

Chapter 02: A Continent on the Move

1. One constraint faced by all European nations in America was
 - a. the large and powerful presence of Native Americans.
 - b. the lack of sufficient agricultural land.
 - c. the harsh and bitter climate of much of North America.
 - d. political conflict at home.

ANSWER: a

POINTS: 1

REFERENCES: p. 27

2. Who promulgated a decree that gave Spain a monopoly on new lands discovered in the New World?
 - a. Ferdinand & Isabella
 - b. the king of Portugal
 - c. Hernan Cortés.
 - d. Pope Alexander VI

ANSWER: d

POINTS: 1

REFERENCES: p. 28

3. When Cortés was endeavoring to conquer the Aztec Empire, he received great assistance from:
 - a. the Aztec women and children
 - b. A Mexican-Indian woman named Doña Marina
 - c. the former Aztec prisoners
 - d. the use of numerous horse mounted troops.

ANSWER: b

POINTS: 1

REFERENCES: p. 28

4. England's colonization of Ireland
 - a. provided a model for colonization of North America.
 - b. was motivated exclusively by a desire to spread Protestantism.
 - c. expelled the Spanish from Ireland.
 - d. helped England attack Iceland.

ANSWER: a

POINTS: 1

REFERENCES: p. 29

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5. What activity in New Spain enabled Spain to become the richest nation in Europe and probably the world?
- dominating the Canadian fur trade
 - extracting silver from the land using slave labor
 - conquered thousands of Spanish settlements
 - capturing and herding buffalo to send back to Europe

ANSWER: b

POINTS: 1

REFERENCES: p. 29

6. The destruction and failure of the Spanish Armada against England in 1588:
- did not affect the Spanish Empire overseas.
 - led to anti-Catholic pogroms in England.
 - led to the independence of Holland who challenged Spanish colonization in the New World
 - Established Great Britain as a world power.

ANSWER: c

POINTS: 1

REFERENCES: p. 30

7. Why did Spain try to invade England in 1588?
- Queen Elizabeth had broken her promise to convert to Catholicism.
 - It was the only way King Philip II could take Spaniards' minds off their poverty.
 - The Spanish needed to demonstrate that they were the dominant power in the Atlantic.
 - Spain was nearly bankrupt and needed to plunder English riches.

ANSWER: c

POINTS: 1

REFERENCES: p. 30

8. After Peter Minuit negotiated the lease of the island of Manhattan in 1626
- English settlers quickly began to challenge the Dutch claim on the island.
 - Dutch settlers began to arrive in droves.
 - colonists quickly began to lose sight of the beaver trade upstream
 - only the comprehensive business plan of the Dutch West India Company began to bring about agricultural development on the island and upstream.

ANSWER: d

POINTS: 1

REFERENCES: p. 32-33

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9. Which layer of the Spanish bureaucracy directed colonial policy?
- Cabildo seculares
 - The viceroys
 - The Catholic Church
 - Council of the Indies

ANSWER: d

POINTS: 1

REFERENCES: p. 32

10. Corruption remained rampant in the Spanish colonial system because
- the pope supported the colonial governments.
 - the wealth from the colonies masked problems with inefficient administration.
 - low taxation gave colonists little reason to complain.
 - colonial governors executed those who objected to bureaucratic policies.

ANSWER: b

POINTS: 1

REFERENCES: p. 32

11. The Dutch settlements in the New World
- ignored farming in favor of raiding English settlements.
 - proved very popular among those seeking to establish small farms.
 - were limited to only Dutch landholders.
 - relied on the fur trade for success.

ANSWER: d

POINTS: 1

REFERENCES: p. 32

12. When Spanish conquistadors contacted new Indian groups they were supposed to notify them of Spanish authority through a:
- cabildo secular
 - ecomiendo
 - requerimiento
 - conquistadoro

ANSWER: c

POINTS: 1

REFERENCES: p. 32

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13. Henry Hudson was an explorer who was searching for
- the fabled "seven cities of gold."
 - a place where he could live, free of religious persecution.
 - the North American equivalent to the Aztec Empire.
 - a northwest passage that would connect the Atlantic and Pacific oceans.

ANSWER: d

POINTS: 1

REFERENCES: p. 32

14. Dutch patroons
- became known as landed entrepreneurs.
 - established New York as "the best poor man's country."
 - suffered serf-like conditions in their tenancies.
 - enjoyed near-feudal powers over their tenants.

ANSWER: d

POINTS: 1

REFERENCES: p. 33

15. Immigrants to Dutch colonies in the New World
- came to take advantage of the opportunities of the patroon system.
 - were expelled if they did not join the Dutch Reformed Church.
 - came from a variety of religious and ethnic backgrounds.
 - were all equal in governmental affairs.

ANSWER: c

POINTS: 1

REFERENCES: p. 33

16. What European fashion trend was the root cause of conflict between European colonies and their native allies over the beaver fur trade?
- leather boots
 - buffalo coats
 - felt hats
 - beaver gloves

ANSWER: c

POINTS: 1

REFERENCES: p. 34

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17. Samuel de Champlain was an effective colonizer who:
- founded trading posts in Nova Scotia and Quebec and a strong alliance with the Huron Indians.
 - nearly destroyed French power in America.
 - provoked a war with the Huron Indians by refusing to trade with them.
 - was more interested in getting land than in trading.

ANSWER: a

POINTS: 1

REFERENCES: p. 34

18. As a result of expeditions by Louis Joliet, Jacques Marquette, and Robert Cavelier, Sieur de la Salle, France
- established a series of settlements along the Atlantic coast.
 - established a series of settlements along the Pacific coast.
 - discovered and claimed the Mississippi River Valley and established the Louisiana Territory.
 - defeated the Spanish in Mexico at the battle of Pueblo.

ANSWER: c

POINTS: 1

REFERENCES: p. 35

19. Spanish conquistador Don Juan de Onate
- was a popular missionary amongst Pueblo Indians.
 - became famous for his enormous gold discoveries in future New Mexico.
 - ordered the execution of eight hundred rebellious Indians and enslaved their surviving families.
 - wrote about the abuse and exploitation of Indian serfs in the Spanish encomienda system.

ANSWER: c

POINTS: 1

REFERENCES: p. 36

20. Indians who allied themselves with the Spanish against the Aztecs
- won independence.
 - were awarded gold.
 - were awarded land.
 - were forced to pay tribute to the Spanish.

ANSWER: d

POINTS: 1

REFERENCES: p. 36

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21. Which religious order led Church efforts to convert Indians in New Mexico?

- a. Dominicans
- b. Jesuits
- c. Franciscans
- d. Marists

ANSWER: c

POINTS: 1

REFERENCES: p. 37

22. The need to protect Spanish ships from interference from other European powers in Florida led to the founding of this city

- a. New York
- b. Pueblo
- c. New Orleans
- d. St. Augustine

ANSWER: d

POINTS: 1

REFERENCES: p. 38

23. Indians in the Southeast responded to their declining numbers due to disease by

- a. becoming the clients of the French to increase their population through blended offspring.
- b. forming alliances or confederacies among themselves.
- c. moving into Spanish cities.
- d. converting to European farming methods and staying in one place.

ANSWER: b

POINTS: 1

REFERENCES: p. 38

24. By the time Europeans had begun serious exploration and settlement of the Northeast,

- a. native Americans were already fully aware of the dangers Europeans posed to their civilizations.
- b. most tribes were already too weakened by disease to offer any resistance.
- c. economic and cultural changes among Woodland Indians had produced two opposing tribal alliances.
- d. the social and political unity among Woodland Indians had already been broken.

ANSWER: c

POINTS: 1

REFERENCES: p. 39

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25. How did the French initially forge alliances with the Huron Indians in the Northeast?
- The French paid them the customary tribute.
 - The French freed them from servitude to the more powerful Iroquois.
 - The French successfully claimed to be gods because they could predict solar eclipses.
 - The French intermarried with them.

ANSWER: d

POINTS: 1

REFERENCES: p. 39

26. The Iroquois began a series of long term wars against the Hurons, Delaware, and other tribes over the sources of what ?
- oil and natural gas
 - fur
 - Coueurs de bois
 - iron arrowheads

ANSWER: b

POINTS: 1

REFERENCES: p. 39

27. The proliferation of bison herds during the climatic changes of the "Little Ice Age" between 1300 and 1800
- prompted the Plains Indians to abandon agriculture and turn to hunting.
 - supported the European fashion trend of bison coats in the early eighteenth century.
 - led to the overgrazing of the Great Plains.
 - meant that buffalo hunting became a colonial pastime for English settlers.

ANSWER: a

POINTS: 1

REFERENCES: p. 39

28. The buffalo provided all of the following commodities to the plains Indians except for what?
- food
 - clothing
 - tools
 - transportation

ANSWER: d

POINTS: 1

REFERENCES: p. 40

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29. In what way did the Pueblo Revolt in New Mexico transform the lives of Plains Indians?
- It inspired Plains Indians to revolt against their French rulers.
 - Thousands of refugees from New Mexico poured into the region.
 - The rebels released thousands of Spanish horses, which greatly helped buffalo hunters.
 - It successfully kept the Spanish from moving into the area.

ANSWER: c

POINTS: 1

REFERENCES: p. 41

30. In the years after the Pueblo Revolt in New Mexico
- sheep ranching became increasingly important.
 - the Spanish largely abandoned the region.
 - a growing number of Spanish women moved into the area.
 - traditional ideals of empire and administration were solidified.

ANSWER: a

POINTS: 1

REFERENCES: p. 42

31. How did the Dutch try to attract settlers to the New Netherland colony?
- They offered settlers the protection of a feudal lord.
 - They guaranteed that only members of the Dutch Reformed Church would be permitted to settle.
 - They offered a haven for those groups experiencing persecution and discrimination in Europe.
 - The Dutch West Indies Company was powerful enough to guarantee prosperity.

ANSWER: c

POINTS: 1

REFERENCES: p. 43

32. How did Santa Fe differ from other Spanish settlements?
- Success depended on being able to trade with a range of non-Spaniards.
 - The Catholic Church was virtually absent.
 - A man's status there depended on how much "pure Spanish blood" he had.
 - Indians were virtually absent from the town.

ANSWER: a

POINTS: 1

REFERENCES: p. 43

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33. The French in Louisiana depended on an alliance with the
- Natchez tribe.
 - Choctaws.
 - Chicasaws.
 - Creeks.

ANSWER: b

POINTS: 1

REFERENCES: p. 44

34. Which of the following was a unique characteristic of the French colony of Louisiana?
- Its critical shortage of labor
 - Its initial dependence on Indians.
 - It found itself embroiled in a complicated Native American world.
 - It brought together a diverse lot of former military men, Canadian *coureurs de bois*, and French craftsmen in search of economic independence.

ANSWER: d

POINTS: 1

REFERENCES: p. 44

35. The French colony of Louisiana
- quickly came to depend on a steady stream of French settlers.
 - became home to a homogenous and coherent community of religious refugees from France.
 - became known as America's "breadbasket."
 - attracted few Frenchmen.

ANSWER: d

POINTS: 1

REFERENCES: p. 44

Instructions: Identify the following terms:

36. Bartolomé de las Casas

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 25

37. Hernán Cortés

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 28

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38. Francisco Vázquez de Coronado

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 28

39. Francis Drake

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 29

40. Privateer

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 29

41. Sir Walter Raleigh

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 29

42. Spanish Armada

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 30

43. Cabildo secular

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 32

44. Dutch West India Company

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 32

45. Serfs

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 32

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46. Henry Hudson

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 32

47. Fort Orange

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 32

48. Northwest Passage

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 32

49. Encomienda system

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 32

50. Peter Stuyvesant

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 33

51. Samuel de Champlain

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 34

52. New France

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 34

53. Louis Joliet and Jacques Marquette

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 35

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54. Pueblo Revolt

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 38

55. Creek Confederacy

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 38

56. buffalo

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 39

57. Iroquois League

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 39

58. Lakotas

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 40

59. subsistence farming

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 42

60. Choctaw alliance

ANSWER: Answer not provided.

POINTS: 1

REFERENCES: p. 44

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61. What enabled the Spanish to defeat the Aztecs?

ANSWER: Students should focus on numerous factors. The Aztecs were ill due to a smallpox epidemic. The Spanish weapons were unfamiliar to the Aztecs, and this gave the Spanish a psychological advantage. The differing concepts of warfare were demonstrated by Aztec ritual warfare versus European total war which emphasized annihilation of an enemy. The Spanish were able to build alliances with local Mexican-Indian tribes who resented the Aztecs' power and demand for tribute. These Indian tribes provided local knowledge in the form of geographical and cultural knowledge without which Spanish success would have been impossible.

POINTS: 1

REFERENCES: p. 27-29

62. How did the arrival of Europeans affect relations among Native Americans in and around the Hudson River Valley?

ANSWER: Students must first describe the tribal alliances that existed in the region, as well as the reasons why those alliances came into existence. They should follow up by discussing the importance of the fur trade to both Native Americans and Europeans. Students must also explain why each Native American group chose to make alliances with the French or Dutch and what each side stood to gain from the arrangement. Finally, students must explain how these goals altered the interactions between Native American groups and what the results of these conflicts were.

POINTS: 1

REFERENCES: p. 32-33

63. What were the major ways that life for Native Americans on the Plains was changing during this period?

ANSWER: Students should start from the impact of the Little Ice Age, which curtailed agricultural production and increased the size of the buffalo herds. The result was that many Plains Indians abandoned agricultural villages and became mobile hunters. The buffalo became the center of Indian life by providing an abundance of food, clothing and tools to support tribal society. Better students will also note that Indian conflicts in the East were pushing tribes away from the Iroquois and Huron Indians, causing additional pressure on Plains Indian tribes over Buffalo hunting grounds. The lives of Plains Indians were dramatically changed when thousands of horses were released from Spanish New Mexico during the Pueblo Revolt. The Native Americans adapted to a horse culture, which greatly increased their ability to hunt and kill enormous quantities of Buffalo. It also led to increased raiding and trading for horses and horse related technologies, such as saddles, bridles, and ropes with the Spanish and other Indian tribes.

POINTS: 1

REFERENCES: p. 39-42

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64. How did life in the Spanish northern frontier develop differently from life in the main part of Mexico?

ANSWER: Students should note the absence of either large agricultural centers or mines. This limited the ability of following the Spanish pattern of turning authority over to a ruling cabildo. Students should note the existence of Santa Fe. Stronger students will connect it to the remaining Spanish institutions: the Church and the bureaucracy. Santa Fe developed a far more cosmopolitan environment with regular contacts among autonomous Plains Indians and eventually French and Anglo-American traders.

POINTS: 1

REFERENCES: p. 42-43

65. Students should think about what primarily motivated European expansion to the New World.

ANSWER: Was it principally for economic gain or religious conversion? Students should point out that both were involved, but better students will argue that the economic motive was perhaps stronger. With regard to the Spanish, consider the establishment of encomiendas and the linkage of available labor to extract mineral wealth from areas like Mexico and Peru. Besides exploiting Indians, African slaves were imported by all the colonial powers to produce wealth. The English used profit-seeking companies to try to establish colonies, while the French and Dutch focused on trade with Indians to make profits. When combining religious and economic motives, better students will relate the story of de las Casas and his appeal to the Spanish court that was well aware of an Indian demographic collapse and its connection with the potential to extract mineral wealth from Spanish colonies. The Spanish success in the New World inter-twined with European power rivalries as other nations attempted to challenge Spain both in the old and new worlds. England, France, and the former Spanish colony, the Netherlands, all competed for power through expansion of colonial empires linked to the mother country in Europe and promoting a trans-Atlantic rivalry and culture.

POINTS: 1

REFERENCES: p. 27-44