

***Out of Many: A History of the American People, 8e* (Faragher, et al.)**
Chapter 2 When Worlds Collide 1492–1590

1) Chief Wingina saw the early Roanoke colonists as _____.

- A) potential allies to increase his power
- B) certain military enemies
- C) protectors of the Grand Banks from the Iroquois
- D) useful trading partners

Answer: A

Test Bank Item Title: TB_Q.2.0.1

Topic: American Communities: The English at Roanoke

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Understand the Concepts

Difficulty Level: Moderate

2) The encounter between English colonists and Native Americans at Roanoke suggest that the English and natives _____.

- A) easily understood each other's viewpoints
- B) had very different concepts of community
- C) shared ideas about property and possessions
- D) were completely unable to communicate with each other

Answer: B

Test Bank Item Title: TB_Q.2.0.2

Topic: American Communities: The English at Roanoke

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Analyze It

Difficulty Level: Moderate

3) John White and Thomas Harriot believed that an English colony in Virginia should be based on _____.

- A) ruthless military conquest
- B) enslavement of the Indians
- C) mutual understanding and cooperation
- D) wiping out the Indians to create living space for Europeans

Answer: C

Test Bank Item Title: TB_Q.2.0.3

Topic: American Communities: The English at Roanoke

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Understand the Concepts

Difficulty Level: Moderate

4) Many new technologies and most of Europe's trade with Asia in the late Middle Ages came to Europe through _____.

- A) Italian trading cities such as Venice and Genoa
- B) long distance sea voyages by English merchants
- C) African middlemen
- D) Chinese merchants sailing across the Indian Ocean

Answer: A

Test Bank Item Title: TB_Q.2.1.4

Topic: The Expansion of Europe

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

5) The first European nation to send out voyages of exploration down the coast of Africa was _____.

- A) Spain
- B) England
- C) France
- D) Portugal

Answer: D

Test Bank Item Title: TB_Q.2.1.5

Topic: The Expansion of Europe

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

6) Columbus's claims about what he would reach by sailing west across the Atlantic _____.

- A) were almost completely wrong
- B) proved mainly correct
- C) were widely accepted by royal advisors across Europe
- D) were based on previous Spanish and English western voyages

Answer: A

Test Bank Item Title: TB_Q.2.1.6

Topic: The Expansion of Europe

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

7) The dominant people in the Mexican highlands in 1519 were the _____.

- A) Toltec
- B) Mixtec
- C) Olmec
- D) Aztec

Answer: D

Test Bank Item Title: TB_Q.2.2.7

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Easy

8) What led to the invasion by the Spanish of Puerto Rico, Jamaica, and Cuba?

- A) overpopulation in earlier settlements
- B) rumors that those islands had spice plantations
- C) the depletion of gold on Hispaniola
- D) the desire to find more Indians to convert

Answer: B

Test Bank Item Title: TB_Q.2.2.8

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Understand the Concepts

Difficulty Level: Difficult

9) The Spanish “secret weapon” in the conquest of the Aztecs and Inca was _____.

- A) virgin soil epidemics
- B) steel swords
- C) war dogs
- D) horses

Answer: A

Test Bank Item Title: TB_Q.2.2.9

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Understand the Concepts

Difficulty Level: Moderate

10) The spread of deadly diseases between Europe and the Americas followed which pattern?

- A) Spain to the Caribbean to Mexico to the Andes
- B) Mexico to the Andes to the Caribbean to Spain
- C) Spain to the Andes
- D) Spain to Mexico via the Andes

Answer: A

Test Bank Item Title: TB_Q.2.2.10

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Understand the Concepts

Difficulty Level: Difficult

11) Between 1500 and 1600, what was the most valuable American export to Europe?

- A) sugar
- B) tobacco
- C) silver
- D) spices

Answer: C

Test Bank Item Title: TB_Q.2.2.11

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

12) An important consequence of Coronado's expedition was that _____.

- A) Spain established agricultural settlements in the Southwest
- B) Spanish cattle herders settled in Colorado
- C) Spain lost interest in settling the Southwest for fifty years
- D) poor Spanish peasants were encouraged to settle in the Southwest

Answer: C

Test Bank Item Title: TB_Q.2.2.12

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Understand the Concepts

Difficulty Level: Moderate

13) The multiracial Spanish colonial society is best described as a frontier of _____.

- A) inclusion
- B) exclusion
- C) equal opportunity
- D) dispersion

Answer: A

Test Bank Item Title: TB_Q.2.2.13

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Understand the Concepts

Difficulty Level: Moderate

14) St. Augustine and Fort Caroline represent a collision of which two forces in Florida?

- A) Spanish and Timucuan
- B) French and Spanish
- C) English and Spanish
- D) French and Timucuan

Answer: B

Test Bank Item Title: TB_Q.2.3.14

Topic: Northern Explorations and Encounters

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Analyze It

Difficulty Level: Moderate

15) Beginning with the entrance of French fisherman into the North Atlantic, relationships among the French and the Indians were based on _____.

- A) trade
- B) missionary work
- C) common culture
- D) hostility

Answer: A

Test Bank Item Title: TB_Q.2.3.15

Topic: Northern Explorations and Encounters

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Understand the Concepts

Difficulty Level: Moderate

16) England's first ventures into the New World were motivated by rivalry with and fear of _____.

- A) France
- B) Portugal
- C) Spain
- D) Holland

Answer: C

Test Bank Item Title: TB_Q.2.3.16

Topic: Northern Explorations and Encounters

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

17) The Spanish monopoly of the New World was broken with _____.

- A) Vasco da Gama's voyages
- B) the French successfully seizing Louisiana in 1564
- C) the French defeat of the Spanish at St. Augustine in 1607
- D) the English defeat of the Spanish Armada in 1588

Answer: D

Test Bank Item Title: TB_Q.2.3.17

Topic: Northern Explorations and Encounters

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Understand the Concepts

Difficulty Level: Moderate

18) The Protestant Reformation was initially sparked by _____.

- A) Martin Luther
- B) John Knox
- C) John Calvin
- D) Henry VIII

Answer: A

Test Bank Item Title: TB_Q.2.1.18

Topic: The Expansion of Europe

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Easy

19) The Reconquista was a struggle between Spanish Christians and _____.

- A) Spanish Muslims
- B) Spanish Jews
- C) English invaders
- D) Spanish Africans

Answer: A

Test Bank Item Title: TB_Q.2.1.19

Topic: The Expansion of Europe

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

20) Which of these explains the majority of decline in the Indian population in the Americas?

- A) warfare
- B) declining birthrate
- C) famine
- D) new diseases

Answer: D

Test Bank Item Title: TB_Q.2.2.20

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

21) One hundred years after Columbus, the nation whose interest in the new world enraged King Philip II was _____.

- A) England
- B) the Holy Roman Empire
- C) Sweden
- D) Portugal

Answer: A

Test Bank Item Title: TB_Q.2.3.21

Topic: Northern Explorations and Encounters

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

22) In De Soto's exploration of the South in North America, he failed to find another Aztec empire. The peoples he did find were _____.

- A) Pueblo
- B) Micmacs
- C) Iroquois
- D) Mississippian

Answer: D

Test Bank Item Title: TB_Q.2.2.22

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

23) Columbus established the first European colony in the Americas in _____.

- A) Hispaniola
- B) Cuba
- C) Mexico
- D) Florida

Answer: A

Test Bank Item Title: TB_Q.2.1.23

Topic: The Expansion of Europe

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

24) Cartier was to the French and _____ as Cabot was to the English and _____.

- A) St. Augustine; Virginia
- B) Cape Fear; Florida
- C) St. Lawrence; Newfoundland
- D) Fort Caroline; Maine

Answer: C

Test Bank Item Title: TB_Q.2.3.24

Topic: Northern Explorations and Encounters

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Difficult

25) Which of these events happened first?

- A) Ponce de León lands in Florida.
- B) Raleigh's colony is established on Roanoke Island.
- C) Cartier explores the St. Lawrence.
- D) John Cabot explores Nova Scotia and Newfoundland.

Answer: D

Test Bank Item Title: TB_Q.2.3.25

Topic: Northern Explorations and Encounters

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Difficult

26) Before 1492, Western Europe was _____.

- A) officially Roman Catholic
- B) officially Protestant
- C) tolerant of many different religions
- D) indifferent to religion

Answer: A

Test Bank Item Title: TB_Q.2.1.26

Topic: The Expansion of Europe

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Difficult

27) St. Augustine is the oldest continuously occupied European city in North America dating from _____.

- A) 1516
- B) 1565
- C) 1583
- D) 1588

Answer: B

Test Bank Item Title: TB_Q.2.3.27

Topic: Northern Explorations and Encounters

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Difficult

28) In 1488, Vasco da Gama _____.

- A) discovered South America
- B) rounded the southern tip of Africa
- C) reached China by water

D) won the last battle of the Reconquista

Answer: B

Test Bank Item Title: TB_Q.2.1.28

Topic: The Expansion of Europe

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

29) The fifteenth-century western European nations active in overseas exploration shared a(n)

_____.

A) weak economy

B) weak monarchical system

C) Protestant outlook

D) Atlantic coastline

Answer: D

Test Bank Item Title: TB_Q.2.1.29

Topic: The Expansion of Europe

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Analyze It

Difficulty Level: Moderate

30) De Soto's disastrous expedition into the North American interior was concentrated in the

_____.

A) Southwest

B) St. Lawrence Valley

C) South

D) California coastal area

Answer: C

Test Bank Item Title: TB_Q.2.2.30

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

31) By 1590, John White returned to find this colony gone.

A) Fort Caroline

B) St. Augustine

C) Santo Domingo

D) Roanoke

Answer: D

Test Bank Item Title: TB_Q.2.0.31

Topic: American Communities: The English at Roanoke

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic,

cultural, and global forces on this period of United States history.

Skill Level: Understand the Concepts

Difficulty Level: Moderate

32) The Spanish explorations into the South and Southwest of North America in the 1530s–1540s were led by _____.

A) Cortés and Pizarro

B) De Soto and Coronado

C) De Leon and De Narváez

D) Ribault and Avlies

Answer: B

Test Bank Item Title: TB_Q.2.2.32

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

33) Fifteenth-century western Europe was a(n) _____.

A) urban society

B) agricultural society

C) commercial society

D) secular society

Answer: B

Test Bank Item Title: TB_Q.2.1.33

Topic: The Expansion of Europe

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

34) Who benefited the most from medieval economic expansion in Europe?

A) artisans

B) peasants

C) feudal lords

D) the clergy

Answer: C

Test Bank Item Title: TB_Q.2.1.34

Topic: The Expansion of Europe

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Analyze It

Difficulty Level: Moderate

35) What do historians call the medieval European social system?

A) feudalism

- B) socialism
- C) capitalism
- D) primitivism

Answer: A

Test Bank Item Title: TB_Q.2.1.35

Topic: The Expansion of Europe

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Easy

36) What was life like for the majority of medieval Europeans?

- A) Life was harsh and most people were poor.
- B) Most people lived a comfortable, if not luxurious, life.
- C) Europeans enjoyed the fruits of the most dynamic economy in the world.
- D) Life was difficult, but it was easy to move up the social and economic ladder.

Answer: A

Test Bank Item Title: TB_Q.2.1.36

Topic: The Expansion of Europe

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Understand the Concepts

Difficulty Level: Moderate

37) Which of these helps explain the rapid recovery of European agriculture after the Black Death?

- A) climate change
- B) technological developments
- C) extraordinary fertility rates
- D) new crops

Answer: B

Test Bank Item Title: TB_Q.2.1.37

Topic: The Expansion of Europe

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Analyze It

Difficulty Level: Moderate

38) The heart of the dynamic European commercialism of the late Middle Ages lay in the city-states of _____.

- A) England
- B) Italy
- C) France
- D) Germany

Answer: B

Test Bank Item Title: TB_Q.2.1.38

Topic: The Expansion of Europe

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

39) Columbus and his successors established an institution known as the *encomienda*, in which

- _____.
- A) soldiers were slowly transformed from fighters to farmers
 - B) soldiers received rewards in exchange for killing as many Indians as possible
 - C) Indians received food in exchange for conversion to Catholicism
 - D) Indians were compelled to labor in the service of Spanish lords

Answer: D

Test Bank Item Title: TB_Q.2.2.39

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Understand the Concepts

Difficulty Level: Moderate

40) Who led the Spanish conquest of the Aztecs?

- A) Magellan
- B) de Gama
- C) Cortés
- D) Pizarro

Answer: C

Test Bank Item Title: TB_Q.2.2.40

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Easy

41) Who wrote *The Destruction of the Indies*?

- A) Montesinos
- B) Sepúlveda
- C) las Casas
- D) Erasmus

Answer: C

Test Bank Item Title: TB_Q.2.2.41

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

42) Bartolomé de las Casas's critique of the Spanish in the Americas amounted to a charge of _____.

- A) genocide
- B) malign neglect
- C) base robbery
- D) destructive ignorance

Answer: A

Test Bank Item Title: TB_Q.2.2.42

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Understand the Concepts

Difficulty Level: Moderate

43) Devastating outbreaks of disease, striking for the first time against a completely unprotected population, are known as _____.

- A) virgin soil epidemics
- B) primary outbreaks
- C) initial events
- D) isolation syndrome events

Answer: A

Test Bank Item Title: TB_Q.2.2.43

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Understand the Concepts

Difficulty Level: Moderate

44) What weakened the Inca civilization in the years before it was conquered by Francisco Pizarro?

- A) an earthquake
- B) famine
- C) a smallpox epidemic
- D) defeat by another rival empire

Answer: C

Test Bank Item Title: TB_Q.2.2.44

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

45) Long before France and England made attempts to found colonies, _____ were exploiting the coastal North American waters of the North Atlantic.

- A) Muslim seamen
- B) Italian merchants

- C) Chinese explorers
- D) European fishermen

Answer: D

Test Bank Item Title: TB_Q.2.3.45

Topic: Northern Explorations and Encounters

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

46) What was the most important outcome of Jacques Cartier's exploration of North America?

- A) He found a passage to Asia.
- B) He encouraged the Spanish to explore the northern Atlantic.
- C) He discovered the St. Lawrence River.
- D) He convinced the French that there was gold in the regions he explored.

Answer: C

Test Bank Item Title: TB_Q.2.3.46

Topic: Northern Explorations and Encounters

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Understand the Concepts

Difficulty Level: Moderate

47) What Indian trade good was of most interest to the French?

- A) grain
- B) weapons
- C) furs
- D) glass

Answer: C

Test Bank Item Title: TB_Q.2.3.47

Topic: Northern Explorations and Encounters

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Easy

48) Which of these was an important negative consequence for Indians of the North American fur trade?

- A) epidemic disease
- B) deforestation
- C) overpopulation
- D) religious conflict and division

Answer: A

Test Bank Item Title: TB_Q.2.3.48

Topic: Northern Explorations and Encounters

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic,

cultural, and global forces on this period of United States history.

Skill Level: Understand the Concepts

Difficulty Level: Moderate

49) Most Huguenots came from _____.

A) the urban middle class

B) the rural poor

C) the upper nobility

D) southern Spain

Answer: A

Test Bank Item Title: TB_Q.2.3.49

Topic: Northern Explorations and Encounters

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Remember the Facts

Difficulty Level: Moderate

50) Which of these was most closely tied to the migration of the English rural poor from the countryside to cities in the sixteenth century?

A) the Reformation

B) enclosure

C) English efforts at colonization

D) deflation

Answer: B

Test Bank Item Title: TB_Q.2.3.50

Topic: Northern Explorations and Encounters

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Analyze It

Difficulty Level: Moderate

Essay Questions

51) How did English economic and social conditions in the sixteenth century affect English expansion?

Key Points: inflation, enclosure; economic dislocation; wool trade

Test Bank Item Title: TB_Q.2.3.51

Topic: Northern Explorations and Encounters

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Analyze It

Difficulty Level: Difficult

52) What role did Italian cities play in the medieval economy?

Key Points: commerce: Mediterranean trade; the Crusades; contact with the Middle East and Asia

Test Bank Item Title: TB_Q.2.1.52

Topic: The Expansion of Europe

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Analyze It

Difficulty Level: Moderate

53) Briefly summarize the views of Bartolomé de Las Casas in his *Destruction of the Indies*. Did they change Spanish imperial policy?

Key Points: Spanish colonization; exploitation of indigenous populations; Christianity in the Americas

Test Bank Item Title: TB_Q.2.2.53

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Analyze It

Difficulty Level: Moderate

54) What were the main elements of the Columbian Exchange between the New and Old Worlds? What were the benefits of this exchange for each region? What were its most negative effects?

Key Points: crops; people; diseases; animals

Test Bank Item Title: TB_Q.2.2.54

Topic: The Spanish in the Americas

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Analyze It

Difficulty Level: Moderate

55) Compare the colonies of Fort Caroline and Roanoke in terms of motive, establishment, and outcome.

Key Points: early settlements; French Protestants; imperial competition; colonial motives

Test Bank Item Title: TB_Q.2.0.55

Topic: American Communities: The English at Roanoke; Northern Explorations and Encounters

Learning Objective: Basic History: Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Skill Level: Analyze It

Difficulty Level: Difficult