

## **Chapter 1: The Collision of Cultures in the 16th Century**

### **CORE OBJECTIVES**

1. Explain why there were so many diverse human societies in the Americas before Europeans arrived.
2. Summarize the major developments in Europe that enabled the Age of Exploration.
3. Describe how the Spanish were able to conquer and colonize the Americas.
4. Assess the impact of the Columbian Exchange between the “Old” and “New” Worlds.
5. Analyze the legacy of the Spanish form of colonization on North American history.

### **TRUE/FALSE**

1. The earliest arrivals in North America were the so-called Clovis peoples, named for a site in New Mexico where distinctive spear points were discovered.

ANS: T DIF: Easy REF: p. 9

OBJ: 1. Explain why there were so many diverse human societies in the Americas before Europeans arrived.

TOP: Early Cultures in the Americas

2. The diversity of native populations in the New World can be illustrated by the more than 300 languages that they spoke.

ANS: T DIF: Difficult REF: p. 9

OBJ: 1. Explain why there were so many diverse human societies in the Americas before Europeans arrived.

TOP: Early Cultures in the Americas

3. Early Indian civilizations considered land and people sacred and did not make war or exploit the environment.

ANS: F DIF: Moderate REF: p. 9

OBJ: 1. Explain why there were so many diverse human societies in the Americas before Europeans arrived.

TOP: Early Cultures in the Americas

4. The European Renaissance era resulted in a cultural shift from a predominately religious worldview to a more secular outlook.

ANS: T DIF: Moderate REF: p. 18

OBJ: 2. Summarize the major developments in Europe that enabled the Age of Exploration.

TOP: The Renaissance

5. The marriage of Ferdinand and Isabella united Spain.

ANS: T DIF: Moderate REF: p. 19

OBJ: 2. Summarize the major developments in Europe that enabled the Age of Exploration.

TOP: The Rise of Global Trade

6. Columbus was looking for a shorter and safer route to the Far East.

ANS: T DIF: Easy REF: p. 19

OBJ: 2. Summarize the major developments in Europe that enabled the Age of Exploration.

TOP: The Voyages of Columbus

7. The New World was named for the Italian explorer Amerigo Vespucci.

ANS: T DIF: Easy REF: p. 21

OBJ: 2. Summarize the major developments in Europe that enabled the Age of

Exploration.

TOP: The Voyages of Columbus

8. In less than a century after Columbus' first voyage in 1492 the disease that spread to Native American cultures resulted in the greatest loss of life in human history.

ANS: T DIF: Difficult REF: p. 21

OBJ: 4. Assess the impact of the Columbian Exchange between the "Old" and "New" Worlds.

TOP: The Voyages of Columbus

9. The predominate reason for Spanish exploration in North and South America was to convert the native populations to Christianity.

ANS: F DIF: Difficult REF: p. 27

OBJ: 3. Describe how the Spanish were able to conquer and colonize the Americas.

TOP: The Spanish Empire

10. Before the arrival of the Europeans, the horse was an important part of every New World culture.

ANS: F DIF: Moderate REF: p. 30

OBJ: 4. Assess the impact of the Columbian Exchange between the "Old" and "New" Worlds.

TOP: The Columbian Exchange

11. Spain left little cultural imprint on its former possessions in what is now the United States.

ANS: F DIF: Moderate REF: p. 31

OBJ: 5. Analyze the legacy of the Spanish form of colonization on North American history.

TOP: Spanish Exploration in North America

12. The Pueblo Revolt of 1598 permanently expelled the Spaniards from New Mexico.

ANS: F DIF: Moderate REF: p. 34

OBJ: 5. Analyze the legacy of the Spanish form of colonization on North American history.

TOP: The Spanish Southwest

13. The presence of horses greatly altered the lives of the Plains Indians in North America.

ANS: T DIF: Moderate REF: p. 35

OBJ: 5. Analyze the legacy of the Spanish form of colonization on North American history.

TOP: Horses and the Great Plains

14. The Dutch became Spain's greatest allies in their fight against the Protestant English.

ANS: F DIF: Moderate REF: p. 37

OBJ: 5. Analyze the legacy of the Spanish form of colonization on North American history.

TOP: French and Dutch Exploration of America

15. The defeat of the Spanish Armada encouraged the English to embark upon New World colonization.

ANS: T DIF: Moderate REF: p. 37

OBJ: 5. Analyze the legacy of the Spanish form of colonization on North American history.

TOP: The Defeat of the Armada

## **MULTIPLE CHOICE**

1. Which of the following statements correctly describes pre-contact Native Americans living in the Western Hemisphere?
  - a. All Native peoples were remarkably similar.
  - b. All Native peoples were hunter-gatherers.
  - c. Ancient Indians practiced nature-centered religions.
  - d. Ancient Indians shared dozens of different languages.
  - e. No Native peoples built towns.

ANS: C DIF: Easy REF: p. 9

OBJ: 1. Explain why there were so many diverse human societies in the Americas before Europeans arrived.

NAT: Events and Processes

TOP: Early Cultures in the Americas

MSC: Remembering

2. Which of the following statements describes the Native Americans in North America prior to the arrival of Christopher Columbus in the Western Hemisphere?
  - a. They inhabited diverse types of communities.
  - b. They lived in peace and harmony with each other and with nature.
  - c. They all spoke the same language.
  - d. They lived almost exclusively along the west coast.
  - e. They were nomadic loners who rarely had any family ties.

ANS: A DIF: Moderate REF: p. 9

OBJ: 1. Explain why there were so many diverse human societies in the Americas before Europeans arrived.

NAT: Historical Period

TOP: Early Cultures in the Americas

MSC: Remembering

3. Which statement accurately describes Mesoamerican communities after 1500 B.C.E.?
- They were overwhelmingly nomadic.
  - They developed complex concepts of religion, art, science, and government.
  - They rarely fought with neighboring peoples.
  - They used primitive mathematics and astronomy to produce inaccurate calendars.
  - Their populations remained small by European standards.

ANS: B DIF: Moderate REF: pp. 9–11

OBJ: 1. Explain why there were so many diverse human societies in the Americas before Europeans arrived.

NAT: Events and Processes

TOP: The Mayas, Incas, and Mexica

MSC: Understanding

4. Native tribes \_\_\_\_\_ before Europeans arrived.
- commonly fought amongst themselves
  - lived peacefully together
  - did not farm
  - were monotheistic
  - were few in number

ANS: A DIF: Easy REF: pp. 10–11

OBJ: 1. Explain why there were so many diverse human societies in the Americas

before Europeans arrived.

NAT: Comparisons and Connections

TOP: The Mayas, Incas, and Mexica

MSC: Remembering

5. Tenochtitlán in the fifteenth century was
- an Aztec warrior who defeated the first Spanish troops to arrive.
  - the Aztec name given to Hernán Cortés when he arrived in present-day Mexico.
  - the capital of a sophisticated Aztec empire in Mesoamerica.
  - the name of a mountain range crossed by Cortés as he invaded Mexica.
  - an Aztec temple inhabited by Aztec nobility and priests.

ANS: C DIF: Easy REF: p. 11

OBJ: 1. Explain why there were so many diverse human societies in the Americas before Europeans arrived.

NAT: Historical Period

TOP: The Mayas, Incas, and Mexica

MSC: Remembering

6. The Natives of what is now Arizona, Nevada, New Mexico, and Utah
- lived in longhouses.
  - lived in pueblos.
  - lived in massive urban centers.
  - lived in nomadic tribes.
  - were not yet farmers.

ANS: B DIF: Moderate REF: p. 13

OBJ: 1. Explain why there were so many diverse human societies in the Americas before Europeans arrived.

NAT: Historical Period

TOP: North American Civilizations before 1500

MSC: Remembering

7. Which of the following correctly describes the Hohokam people around 500 C.E.?
- They migrated from present-day Mexico to the Mississippi Valley region.
  - They were a strictly nomadic tribe of the Southwest.
  - They were the first to hunt buffalo on horses brought over by Spanish explorers.
  - They constructed irrigation canals to farm in the dry climate of the Southwest.
  - They developed fewer arts and crafts skills than most cultures of the Southwest.

ANS: D DIF: Easy REF: p. 13

OBJ: 1. Explain why there were so many diverse human societies in the Americas before Europeans arrived.

NAT: Events and Processes

TOP: North American Civilizations before 1500

MSC: Remembering

8. Which of the following characterized Indians in the Pacific Northwest?
- They were dedicated farmers.
  - They were very similar to the Mississippian peoples.
  - They lived in peace with each other.
  - They were divided into chiefs, commoners, and slaves.
  - They did not know how to fish.



ANS: D DIF: Moderate REF: p. 13

OBJ: 1. Explain why there were so many diverse human societies in the Americas before Europeans arrived.

NAT: Comparisons and Connections

TOP: North American Civilizations before 1500

MSC: Understanding

9. Which of the following was Cahokia?
- A small fishing village of a few hundred people
  - A well-developed trade center near present-day St. Louis
  - A military stronghold
  - A town destroyed by Europeans
  - A city founded by the Adena-Hopewell culture

ANS: B DIF: Moderate REF: p. 15

OBJ: 1. Explain why there were so many diverse human societies in the Americas before Europeans arrived.

NAT: Comparisons and Connections

TOP: North American Civilizations before 1500

MSC: Understanding

10. Which of the following statements describes the Eastern Woodlands people as a group?
- They lived in the forests of landlocked areas rather than along the coast.
  - They were characterized by all speaking Iroquoian.
  - They built “dugouts” to travel the rivers and lakes.
  - They largely lived in caves built in the side of hills.

e. They included strictly patriarchal societies.

ANS: C DIF: Moderate REF: p. 16

OBJ: 1. Explain why there were so many diverse human societies in the Americas before Europeans arrived.

NAT: Comparisons and Connections

TOP: Eastern Woodlands Peoples and European Contact

MSC: Understanding

11. Which of the following was a result of the European revival in trade after the Middle Ages?

a. A rise in the number of serfs working for local nobles

b. A depletion in resources along Europe's coastlines

c. An increase in the power of the nobility

d. The formation of nation-states

e. The rise of Roman Catholicism as a unifying force across Europe

ANS: D DIF: Moderate REF: pp. 17–18

OBJ: 2. Summarize the major developments in Europe that enabled the Age of Exploration.

NAT: Historical Period

TOP: The Expansion of Europe

MSC: Evaluating

12. What was the *Renaissance* of fourteenth- to fifteenth-century Europe?

a. An era in which intellectual curiosity and scientific investigation were discouraged

b. A general return to a more religious, rather than secular, worldview

c. An era in which European powers turned inward and protected their borders

- d. The splitting of the dominant Catholic Church into Protestant denominations
- e. An intellectual revival in which new ideas about politics, religion, and science were unleashed

ANS: E DIF: Moderate REF: p. 18

OBJ: 2. Summarize the major developments in Europe that enabled the Age of Exploration.

NAT: Events and Processes

TOP: The Renaissance

MSC: Understanding

13. One of Christopher Columbus' first concerns when meeting Native peoples in the Caribbean was

- a. their spiritual welfare.
- b. whether or not they had gold.
- c. their scientific knowledge.
- d. their style of leadership.
- e. their physical safety.

ANS: B DIF: Moderate REF: p. 19

OBJ: 2. Summarize the major developments in Europe that enabled the Age of Exploration.

NAT: Events and Processes

TOP: The Voyages of Columbus

MSC: Applying

14. Which of the following was a significant result of the voyages of Christopher Columbus and

Amerigo Vespucci?

- a. They stimulated further interest in continued exploration of the Western Hemisphere.
- b. They proved the world was round.
- c. They were able to convert large numbers of Native Americans to Christianity.
- d. North America evolved from a “monocultural” region to a “multicultural” one.
- e. They introduced farming to North America.

ANS: A DIF: Easy REF: p. 21

OBJ: 2. Summarize the major developments in Europe that enabled the Age of Exploration.

NAT: Comparisons and Connections

TOP: Professional Explorers

MSC: Understanding

15. The dominant religion in Europe in the fifteenth century was

- a. Lutheranism.
- b. Methodism.
- c. Calvinism.
- d. Catholicism.
- e. Anglicanism.

ANS: D DIF: Moderate REF: pp. 22–23

OBJ: 2. Summarize the major developments in Europe that enabled the Age of Exploration.

NAT: Comparisons and Connections

TOP: Religious Conflict in Europe

MSC: Remembering

16. Which of the following correctly describes the outbreak of the Protestant Reformation in 1517?

- a. It increased tension between Europe's nation-states and accelerated the pace of exploration.
- b. It had no impact on the course of early American history.
- c. It led to religious unity throughout Europe.
- d. It spread slowly across Europe.
- e. It ended Catholicism in Spain.

ANS: A DIF: Difficult REF: pp. 22–24

OBJ: 2. Summarize the major developments in Europe that enabled the Age of Exploration.

NAT: Events and Processes

TOP: Religious Conflict in Europe

MSC: Evaluating

17. Which of the following is Martin Luther known for criticizing in his ninety-five “theses”?

- a. The Church's emphasis on “personal thinking” over the authority of priests and bishops
- b. The exploitation of Africans and Native Americans
- c. The corruption of the Calvinist church
- d. The emphasis the Church placed on reading the Bible
- e. The buying and selling of indulgences

ANS: E DIF: Moderate REF: pp. 23–24

OBJ: 2. Summarize the major developments in Europe that enabled the Age of

Exploration.

NAT: Historical Period

TOP: Religious Conflict in Europe

MSC: Remembering

18. Which of the following statements describes the impact of John Calvin's work?
- Unlike Lutheranism, Calvinism was found only in France and Germany.
  - Calvin called for the execution of many people and ruled like a tyrant.
  - When the pope expelled Calvin from the Catholic church, it led to a civil war.
  - Calvin's doctrine was lax, allowing people to rely on themselves in determining right from wrong.
  - Calvin's teachings were more attractive to nobles than to the middle class.

ANS: B      DIF: Moderate      REF: p. 24

OBJ: 2. Summarize the major developments in Europe that enabled the Age of Exploration.

NAT: Events and Processes

TOP: Religious Conflict in Europe

MSC: Understanding

19. What led to the rejection of papal authority in England in the sixteenth century, resulting in a Protestant nation?
- The pope chastised the English people for poor church attendance.
  - The pope refused to annul the marriage of King Henry VIII and Catharine of Aragon.
  - The Catholic church was supported by tax dollars, whereas Protestant churches were not.

- d. Most of the English public was Calvinist.
- e. Martin Luther was a favorite theologian of King Henry VIII.

ANS: B DIF: Moderate REF: pp. 25–26

OBJ: 2. Summarize the major developments in Europe that enabled the Age of Exploration.

NAT: Events and Processes

TOP: The Reformation in England

MSC: Understanding

20. \_\_\_\_\_ played the most decisive role in helping Europeans gain control of native peoples.

- a. Disease
- b. Starvation
- c. Tribal rivalries
- d. Religion
- e. Language

ANS: A DIF: Easy REF: p. 27

OBJ: 3. Describe how the Spanish were able to conquer and colonize the Americas.

NAT: Historical Period

TOP: The Spanish Empire

MSC: Analyzing

21. Perhaps the greatest cultural advantage enjoyed by the Spanish over the native peoples was

- a. bronze weaponry.
- b. horses.

- c. cannons.
- d. cargo ships.
- e. better maps.

ANS: B DIF: Easy REF: p. 28

OBJ: 3. Describe how the Spanish were able to conquer and colonize the Americas.

NAT: Historical Interpretations

TOP: A Clash of Cultures

MSC: Understanding

22. \_\_\_\_\_ aided the Spanish forces under Hernán Cortés as they defeated and dominated the Aztec empire during the sixteenth century.

- a. The Mexica
- b. Chief Tenochtitlán
- c. Local Totomac Indians
- d. Rapid climate change
- e. The French

ANS: C DIF: Moderate REF: p. 26

OBJ: 3. Describe how the Spanish were able to conquer and colonize the Americas.

TOP: Cortés's Conquest

23. Which of the following correctly describes Hernán Cortés's efforts to conquer Mexico?

- a. Cortés attempted to form alliances with Indians but was unsuccessful.
- b. Cortés was unimpressed by Aztec civilization and their capital.
- c. Cortés and his men had technological advantages such as steel swords.
- d. The fighting lasted approximately a month.



e. Cortés's greatest obstacle was the strong unity of the Native Americans.

ANS: C DIF: Difficult REF: p. 28

OBJ: 3. Describe how the Spanish were able to conquer and colonize the Americas.

NAT: Comparisons and Connections

TOP: Spanish Invaders

MSC: Evaluating

24. Most devastating to the Aztecs in their conflict with Cortés was

a. chicken pox and enslavement.

b. malaria and dysentery.

c. smallpox and starvation.

d. measles and melancholy.

e. diphtheria and overconfidence.

ANS: C DIF: Moderate REF: p. 29

OBJ: 3. Describe how the Spanish were able to conquer and colonize the Americas.

NAT: Events and Processes

TOP: Spanish Invaders

MSC: Applying

25. What was the *encomienda*?

a. A large farm or ranch used by the Spanish in California

b. A religious institution for assimilation created by the Catholic church

c. A Spanish economic system used to control African slaves

d. A socioeconomic system that gave control of Indian villages to favored Spanish soldiers

e. A Spanish movement that helped alleviate poverty after the war

ANS: D DIF: Moderate REF: p. 30

OBJ: 3. Describe how the Spanish were able to conquer and colonize the Americas.

NAT: Comparisons and Connections

TOP: Spanish America

MSC: Evaluating

26. Which of the following statements is true regarding the Columbian Exchange?
- This phenomenon focused on the exchange of goods rather than culture.
  - Once they reached Europe, food plants from the New World often were unable to grow.
  - New food crops spurred a population increase in Europe.
  - Native Americans introduced domestic livestock to Europeans.
  - This exchange profited indigenous people more than Europeans due to their better digestive systems.

ANS: C DIF: Difficult REF: p. 30

OBJ: 4. Assess the impact of the Columbian Exchange between the “Old” and “New” Worlds.

NAT: Comparisons and Connections

TOP: The Columbian Exchange

MSC: Understanding

27. Which of the following statements correctly describes the plants or animals that were part of the Columbian Exchange?
- Pineapples, sassafras, papayas, guavas, avocados, and cacao originated in Europe.
  - The white potato originated in Ireland and increased the health of Native Americans.
  - Rice, wheat, barley, oats, and wine grapes originated in the Americas.

- d. Armadillos, opossums, sloths, and hummingbirds were new to Europe.
- e. Cattle, pigs, sheep, goats, chickens, and rats originated in Europe.

ANS: E DIF: Difficult REF: pp. 30–31

OBJ: 4. Assess the impact of the Columbian Exchange between the “Old” and “New” Worlds.

NAT: Events and Processes

TOP: The Columbian Exchange

MSC: Evaluating

28. Which of the following statements is correct?

- a. Europeans and Native Americans were less different than their crops were.
- b. The Columbian Exchange only took place between South America and Europe.
- c. The Columbian Exchange did not include Africa.
- d. The Columbian Exchange had begun prior to the discovery of the New World.
- e. Too many Native American crops were poisonous to Europeans to be helpful.

ANS: A DIF: Moderate REF: pp. 30–31

OBJ: 4. Assess the impact of the Columbian Exchange between the “Old” and “New” Worlds.

NAT: Comparisons and Connections

TOP: The Columbian Exchange

MSC: Evaluating

29. In what crucial way did Europeans benefit from the Columbian Exchange?

- a. European food prices rose because of Western imports.
- b. There were no longer starving people in Europe because of these new foods.

- c. New crops like corn and potatoes helped Europe's population to grow.
- d. Native crops always commanded higher prices than traditional European crops.
- e. Europeans now had coffee, rice, and wheat to eat.

ANS: C DIF: Difficult REF: pp. 30–31

OBJ: 4. Assess the impact of the Columbian Exchange between the “Old” and “New” Worlds.

NAT: Comparisons and Connections

TOP: The Columbian Exchange

MSC: Evaluating

30. What were perhaps the most important crops to spread from the Americas to Europe as a result of Spanish colonization?

- a. Wheat and rye
- b. Corn and potatoes
- c. Rice and beans
- d. Peanuts and pecans
- e. Indigo and cotton

ANS: B DIF: Difficult REF: pp. 30–31

OBJ: 4. Assess the impact of the Columbian Exchange between the “Old” and “New” Worlds.

NAT: Historical Period

TOP: The Columbian Exchange

MSC: Remembering

31. The most devastating aspect of this biological exchange was

- a. the transmission of new diseases to Europeans.
- b. the transmission of European diseases to Native Americans.
- c. the rise in European food prices.
- d. the rise in native food prices.
- e. a series of shipwrecks with the rise of trading vessels.

ANS: B DIF: Easy REF: p. 31

OBJ: 4. Assess the impact of the Columbian Exchange between the “Old” and “New” Worlds.

NAT: Historical Period

TOP: The Columbian Exchange

MSC: Understanding

32. In 1565, Spanish soldiers founded \_\_\_\_\_, the first permanent European settlement in the present-day United States.

- a. St. Augustine
- b. Jamestown
- c. Plymouth
- d. San Luis
- e. San Salvador

ANS: A DIF: Easy REF: p. 33

OBJ: 5. Analyze the legacy of the Spanish form of colonization on North American history.

NAT: Historical Period

TOP: Spanish Exploration in North America

MSC: Remembering

33. In the American Southwest, the Spanish policy was to
- use Catholic missionaries to assimilate the natives.
  - allow the native peoples to keep their land.
  - follow a policy of religious toleration.
  - mine for silver and gold and ignore agriculture.
  - ignore this area entirely, focusing on Mexico instead.

ANS: A DIF: Difficult REF: p. 33

OBJ: 5. Analyze the legacy of the Spanish form of colonization on North American history.

NAT: Historical Interpretations

TOP: The Spanish Southwest

MSC: Analyzing

34. In 1680 an Indian leader in Spanish New Mexico named Popé
- organized a Catholic conversion movement among the natives of the area.
  - instituted Spanish as the official language in the territory.
  - led his people in the last, and unsuccessful, raid on Spanish settlers.
  - allied with Spanish soldiers in the region to defeat the Comanche.
  - led a deadly rebellion that drove most of the Spanish population out of the territory.

ANS: E DIF: Easy REF: p. 35

OBJ: 5. Analyze the legacy of the Spanish form of colonization on North American history.

NAT: Comparisons and Connections

TOP: The Spanish Southwest

MSC: Remembering

35. Which of these statements accurately describes Spanish success in the Americas?

- a. It encouraged other European nations, like England, to explore there as well.
- b. It was short term.
- c. It never extended beyond Mexico.
- d. It was limited to gold mining only.
- e. It was, in part, due to their alliance with the French.

ANS: A DIF: Moderate REF: p. 35

OBJ: 5. Analyze the legacy of the Spanish form of colonization on North American history.

NAT: Historical Period

TOP: French and Dutch Exploration of America

MSC: Analyzing

36. The Spanish Empire's \_\_\_\_\_ were perhaps the greatest motivation for other European nations, such as France, England, and the Netherlands, to begin exploration and settlement of the New World.

- a. conquests and financial success
- b. Christian conversions and oil discoveries
- c. North American naval bases
- d. enslavement as well as alliances among Native Americans
- e. introduction of agriculture and development of new building techniques

ANS: A DIF: Moderate REF: p. 35

OBJ: 5. Analyze the legacy of the Spanish form of colonization on North American history.

NAT: Events and Processes

TOP: French and Dutch Exploration of America

MSC: Evaluating

37. Privateers from \_\_\_\_\_ attacked Spanish ships and colonies during the late 1500s in order to destabilize Spain's New World empire.
- Portugal and Italy
  - France, England, and the Netherlands
  - Mexico and South America
  - Norway, Sweden, and Denmark
  - Germany and Finland

ANS: B DIF: Moderate REF: pp. 35–37

OBJ: 5. Analyze the legacy of the Spanish form of colonization on North American history.

NAT: Historical Period

TOP: French and Dutch Exploration of America

MSC: Remembering

38. With the defeat of the Spanish Armada, which of the following occurred?
- Portugal became the dominant power in the Americas.
  - The native peoples were now independent once more.
  - England could now begin colonizing America.
  - Catholicism ended in the Americas for the time being.



e. Europe's wool market collapsed.

ANS: C DIF: Moderate REF: p. 37

OBJ: 5. Analyze the legacy of the Spanish form of colonization on North American history.

NAT: Comparisons and Connections

TOP: The Defeat of the Armada

MSC: Applying

39. Which of the following correctly describes Roanoke Island, the only English colony to be established in North America during the sixteenth century?

- a. A total failure
- b. A dramatic success
- c. A significant challenge to Spanish dominance
- d. An agricultural success
- e. A source of wealth in gold and silver

ANS: A DIF: Moderate REF: pp. 37–38

OBJ: 5. Analyze the legacy of the Spanish form of colonization on North American history.

NAT: Events and Processes

TOP: English Exploration of America

MSC: Evaluating

40. Which statement describes the consequences of Spanish colonization in the Americas?

- a. Overall, Native Americans' lives were better because of Spanish colonization.
- b. Native Americans were exploited, enslaved, and exterminated by the Spanish.

- c. The Spanish aided the natives as often as they could.
- d. The Native Americans looked to the Spanish to make their lives better.
- e. The Spanish always valued input from the Native Americans.

ANS: B DIF: Difficult REF: p. 39

OBJ: 5. Analyze the legacy of the Spanish form of colonization on North American history.

NAT: Events and Processes

TOP: New Spain at Its Height

MSC: Evaluating

## **ESSAY**

1. Compare and contrast the Native American cultures that developed in the northern and southern regions of North America.

ANS:

Answers will vary.

2. Describe the biological exchanges between the Old and New Worlds. How did the various plants, animals, and diseases shape the cultures on both sides of the Atlantic Ocean?

ANS:

Answers will vary.

3. Compare and contrast the early colonization efforts of the French, English, and Dutch to those of the Spanish during the sixteenth century.

ANS:

Answers will vary.

4. How did the Protestant Reformation influence European exploration of the New World?

ANS:

Answers will vary.

5. Describe how the Protestant Reformation in England differed from the religious reform efforts on the continent of Europe. How did the changes in England affect English efforts at colonization in North America?

ANS:

Answers will vary.

### **MATCHING**

*Match each person or group with one of the descriptions.*

- a. Conquered the Incan empire
  - b. Captained the Santa Maria
  - c. Led the first French colonization efforts in the New World
  - d. Was the Spanish ruler in New Mexico
  - e. Led an army of 800 into Mexico in 1519
  - f. Arrived the earliest in North America
  - g. Was a French theologian and had a significant impact in England
  - h. Led a massive rebellion against the Spanish in New Mexico
  - i. Was a Catholic priest and an outspoken critic of his own church
  - j. Promoted England's first colonizing efforts in North America
- 1. Popé
  - 2. John Calvin
  - 3. Clovis peoples
  - 4. Hernán Cortés

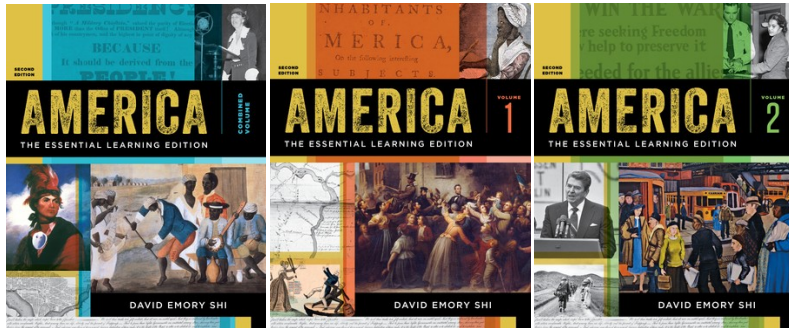
5. Juan de Oñate
6. Jacques Cartier
7. Christopher Columbus
8. Francisco Pizarro
9. Martin Luther
10. Queen Elizabeth I

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

**Test Bank for America: The Essential Learning Edition, 2nd Edition, by**

**David E. Shi, ISBN: 9780393640960**

**Package Includes:**



Combined Volume:

America: The Essential Learning Edition, Combined Volume, 2nd Edition, by David E. Shi,

ISBN: 9780393640960

ISBN: 9780393664089, ISBN: 9780393640977

Volume One:

America: The Essential Learning Edition Volume 1, 2nd Edition, David Emory Shi, ISBN:

9780393643008

ISBN: 9780393664096, ISBN 10: 0393616606, ISBN 13: 9780393616606

Volume Two:

America: The Essential Learning Edition Volume 2, 2nd Edition, by David E. Shi, ISBN:

9780393643039

ISBN: 9780393664102, ISBN: 9780393643046

Part One: An Old "New" World

Chapter 1: The Collision of Cultures in the 16th Century

Chapter 2: England and Its American Colonies, 1607–1732

Chapter 3: Colonial Ways of Life, 1607–1750

Chapter 4: From Colonies to States, 1607–1776

Part Two: Building a Nation

Chapter 5: The American Revolution, 1776–1783

Chapter 6: Creating a "More Perfect Union," 1783–1800

Chapter 7: The Early Republic, 1800–1815

Part Three: An Expanding Nation

Chapter 8: The Emergence of a Market Economy, 1815–1850

Chapter 9: Nationalism and Sectionalism, 1815–1828

Chapter 10: The Jacksonian Era, 1828–1840

Chapter 11: The South and Slavery, 1800–1860

Chapter 12: Religion, Romanticism, and Reform, 1800–1860

Part Four: A House Divided and Rebuilt

Chapter 13: Western Expansion and Southern Secession, 1830–1861

Chapter 14: The War of the Union, 1861–1865

Chapter 15: Reconstruction, 1865–1877

Part Five: Growing Pains

Chapter 16: Big Business and Organized Labor, 1860–1900

Chapter 17: The South and the West Transformed, 1865–1900

Chapter 18: Society and Politics in the Gilded Age, 1865–1900

Chapter 19: Seizing an American Empire, 1865–1913

Part Six: Modern America

Chapter 20: The Progressive Era, 1890–1920

Chapter 21: America and the Great War, 1914–1920

Chapter 22: A Clash of Cultures, 1920–1929

Chapter 23: New Deal America, 1929–1939

Chapter 24: The Second World War, 1933–1945

Part Seven: The American Age

Chapter 25: The Cold War and the Fair Deal, 1945–1952

Chapter 26: Affluence and Anxiety in the Atomic Age, 1950–1959

Chapter 27: New Frontiers, 1960–1968

Chapter 28: Rebellion and Reaction, the 1960s and 1970s

Chapter 29: Conservative Revival, 1977–1990

Chapter 30: Twenty-First-Century America, 1993–present