

**Part 1: Main Ideas**

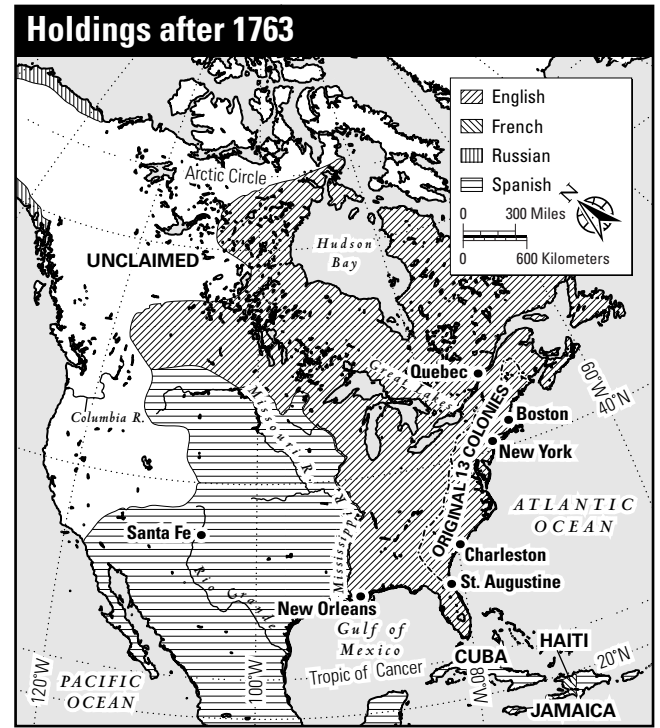
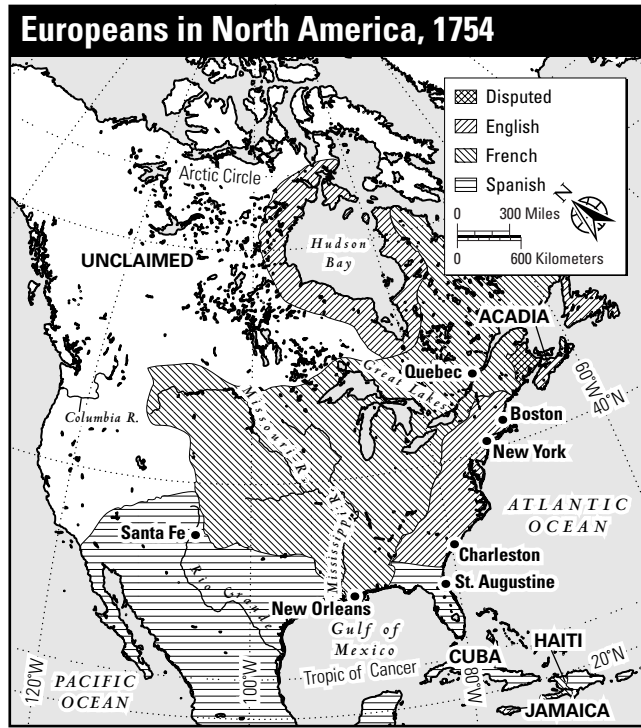
Write the letter of the best answer. (4 points each)

- _____ 1. What was the main economic activity in New France?
a. finding gold and spices
b. building a fur trade
c. finding religious freedom
d. creating long-term colonial investments
- _____ 2. Who conquered the Aztec empire?
a. Hernando Cortés
b. Francisco Pizarro
c. Ferdinand Magellan
d. Vasco Núñez de Balboa
- _____ 3. Why did Europeans see Africans as a better a source of labor than Native Americans?
a. Africans had complete immunity to all diseases, so they wouldn't die off.
b. Africans had no experience in farming, so they wouldn't try to do things their way.
c. Africans were strangers in the Americas, so they wouldn't have allies or places to hide.
d. Africans were already Christians, so they didn't have to be converted.
- _____ 4. What was the purpose of most of the joint-stock companies of the 1500s and 1600s?
a. financing wars in Africa
b. funding colonies in the Americas
c. paying for the building of slave ships
d. funding the digging of gold mines
- _____ 5. Where in the Americas did Christopher Columbus land first?
a. an island in the Caribbean Sea
b. the southern tip of South America
c. the coast of what is today Panama
d. the eastern coast of North America
- _____ 6. What did the *encomienda* system provide for New Spain?
a. more land
b. more settlers
c. military protection
d. a cheap labor source
- _____ 7. What prompted a wave of new businesses and trade practices in Europe in the 16th and 17th centuries?
a. the global transfer of foods, plants, and animals during colonization
b. new wealth from the Americas and the growth in overseas trade
c. people pooling their wealth for a common purpose
d. European countries becoming able to sell more goods than they bought

- _____ 8. Which European country was the first to import enslaved Africans to the Americas?
 a. the Netherlands c. England
 b. France d. Spain
- _____ 9. As part of the Columbian Exchange, which of the following was carried west across the Atlantic?
 a. livestock b. tobacco c. potatoes d. tomatoes
- _____ 10. Which of the following areas was originally founded as a settlement by the Dutch?
 a. Quebec c. New York
 b. Montreal d. Massachusetts

Part 2: Map Skills

Use the maps to answer the following questions. Write the letter or letters of the best answer. (4 points each)



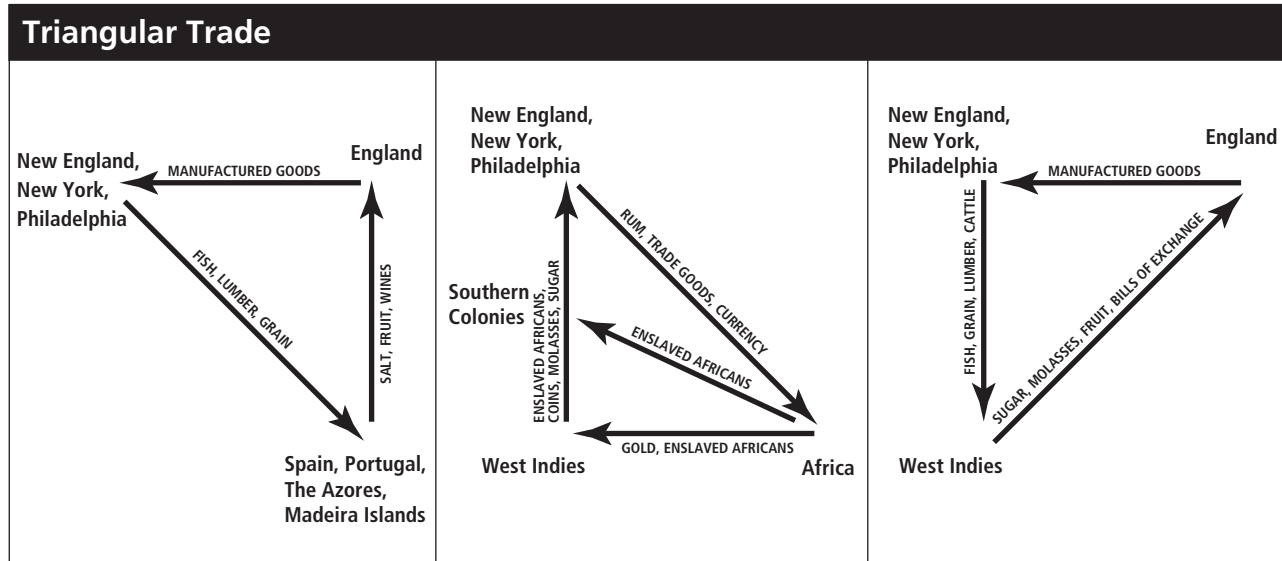
- a. England
 - b. France
 - c. Russia
 - d. Spain
 - e. none of the above
- _____ 11. In 1754, which nation(s) held part of what is now the United States?
 _____ 12. In 1754, which nation(s) controlled Quebec?
 _____ 13. After 1763, which nation(s) had direct access to the Pacific Ocean?
 _____ 14. By 1763, which nation(s) won control of territory that had been disputed in 1754?

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_____ 15. In 1754, which nation(s) held part of what is now Canada?

Part 3: Interpreting Charts

Use the charts to answer the following questions. (4 points each)



- _____ 16. What did ships transport on the “middle passage”?
- coins, enslaved Africans, and sugar
 - gold and enslaved Africans
 - rum, trade goods, and currency
 - sugar, molasses, and enslaved Africans
- _____ 17. Which places were part of all three triangular trade routes?
- England
 - West Indies and southern colonies
 - New England, New York, and Philadelphia
 - Africa
- _____ 18. What did England export?
- salt, fruit, and wines
 - sugar, molasses, and fruit
 - bills of exchange
 - manufactured goods
- _____ 19. What did the West Indies export both to England and to New England, New York, and Philadelphia?
- sugar and molasses
 - coins and enslaved Africans
 - fruit and bills of exchange
 - sugar, coins, molasses, and enslaved Africans

- _____ 20. What did New England, Philadelphia, and New York export to both the West Indies and Spain, Portugal, the Azores, and Madeira Islands?
- cattle and grain
 - lumber and cattle
 - fish, lumber, and grain
 - fish and cattle

Part 4: Extended Response

Answer the following questions on the back of this paper or on a separate sheet of paper. (10 points each)

21. **Analyzing Causes and Recognizing Effects** What enabled the Spanish forces to conquer the Aztec people?

Think about:

- weapons used by each side
- allies and enemies
- forces that weakened the Aztec

22. **Analyzing Motives** How did the English gain control of Dutch and French interests in North America, and why did England want to gain control of that land?

Think about:

- location of colonies
- the Seven Years' War
- growing populations



Part 1: Main Ideas

If the statement is true, write “true” on the line. If it is false, change the word or words to make it true. (4 points each)

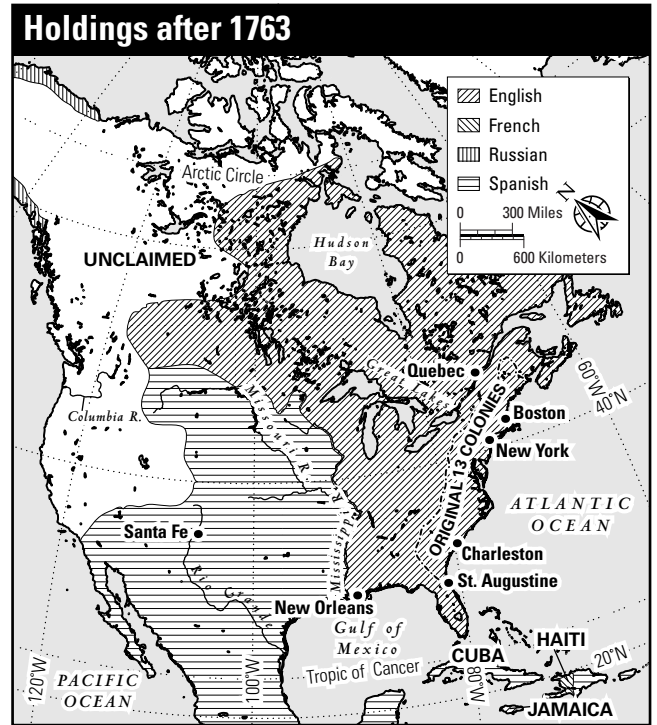
Example: The triangular trade network centered on the Pacific Ocean.
_____ *Atlantic Ocean* _____

1. The colony of Plymouth was the first English settlement established in the Americas. _____
2. The middle passage of the triangular trade system began in Europe and ended in the West Indies, North America, or South America. _____
3. To maintain a favorable balance of trade, in comparing exports and imports, it is the value of the imports that must be higher. _____
4. The French lost their North American holdings to the English because they were defeated in King Philips War. _____
5. Mestizos are the descendants of French colonists in the Americas and Native Americas. _____
6. One of the long-term effects of the African slave trade was the introduction of guns into the African continent. _____
7. The main purpose of a joint-stock company during the 1500s and 1600s was to share the risks and profits of colonial investments. _____
8. The global transfer of foods, plants, and animals during the colonization of the Americas is known as the Columbian Exchange. _____
9. The economic system of mercantilism is based on private ownership and the investment of wealth for profit. _____

10. The first Spanish settlers in the Americas were brought on a ship captained by Christopher Columbus.

Part 2: Map Skills

Use the maps to answer the following questions. (4 points each)

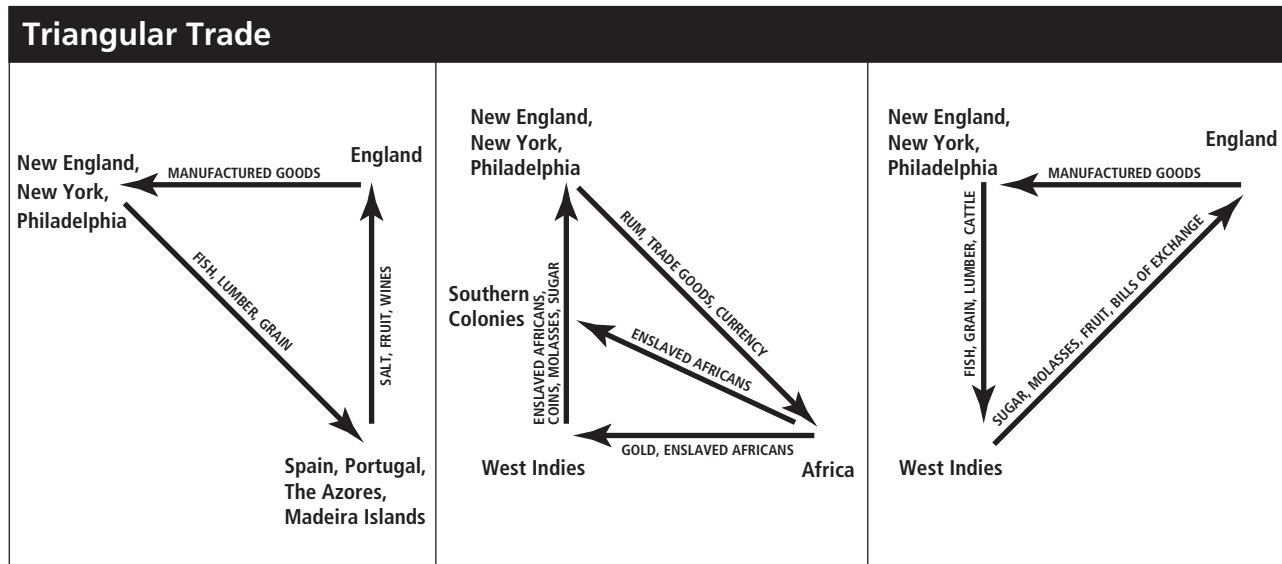


- _____ 11. In 1754, which nation controlled the Great Lakes region?
 a. England
 b. Spain
 c. France
 d. none of the above
- _____ 12. In 1754, which colony was near disputed territory?
 a. Cuba
 b. Acadia
 c. Haiti
 d. Jamaica
- _____ 13. After 1763, which geographic feature separated much of the English and Spanish territory?
 a. Rio Grande
 b. Hudson Bay
 c. Mississippi River
 d. Great Lakes
- _____ 14. What two cities did France lose to England by 1763?
 a. St. Augustine and Quebec
 b. New Orleans and Santa Fe
 c. Santa Fe and Quebec
 d. New Orleans and Quebec

- _____ 15. By 1763, which country had lost the most territory to which other country?
- France lost territory to Spain.
 - Spain lost territory to England.
 - England lost territory to Spain.
 - France lost territory to England.

Part 3: Interpreting Charts

Use the charts to answer the following questions. (4 points each)



- _____ 16. According to the charts, from where did New England, New York, and Philadelphia import enslaved Africans?
- West Indies
 - southern colonies and Africa
 - Africa
 - West Indies and southern colonies
- _____ 17. Where were sugar plantations located?
- West Indies
 - Africa
 - Spain, Portugal, the Azores, Madeira Islands
 - New England, New York, Philadelphia
- _____ 18. According to the charts, what did New England, New York, and Philadelphia primarily export?
- | | |
|---|---|
| <ol style="list-style-type: none"> manufactured goods raw materials | <ol style="list-style-type: none"> natural resources crops and fish |
|---|---|
- _____ 19. How might the “middle passage” have gotten its name?
- It traveled through the middle of the Atlantic Ocean.
 - It traveled in between, or in the middle of, all the continents.
 - It was the second part, or middle part, of the triangular trade.
 - The enslaved Africans traveled in the middle of the ship.

- _____ 20. What conclusion about manufacturing can be drawn from the charts?
- The southern colonies did all the manufacturing, which is why they needed enslaved persons.
 - England did the manufacturing while other places supplied raw materials.
 - New England, Philadelphia, and New York imported raw materials to make manufactured goods.
 - The West Indies and Africa sent enslaved persons to England to make manufactured goods.

Part 4: Extended Response

Answer the following questions on the back of this paper or on a separate sheet of paper.
(10 points each)

21. **Drawing Conclusions** What was the general pattern of conquest and settlement followed by the Spanish in the Americas?

Think about:

- the roles of conquistadors and priests
- relationships between Spanish and natives
- the *encomienda* system

22. **Comparing and Contrasting** How did slavery in the Americas differ from slavery in most African and Muslim societies?

Think about:

- the duties of enslaved persons
- the way they were treated
- their future prospects

**Part 1: Main Ideas**

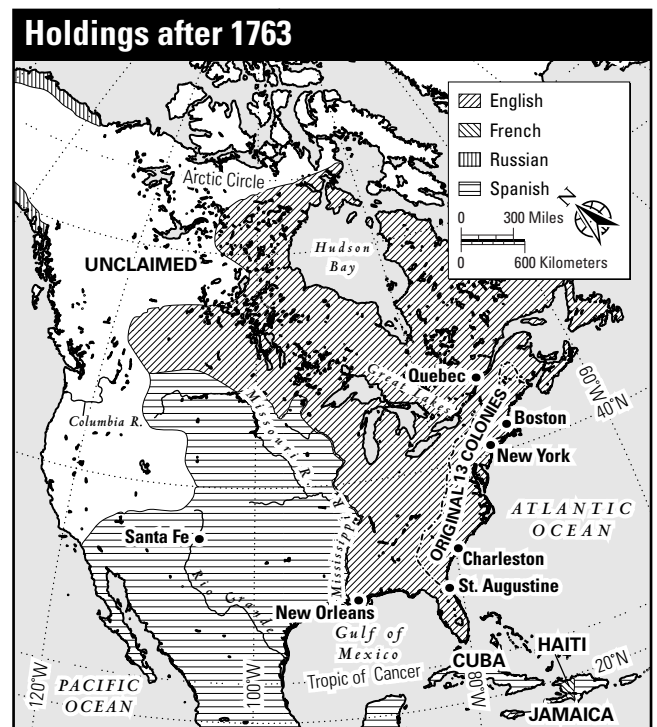
Write the letter of the best answer. (4 points each)

- _____ 1. What helped to increase the slave trade in Africa during the seventh century?
- the crusades and holy wars
 - the spread of Islam into Africa
 - an increase in trade between Europe and Asia
 - the establishment of trade networks between Africa and Portugal
- _____ 2. Which of the following did NOT aid the Spanish in conquering the Aztecs?
- disease
 - larger forces
 - native enemies
 - superior weapons
- _____ 3. On what assumption was the *encomienda* system based?
- that Europeans had the right to demand labor from Native Americans
 - that exposure to European culture would help educate Native Americans
 - that living on Spanish plantations would convert Native Americans to Christianity
 - that mestizos had more rights than full-blooded Native Americans
- _____ 4. Why did the English want to take control of New Netherland?
- As they pushed west into the continent, they collided with New Netherland.
 - The Dutch and the English were longtime enemies.
 - New Netherland separated England's northern and southern colonies.
 - The English wanted to take control of the fur trade and the Hudson Bay.
- _____ 5. What was one result of the loss of native lives to disease?
- the ruin of several tobacco and sugar cane plantations
 - a growing tolerance between the colonists and the natives
 - fewer battles between the colonists and natives over land
 - a severe shortage of labor in the colonies
- _____ 6. How did slavery in African and Muslim societies differ from slavery in the Americas?
- People in African and Muslim societies could not escape their slavery.
 - Slavery in the Americas was based on race and heredity.
 - Enslaved people in African and Muslim societies could not rise socially.
 - The slavery in Africa and Muslim societies was based primarily on race.
- _____ 7. What was one effect in Europe of the financial success of American colonies?
- The prices of goods steadily increased.
 - The prices of goods steadily decreased.
 - The supply of goods increased to meet demand.
 - Both the prices and supply of goods steadily increased.

- _____ 8. How did Bartolomé de Las Casas affect race relations in the Americas?
- He urged better treatment of Native Americans but proposed using African laborers.
 - He led a well-organized uprising against the Spanish to protest the treatment of Native Americans.
 - He started a colony in present-day Arizona based on equality of all men.
 - He visited the king of Spain to protest the treatment of Native Americans.
- _____ 9. According to the policy of mercantilism, how could a nation increase its wealth?
- It should center its wealth and power in its government.
 - It should spread its wealth and power among private individuals.
 - It should sell more goods than it buys from other countries.
 - It should buy more goods than it sells to other countries.
- _____ 10. How was Africa affected by the Atlantic slave trade?
- Many cultures lost their fittest members, and families were torn apart.
 - All African countries prospered and grew to be world powers.
 - Kings were able to stop rebellions with the firearms they received in trade.
 - African empires became safer because they traded away their criminals.

Part 2: Map Skills

Use the maps to answer the following questions. (4 points each)

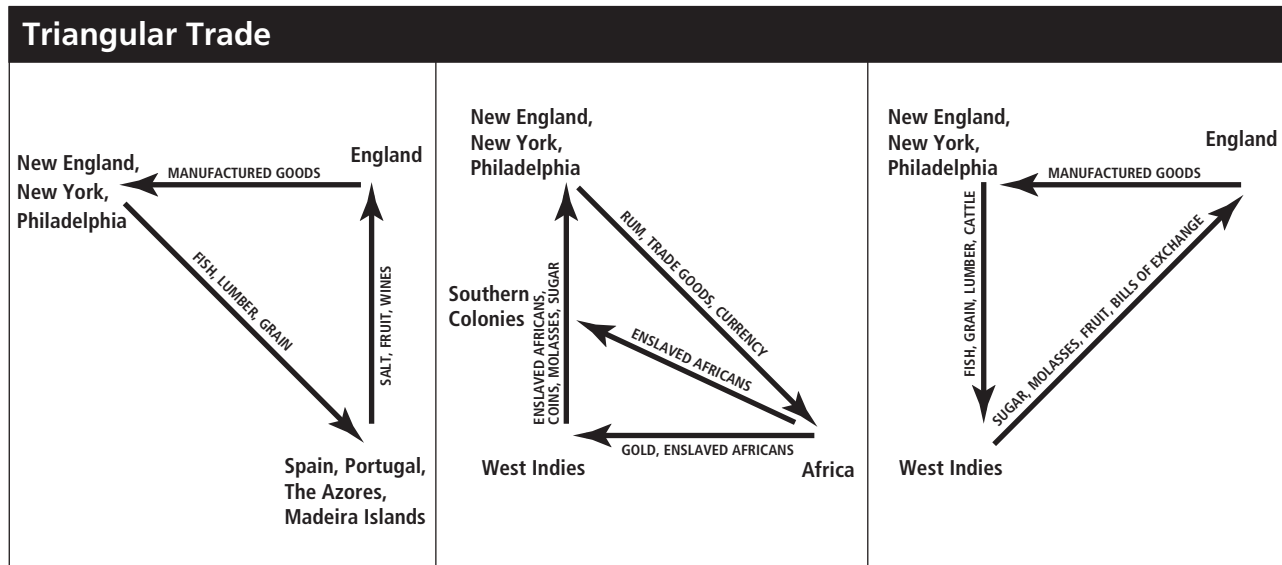


- _____ 11. How did the European powers who controlled the Americas change by 1763?
- France had large holdings in the Americas.
 - England controlled all of the holdings in the present-day United States.
 - Russia gained control of territory along the far northwest coast.
 - Spain's holdings were cut in half.

- _____ 12. Which city would most likely become a source of conflict between the Americas and the Spanish after 1763?
- a. New Orleans
 - b. Boston
 - c. New York
 - d. St. Augustine
- _____ 13. Which of the following U.S. cultural traits can NOT be explained by the colonial patterns shown on these two maps?
- a. English became the main language spoken across the United States.
 - b. The U.S. and Russian governments often distrust each other.
 - c. The central United States has many French place names.
 - d. The southwestern United States has a strong Spanish heritage.
- _____ 14. How did territorial holdings west of the Mississippi River change after 1763?
- a. Only a small part of previously unclaimed territory had been claimed.
 - b. Spain claimed much of the previously unclaimed territory in the southwest.
 - c. Russia claimed most of the previously unclaimed territory in the region that became Canada.
 - d. England claimed all of the previously unclaimed territory.
- _____ 15. Which region did NOT undergo territorial changes between 1754 and 1763?
- a. the islands of Jamaica, Cuba, and Haiti
 - b. the Gulf of Mexico region, including Florida
 - c. the Great Lakes region
 - d. the northwest region (unclaimed territory)

Part 3: Interpreting Charts—Constructed Response

Use the charts to answer the following questions. (4 points each)



16. According to the charts, how did New England, Philadelphia, and New York trade for enslaved Africans?
- _____

17. According to the charts, what role did England play in the triangular trade?

18. Other than being part of the triangular trade, how were enslaved Africans essential to the triangular trade?

19. What became of the gold transported from Africa?

20. Why was the system called the triangular trade?

Part 4: Extended Response

Answer the following questions on the back of this paper or on a separate piece of paper. (10 points each)

21. **Comparing and Contrasting** How were the French, Dutch, and English interests and activities in North America similar, and how were they different?

22. **Analyzing Causes and Recognizing Effects** What effects did the establishment of colonial empires in the Americas and the dramatic increase in overseas trade and the world's wealth have on Europe?