 4

42. In 1492, the Native American population:

- a. was at least 100 million.

- b. lived exclusively in villages of no more than 1,000 individuals.
- c. declined catastrophically due to exposure to the Black Plague.
- d. lived mostly in what is today the United States.
- e. lived mostly in Central and South America.

ANS: E TOP: Chronology | The Demographic Disaster DIF: Moderate REF: Full p. 24 | Seagull p. 22 MSC: Remembering OBJ: 4

43. The Spanish empire in America:

- a. 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.
- b. paled in comparison with the ancient Roman Empire.
- c. was, unlike the French and English New World empires, a mostly urban civilization.
- d. was centered in Lima, Peru.
- e. allowed religious freedom and therefore attracted colonists from throughout Europe.

ANS: C TOP: Social history | The Spanish Empire

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

MSC: Understanding OBJ: 5

44. The government of the Spanish empire in America:

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

ANS: C TOP: Political history, changes | Governing Spanish America DIF: Moderate REF: Full p. 25 | Seagull p. 23 MSC: Remembering OBJ: 5

45. Alarmed by the destructiveness of the conquistadores, the Spanish crown replaced them with a more stable system of government headed by:

- a. lawyers and bureaucrats.
- b. bishops of the Catholic Church.
- c. landed wealthy elite.
- d. elected local officials.
- e. entrepreneurs.

ANS: A TOP: Political history, changes | Governing Spanish America DIF: Moderate REF: Full p. 25 | Seagull p. 23 MSC: Remembering OBJ: 5

46. Which one of the following is true of agriculture in Spanish America?

- a. African-American slaves performed most of the labor.
- b. The main crops were vastly different than they had been before Spain's arrival.
- c. Spain introduced wheat as a crop.
- d. Indian slaves did the work on small-scale farms.
- e. Catholic priests were forbidden to be involved in farming.

ANS: C TOP: Economic development | Colonists in Spanish America DIF: Difficult REF: Full p. 25 | Seagull pp. 23–24 MSC: Remembering OBJ: 5

47. Which one of the following is true of Spanish emigrants to the New World?

- a. Many of the early arrivals came to direct Native American labor.
- b. From the beginning, they arrived as families.
- c. They were all at the bottom of the social hierarchy.
- d. They soon outnumbered Native Americans.
- e. Only the residents of the Malaga province migrated.

ANS: A TOP: Social history | Colonists in Spanish America DIF: Moderate REF: Full p. 26 | Seagull p. 24 MSC: Remembering OBJ: 4 / 5

48. Which one of the following statements about Spanish America is true?

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

ANS: A TOP: Ethnicity | Colonists and Indians

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

MSC: Understanding OBJ: 4

49. The Spanish justified their claim to land in the New World through all of the following EXCEPT:

- a. believing that their culture was superior to that of the Indians.
- b. violence.
- c. a missionary zeal.
- d. a decree from the Pope.
- e. defeating the English fleet in 1588.

ANS: E TOP: Social history | Justifications for Conquest DIF: Easy REF: Full pp. 27–28 | Seagull p. 25

MSC: Remembering OBJ: 5

50. In 1517, the German priest \_\_\_\_\_ began the Protestant Reformation by posting his Ninety-Five Theses, which accused the Catholic Church of worldliness and corruption.

- a. Martin Buber
- b. Ulrich Zwingli
- c. Martin Luther
- d. Reinhold Niebuhr
- e. Johannes Gutenberg

ANS: C TOP: Chronology | Spreading the Faith

DIF: Easy REF: Full p. 28 | Seagull p. 25

MSC: Remembering OBJ: 3

51. How did Spain justify enslaving Native Americans?

- a. The Spanish believed that enslavement could liberate Native Americans from their backwardness and savagery and introduce them to Christian civilization.
- b. Pope Alexander VI had approved Spanish slavery but banned slavery in Portuguese holdings in the New World.
- c. The writings of Bartolomé de Las Casas explained that the Bible approved slavery and that therefore it was acceptable.
- d. 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.
- e. 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 TOP: Social history | Piety and Profit

DIF: Moderate REF: Full p. 29 | Seagull p. 26

MSC: Remembering OBJ: 5

52. According to Bartolomé de Las Casas:

- a. Spain needed to institute a more humane system of Native American slavery in order to avoid offending Pope Paul III.
- b. Spain had caused the deaths of millions of innocent people in the New World.
- c. 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.
- d. slavery needed to be eliminated entirely from the Earth.
- e. converting Native Americans to anything but Catholicism would lead to their death.

ANS: B TOP: Social history | Las Casas's Complaint

DIF: Moderate REF: Full p. 30 | Seagull p. 27

MSC: Remembering OBJ: 4



53. Bartolomé de Las Casas argued that Indians:

- a. could be enslaved because they lacked true religion.
- b. were more akin to beasts than humans.
- c. should overthrow their cruel Spanish masters and reestablish the Inca and Aztec empires.
- d. were treated well by the Spanish.
- e. should enjoy “all guarantees of liberty and justice” as subjects of Spain.

ANS: E TOP: Political history, changes | Las Casas’s Complaint DIF: Easy REF: Full p. 30 | Seagull p. 27

MSC: Remembering OBJ: 2 / 4

54. The New Laws of 1542:

- a. led Protestant Europeans to create the Black Legend about Spanish rule in the Americas.
- b. introduced the *encomienda* system.
- c. were adopted at the urging of Gonzalo Pizarro, brother of Peru’s conqueror.
- d. commanded that Indians no longer be enslaved in Spanish possessions.
- e. forbade the enslavement of Africans in New Spain.

ANS: D TOP: Political history, changes | Reforming the Empire DIF: Moderate REF: Full pp. 30–31 |

Seagull p. 27 MSC: Remembering OBJ: 5

55. Which one of the following lists the events in proper chronological order, from first to last?

- a. Pueblo Revolt, the Dutch settle Manhattan, Quebec founded, Spain adopts New Laws
- b. Spain adopts New Laws, Pueblo Revolt, Quebec founded, the Dutch settle Manhattan
- c. Quebec founded, the Dutch settle Manhattan, Pueblo Revolt, Spain adopts New Laws
- d. The Dutch settle Manhattan, Spain adopts New Laws, Pueblo Revolt, Quebec founded
- e. Spain adopts New Laws, Quebec founded, the Dutch settle Manhattan, Pueblo Revolt

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

Empire DIF: Difficult REF: Full pp. 30–31, 34–35, 38, 41 | Seagull pp. 27, 31, 35, 38

MSC: Remembering OBJ: 5 / 6

56. The Black Legend described:

- a. the Aztecs’ view of Cortés.
- b. English pirates along the African coast.
- c. Spain as a uniquely brutal colonizer.
- d. Portugal as a vast trading empire.
- e. Indians as savages.

ANS: C TOP: Global Awareness | Reforming the Empire DIF: Moderate REF: Full p. 31 | Seagull p. 28

MSC: Remembering OBJ: 5

57. The *repartimiento* system established by the Spanish in the mid-1500s:

- a. officially designated Indians in New Spain as slaves of European colonists.
- b. recognized Indians as free but required them to perform a fixed amount of labor.
- c. gave voting rights in local assemblies to mestizos but not to *peninsulares*.
- d. required all Indians to convert to Catholicism or face execution.
- e. set up a system of local courts of law that proved essential to Spanish rule in Peru.

ANS: B TOP: Economic development | Reforming the Empire DIF: Moderate REF: Full p. 31 | Seagull p. 28 MSC: Remembering OBJ: 5

58. 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 Vásquez de Coronado
- b. Hernando de Soto
- c. Jacques Marquette
- d. Juan Ponce de León
- e. Juan Rodríguez Cabrillo

ANS: A TOP: Geographic issues | Exploring North America DIF: Difficult REF: Full p. 31 | Seagull pp. 28–29 MSC: Remembering OBJ: 5

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

- a. Individual conquistadores always traveled alone.
- b. Members of the Spanish parties suffered greatly from disease.
- c. Florida was the first region in the present-day United States that Spain colonized.
- d. Spain sought to forestall Portuguese incursions into the New World.
- e. Spain's explorations had no impact on the size of the Native American population.

ANS: C TOP: Geographic issues | Spanish Florida

DIF: Moderate REF: Full p. 33 | Seagull p. 29

MSC: Remembering OBJ: 5

60. The Spanish set up outposts from Florida to South Carolina in part because:

- a. Spanish missionaries hoped to convert local Native Americans to Christianity.
- b. English colonists from Virginia were attacking Spanish settlements.
- c. they sought to prevent the escape of African slaves to English colonies located north and east of the Savannah River.
- d. the discovery of gold mines in central Florida meant that other powers were likely to encroach on Spanish territories.
- e. they needed to protect St. Augustine, which became the capital of New Spain in 1542.

ANS: A TOP: Social history | Spanish Florida

DIF: Moderate REF: Full p. 33 | Seagull p. 29

MSC: Remembering OBJ: 5

61. Spanish Florida:

- a. attracted large numbers of settlers.
- b. became a British colony in 1607.
- c. was little more than an isolated military settlement.
- d. was the site of Juan de Oñate's attack on the inhabitants of Acoma.
- e. attracted mostly elderly Spaniards.

ANS: C TOP: Political history, changes | Spanish Florida DIF: Easy REF: Full p. 33 | Seagull p. 29

MSC: Remembering OBJ: 5

62. Acoma was an Indian city in present-day \_\_\_\_\_ that the Spanish destroyed.

- a. New Mexico
- b. Florida
- c. Cuba
- d. California
- e. Puerto Rico

ANS: A TOP: Ethnicity | Spain in the Southwest

DIF: Moderate REF: Full p. 33 | Seagull p. 31

MSC: Remembering OBJ: 4

63. The first permanent European settlement in the Southwest, established in 1610, was:

- a. Tucson.
- b. Albuquerque.
- c. El Paso.
- d. San Diego.
- e. Santa Fe.

ANS: E TOP: Chronology | Spain in the Southwest

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

MSC: Remembering OBJ: 5

64. Which statement about the Pueblo Revolt is FALSE?

- a. It resulted in a wholesale expulsion of the Spanish settlers.
- b. It arose in part from missionaries burning Indian religious artifacts.
- c. It resulted in a total renunciation of Catholicism by the Indians.
- d. It was successful because the Pueblo peoples cooperated with each other.
- e. It was inspired by the Pope, but he died before the actual revolt took place.

ANS: E TOP: Cultural history | Ethnicity | The Pueblo Revolt DIF: Moderate REF: Full pp. 34–35 | Seagull p. 34 MSC: Understanding OBJ: 4

65. The first French explorations of the New World:

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

ANS: B TOP: Geographic issues | French Colonization DIF: Moderate REF: Full p. 35 | Seagull p. 35 MSC: Remembering OBJ: 6

66. The Pueblo Indian uprising of 1680:

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

ANS: B TOP: Ethnicity | Social history | The Pueblo Revolt DIF: Moderate REF: Full p. 35 | Seagull p. 34 MSC: Understanding OBJ: 4

67. In 1608, Samuel de Champlain founded:

- a. Montreal.
- b. New York.
- c. Champlain.
- d. Quebec.
- e. Albany.

ANS: D TOP: Chronology | French Colonization  
DIF: Easy REF: Full p. 38 | Seagull p. 35  
MSC: Remembering OBJ: 6

68. French Canada:

- a. was a very democratic colony.
- b. was founded by Jesuit priests who were working as fur traders as a way to meet and convert Native Americans.
- c. consisted mainly of male colonists.
- d. 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 TOP: Social history | French Colonization

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

MSC: Remembering OBJ: 6

69. 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 TOP: Social history | French Colonization

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

MSC: Understanding OBJ: 6

70. 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 TOP: Ethnicity | New France and the Indians DIF: Easy REF: Full pp. 38–40 | Seagull p. 37 MSC: Remembering OBJ: 6

71. How did French involvement in the fur trade change life for Native Americans?

- a. It didn't; Native Americans were already hunting beaver and buffalo for their skins.
- b. Native Americans benefited economically but were able to avoid getting caught in European conflicts and rivalries.
- c. The French were willing to accept Native Americans into colonial society.
- d. The English and French quests for beaver pelts prompted a surge in the Native American population.
- e. It forced Native Americans to learn new trapping techniques that were far superior to their old ways.

ANS: C TOP: Social history | New France and the Indians DIF: Moderate REF: Full p. 40 | Seagull p. 37

MSC: Understanding OBJ: 4

72. The Jesuit religious order was particularly influential in:

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

ANS: D TOP: Cultural history | New France and the Indians DIF: Easy REF: Full p. 40 | Seagull pp. 37–38  
MSC: Remembering OBJ: 6

73. As early as 1615, the \_\_\_\_\_ people of present-day southern Ontario and upper New York State forged a trading alliance with the French, and many of them converted to Catholicism.
- a. Pequot
  - b. Lenni Lenape
  - c. Iroquois
  - d. Cherokee
  - e. Huron

ANS: E TOP: Ethnicity | New France and the Indians  
DIF: Moderate REF: Full p. 40 | Seagull p. 38  
MSC: Remembering OBJ: 6

74. 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 TOP: Social history | New France and the Indians DIF: Moderate REF: Full p. 40 | Seagull p. 37  
MSC: Remembering OBJ: 6

75. Henry Hudson:
- a. set sail into the bay that bears his name as a representative of the British empire.
  - b. was searching for the Pacific Coast.
  - c. hoped to find the Northwest Passage to Asia.
  - d. set up a Dutch colony based on the idea of consent of the governed.
  - e. was the architect of the Dutch overseas empire.

ANS: C TOP: Geographic issues | The Dutch Empire

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

MSC: Remembering OBJ: 3

76. Which European city was known in the early seventeenth century as a haven for persecuted Protestants from all over Europe and even for Jews fleeing Spain?

- a. Amsterdam
- b. Geneva
- c. Marseilles
- d. London
- e. Brussels

ANS: A TOP: Global awareness | Dutch Freedom

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

MSC: Remembering OBJ: 3

77. Which European country dominated international commerce in the early seventeenth century?

- a. France
- b. The Netherlands
- c. Britain
- d. Spain
- e. Portugal

ANS: B TOP: Economic development | The Dutch Empire DIF: Easy REF: Full p. 41 | Seagull p. 39

MSC: Remembering OBJ: 3

78. 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 TOP: Social history | The Dutch and Religious Toleration DIF: Moderate REF: Full p. 42 | Seagull p. 39 MSC: Remembering OBJ: 6

79. 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 TOP: Social history | Freedom in New Netherland | The Dutch and Religious Toleration

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

MSC: Remembering OBJ: 6

80. 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 TOP: Social history | Freedom in New Netherland DIF: Moderate REF: Full p. 42 | Seagull pp. 39–

40 MSC: Remembering OBJ: 2

81. 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 TOP: Social history | The Dutch and Religious Toleration DIF: Moderate REF: Full p. 43 | Seagull

p. 41 MSC: Remembering OBJ: 2

82. 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
- b. fish
- c. silver
- d. timber
- e. fur

ANS: E TOP: Economic development | New Netherland and the Indians DIF: Easy

REF: Full p. 43 | Seagull p. 42 MSC: Remembering

OBJ: 6



83. Patroonship in New Netherland:

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

ANS: B TOP: Economic development | Settling New Netherland DIF: Moderate REF: Full p. 43 | Seagull p. 41 MSC: Understanding OBJ: 6

84. In their relations with Native Americans, the Dutch:

- a. sought to imitate the Spanish.
- b. concentrated more on economics than religious conversion.
- c. tried to drive Native Americans into the Puritan colony.
- d. avoided warfare at all costs.
- e. called them members of a deceitful race.

ANS: B TOP: Economic development | New Netherland and the Indians DIF: Easy REF: Full pp. 44–45 | Seagull p. 42 MSC: Remembering OBJ: 6

### True or False

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

ANS: F TOP: Social history | The Settling of America DIF: Easy REF: Full p. 6 | Seagull p. 5 MSC: Remembering OBJ: 1

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

ANS: F TOP: Ethnicity | Mound Builders of the Mississippi Valley DIF: Moderate REF: Full p. 9 | Seagull p. 5 MSC: Remembering OBJ: 1

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

ANS: T TOP: Ethnicity | Land and Property  
DIF: Moderate REF: Full p. 12 | Seagull p. 9  
MSC: Remembering OBJ: 1

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

ANS: T TOP: Ethnicity | Native American Religion  
DIF: Easy REF: Full p. 12 | Seagull p. 7

MSC: Remembering OBJ: 1

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

ANS: T TOP: Social history | Indian Gender Relations DIF: Moderate REF: Full p. 14 | Seagull p. 10 MSC: Remembering OBJ: 1

6. "Christian liberty" was the basis for religious toleration.

ANS: F TOP: Cultural history | Christian Liberty

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

MSC: Remembering OBJ: 2

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

ANS: F TOP: Social history | Freedom and Authority

DIF: Moderate REF: Full p. 17 | Seagull p. 14

MSC: Remembering OBJ: 2

8. Portuguese seafarers initially hoped to locate African gold.

ANS: T TOP: Geographic issues | Chinese and Portuguese Navigation DIF: Easy REF: Full p. 19 | Seagull pp. 16–17 MSC: Remembering OBJ: 3

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

ANS: F TOP: Economic development | Portugal and West Africa DIF: Easy REF: Full p. 20 | Seagull p. 17

MSC: Remembering OBJ: 3

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

ANS: F TOP: Social history | Freedom and Slavery in Africa DIF: Easy REF: Full p. 20 | Seagull p. 17 MSC: Remembering OBJ: 3

11. Columbus was Spanish.

ANS: F TOP: Ethnicity | The Voyages of Columbus

DIF: Moderate REF: Full p. 20 | Seagull p. 18

MSC: Remembering OBJ: 3

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

ANS: T TOP: Political history, changes | The Voyages of Columbus DIF: Easy REF: Full p. 21 | Seagull p. 19 MSC: Remembering OBJ: 6

13. Columbus first sailed to what is now Venezuela.

ANS: F TOP: Geographic issues | Columbus in the New World DIF: Moderate REF: Full p. 21 | Seagull p. 19 MSC: Remembering OBJ: 6

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

ANS: F TOP: Geographic issues | Columbus in the New World DIF: Difficult REF: Full p. 21 | Seagull p. 19 MSC: Remembering OBJ: 6

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 TOP: Cultural history | Exploration and Conquest DIF: Easy REF: Full p. 23 | Seagull pp. 19–20 MSC: Remembering OBJ: 6

16. Cortés conquered the capital city of the Aztec empire with an army of over 1,000 men.

ANS: F TOP: Geographic issues | Exploration and Conquest DIF: Moderate REF: Full pp. 23–24 | Seagull p. 21 MSC: Remembering OBJ: 4

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 TOP: Geographic issues | The Demographic Disaster DIF: Moderate REF: Full p. 24 | Seagull p. 22 MSC: Remembering OBJ: 4

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

ANS: T TOP: Political history, changes | The Spanish Empire DIF: Moderate REF: Full p. 25 | Seagull p. 23 MSC: Remembering OBJ: 5

19. *Peninsulares* stood atop the social hierarchy in Spanish America.

ANS: T TOP: Social history | Colonists and Indians  
DIF: Difficult REF: Full p. 26 | Seagull p. 24  
MSC: Remembering OBJ: 5

20. Spain insisted that the primary goal of colonization was to save the Indians from heathenism.

ANS: T TOP: Cultural history | Spreading the Faith  
DIF: Moderate REF: Full p. 28 | Seagull p. 26  
MSC: Remembering OBJ: 5

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

ANS: F TOP: Ethnicity | Spreading the Faith  
DIF: Difficult REF: Full p. 28 | Seagull p. 26  
MSC: Remembering OBJ: 5

22. During the Pueblo Revolt, the Indians destroyed symbols of Catholic culture, like crosses and statues of the Virgin Mary.

ANS: T TOP: Cultural history | The Pueblo Revolt

DIF: Easy REF: Full p. 37 | Seagull p. 34

MSC: Remembering OBJ: 4

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 TOP: Cultural history | French Colonization

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

MSC: Remembering OBJ: 6

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

ANS: T TOP: Ethnicity | New France and the Indians

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

MSC: Remembering OBJ: 6

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

ANS: T TOP: Cultural history | New France and the Indians DIF: Moderate REF: Full p. 40 | Seagull pp. 37–38 MSC: Remembering OBJ: 6

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

ANS: F TOP: Geographic issues | The Dutch Empire

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

MSC: Remembering OBJ: 6

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 TOP: Cultural history | The Dutch and Religious Toleration DIF: Moderate REF: Full pp. 42–43 | Seagull p. 41 MSC: Remembering OBJ: 6

### Short Answer

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

1. conquistadores
2. Pueblo Revolt

3. private property
4. African slave trade
5. Columbian Exchange
6. Indian freedom
7. Black Legend
8. mound builders
9. Christopher Columbus
10. Zheng He
11. Bartolomé de Las Casas
12. “coverture”
13. Jesuits

### Essay Questions

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

Answers will vary TOP: Global awareness | Geographic issues | Political history, changes | Social history | Freedom and Slavery in Africa  
DIF: Moderate MSC: Analyzing OBJ: 3

2. One Spanish official remarked that “the maxim of the conqueror must be to settle.” Explain what you think he meant by this statement. Illustrate the various ways conquerors settled the New World, commenting on what worked, what did not work, and the consequences of those methods.

ANS: Answers will vary TOP: Economic development | Ethnicity 🌐 Global awareness | Geographic issues | Political history, changes bar Social history | Exploration and Conquest | Colonists in Spanish America | Colonists and Indians | Las Casas’s Complaint | Reforming the Empire | The Pueblo Revolt | New France and the Indians | New Netherland and the Indians  
DIF: Moderate MSC: Analyzing OBJ: 3 / 4

3. Explain the chapter’s title: “A New World.” What was new? Is “new” an appropriate term? Does perspective play a role in calling the Americas new? Be sure to comment on whether freedom was new in this New World.

ANS: Answers will vary TOP: Chronology | Cultural history | Economic development | Ethnicity | Global awareness | Geographic issues | Political history, changes | Social history | Indian Freedom | Exploration and Conquest | Exploring North America | French Colonization | Freedom in New Netherland | The Demographic Disaster | Native American Religion | Land and Property | Indian Gender Relations | Colonists in Spanish America DIF: Difficult MSC: Evaluating OBJ: 1 / 2 / 3 / 4 / 5 /

4. Compare Indian society with that of the Europeans. What differences were there? Similarities? Be sure to include in your analysis ideas about religion, land, and gender roles, as well as notions of freedom.

ANS: Answers will vary TOP: Cultural history | Economic development | Ethnicity | Global awareness | Geographic issues | Political history, changes | Social history | Native American Religion | Land and Property | Indian Gender Relations | Indian Freedom | Christian Liberty | Freedom and Authority | Liberty and Liberties DIF: Moderate

MSC: Analyzing OBJ: 1 / 2 / 4

5. The Dutch prided themselves on their devotion to liberty. Explain what kinds of liberties and freedoms the Dutch recognized that other nations, such as Spain, did not. How did these notions of freedom affect the development of their North American empire? Be sure to include the Indians and slaves in your discussion.

ANS: Answers will vary TOP: Cultural history | Economic development | Ethnicity | Global awareness | Geographic issues | Political history, changes | Social history | The Dutch Empire | Dutch Freedom | Freedom in New Netherland | The Dutch and Religious Toleration | Settling New Netherland | New Netherland and the Indians DIF: Moderate

MSC: Analyzing OBJ: 2 / 5 / 6

6. The sophistication and diversity of the peoples in the early Americas is remarkable. Explore that diversity in an essay that discusses early Native American culture, architecture, religion, gender relations, economy, and views of freedom.

ANS: Answers will vary TOP: Cultural history | Economic development | Ethnicity | Global awareness | Geographic issues | Political history, changes | Social history | Mound Builders of the Mississippi Valley | Western Indians | Indians of Eastern North America | Native American Religion | Land and Property | Indian Gender Relations DIF: Moderate

MSC: Analyzing OBJ: 1 / 2

7. The Spanish had a long history of conquering in the name of God. From the *reconquista* to the conquistadores to the settlement of the New World, Spain justified its conquests as a mission to save the souls of heathens, while putting them to work in subhuman conditions. Explore this paradox of conquering and killing in the name of saving. Remember to think about what else was going on in the world at that time with regard to the Protestant Reformation and the Inquisition.

ANS: Answers will vary TOP: Cultural history | Economic development | Ethnicity | Global awareness  
✿ Geographic issues | Political history, changes | Social history | Justifications for Conquest | Spreading the Faith | Piety and Profit | Las Casas's Complaint | Reforming the Empire DIF: Moderate

MSC: Evaluating OBJ: 3 / 4