

Name: _____ Class: _____ Date: _____

Unit 2: Contact, Colonization, and Exchange in the Atlantic World, 1492–1600

1. In 1455, the pope granted which nation a monopoly on the Atlantic slave trade?

- a. Portugal
- b. England
- c. Spain
- d. Italy
- e. France

ANSWER: a

LEARNING OBJECTIVES: USHI.MTX.15.2.3 - Given a reading and two videos, students will identify the factors that led to the rise of New World slavery, the institution's effects on West African peoples, and the development of plantation slavery in the New World.

2. The Spanish conquest of the New World was aided by which of the following?

- a. Superior Spanish weaponry
- b. The conquest of Mexico by Hernán Cortés
- c. Impact of European diseases on the native population
- d. All of the above
- e. None of the above

ANSWER: d

LEARNING OBJECTIVES: USHI.MTX.15.2.6 - Given a reading, students will identify the reasons for Spanish colonization and the methods by which they gained and maintained control of the indigenous populations they encountered in the New World.

3. Which of the following transpired after Narváez's expedition got lost at sea?

- a. The Spaniards were captured by the Karankawa Indians.
- b. Narváez led a successful military offensive against the Karankawa Indians.
- c. One of them, Cabeza de Vaca, lived among the Native Americans and later issued a report about his journey to his fellow Spaniards.
- d. Both A and C
- e. Both B and C

ANSWER: d

LEARNING OBJECTIVES: USHI.MTX.15.2.5 - Given a reading and a video, students will examine some of the motivational forces behind European exploration and several of the earliest effects of colonization in the New World.

4. When Native Americans accepted the Christian God as one of their many deities, they were practicing which of the following?

- a. Submission
- b. Syncretism
- c. Paganism
- d. Pancretism
- e. Assimilation

ANSWER: b

LEARNING OBJECTIVES: USHI.MTX.15.2.9 - Students will identify the reasons for Spanish colonization and the methods by which they gained and maintained control of the indigenous populations they encountered in the New World.

Unit 2: Contact, Colonization, and Exchange in the Atlantic World, 1492–1600

5. Spanish colonial administration was hierarchical, with all but which of the following retaining some political power?
- Spanish Colonial Council
 - Audiencias*
 - Governors
 - Viceroy
 - Caciques

ANSWER: a

LEARNING OBJECTIVES: USHI.MTX.15.2.6 - Given a reading, students will identify the reasons for Spanish colonization and the methods by which they gained and maintained control of the indigenous populations they encountered in the New World.

6. Which of the following statements is *false* about the Spanish system of forced labor?
- By the time the king outlawed most Native American slavery, the Arawaks of the West Indies had been destroyed.
 - The *encomienda* system evolved from a labor system to one that gave Indian property to colonists.
 - The Spanish turned to Africans to replace the rapidly decreasing supply of Native American labor.
 - While large numbers of Native Americans had died due to harsh working conditions and diseases, the African slaves proved immune to those factors.

ANSWER: d

LEARNING OBJECTIVES: USHI.MTX.15.2.6 - Given a reading, students will identify the reasons for Spanish colonization and the methods by which they gained and maintained control of the indigenous populations they encountered in the New World.

7. Followers of which of the following religious/political leaders became known variously as Huguenots, Puritans, Presbyterians, and Reformed?
- Martin Luther
 - Jonathan Edwards
 - John Calvin
 - Henry VIII
 - Ulrich Zwingli

ANSWER: c

LEARNING OBJECTIVES: USHI.MTX.15.2.5 - Given a reading and a video, students will examine some of the motivational forces behind European exploration and several of the earliest effects of colonization in the New World.

8. Henry VIII broke with the Roman Catholic Church because he
- believed that Martin Luther professed the true faith.
 - did not want his children to be raised as Catholics.
 - desired an annulment so that he could marry again.
 - resented sending part of his country's wealth to Rome in tithes.
 - caught his Catholic wife in an adulterous relationship.

ANSWER: c

Unit 2: Contact, Colonization, and Exchange in the Atlantic World, 1492–1600

LEARNING OBJECTIVES: USHI.MTX.15.2.5 - Given a reading and a video, students will examine some of the motivational forces behind European exploration and several of the earliest effects of colonization in the New World.

9. England demonstrated its naval superiority in 1588 with the defeat of
- the Spanish Armada off the coast of England.
 - the Dutch Navy in the North Atlantic.
 - Portuguese naval forces off the coast of India.
 - the Spanish Armada off the west coast of Africa.
 - the Dutch Navy off the southern coast of Africa.

ANSWER: a

LEARNING OBJECTIVES: USHI.MTX.15.2.5 - Given a reading and a video, students will examine some of the motivational forces behind European exploration and several of the earliest effects of colonization in the New World.

10. French Huguenots attempted to establish which of the following settlements?
- Roanoke Island
 - Charlesfort
 - Jamestown
 - Fort Caroline
 - Both B and D

ANSWER: e

LEARNING OBJECTIVES: USHI.MTX.15.2.5 - Given a reading and a video, students will examine some of the motivational forces behind European exploration and several of the earliest effects of colonization in the New World.

11. Which of the following statements *most accurately* describes the settlement of New Mexico?
- Authorized by the viceroy to attempt a settlement, Juan de Oñate claimed Pueblo lands for Spain.
 - Oñate established a well-received settlement at Acoma Pueblo.
 - Oñate was noted for his decent treatment of the Native Americans.
 - By 1670, about 28,000 Spanish colonists had settled in the Rio Grande Valley.
 - Franciscan priests converted a majority of Native Americans to Christianity and they also adopted European cultural practices completely.

ANSWER: a

LEARNING OBJECTIVES: USHI.MTX.15.2.6 - Given a reading, students will identify the reasons for Spanish colonization and the methods by which they gained and maintained control of the indigenous populations they encountered in the New World.

12. Franciscan missionaries expected their native converts to do which of the following?
- Learn the catechism.
 - Adopt European dress.
 - Use European farming methods.
 - Learn conversational Castilian (Spanish).
 - All of the above

ANSWER: e

Unit 2: Contact, Colonization, and Exchange in the Atlantic World, 1492–1600

LEARNING OBJECTIVES: USHI.MTX.15.2.6 - Given a reading, students will identify the reasons for Spanish colonization and the methods by which they gained and maintained control of the indigenous populations they encountered in the New World.

13. Over the course of four centuries, Africa lost more than 100 million people to the Atlantic slave trade.
- a. True
 - b. False

ANSWER: False

LEARNING OBJECTIVES: USHI.MTX.15.2.3 - Given a reading and two videos, students will identify the factors that led to the rise of New World slavery, the institution's effects on West African peoples, and the development of plantation slavery in the New World.

14. The European disease that ravaged the Aztec population in the early 1500s was chicken pox.
- a. True
 - b. False

ANSWER: False

LEARNING OBJECTIVES: USHI.MTX.15.2.2 - Given a reading and interactive map, students will analyze the Columbian Exchange that took place between Europe, Africa, and the Americas.

15. In 1540, Vasquez de Coronado led an expedition into the American Southwest, where they located the famed Seven Cities of Cibola, known for their vast wealth in gold.
- a. True
 - b. False

ANSWER: False

LEARNING OBJECTIVES: USHI.MTX.15.2.5 - Given a reading and a video, students will examine some of the motivational forces behind European exploration and several of the earliest effects of colonization in the New World.

16. The highest Spanish governing officials who actually resided in America were the viceroys.
- a. True
 - b. False

ANSWER: True

LEARNING OBJECTIVES: USHI.MTX.15.2.6 - Given a reading, students will identify the reasons for Spanish colonization and the methods by which they gained and maintained control of the indigenous populations they encountered in the New World.

17. The mines at Potosi and Zacatecas were noted for their rich yield of gold.
- a. True
 - b. False

ANSWER: False

LEARNING OBJECTIVES: USHI.MTX.15.2.6 - Given a reading, students will identify the reasons for Spanish colonization and the methods by which they gained and maintained control of the indigenous populations they encountered in the New World.

18. The *repartimiento* system was a method of forcing native Indians to labor for the Spanish.
- a. True

Unit 2: Contact, Colonization, and Exchange in the Atlantic World, 1492–1600

b. False

ANSWER: True

LEARNING OBJECTIVES: USHI.MTX.15.2.6 - Given a reading, students will identify the reasons for Spanish colonization and the methods by which they gained and maintained control of the indigenous populations they encountered in the New World.

19. Sir Francis Drake attacked the port of St. Augustine in Florida.

a. True

b. False

ANSWER: True

LEARNING OBJECTIVES: USHI.MTX.15.2.5 - Given a reading and a video, students will examine some of the motivational forces behind European exploration and several of the earliest effects of colonization in the New World.

20. The Age of Exploration is historically important because it _____.

a. led to the discovery of shortcuts to lucrative trade networks

b. led to the rise of nation-states

c. transformed life on four continents

d. made Spain the richest nation in the world

ANSWER: c

LEARNING OBJECTIVES: USHI.MTX.15.2.2 - Given a reading and interactive map, students will analyze the Columbian Exchange that took place between Europe, Africa, and the Americas.

21. Which of these strategies became the most important vehicle for maintaining a European nation's power?

a. Involvement in slavery and the slave trade

b. Exploration of new territories and lands

c. Colonization of new territories

d. Trade with peoples in newly discovered regions

ANSWER: c

LEARNING OBJECTIVES: USHI.MTX.15.2.3 - Given a reading and two videos, students will identify the factors that led to the rise of New World slavery, the institution's effects on West African peoples, and the development of plantation slavery in the New World.

22. When Columbus returned to Spain after his initial exploration _____.

a. he was considered a hero

b. he brought with him slaves captured in the Caribbean

c. Ferdinand and Isabella extended his commission for a second voyage

d. All of these choices.

ANSWER: d

LEARNING OBJECTIVES: USHI.MTX.15.2.2 - Given a reading and interactive map, students will analyze the Columbian Exchange that took place between Europe, Africa, and the Americas.

23. The Columbian Exchange refers to _____.

a. the transfer of plants, animals and culture

Unit 2: Contact, Colonization, and Exchange in the Atlantic World, 1492–1600

- b. the spread of disease globally
- c. the arrival of horses in the Americas
- d. All of these choices.

ANSWER: d

LEARNING OBJECTIVES: USHI.MTX.15.2.2 - Given a reading and interactive map, students will analyze the Columbian Exchange that took place between Europe, Africa, and the Americas.

24. European travelers introduced which of the following to the New World?

- a. Pigs and sheep
- b. Tobacco
- c. Potatoes
- d. Coffee

ANSWER: a

LEARNING OBJECTIVES: USHI.MTX.15.2.2 - Given a reading and interactive map, students will analyze the Columbian Exchange that took place between Europe, Africa, and the Americas.

25. What were the negative aspects of the Columbian Exchange?

- a. European bacteria and diseases infested native populations.
- b. The introduction of guns made tribal warfare more violent.
- c. Rats that escaped from European ships resulted in infestations and imbalanced ecosystems in the Caribbean.
- d. All of these choices.

ANSWER: d

LEARNING OBJECTIVES: USHI.MTX.15.2.2 - Given a reading and interactive map, students will analyze the Columbian Exchange that took place between Europe, Africa, and the Americas.

26. Native people in the Americas introduced Europeans to all of the following except _____.

- a. avocados
- b. rice
- c. potatoes
- d. beans and nuts

ANSWER: b

LEARNING OBJECTIVES: USHI.MTX.15.2.2 - Given a reading and interactive map, students will analyze the Columbian Exchange that took place between Europe, Africa, and the Americas.

27. Which of the following is NOT an aspect of mercantilism or mercantilist theory?

- a. The belief that gold and silver should be primarily exchanged as currency in trade with other nations
- b. The notion that a nation-state's raw materials were a key export that contributed to its power and wealth
- c. The requirement that colonies only sell raw materials to the mother country and buy back finished products made from those materials
- d. The goal of dominating other countries by controlling the slave trade

Unit 2: Contact, Colonization, and Exchange in the Atlantic World, 1492–1600

ANSWER: d

LEARNING OBJECTIVES: USHI.MTX.15.2.5 - Given a reading and a video, students will examine some of the motivational forces behind European exploration and several of the earliest effects of colonization in the New World.

28. What percent of slaves do historians believe died on the Middle Passage?
- a. 56 percent
 - b. 30 percent
 - c. 20 percent
 - d. 14 percent

ANSWER: c

LEARNING OBJECTIVES: USHI.MTX.15.2.3 - Given a reading and two videos, students will identify the factors that led to the rise of New World slavery, the institution's effects on West African peoples, and the development of plantation slavery in the New World.

29. Mercantilist theory emerged from the growth of capitalism.
- a. True
 - b. False

ANSWER: False

LEARNING OBJECTIVES: USHI.MTX.15.2.5 - Given a reading and a video, students will examine some of the motivational forces behind European exploration and several of the earliest effects of colonization in the New World.

30. The goal of mercantilism was to ensure a favorable balance of trade for a nation-state.
- a. True
 - b. False

ANSWER: True

LEARNING OBJECTIVES: USHI.MTX.15.2.5 - Given a reading and a video, students will examine some of the motivational forces behind European exploration and several of the earliest effects of colonization in the New World.

31. Native peoples rejected all aspects of Catholicism that Spanish missionaries offered.
- a. True
 - b. False

ANSWER: False

LEARNING OBJECTIVES: USHI.MTX.15.2.6 - Given a reading, students will identify the reasons for Spanish colonization and the methods by which they gained and maintained control of the indigenous populations they encountered in the New World.

32. Queen Isabella decreed that the people of Spain's new territories should be treated humanely.
- a. True
 - b. False

ANSWER: True

Unit 2: Contact, Colonization, and Exchange in the Atlantic World, 1492–1600

LEARNING OBJECTIVES: USHI.MTX.15.2.6 - Given a reading, students will identify the reasons for Spanish colonization and the methods by which they gained and maintained control of the indigenous populations they encountered in the New World.

33. One consequence of the slave trade for Africa was the rise in demand for guns and gun violence.
- a. True
 - b. False

ANSWER: True

LEARNING OBJECTIVES: USHI.MTX.15.2.3 - Given a reading and two videos, students will identify the factors that led to the rise of New World slavery, the institution’s effects on West African peoples, and the development of plantation slavery in the New World.

34. The first African slaves were sold in the Caribbean in 1552.
- a. True
 - b. False

ANSWER: False

LEARNING OBJECTIVES: USHI.MTX.15.2.3 - Given a reading and two videos, students will identify the factors that led to the rise of New World slavery, the institution’s effects on West African peoples, and the development of plantation slavery in the New World.

35. The destruction of “La Navidad” and the killing of the men left there planted seeds of mistrust between Europeans and the native peoples.
- a. True
 - b. False

ANSWER: True

LEARNING OBJECTIVES: USHI.MTX.15.2.2 - Given a reading and interactive map, students will analyze the Columbian Exchange that took place between Europe, Africa, and the Americas.

36. Some experts estimate that Old World diseases reduced the size of Native American populations in half.
- a. True
 - b. False

ANSWER: False

LEARNING OBJECTIVES: USHI.MTX.15.2.2 - Given a reading and interactive map, students will analyze the Columbian Exchange that took place between Europe, Africa, and the Americas.

37. The first people to serve as slaves in the Americas were Africans, imported by the Portuguese.
- a. True
 - b. False

ANSWER: False

LEARNING OBJECTIVES: USHI.MTX.15.2.3 - Given a reading and two videos, students will identify the factors that led to the rise of New World slavery, the institution’s effects on West African peoples, and the development of plantation slavery in the New World.

38. The cultivation of sugar cane in the Americas led to the first large-scale use of slave labor there.
- a. True

Unit 2: Contact, Colonization, and Exchange in the Atlantic World, 1492–1600

b. False

ANSWER: True

LEARNING OBJECTIVES: USHI.MTX.15.2.3 - Given a reading and two videos, students will identify the factors that led to the rise of New World slavery, the institution's effects on West African peoples, and the development of plantation slavery in the New World.

39. Found in Brazil, manioc was used by the Portuguese in sea rations on slave ships because dried manioc bread lasted for up to three years.

a. True

b. False

ANSWER: True

LEARNING OBJECTIVES: USHI.MTX.15.2.2 - Given a reading and interactive map, students will analyze the Columbian Exchange that took place between Europe, Africa, and the Americas.

40. The Columbian Exchange transformed Native American and European life profoundly.

a. True

b. False

ANSWER: True

LEARNING OBJECTIVES: USHI.MTX.15.2.2 - Given a reading and interactive map, students will analyze the Columbian Exchange that took place between Europe, Africa, and the Americas.

41. Columbus brought horses to the Americas for the first time as part of the Columbian Exchange.

a. True

b. False

ANSWER: False

LEARNING OBJECTIVES: USHI.MTX.15.2.2 - Given a reading and interactive map, students will analyze the Columbian Exchange that took place between Europe, Africa, and the Americas.

42. Which crop dominated the economies of Brazil and the Caribbean in the early sixteenth century?

a. Potatoes

b. Corn

c. Tobacco

d. Sugar cane

ANSWER: d

LEARNING OBJECTIVES: USHI.MTX.15.2.2 - Given a reading and interactive map, students will analyze the Columbian Exchange that took place between Europe, Africa, and the Americas.

43. The European disease that had the greatest impact on Native American peoples was _____.

a. measles

b. cholera

c. smallpox

d. syphilis

ANSWER: c

Unit 2: Contact, Colonization, and Exchange in the Atlantic World, 1492–1600

LEARNING OBJECTIVES: USHI.MTX.15.2.2 - Given a reading and interactive map, students will analyze the Columbian Exchange that took place between Europe, Africa, and the Americas.

44. Which of the following made it far easier for Europeans to take land from native peoples?
- Native people's strong desire for horses, which made them willing to yield land in exchange
 - The impact of European diseases on native populations
 - The ability to enslave native peoples
 - The Europeans' possession and use of guns

ANSWER: b

LEARNING OBJECTIVES: USHI.MTX.15.2.2 - Given a reading and interactive map, students will analyze the Columbian Exchange that took place between Europe, Africa, and the Americas.

45. What is Papiamentu?
- A Portuguese-Creole language
 - An indigenous plant cultivated in Brazil
 - A pivotal region for the slave trade in West Africa
 - A Native American staple crop

ANSWER: a

LEARNING OBJECTIVES: USHI.MTX.15.2.2 - Given a reading and interactive map, students will analyze the Columbian Exchange that took place between Europe, Africa, and the Americas.

46. The triangular trade was marked by _____.
- competition for slaves and territories between Spain and Portugal
 - the selling of slaves in exchange for sugar, coffee, and other plantation products
 - the exporting of manufactured goods from Europe in exchange for slaves from Africa
 - the selling of rum and molasses in Africa in exchange for slaves

ANSWER: c

LEARNING OBJECTIVES: USHI.MTX.15.2.3 - Given a reading and two videos, students will identify the factors that led to the rise of New World slavery, the institution's effects on West African peoples, and the development of plantation slavery in the New World.

47. Which of the following is NOT a true statement about the transatlantic slave trade?
- Portugal practically had a monopoly on slave trade during the sixteenth century.
 - The growth of the slave trade was propelled by sugar cultivation.
 - African slaves were first transported to Portugal's South American colonies and plantations.
 - The journey of slaves from Africa to the Americas is referred to as the Middle Passage.

ANSWER: c

LEARNING OBJECTIVES: USHI.MTX.15.2.3 - Given a reading and two videos, students will identify the factors that led to the rise of New World slavery, the institution's effects on West African peoples, and the development of plantation slavery in the New World.

48. In what ways did the slave trade affect the demographics of the West Indies and the Americas?
- African slaves came to outnumber native populations.

Name: _____ Class: _____ Date: _____

Unit 2: Contact, Colonization, and Exchange in the Atlantic World, 1492–1600

- b. Brazilian diseases decimated European settlers and inhibited the growth of African populations.
- c. African slaves abandoned their religion and culture and adopted that of the native populations.
- d. All of these choices.

ANSWER: a

LEARNING OBJECTIVES: USHI.MTX.15.2.3 - Given a reading and two videos, students will identify the factors that led to the rise of New World slavery, the institution's effects on West African peoples, and the development of plantation slavery in the New World.

49. On sugar plantations in the West Indies and Americas, _____.
- a. European plantation owners went home to Europe for suitable wives
 - b. white plantation owners formed marriage-like relationships with slave women
 - c. the children born of unions between whites and slave women were considered free
 - d. All of these choices.

ANSWER: b

LEARNING OBJECTIVES: USHI.MTX.15.2.3 - Given a reading and two videos, students will identify the factors that led to the rise of New World slavery, the institution's effects on West African peoples, and the development of plantation slavery in the New World.