

PERIOD 1: 1491-1607**MULTIPLE CHOICE**

NARRBEGIN: MC Excerpt 1.1

The following questions refer to the excerpt below.

“It is a heavily populated land. We asked why they did not sow maize; they replied that they were not doing so in order not to lose the crop, for during two consecutive years the rains had failed and the weather had been so dry that all had lost their whole crop of maize, and they did not dare sow it again until there had been copious rain. And they begged us to tell the heavens to rain, and implore them to do so, and we promised that we would do this. We also asked them from where they had brought [the maize they had], and they said from the direction the sun had set, and in all that land there was maize everywhere.”

Álvar Núñez Cabeza de Vaca, *Castaways*, 1542
NARREND

1. This passage by de Vaca reflects which of the following?
 - A) European exploration of the Americas was fueled by desire for wealth.
 - B) New crops from Europe stimulated native cultures immediately after the Encounter.
 - C) Technological improvements introduced by Europeans produced changes to Native American economies.
 - D) The spread of maize culture in North America, which had occurred prior to the Encounter.

ANS: D PTS: 1

OBJ: GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how the competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

TOP: Key Concept 1.1.I SKL: Contextualization

NAR: MC Excerpt 1.1

2. The ideas in this passage most clearly reflect which of the following?
 - A) European notions of cultural and intellectual superiority over Native Americans
 - B) Advanced understandings among Native Americans of agriculture during the period
 - C) Policies of the Catholic church, which encouraged conversion of natives
 - D) Most Europeans believed that Natives in the New World were unfairly persecuted by Europeans

ANS: B PTS: 1

OBJ: GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how the competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

TOP: Key Concept 1.1.I SKL: Patterns of Continuity and Change over Time

NAR: MC Excerpt 1.1

3. The development of maize cultivation by the indigenous people encountered here by Cabeza De Vaca would have had which of the following effects on that culture?
 - A) It would have destabilized the region due to the necessity of access to running water.
 - B) It would have allowed the development of a mixed agricultural and hunter-gatherer economy.
 - C) It would have encouraged the American Indians to develop mobile lifestyles.
 - D) It would have supported diversification and economic development.

ANS: D PTS: 1

OBJ: GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how the competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

TOP: Key Concept 1.1.I

SKL: Contextualization

NAR: MC Excerpt 1.1

4. Which of the following contributed most to the issues de Vaca describes in the passage?
- A) The development of labor systems such as the *encomienda* system
 - B) Increasingly clear cultural understandings as languages were translated
 - C) Increasing contact between Native Americans and Europeans during the 16th century
 - D) Cultural misunderstandings between Native Americans and Europeans during the age of encounter

ANS: D PTS: 1

OBJ: MIG-1.0 Explain the causes of migration to colonial North America, and later, the United States, and analyze immigration's effects on U.S. society.

TOP: Key Concept 1.2.III

SKL: Contextualization

NAR: MC Excerpt 1.1

NARRBEGIN: MC Excerpt 1.2

The following questions refer to the excerpt below.

"[The land in the New World] is a marvel; the mountains and hills, and plains, and fields, and land, so beautiful and rich for planting and sowing, for breeding of cattle of all sorts, for building of towns and villages...there are many spiceries, and great mines of gold and other metals. The people of this island, and of all the others I have found and seen, or not seen, all go naked, men and women, just as their mothers bring them forth...as soon as I arrived in the Indies, in the first island that I found, I took some of them by force to the intent they should learn [our speech] and give me information of what there was in those parts."

Letter from Christopher Columbus to Luis de Santángel, 1493

NARREND

5. European conquest of the Americas flourished in this period for all of the following reasons except?
- A) The introduction of widespread and deadly epidemics
 - B) Cultural and linguistic differences between Europeans and natives
 - C) Technological inferiority of Native Americans
 - D) Sophisticated and advanced cultures in pre-contact America which had adapted to diverse environments

ANS: D PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

TOP: Key Concept 1.2.II

SKL: Causation

NAR: MC Excerpt 1.2

6. Which of the following cultural and economic shifts was NOT a result of the events described in the passage?
- A) Europeans increasingly isolated themselves and tried to maintain cultural and political autonomy.
 - B) Europeans increasingly exploited Native Americans for labor.
 - C) Europeans dramatically altered their views of the social, political, and economic relationships between themselves and natives.
 - D) There was an increased debate over how Native Americans should be treated by

Europeans.

ANS: A PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America. TOP: Key Concept 1.2.II SKL: Causation

NAR: MC Excerpt 1.2

7. Which of the following occurred as a result of the kind of encounter seen in the passage?
- A) Increasing homogenization of culture in the Americas
 - B) Increased intermixing of culture in the Americas
 - C) A decrease in economic exchange through triangle trade
 - D) A decline in technological superiority of Europeans

ANS: B PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America. TOP: Key Concept 1.2.III SKL: Contextualization

NAR: MC Excerpt 1.2

8. Which of the following had the most significant impact on developing the economy (as described in the passage), which would evolve between 1491 and 1607?
- A) The growth of racially mixed populations in the Americas
 - B) The development of sophisticated transportation networks
 - C) Increasingly complex cultural exchanges between Europeans and natives
 - D) The introduction of slave labor and the *encomienda* system

ANS: D PTS: 1

OBJ: WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

TOP: Key Concept 1.2.II SKL: Contextualization

NAR: MC Excerpt 1.2

NARRBEGIN: MC Excerpt 1.3

The following questions refer to the excerpt below.

“In 1564 approximately three hundred Huguenots – French Protestants – built a colony they called Fort de la Caroline in Timucua country, near present-day Jacksonville, Florida. This intrusion did not go unnoticed by the Spaniards who claimed *la Florida*. Within a year, *adelantado* [nobleman] Pedro Mendez de Aviles established a post at St. Augustine and marched his troops forty miles to the north to slaughter the Frenchmen, whom he regarded not only as trespassers but as vile heretics. Thus began a Spanish occupation of strategic spots in the southeast that would last for nearly two hundred years.”

Daniel Richter, *Facing East from Indian Country: A Native History of Early America*, 2001
NARREND

9. The events described by Richter most directly illustrate which of the following developments of the sixteenth century?
- A) Spanish traders often partnered with West Africans to recruit slave labor.
 - B) Indian labor was used to support plantation agriculture.
 - C) European nations competed for new sources of wealth in the Atlantic world.
 - D) Changing technology drove economic development in Europe and the Americas.

ANS: C PTS: 1

OBJ: GEO-1.0 Explain how geographic and environmental factors shaped the development of

various communities, and analyze how the competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

TOP: Key Concept 1.2.II

SKL: Contextualization | Contextualization

NAR: MC Excerpt 1.3

10. The events described in the excerpt most directly foreshadowed which of the following developments?
- A) The introduction of new crops and livestock in the American colonies
 - B) The extermination of natives through warfare and disease
 - C) The growth of the *encomienda* system and the use of Indians as slave labor
 - D) Inter-imperial conflict over territory in the American northeast

ANS: D PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

TOP: Key Concept 1.2.II | Key Concept 2.1.III

SKL: Comparison | Periodization

NAR: MC Excerpt 1.3

11. The conflict described in this excerpt was made more intense by the
- A) potential wealth to be made from control of territory in the New World.
 - B) rise of the Columbian Exchange.
 - C) demise of feudalism in Europe.
 - D) growth of the Atlantic slave trade.

ANS: A PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

TOP: Key Concept 1.2.I

SKL: Causation

NAR: MC Excerpt 1.3

12. Which of the following resulted directly from events described in the excerpt?
- A) New crops harvested from the Americas led to increases in European populations.
 - B) Improvements in commerce led to increased life expectancy among Native Americans.
 - C) The French abandoned all attempts to plant colonies in the Americas.
 - D) Spanish attempts to convert Native Americans ceased entirely.

ANS: A PTS: 1

OBJ: GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how the competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

TOP: Key Concept 1.2.II

SKL: Causation

NAR: MC Excerpt 1.3

NARRBEGIN: MC Excerpt 1.4

The following questions refer to the excerpt below.

“[Spaniards’] reason for killing and destroying such an infinite number of souls is that the Christians have an ultimate aim, which is to acquire gold, and to swell themselves with riches in a very brief time and thus rise to a high estate disproportionate to their merits. It should be kept in mind that their insatiable greed and ambition, the greatest ever seen in the world, is the cause of their villainies. And also, those lands are so rich and felicitous, the native people so meek and patient, so easy to subject, that our Spaniards have no more consideration for them than beasts.”

Bartolomé de las Casas, *A Brief Account of the Destruction of the Indies*, 1552

NARREND

13. Spanish expansion described in the excerpt contributed most directly to which of the following trends?

- A) Debates over how “civilized” native populations were
- B) The growth of republican notions of self-government
- C) Increasing immigration from the old world to the new world
- D) Increasing political autonomy for natives

ANS: A PTS: 1

OBJ: CUL-1.0 Explain how religious groups and ideas have affected American society and political life. TOP: Key Concept 1.2.III SKL: Causation NAR: MC Excerpt 1.4

14. The ideas expressed by de las Casas were the result of which of the following?
- A) European exploitation of native populations and resources
 - B) The introduction of domesticated livestock into the Western Hemisphere
 - C) The introduction of African slave labor into the Americas
 - D) Widespread deadly epidemics caused by encounters with Europeans

ANS: A PTS: 1

OBJ: CUL-1.0 Explain how religious groups and ideas have affected American society and political life. TOP: Key Concept 1.2.III SKL: Contextualization NAR: MC Excerpt 1.4

15. Which of the following historical events preceded the events described by de las Casas?
- A) The Spanish and Portuguese conquest of the Americas
 - B) New sources of mineral wealth led to the rise of capitalism in the European economy
 - C) The Atlantic slave trade declined in popularity
 - D) Europeans accepted the political autonomy of Native Americans

ANS: A PTS: 1

OBJ: WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society. TOP: Key Concept 1.2.II SKL: Contextualization NAR: MC Excerpt 1.4

16. De las Casas would have agreed with which of the following interpretations?
- A) Christians are all motivated by greed.
 - B) Plantation-based agricultural systems in the Americas required the exploitation of local resources.
 - C) The Portuguese treated natives with dignity and respect.
 - D) European treatment of natives was the result of cultural and linguistic misunderstandings.

ANS: D PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America. TOP: Key Concept 1.2.III SKL: Contextualization NAR: MC Excerpt 1.4

NARRBEGIN: MC Excerpt 1.5

The following questions refer to the excerpt below.

“For a historical appreciation [of the slave trade], one must turn to the fairly abundant but problematic writing of sixteenth and seventeenth century visitors from Europe, and a few central African texts. Many of the [European] visitors, especially missionaries, were hostile to African religious ideas and practices, which caused, which caused them to misrepresent African religion, but these early observers had the tremendous advantage of witnessing the religions at first hand during the period of the slave trade. Contemporary eyewitness testimony, for all its problems, is still [central to] the historians’ craft.”

17. European analyses of the culture of Africa would likely have emphasized
- A) cultural and religious differences as justification for the slave trade.
 - B) the economic efficiency of African slavery.
 - C) the inferiority of Africans as compared to Native American laborers.
 - D) the importance of cultural diversity in long-term settlements.

ANS: A PTS: 1

OBJ: CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time. TOP: Key Concept 1.2.III

SKL: Contextualization NAR: MC Excerpt 1.5

18. As seen in the passage, European attempts to understand African traditions and cultures resulted in which of the following ideas?
- A) Mutual understanding and respect among Europeans and Africans
 - B) An uneasy co-existence between Europeans, African slaves, and American Indians
 - C) Solidified justifications for the subjugation of Africans
 - D) Cultural assimilation emphasizing the equal value of European and African practices

ANS: C PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America. TOP: Key Concept 1.2.III SKL: Causation

NAR: MC Excerpt 1.5

19. Within the Spanish settlements, slaves would find themselves
- A) part of a rigidly defined caste system.
 - B) working essentially independently for Spanish landowners.
 - C) plagued by European diseases for which they had no immunity.
 - D) repeatedly forced to give up territory to the expanding settlement patterns.

ANS: A PTS: 1

OBJ: WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

TOP: Key Concept 1.2.II SKL: Contextualization

NAR: MC Excerpt 1.5

20. Sustained contact between Africans and Europeans in the early colonial period often resulted in which of the following?
- A) Increases in the conversion of Europeans to Islam
 - B) Decreases in technological exchanges between Africans and Europeans
 - C) Homogenization of culture in the Atlantic world
 - D) Significantly altered worldviews of politics, religion, and culture

ANS: D PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America. TOP: Key Concept 1.2.III SKL: Causation

NAR: MC Excerpt 1.5

NARRBEGIN: MC Excerpt 1.6

The following questions refer to the excerpt below.

“The early discourse of the New World then is full of questions that cannot be asked or answers that cannot be understood. ‘Due to the lack of language,’ complains Verrazzano, ‘we were unable to find out by signs or gestures how much religious faith these people we found possessed.’ Canoes of Indians, Cartier writes, ‘came after our long-boat dancing and showing many signs of joy, and of their desire to be friends, saying to us in their language: *Napou tou daman asurtat*, and other words, we did not understand...And seeing that no matter how much we signed to them, they would not go back, we shot off over their heads two small cannon.’”

Stephen Greenblatt, *Marvelous Possessions: The Wonder of the New World*, 1991
NARREND

21. A significant result of the kinds of encounters like the one described here was that
- A) mutual misunderstandings would define the early interactions between Europeans and Native Americans.
 - B) deadly epidemics would devastate native populations.
 - C) European religious and political leaders would be forced to justify their subjugation of the native peoples.
 - D) new economic systems, like the *encomienda*, would be necessary to profit in the New World.

ANS: A PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America. TOP: Key Concept 1.2.III SKL: Causation

NAR: MC Excerpt 1.6

22. The events described by Greenblatt illustrate which of the following Atlantic World developments?
- A) Increased cooperation between racial groups in the Americas
 - B) Decreased European support for colonization of the Americas
 - C) Population increases in native societies
 - D) Limited European understandings of native cultures

ANS: D PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America. TOP: Key Concept 1.2.III SKL: Contextualization

NAR: MC Excerpt 1.6

23. Which of the following statements is correct about the period described in the passage?
- A) Sustained contact between Africans, Europeans, and Native Americans led to complex relationships.
 - B) Africans, Native Americans, and Europeans had little contact in this period.
 - C) Europeans were not eager to colonize the Americas in this period.
 - D) Europeans were not influenced by contact with the Americas.

ANS: A PTS: 1

OBJ: NAT-4.0 Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity.

TOP: Key Concept 1.2.III SKL: Contextualization

NAR: MC Excerpt 1.6

24. Ultimately, the European-American Indian relationships would be defined by conflict as a result of
- A) continued European encroachment on American Indian territory.
 - B) the rise of the Atlantic slave trade.

C) the introduction of new kinds of plants and animals via the Columbian Exchange.

D) the diversity of the American Indian populations in different regions.

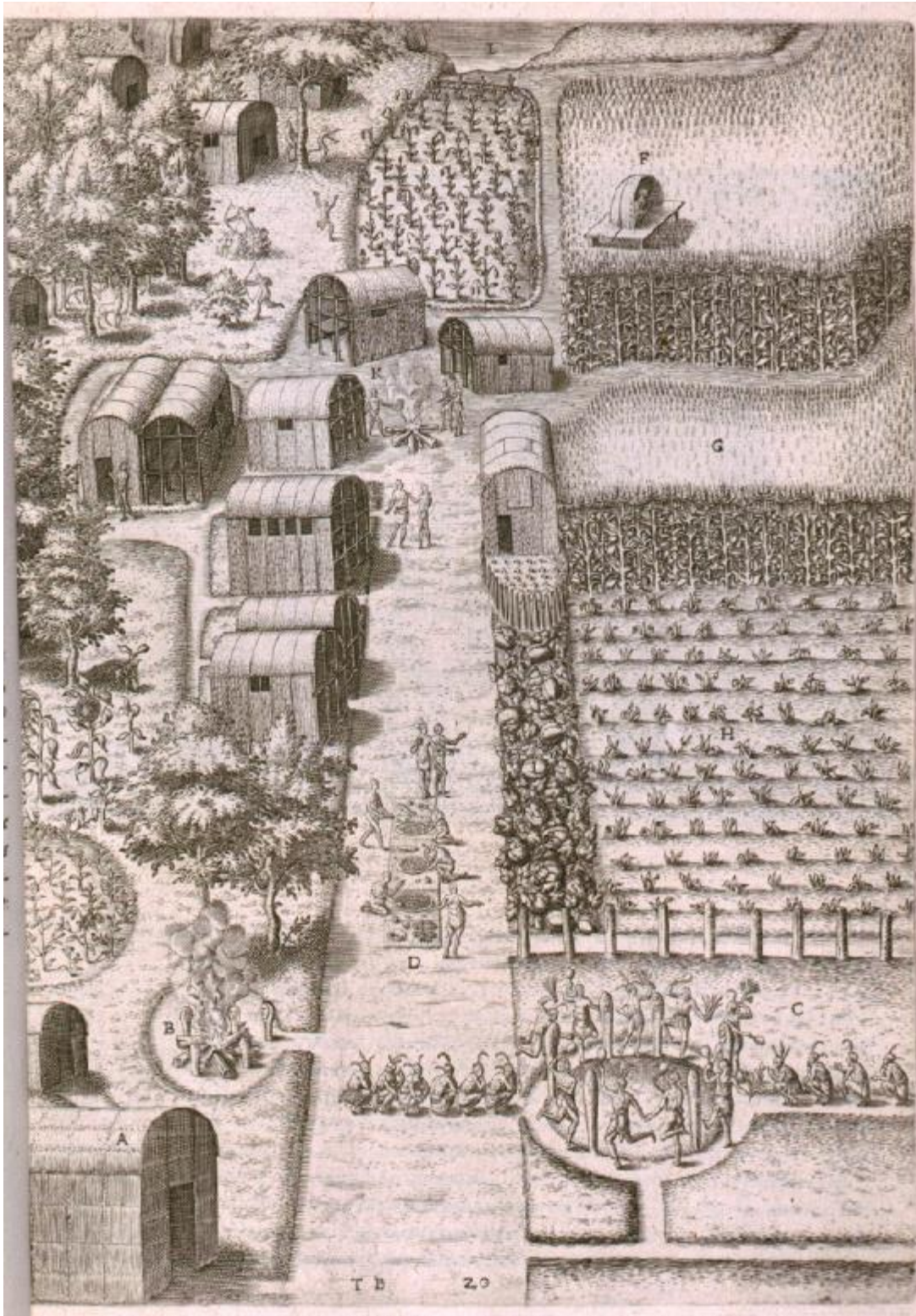
ANS: A PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America. TOP: Key Concept 1.2.III SKL: Causation

NAR: MC Excerpt 1.6

NARRBEGIN: MC Excerpt 1.7

The following questions refer to the image below.



Library of Congress Prints and Photographs Division[LC-USZC4-5267]

**An engraving by John White, Secotan, an Algonquian village, ca. 1585
NARREND**

25. Based on the forms of agriculture and dwelling places depicted here, the Native Americans in this engraving most likely lived
A) in the American Great Plains.

- B) in the American Pacific Northwest.
- C) in the American Southwest.
- D) in the American Northeast.

ANS: D PTS: 1

OBJ: GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how the competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

TOP: Key Concept 1.1.I SKL: Contextualization

NAR: MC Excerpt 1.7

26. Which of the following factors played the most significant role in the development of the Native social and economic structures pictured here?
- A) The presence of European explorers
 - B) The environment
 - C) The Columbian Exchange
 - D) The rise of Christianity

ANS: B PTS: 1

OBJ: GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how the competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

TOP: Key Concept 1.1.I SKL: Causation NAR: MC Excerpt 1.7

27. The engraving could be used to dispute which of the following claims?
- A) Native Americans had advanced understandings of agriculture at the time of contact with Europeans.
 - B) Native Americans had the resources necessary to establish permanent villages at the time of contact.
 - C) Native American cultures lived an exclusively mobile lifestyle at the time of contact with Europeans.
 - D) Native American cultures tended to favor permanent villages at the time of contact with Europeans.

ANS: C PTS: 1

OBJ: GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how the competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

TOP: Key Concept 1.1.I SKL: Argumentation

NAR: MC Excerpt 1.7

28. Europeans who encountered societies like those seen in the engraving tended to view them as
- A) partners in the Atlantic slave trade.
 - B) sovereign states with control over the territory in the New World.
 - C) fundamentally inferior based on theories of race and culture.
 - D) a significant diplomatic resource to help ease European settlement amidst Native tribes.

ANS: C PTS: 1

OBJ: CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

TOP: Key Concept 1.2.III

SKL: Causation NAR: MC Excerpt 1.7

NARRBEGIN: MC Excerpt 1.8

The following questions refer to the excerpt below.

“The presence of explorers such as Verrazano and Cartier and of unknown numbers of anonymous fishermen and part-time traders had several effects on the native population. The Mi’kmaq, Hurons, and other northeastern Indian groups approached the intruding Europeans in friendship, eager to trade and to learn more about the strangers. In part this response was a sign of natural curiosity, but it also reflected some serious changes taking place in the Native world of North America. Beginning in the mid-fourteenth century, the climate in North America underwent significant cooling. As the climate grew colder, both hunter-gatherers like the Mi’kmaq and agriculturists like the Iroquois had to expand their subsistence territory, and in doing so they came into conflict with their neighbors. As warfare became more common, groups increasingly formed alliances for mutual defense—systems like the Iroquois League and Powhatan Confederacy.”

Historian Christopher L. Miller, “The Americas to 1620”
NARREND

29. One factor which led to the changes described in the passage was
- A) decreasing natural resources in North America, which led to an increasingly migratory culture.
 - B) decreased warfare in the northwest among native tribes.
 - C) decreasing social diversification resulting from maize cultivation.
 - D) the introduction of African slaves into the Americas.

ANS: A PTS: 1

OBJ: GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how the competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

TOP: Key Concept 1.1.I SKL: Causation NAR: MC Excerpt 1.8

30. As a result of the contact described in this passage,
- A) Native life-spans increased with access to European medical technology.
 - B) Native populations adopted the use of new kinds of crops and animals, altering their economic and social structure.
 - C) Native cultures developed greater social diversification as they adopted the use of African slaves as laborers.
 - D) Native ideas about gender roles, land use, and power, were altered significantly as they sought to assimilate with the Europeans.

ANS: B PTS: 1

OBJ: WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.

TOP: Key Concept 1.2.II SKL: Causation NAR: MC Excerpt 1.8

31. After the initial contacts described in this passage, American Indians
- A) adopted European forms of dress and social interaction.
 - B) willingly served as a labor force for European expansion efforts.
 - C) often resorted to military resistance in an attempt to maintain political sovereignty.
 - D) resisted trading with the Europeans.

ANS: C PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

TOP: Key Concept 1.2.III SKL: Contextualization

NAR: MC Excerpt 1.8

32. Which of the following factors contributed to the trends described in the passage?
- A) Decreasing emphasis on religion led to increasing political reorganization.

- B) Livestock introduced by Europeans led to a decline in living standards among natives.
- C) Native efforts to eradicate European diseases led to an increase in economic prosperity.
- D) New methods of organizing and conducting international trade created new economic patterns in the Americas.

ANS: D PTS: 1

OBJ: WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

TOP: Key Concept 1.2.I SKL: Causation NAR: MC Excerpt 1.8

NARRBEGIN: MC Excerpt 1.9

The following questions refer to the image below.



Miscellaneous Items in High Demand/Library of Congress
NARREND

33. The labor system depicted here was justified largely by
- A) European racial theories.
 - B) the initial violence of the Native Americans.
 - C) the success of the *encomienda* system.
 - D) geographic diversity in the New World.

ANS: A PTS: 1

OBJ: CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

TOP: Key Concept 1.2.III SKL: Contextualization NAR: MC Excerpt 1.9

34. Which of the following resulted from the kind of world depicted in the engraving?
- A) Increases in manufacturing led to a decline in standard of living.
 - B) Racially mixed populations developed into a highly stratified caste system.
 - C) Slave revolts led to numerous democracies flourishing in the West Indies.

D) Sugar production was the only source of wealth in the West Indies.

ANS: B PTS: 1

OBJ: WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

TOP: Key Concept 1.2.II SKL: Causation NAR: MC Excerpt 1.9

35. Which of the following represents a later example (18th–19th century) of the changes represented in the engraving?

- A) The emergence of the West Indies as a world power
- B) Alliances among Indians to resist European domination
- C) The increasing reliance on slave labor in the American south
- D) The sole reliance on the use of Indian slave labor

ANS: C PTS: 1

OBJ: WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

TOP: Key Concept 1.2.II SKL: Patterns of Continuity and Change over Time
NAR: MC Excerpt 1.9

36. The Spanish and Portuguese used all of the following resources over centuries to create the society depicted in the engraving except

- A) African slave labor.
- B) plantation-based agriculture.
- C) Indian labor.
- D) capitalist principles of economic organization.

ANS: D PTS: 1

OBJ: WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

TOP: Key Concept 1.2.II SKL: Contextualization
NAR: MC Excerpt 1.9

NARRBEGIN: MC Excerpt 1.10

The following questions refer to the excerpt below.

“The late sixteenth and early seventeenth century were the time of what has been called the “little ice age” in the northern hemisphere, making it an inauspicious period for the founding of colonies. The little ice age is given various beginning and ending dates by historians of climate, most making it as broad as from the middle of the fifteenth to the middle of the nineteenth century. Because there was no unbroken run of cold winters and cool, wet summers, experts disagree about the outer limits of the period, but all agree that its greatest intensity was felt between 1550 and 1700. Severest winter cold and least summer warmth occurred in the 1590s, the first decade of the seventeenth century, the 1640s, and the last decade of the seventeenth century. The global mean temperature for the period was probably about one degree centigrade lower than in the relatively warm period from 1890 to 1950.”

Historian Karen Ordahl Kupperman,
“The Puzzle of the American Climate in the Early Colonial Period”
NARREND

37. The phrase, “The little ice age is given various beginning and ending dates by historians of climate,” signifies a historical thinking skill most commonly referred to as

- A) Periodization.
- B) Interpretation.
- C) Synthesis.

D) Analyzing Evidence.

ANS: A PTS: 1

OBJ: GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how the competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

TOP: Key Concept 1.1.I

SKL: Periodization

NAR: MC Excerpt 1.10

38. Which of the following historical concepts was most closely associated with the passage?
- A) Spanish conquest was aided by epidemics that destroyed large segments of the population.
 - B) Indians in the western Great Plains were forced to develop mobile lifestyles because of changes in available natural resources.
 - C) African slaves were replaced by Indians as a source of forced labor.
 - D) New crops from Europe often flourished in the western hemisphere.

ANS: B PTS: 1

OBJ: MIG-1.0 Explain the causes of migration to colonial North America, and later, the United States, and analyze immigration's effects on U.S. society. TOP: Key Concept 1.1.I

SKL: Causation NAR: MC Excerpt 1.10

39. One of the most significant effects of the trends described in this passage was
- A) the growth of the trans-Atlantic slave trade.
 - B) the growth of joint-stock companies in Europe.
 - C) Native American socioeconomic adaptations to the changing environment.
 - D) a decline in hostility between cultural groups.

ANS: C PTS: 1

OBJ: GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how the competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

TOP: Key Concept 1.1.I

SKL: Causation

NAR: MC Excerpt 1.10

NARRBEGIN: MC Excerpt 1.11

The following questions refer to the excerpt below.

“In the middle of the fifteenth century, Europe, Africa, and the Americas came together, creating—among other things—a new economy. At the center of that economy was the plantation, an enterprise dedicated to the production of exotic commodities—the most prominent being sugar—for a distant market. The sugar plantation, which first developed in the Mediterranean, was an enormously complex unit of production requiring the mobilization of vast amounts of capital, the development of new technologies (agricultural, industrial, and maritime), the invention of management techniques, and—because sugar production was extraordinarily labor intensive—the employment of huge numbers of workers.”

Historian Ira Berlin, “The Discovery of the Americas and the Transatlantic Slave Trade”

NARREND

40. Which of the following historical trends does the passage reflect?
- A) The partnership of Portuguese and West African traders to create an Atlantic economy based on slavery
 - B) Declining European interest in technologies in the era of colonization
 - C) Growing native American alliances in the American southwest
 - D) The introduction of livestock and other sources of protein into the Americas

ANS: A PTS: 1

OBJ: WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

TOP: Key Concept 1.2.II

SKL: Contextualization

NAR: MC Excerpt 1.11

41. One conclusion the passage suggests is that
- A) Europeans exploited both natural and human resources to achieve their goals in the new world.
 - B) Europeans were justified in their attitudes of superiority over natives.
 - C) Europeans did not exploit natural resources to achieve their goals in the Americas.
 - D) Europeans could not find suitable labor systems to harvest natural resources in the Americas.

ANS: A PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

TOP: Key Concept 1.2.II

SKL: Argumentation

NAR: MC Excerpt 1.11

42. Which of the following historical events did not precede the events described by historian Ira Berlin?
- A) Europeans introduced indentured servitude into the Americas.
 - B) The Spanish and Portuguese partnered with West African nations to exploit labor sources.
 - C) European improvements in trade and navigation led to economic changes.
 - D) Indian societies on the American eastern seaboard settled in permanent villages.

ANS: A PTS: 1

OBJ: WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

TOP: Key Concept 1.2.II

SKL: Periodization

NAR: MC Excerpt 1.11

NARRBEGIN: MC Excerpt 1.12

The following questions refer to the excerpt below.

“For some eighteen years, Elizabeth’s England had been locked in open war with the Spanish empire of Philip II (succeeded by his son, Philip III, in 1598). In many ways, the conflict was about religion. Protestant England had long feared Spain was marshalling the forces of international Catholicism against it. By 1585, Elizabeth felt compelled to send troops to aid the (largely Protestant) Dutch to prevent the Spanish army completing its conquest of the Low Countries—the obvious base for an assault on England. English anxieties were further heightened by the sizeable Catholic minority among the queen’s own subjects and continuing fears they might prove a fifth column for Spain. Philip II was not only determined to crush the English challenge, but was also infuriated by English piracy, not least against Spanish ships and settlements in the New World. The result was Spain’s attempt to invade England by sea in 1588—what is today popularly called ‘the Spanish Armada.’”

Historian Paul E. J. Hammer, “England on the Eve of Colonization”

NARREND

43. Which of the following generalizations could be supported by the passage?
- A) European competition between European nations had little impact on the Atlantic world.
 - B) European imperial rivalries and competition fueled empire building in the new world.
 - C) European rivalries and competition occurred simultaneously with the shift from capitalism to feudalism.

D) European rivalries and competition did little to alter technological advancements.

ANS: B PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America. TOP: Key Concept 1.2.I SKL: Argumentation

NAR: MC Excerpt 1.12

44. Sustained warfare among Europeans in the sixteenth century directly impacted which of the following least?
- A) Conversion of Native Americans
 - B) Technological improvements, which increased the speed of trade
 - C) The exploitation of natural resources such as sugar cane and gold
 - D) Political relations between Native American tribes along the eastern seaboard

ANS: D PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America. TOP: Key Concept 1.2.III SKL: Causation

NAR: MC Excerpt 1.12

45. Which of the following accurately explains one of the primary motives for European colonization of the New World in the context of this passage?
- A) Colonization efforts were delayed by long periods of warfare in Europe.
 - B) Europeans sought new sources of wealth to fund their nationalistic conflicts in Europe.
 - C) The Spanish needed to identify a new source of labor to sustain its home economy.
 - D) Independent explorers sought political recognition for their typically self-funded efforts.

ANS: B PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America. TOP: Key Concept 1.2.I SKL: Causation

NAR: MC Excerpt 1.12

SHORT ANSWER

1. “Now compare these [Spanish] traits of prudence, intelligence, magnanimity, moderation, humanity, and religion with the qualities of these little men (hombrecillos) in whom you will scarcely find even vestiges of humanity; who not only are devoid of learning but do not even have a written language; who preserve no monuments of their history, aside from some vague and obscure reminiscence of past events, represented by means of certain paintings; and who have no written laws but only barbaric customs and institutions. And if we are to speak of virtues, what moderation or mildness can you expect of men who are given to all kinds of intemperance and wicked lusts, and who eat human flesh?

And do not believe that before the coming of the Christians they lived in that peaceful reign of Saturn that the poets describe; on the contrary, they waged continuous and ferocious war against each other, with such fury that they considered a victory hardly worthwhile if they did not glut their monstrous hunger with the flesh of their enemies, a ferocity all the more repellent since it was not joined to the invincible valor of the Scythians, who also ate human flesh. For the rest, these Indians are so cowardly that they almost run at the sight of our soldiers, and frequently thousands of them have fled like women before a very few Spaniards, numbering less than a hundred....”

Juan Ginés de Sepúlveda, *The Nature of Natives*, 1550

“There was a custom among the Spaniards that one person, appointed by the captain, should be in charge of distributing to each Spaniard the food and other things the Indians gave. And while the captain was thus on his mare and the others mounted on theirs, and the father himself was observing how the bread and fish were distributed, a Spaniard, in whom the devil is thought to have clothed himself, suddenly drew his sword. Then the whole hundred drew theirs and began to rip open the bellies, to cut and kill those lambs—men, women, children, and old folk, all of whom were seated, off guard and frightened, watching the mares and the Spaniards. And within two credos, not a man of all of them there remains alive.

The Spaniards enter the large house nearby, for this was happening at its door, and in the same way, with cuts and stabs, begin to kill as many as they found there, so that a stream of blood was running, as if a great number of cows had perished. Some of the Indians who could make haste climbed up the poles and woodwork of the house to the top, and thus escaped.”

Bartolomé de las Casas, *History of the Indies*, 1552

Using the excerpts above, answer parts a, b, and c.

- a) Briefly explain ONE major difference between the opinions of de las Casas and Sepúlveda.
- b) Briefly explain ONE development in the period from 1491 to 1607 that could be used to support the opinions of Sepúlveda.
- c) Briefly explain ONE development in the period from 1491 to 1607 that could be used to support the opinions of de las Casas.

ANS:

Sample Strong Response:

- a) One major difference between these texts is that while Sepúlveda sees the Spanish colonizers as humane and gentle and the natives as barbarians, de las Casas portrays the Spanish as barbaric and the natives as humane and gentle.
- b) The encounter of new world and old led to the exchange of numerous beneficial goods and resources which enriched the lives of natives. Animals and livestock such as pigs, cows, and horses introduced by Europeans to the Americas led to improvements in diet and changes in lifestyle among native tribes.
- c) The introduction of the *encomienda* system into the Americas enslaved, brutalized, and altered the lives of millions of natives.

PTS: 1

OBJ: NAT-4.0 Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

TOP: Key Concept 1.2.III

SKL: Interpretation | Contextualization

2. Answer parts a, b, and c.

- a) The following items had a great impact on the development of the New World in this time period (1491-1607):
 - Intense European rivalries

- Introduction of slavery into the Americas
- Changes in technology

Choose ONE of the items above and briefly explain the impact it had on the development of the New World between 1491 and 1607.

- b) Choose the ONE item from the list above that you think had the GREATEST IMPACT and briefly explain one piece of evidence which supports that idea.
- c) Briefly explain ONE way in which Europeans responded to the challenge of settlement in the New World.

ANS:

Sample Strong Response:

- a) The introduction of slavery into the Americas impacted the New World by changing labor systems within the Americas and creating new Atlantic markets for trade and commerce. With the introduction of the *encomienda* system, Spaniards enslaved thousands of natives for forced labor.
- b) Intense European rivalries, especially between Portugal and Spain, had the greatest impact on New World development. The desire to obtain wealth and increase their own power and status in Europe led these nations to compete for overseas expansion and colonization. The Treaty of Tordesillas, which divided the New World between Spain and Portugal in 1494, demonstrates that European rivalries fueled the conquest of this region.
- c) Although many Europeans believed in the superiority of Europeans, some Europeans, like Bartolomé de las Casas, argued that the native populations should be treated with dignity and protected from subjugation. De las Casas led a campaign to protect Indians from poor treatment which included publishing *A Brief Account of the Destruction of the Indies*.

PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

TOP: Key Concept 1.2.III

SKL: Comparison

3. Answer parts a, b, and c.

- a) Various labor sources were used by Europeans to develop the New World. These included:
 - European laborers
 - African slaves
 - Native American slaves
 Choose ONE of the labor sources and briefly explain how Europeans used that group to advance their colonies.
- b) Briefly explain ONE historical change or outcome of the use of one labor source.
- c) Briefly explain, citing a specific historical example, ONE way in which some Europeans responded critically to the use of one labor source.

ANS:

Sample Strong Response:

- a) Europeans attempted to use Native American Indians as a labor source in the new world. They enslaved a number of native populations to work on plantations in agricultural capacities. Indians were also used in mines as Europeans attempted to get gold and silver from the earth.
- b) Since Indians often ran away and were deemed an instable labor source, Europeans turned to the importation of African slaves to meet their labor needs. The result was an enormous (forced) movement of people from Africa to the new world.
- c) Most Europeans were comfortable with the use of Indian and African slaves, though some, like Bartolomé de las Casas, wrote excoriating condemnations of the Indian slave trade and argued that it was unchristian and uncivilized to enslave populations to serve as laborers.

PTS: 1

OBJ: WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

TOP: Key Concept 1.2.II

SKL: Comparison

4. Answer parts a, b, and c.

- a) Identify and briefly explain one POSITIVE result of contact between Europeans and Americans in the period between 1491 and 1607.
- b) Identify and briefly explain one NEGATIVE result of contact between Europeans and Americans in the period between 1491 and 1607.
- c) Citing a specific historical example, briefly explain how Indians or Africans in the new world attempted to preserve their own identity or autonomy.

ANS:

Sample Strong Response:

- a) One positive result of the encounter between Europeans and Native Americans was the exchange of plants and animals between the two worlds. As contact increased, the two cultures exchanged plants such as apples, bananas, and pumpkins (to name a few) which significantly changed the diets of the two worlds. This led to increased life expectancy and better quality of diets.
- b) One of the most significant results of contact was the introduction to the new world of European diseases like smallpox, measles, and typhus. These diseases ravaged native populations and destroyed entire tribes and cultures. Although historians don't know the exact number of natives who succumbed to diseases, estimates are in the millions.
- c) One way Africans in the new world preserved their identity was in the creolization of religion and culture. Although many African slaves became Christian in the new world, they infused African sensibilities, traditions, and practices into Christianity. Numerous African words also became a familiar part of the English language.

PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

TOP: Key Concept 1.2.I

SKL: Comparison | Contextualization

DOCUMENT BASED

1. Compare and contrast views of European expansion in the Americas in the fifteenth and sixteenth centuries. Evaluate how differences in worldview shaped these views.

Document 1

Source: Papal Bull *Inter Caetera*, May 4, 1493

Wherefore, as becomes Catholic kings and princes...you have purposed to...to bring under your sway the said mainlands and islands...And in order that you may enter upon so great an undertaking with greater readiness and heartiness endowed with the benefit of our apostolic favor, we, of our own accord, not at your instance nor the request of anyone else in your regard, but out of our own sole largess and certain knowledge and out of the fullness of our apostolic power, by the authority of Almighty God conferred upon us...should any of said islands have been found by your envoys and captains, give, grant, and assign to you and your heirs and successors...all rights, jurisdictions, and appurtenances.

Document 2

Source: The Jesuit Relations, 1657-1658

In France, patterns and raised shoes are considered the most beautiful...The Savages' shoes are as flat as tennis shoes, but much wider, especially in winter, when they stuff and line them amply to keep away the cold...The French are stretched lengthwise in their graves, while the Savages,...in burying their dead make them take in the grave the position which they held in their mothers' womb. In some parts of Europe, the dead are placed with their heads turned towards the East; the Savages make them face the West.

Document 3

Source: Álvar Núñez Cabeza de Vaca, 1542

And that night we reached a place where there were fifty houses, and the people were startled when they saw and showed great fear. And after they had become somewhat accustomed to us, they would touch us with their hands on our faces and body and then pass their own hands over their faces and bodies. And so we were there that night, and in the morning they brought us their sick, begging us to sign them with the cross, and they gave us such supplies as they had of food, which were cactus leaves and green prickly pears, roasted. And because of the good treatment they gave us, and because they gave us willingly and generously what they had and were happy to go without in order to give it to us, we stayed with them for several days.

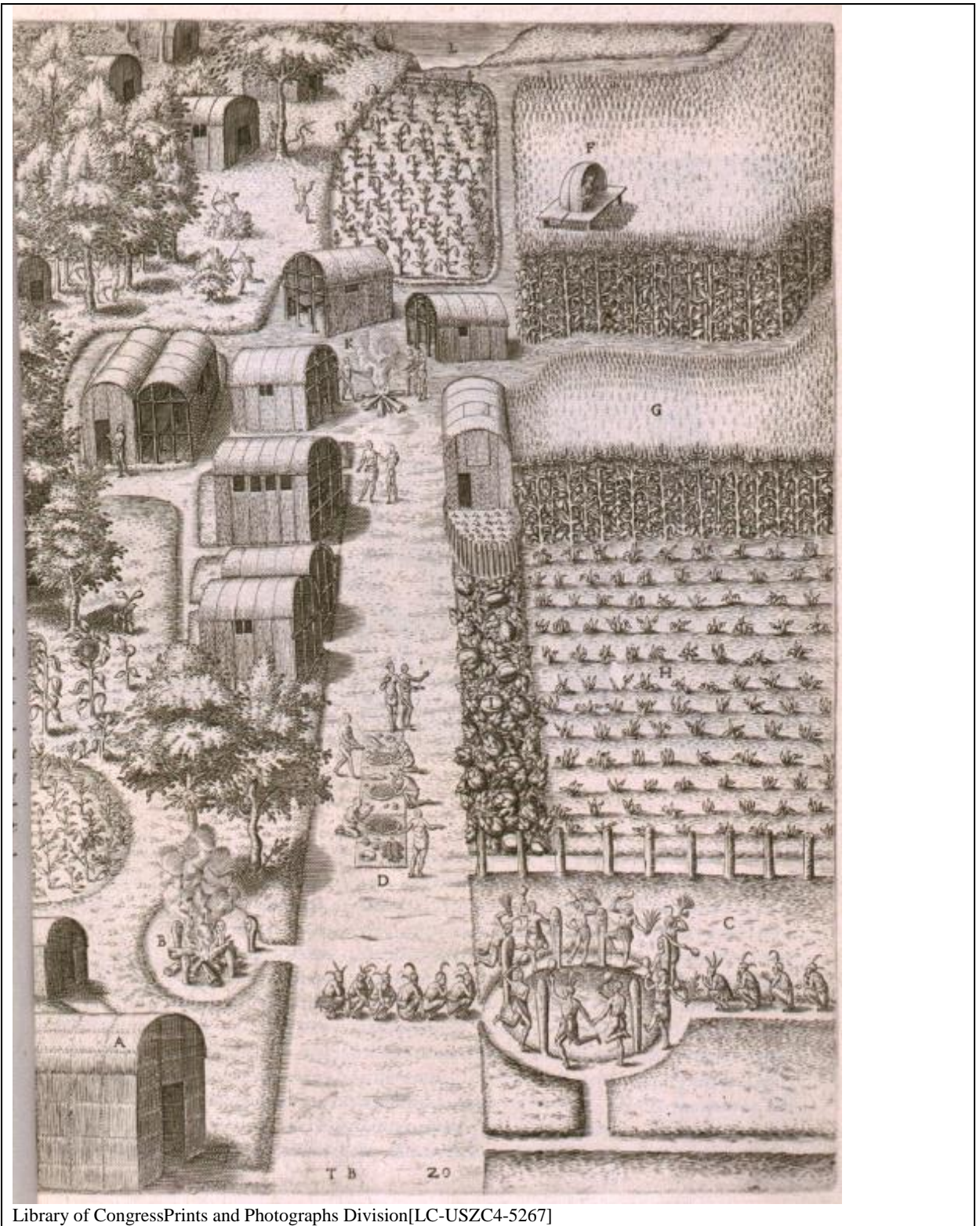
Document 4

Source: An Aztec account of the siege of Tenochtitlan

The Spanish blockade [of Tenochtitlan] caused great anguish in the city. The people were tormented by hunger, and many starved to death. There was no fresh water to drink, only stagnant water and the brine of the lake, and many people died of dysentery. The only food was lizards, swallows, corncocks and the salt grasses of the lake. The people also ate water lilies and the seeds of the colorin, and chewed on deerhides and pieces of leather. They roasted and seared whatever they could find and then ate it. They ate the bitterest weeds and even dirt.

Document 5

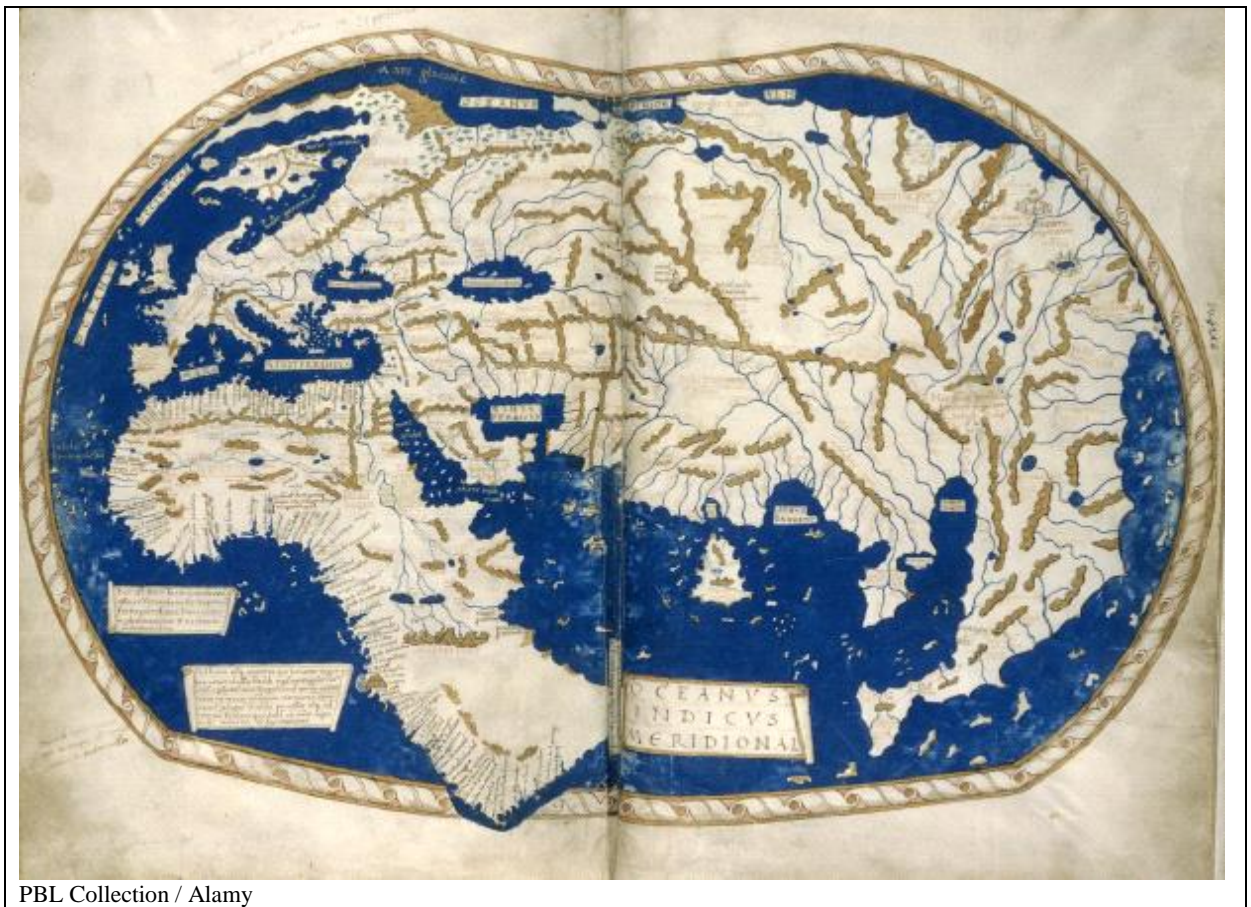
Source: Secotan, an Algonquian village, ca. 1585



Library of Congress Prints and Photographs Division[LC-USZC4-5267]

Document 6

Source: Map of the World by Henricus Martellus, 1489



PBL Collection / Alamy

Document 7

Source: Juan de Sepúlveda, *The Nature of Natives*, 1550

Now compare these [Spanish] traits of prudence, intelligence, magnanimity, moderation, humanity, and religion with the qualities of these little men (hombrecillos) in whom you will scarcely find even vestiges of humanity; who not only are devoid of learning but do not even have a written language; who preserve no monuments of their history, aside from some vague and obscure reminiscence of past events, represented by means of certain paintings; and who have no written laws but only barbaric customs and institutions. And if we are to speak of virtues, what moderation or mildness can you expect of men who are given to all kinds of intemperance and wicked lusts, and who eat human flesh?

And do not believe that before the coming of the Christians they lived in that peaceful reign of Saturn that the poets describe; on the contrary, they waged continuous and ferocious war against each other, with such fury that they considered a victory hardly worthwhile if they did not glut their monstrous hunger with the flesh of their enemies, a ferocity all the more repellent since it was not joined to the invincible valor of the Scythians, who also ate human flesh. For the rest, these Indians are so cowardly that they almost run at the sight of our soldiers, and frequently thousands of them have fled like women before a very few Spaniards, numbering less than a hundred....

ANS:

Sample Strong Response:

The encounter between Europeans and Native Americans that occurred after the voyage of Christopher Columbus in 1492 resulted in a period of imperialism and growth which substantially altered the ways both groups viewed each other. Europeans largely viewed expansion and imperialism as a benefit to native cultures and people because it brought them European culture and trade. Natives, for the most part, saw imperialism as destructive to their ways of life. While some natives saw the benefits of European trade and culture, most understood it to bring little but destruction, disease, and damage.

Europeans largely saw the period of encounter as a boon to the people of the new world. Since they viewed their own culture as significantly more advanced than that of the native peoples, most Europeans understood imperialism as a force for bettering native life. Imported products and ideas such as horses, agricultural products, religion, and trade were seen by Europeans as good for native cultures. Part of this, though, was a difference in worldview. Prior to this age of exploration, Europeans could not conceive of the idea of the Americas. As the Map of the World by Martellus indicates, in 1489—three years before the voyages of Columbus—many Europeans did not understand that the Americas even existed (Document 6). This suggests that, as a European, Martellus had a limited understanding of the world; since he did not imagine the planet to have a western hemisphere, it suggests the limited worldview of Europeans at the time. After “discovery,” Europeans saw the new world as a place to be conquered and exploited. Because they had the support and approval of God and the Pope of the Catholic Church, European conquistadors believed they had the God-given right to take the lands of the Americas (Document 1). The European view of superiority was so strong that the Pope, just prior to 1500, divided the world in half between Portugal and Spain in the Treaty of Tordesillas. This treaty reflected European ideas that the natives had no rights to the lands they occupied. This attitude would continue to be seen as the Spanish introduced the *encomienda* and *repartimiento* in the Americas. Additionally, European views of native cultures and practices were somewhat condescending; they saw native cultures as savage, monolithic, and static. As Juan de Sepúlveda indicated, natives were “intemperate,” wicked” and cannibalistic (Document 7). Europeans often failed to see the advances in native cultures, and the orderliness of their tribal lives, although the engraving of an Algonquian village indicates that some Europeans recognized those aspects of native life (Document 5).

Natives also had to adjust their views of Europeans. Although they certainly saw the devastation that Europeans brought to their worlds through diseases like measles, and the violence they levelled on their peoples through warfare (Document 4), natives also realized they had much to learn from these strangers to their land. Some natives encouraged interaction with Europeans, as the Iroquois did in the northeast with French Jesuit missionaries. The missionaries lived with, worked alongside, and experienced native life. They learned languages and exchanged information about their cultures, although even the Jesuits still saw natives as “savages” (Document 2). There were ample opportunities for exchange, as Europeans also had to rely on natives in some cases for survival. Cabeza de Vaca, a shipwreck survivor who lived with natives, tells of how natives viewed him: they touched him to see if he was real, and brought him their sick for healing (Document 3). They saw him as a healer, similar to the way the Aztecs thought Cortés a God when he and his troops landed in what is now Mexico. Although some natives were initially hostile to Europeans, others, like those de Vaca met, were eager to exchange ideas and trade products. This sometimes led to death and destruction, such as when Cortés and his men turned against the Aztecs and conquered them (Document 4).

Some Europeans opposed this expansion. Priest Bartolomé de las Casas, for example, argued against Sepúlveda, suggesting that European conquest was not only unjust, but immoral and contrary to the teachings of the Catholic Church. Although de las Casas began his career in favor of European conquest and superiority, he quickly shifted his support to the natives, whom he believed were being treated unfairly and inhumanely. Sepúlveda, by contrast, did not have a similar change of heart regarding the native population. He remained, like the bulk of Europeans at the time, convinced of the inferiority of natives. In some ways, this is similar to the way some Americans would turn against slavery and become abolitionists in the period after the American Revolution, while others remained entrenched in the slave system, culture, and economy.

PTS: 1

OBJ: NAT-4.0 Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

TOP: Key Concept 1.3.I

SKL: Contextualization | Contextualization | Synthesis | Argumentation | Comparison

2. Historians have debated the costs and benefits of the European encounter with Native Americans in the period from 1491-1607. To what degree was the encounter positive, and to what degree was the encounter negative?

Document 1

Source: Gabriel Archer, *Gosnold's Settlement at Cuttyhunk*, 1902

The fifteenth day we had again sight of the land, which made ahead, being as we thought an island, by reason of a large sound that appeared westward between it and the main, for coming to the west end thereof, we did perceive a large opening, we called it Shoal Hope. Near this cape we came to fathom anchor in fifteen fathoms, where we took great store of codfish, for which we altered the name, and called it Cape Cod. Here we saw sculls of herring, mackerel, and other small fish, in great abundance. This is a low sandy shoal, but without danger, also we came to anchor again in sixteen fathoms, fair by the land in the latitude of 42 degrees. This cape is well near a mile broad, and lieth north-east by east. The captain went here a shore and found the ground to be full of pease, strawberries, whortleberries, &c., as then unripe, the sand also by the shore somewhat deep, the firewood there by us taken in was of cypress, birch, witch-hazel and beech. A young Indian came here to the captain, armed with his bow and arrows, and had certain plates of copper hanging at his ears; he showed a willingness to help us in our occasions.

Document 2

Source: *Hernando Cortés and the Spanish Soldiers Confront the Indians*, ca. 1585 (artist unknown)



Document 3

Source: Engraving by Robert Vaughan, 1624. The figure of Opechancanough was based on John White's 1585-1586 watercolor of an Algonquian-speaking chief, and also on a 1590 engraving by Theodor de Bry



Wind Picture Archives / Alamy

Document 4

Source: Gary Nash, *Red, White and Black*, 1974

After purchase, each slave was branded with a hot iron signifying the company, whether Spanish, Portuguese, English, French, or Dutch, that had purchased him or her. Thus were members of "preliterate" societies first introduced to the alphabetic symbols of "advanced" cultures. "The branded slaves," one account related, "are returned to their former booths" where they were imprisoned until a full human cargo could be assembled. The next psychological wrench came with the ferrying of slaves, in large canoes, to the waiting ships at anchor in the harbor. An English captain described the desperation of slaves who were about to lose touch with their ancestral land and embark upon a vast ocean that many had never previously seen. "The Negroes are so wilful and loth to leave their own country, that they have often leap'd out of the canoes, boat and ship, into the sea, and kept under water till they were drowned, to avoid being taken up and sayed by our boats, which pursued them; they having a more dreadful apprehension of Barbadoes than we can have of hell." Part of this fear was the common belief that on the other side of the ocean Africans would be eaten by the white savages.

Document 5

Source: Stages of Smallpox in 16th century, as depicted by unknown artist in Franciscan friar Bernardino de Sahagún's *Florentine Codex*



Science Source

Document 6

Source: Historian Ira Berlin, "The Discovery of the Americas and the Transatlantic Slave Trade"

In the middle of the fifteenth century, Europe, Africa, and the Americas came together, creating—among other things—a new economy. At the center of that economy was the plantation, an enterprise dedicated to the production of exotic commodities—the most prominent being sugar—for a distant market. The sugar plantation, which first developed in the Mediterranean, was an enormously complex unit of production requiring the mobilization of vast amounts of capital, the development of new technologies (agricultural, industrial, and maritime), the invention of management techniques, and—because sugar production was extraordinarily labor intensive—the employment of huge numbers of workers.

Document 7

Source: Bartolomé de las Casas, *A Brief Account of the Destruction of the Indies*, 1552

[Spaniards'] reason for killing and destroying such an infinite number of souls is that the Christians have an ultimate aim, which is to acquire gold, and to swell themselves with riches in a very brief time and thus rise to a high estate disproportionate to their merits. It should be kept in mind that their insatiable greed and ambition, the greatest ever seen in the world, is the cause of their villainies. And also, those lands are so rich and felicitous, the native people so meek and patient, so easy to subject, that our Spaniards have no more consideration for them than beasts.

ANS:

Sample Strong Response:

Although the encounter between Europeans and natives yielded many benefits and advancements, the devastation and destruction caused by European diseases, wars, and conquests warrants viewing the encounter as largely negative.

The encounter and subsequent conquest of the Americas following the initial voyage of Columbus in 1492 resulted in the spread of disease and destruction. Historians have estimated that millions of natives were killed by the spread of European diseases (measles and influenza, for example) in the Americas. Natives had no immunities to these diseases, and died by the thousands when first introduced. Although this was in no way intentional, it certainly aided European conquest in the new world (Document 5). Additionally, the encounter produced a world highly dependent on slavery and forced labor. At first, Spanish and Portuguese explorers used natives as slaves. When that labor source did not work as well as hoped they turned to the importation of African slaves. Millions of slaves were imported into the Americas during this period. Slavery was a brutal and devastating system which destroyed lives and altered cultures on both sides of the Atlantic (Document 4), although we must note that, as a historian, Gary Nash has the added benefit of knowing the results of history. His criticisms of the culture will vary from those who lived through those periods. Catholic Priest Bartolomé de las Casas demonstrated the destructiveness of the slave trade when he wrote that it was fueled by Europeans' "insatiable greed and ambition" (Document 7), although historians have noted that de las Casas had a very different, and relatively unpopular, political agenda than many Europeans. Although de las Casas was in the minority during his lifetime, future generations embraced his notions of universal humanity, fair treatment of laborers, and condemnation of slavery. Finally, the encounter produced massive hostility and warfare, as Europeans took land and natural resources (Document 2, Document 3), which resulted in unknown numbers of deaths.

There were, of course, benefits to the encounter as well. The introduction of new foods to both sides of the Atlantic improved diets, health, and lifestyles among both groups. Europeans benefitted from new sources of vegetables and natives benefited from new sources of protein (Document 1). Increases in the production of natural resources, even when produced with the use of slave labor, resulted in benefits worldwide. The sugar trade, for example, though based on slave labor, resulted in massive economic changes to both the Americas and Europe (Document 6). As a result, mercantilism and the triangle trade flourished. North America in particular flourished as a result of this trade, and produced a higher standard of living in the area that would come to be America than existed in Europe. Finally, the encounter yielded important changes in relationships. Not all encounters were hostile, as seen in the description of an encounter at Cuttyhunk: natives and Europeans were eager to learn about each other (Document 1).

PTS: 1

OBJ: WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North

ESSAY

NARRBEGIN: ES Directions 1

Directions: In your response you should do the following:

- State a relevant thesis that directly addresses all parts of the question.
- Support your argument with evidence, using specific examples.
- Apply historical thinking skills as directed by the question.
- Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or connects it to a different category of analysis.

NARREND

1. To what extent did the encounter between Europeans and American Indians alter the physical environment of the Atlantic World from 1491 to 1607?

ANS:

Sample Strong Response:

Through the creation of large-scale plantation-based agriculture, the introduction of new animals, and the introduction of new foods in the Atlantic world, the interactions between Europeans and American Indians had a tremendous impact on the physical environment of the Americas. While there was some continuity in the treatment of natives and the destruction of environments, there were also changes over time in the manner in which Europeans administered their colonies. The changes in the physical environment of the new world resembled the exploitation of the natural environment of Africa. Prior to the encounter between east and west, Europeans had subjugated and increasingly exploited African resources, demonstrating continuity of policy over time.

To facilitate the production of natural resources such as sugar, gold, and silver, the Spanish and Portuguese created large plantations called *encomiendas*, using first natives and then African slaves, as laborers. This transformed large areas of wildlife into working plantations, which would continue for centuries. The physical landscape changed markedly as Europeans destroyed wildlife and depleted resources in an effort to cultivate sugar and mine for resources such as gold and silver. Europeans also created missions and villages modeled after European-style towns, in the process destroying numerous Indian villages. Although some native cultures and indigenous environments survived and persisted, the effect was that the Americas largely resembled European cultures within a century.

The introduction of the horse to the Americas, for example, not only changed hunting practices among the native Indians, but also altered the grasslands of the Great Plains. Horses trampled the vegetation underfoot, and helped transform some hunter-gatherer tribes into more mobile communities. The introduction of domesticated livestock such as pigs and cattle significantly altered the Indian diet by adding protein sources to it.

The exchange of food radically altered the physical environment of both Europe and the Americas. As new crops were introduced and cultivated, the landscapes of Europe and the Americas shifted. Some historians have estimated that nearly three fifths of the world's crops in the modern world originated in the Americas. Additionally, Europeans introduced numerous weeds and diseases that forever changed the landscape. Diseases like smallpox, influenza, and malaria not only killed off large segments of the native population but also numerous animals and plants, inevitably altering the physical environment.

PTS: 1

OBJ: GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how the competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

TOP: Key Concept 1.2.II

SKL: Patterns of Continuity and Change over Time

NAR: ES Directions 1

2. Evaluate the extent to which European contact with Native Americans altered and continued worldviews of Native Americans and Europeans from 1491 to 1607.

ANS:

Sample Strong Response:

By drastically altering the cultures, religious practices, and economic systems of Native Americans, the encounter between Europeans and Native Americans which occurred as a result of exploration had a tremendous impact on the worldviews of both Europeans and Native Americans.

Prior to contact, Native Americans lived complex and varying lifestyles. For example, the Iroquois people of the northeast lived a largely permanent lifestyle in structures called longhouses which would house up to a few dozen families. This was in tremendous contrast to the pueblo apartment-like structures in the southwest which housed several hundred families. In addition, tribes of the American Midwest (on the Great Plains) lived largely mobile lifestyles to accommodate food sources. Indian societies differed greatly in the time prior to contact.

When Europeans encountered various tribes, they were surprised by the variety of lifestyles and practices. The reality of differences between Pueblo and Iroquois culture, for example, contrasted sharply with European assumptions that all Native Americans must live similar lives.

The presence of complex religious traditions among Natives also surprised Europeans. French Jesuits, in particular, who settled with tribes in the northeast area that would become Canada, were surprised to learn about the different religious practices of those peoples. Similarly, Native Americans, too, had to alter their worldviews of Europeans. For example, the natives who encountered those Jesuit settlers had difficulty understanding the Catholic practices of celibacy and communion. Natives were often shocked to interpret the act of communion as cannibalism. In both cases, each group saw the other as uncivilized and in need of religious instruction.

Finally, the introduction of large-scale plantation agriculture changed the lifestyles of natives. As they were forced into slavery (with the advent of the *encomienda* and then the *repartimiento* systems) their understandings of economics shifted. Native understandings of personal property, class, and wages grew to include the European notions of economics. With the addition of African slaves, natives began to see enormous forced labor systems which exploited native populations tremendously. Europeans generally did not consider this exploitation. Rather, they saw it as an acceptable source of labor.

The differences in worldviews and attitudes towards slavery between the Europeans and natives bear resemblance to the differences Southern slaveholders and Northern abolitionists will have just prior to the Civil War.

PTS: 1

OBJ: NAT-4.0 Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

TOP: Key Concept 1.2.III

SKL: Patterns of Continuity and Change over Time | Comparison

NAR: ES Directions 1