

Chapter 19 Questions

1. How did the Spanish and Portuguese colonies affect America?
 - a. Europeans helped decrease the population by killing anyone who wouldn't convert to Catholicism
 - b. Europeans brought religion, slavery, and disease to the Americas
 - c. Europeans brought silver and gold to the Americas
 - d. Europeans helped increase the population within the Americas through a surplus of food
2. What was the encomienda system?
 - a. The king forced the natives to work on land that made food for all Americans
 - b. The king forced conquistadors to give up their land
 - c. Conquistadors forced the natives to work on the fields
 - d. Conquistadors forced African slaves to work on the fields



3. Who are the Jesuits in this picture and what do they do?
 - a. They are the ones holding a book and a skull; they were the missionaries for Catholicism and enforced the rules of the religion
 - b. They are the ones in the top right corner; they held religious services for the natives
 - c. They are the ones in the top left corner; they worked the lands
 - d. They are the people in the bottom right corner; they were conquistadors who converted the natives to Catholicism

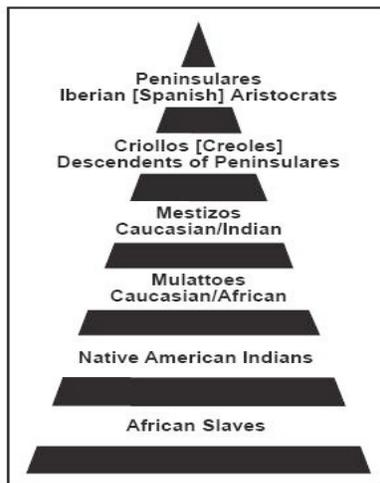
4. What are the differences between the mita and hacienda systems?
 - a. Mita system= Africans worked on rural estates that produced agricultural products for consumers in America; Hacienda system= Indians worked on land belonging to the state and religion
 - b. Mita system= Indians worked on land belonging to consulados; Hacienda system= Indians worked on land belonging to the pope
 - c. Mita system= Indians worked on land belonging to the pope; Mita system= Indians worked on land belonging to the consulados
 - d. Mita sytem= Indians worked on land belonging to the state and religion; Hacienda system= African slaves worked on rural estates that produced agricultural products for consumers in America

5. What was absolutism in the Americas?
 - a. A system where the pope drew a line through the Americas and the Portuguese got all of the land to the east and the Spanish got all land to the west
 - b. A form of government in which the pope has full power
 - c. A system in which the conquistadors have full power
 - d. A form of government in which the king has full power

6. What was the job of a consulado, and what did he oversee?
 - a. Worked as a merchant guild; he oversaw the American trade with Spain
 - b. Worked as a direct representative of the king; he oversaw the making of laws
 - c. Worked as a judge; he oversaw the collection of taxes from the Indians
 - d. Worked as an agricultural worker; he oversaw the production of goods

7. From a political perspective, the _____ were directly under the king, but from an economic perspective, the _____ were directly under the king.
 - a. Magistrates; letrados
 - b. Missionaries; conquistadors
 - c. Viceroyes; Indians
 - d. Viceroyes; consulados

Social Classes in Spanish Colonies



Source: John Osborne et al., *Global Studies*, N & N Publishing (adapted)

8. The picture above shows the different castas in Latin America. What does the word *casta* refer to?
 - a. Each casta speaks a different language
 - b. Castas are people of mixed origins who they are all treated the same
 - c. Castas are people of mixed origins who are treated differently depending on what races they are mixed with
 - d. Castas are people with different jobs, but no racial disparity

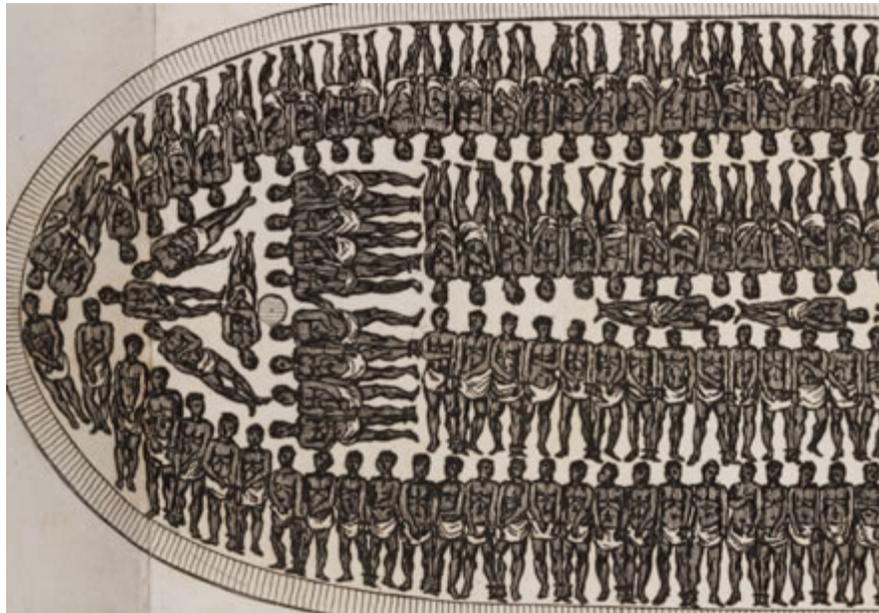
9. What mother countries did Latin America depend on and why?
 - a. Portugal and Spain; they lacked economic independence and weren't self sufficient
 - b. Portugal and Spain; they needed food because they didn't have any slaves
 - c. Spain; they needed smart people to tell them how to live
 - d. Portugal; they lacked an economic system but they had too much food

10. How did the Bourbon Reforms and Pombal's influence help Latin America?
 - a. They both helped Latin America become more self-sufficient
 - b. They both stopped slavery in Latin America
 - c. They both created economic independence but made sure they still needed help from their mother countries
 - d. They both helped the government improve but made sure that Portugal kept control of the region

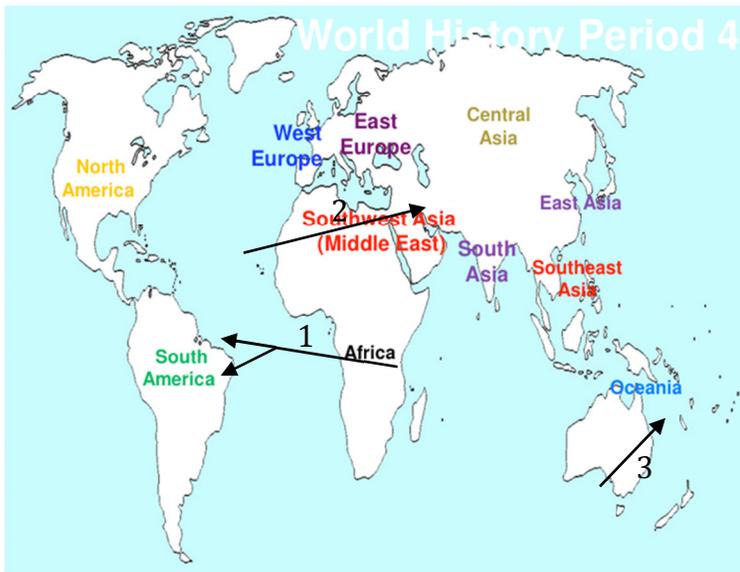
Chapter 20

1. One major difference between Americas and Africans is that....
 - a. The Americas were in era 2 while Africa was still trying to formalize religion and government
 - b. Africa was in era 2 while the Americas were still trying to formalize religion and government
 - c. Africa was in era 1 and the Americas were in era 3 trying to formalize the slave trade and religion
 - d. The Americas were in era 2 while Africa was exploring the East

2. Which of the following was NOT a major reason for British slave trade:
 - a. Help populate Africa
 - b. Trade slaves for money
 - c. Use slaves on sugar plantations
 - d. Easy cheap labor source



3. The picture above shows:
 - a. Beginning of the expansion of African culture
 - b. Low status of African slaves
 - c. Why birth rates were low and death rates high for Africans
 - d. All of the above



4. Which line best represents the Middle Passage in the map above?
 - a. 1
 - b. 2
 - c. 3
 - d. Not listed

5. Which is an example of African assimilation into American culture?
 - a. Slave songs synthesized with Christianity to form Gospel music
 - b. Protestant beliefs mixed with Native American beliefs
 - c. Zulus and Shaka speaking English
 - d. Slave songs mixed with African Voodoo beliefs

6. The Triangular Trade consisted of:
 - a. Africa, Americas and Caribbean, and Europe
 - b. Africa, Australia, and India
 - c. Russia, China, and India
 - d. The Triangular Trade did not exist

7. Choose the correct chronological order of trade:
 - a. Portuguese, Europe, Islam, British
 - b. Islam, Portuguese, Dutch, French and British
 - c. Dutch, Islam, Portuguese and British
 - d. China, Islam, Dutch and Russia

8. What is the major difference between the British/French and Portuguese's way of obtaining slaves?
 - a. The Arabs paid African tribes to enslave other Africans for the Arabs
 - b. The Portuguese paid African tribes to enslave other Africans for the Portuguese
 - c. The British paid African tribes to enslave other Africans for the British
 - d. The European did not trade slaves, only the Arabs did

9. The Portuguese Slave Trade started as....
 - a. They tried going across the Atlantic
 - b. They tried to get to China by going around Africa
 - c. They tried to get to India for bamboo
 - d. None of the above

10. The purpose of the Royal African Company was for...
 - a. The Portuguese to trade slaves
 - b. The British to trade slaves
 - c. The Dutch to trade slaves
 - d. The Arabs to trade slaves

Chapter 21 Questions

1. What was a common factor in the rise of the Islamic empires during the fourth period?
 - (a) Gunpowder gained from European interaction
 - (b) Shia religious zeal empowered the expansion of the empires
 - (c) A single warrior leader that lead to their success
 - (d) Domination of international trade routes
2. Which empire had internal conflicts due to differing religious views?
 - (a) The Mughal Empire due to the differing ideals of Hindu and Islam
 - (b) The Ottoman Empire due to the differing ideals of Catholicism and Islam
 - (c) The Mughal Empire due to the differing ideals of Buddhism and Sufi Mysticism
 - (d) The Safavid Empire due to the differing ideals of Islam and Judaism



3. How does the image above relate to social reform in India?
 - (a) Sati, a religious practice of burning the living widow, was officially prohibited
 - (b) Women were encouraged to burn themselves
 - (c) A religious practice known as Sati encouraged women to burn their abusing husbands
 - (d) Women presided over the cremation of their husbands
4. What was similar in the collapse of the Ottoman and Safavid Empire and the Abbasid caliphate?
 - (a) Mercenary force brought into the empire from the outside
 - (b) Attacks from nomads
 - (c) European expansion and exchange
 - (d) Muslim disputes over other religions within the empire
5. What was the final blow in the collapse of the Ottoman, Safavid, and Mughal empires?
 - (a) External military forces
 - (b) Disease and plague
 - (c) Internal corruption due to poor leaders
 - (d) Over taxing of the population
6. Why did the Ottoman Empire last so long while the other Muslim empires fell well before the 20th century?
 - (a) Consistent aid from European forces
 - (b) A superior naval force that conquered the coast of the Mediterranean
 - (c) An isolated position keeping them safe
 - (d) An alliance made with the Safavids



7. How does the image above relate to the rule of the Ottomans, Safavid, and Mughal Empire?
- (a) The Islamic empires converted Christian churches into Mosques of worship
 - (b) The Islamic beliefs of the emperors lead to a rise in knighted priests
 - (c) The Islamic empires decorated their mosques with vivid pictures of Allah
 - (d) The Islamic Mosques held worship services 6 times a day
8. What role did the British play in the Mughal Empire?
- (a) They conquered the empire and created colonies
 - (b) They created a national flag for the Mughals
 - (c) They traded peacefully with Mughal merchants
 - (d) They assisted the emperor in creating new laws
9. If the European genius was war, what was the Islamic genius?
- (a) The Arts: architecture, tiles, mosques, and rugs
 - (b) Sciences: advancements in Algebra, and translation of Geometry
 - (c) Engineering: building roads and aqueducts
 - (d) Music: translations of old sufi songs
10. How did the Europeans economically dominate the Islamic empires?
- (a) Their superior naval forces dominated the oceanic trade routes
 - (b) They navigated around the African peninsula
 - (c) They started to produce their own Persian rugs
 - (d) They established tariffs and quotas

Chapter 22 Questions

1. The Asian-sea trading network including which three regions?
 - a. Japan, China, and India
 - b. Arab, Japan, and the west Indies
 - c. China, India, and Arab
 - d. North America, South America, and Africa

2. How were the Portuguese and Dutch described as traders?
 - a. Portuguese were aggressive. Dutch were also aggressive.
 - b. Portuguese were aggressive. Dutch were peaceful.
 - c. Portuguese were peaceful. Dutch were also peaceful.
 - d. Portuguese were peaceful. Dutch were aggressive.

3. Why did Japan isolate themselves?
 - a. Wanted to preserve their own culture.
 - b. Wanted to have their own trading network.
 - c. Didn't want to be converted to Islam.
 - d. Didn't have the technology to support incoming Europeans.

4. What was the significance of the Portuguese arrival in India?
 - a. It helped introduce Islam in to India.
 - b. It started a large conflict between various European nations and Asia.
 - c. It established a significant trade route between Europe and East Asia.
 - d. It created a synthesis between Christianity and Shintoism.

5. What was the most desirable trade commodity?
 - a. Spices from the East Indies
 - b. Salt from Africa
 - c. Food products from India
 - d. Gold from China

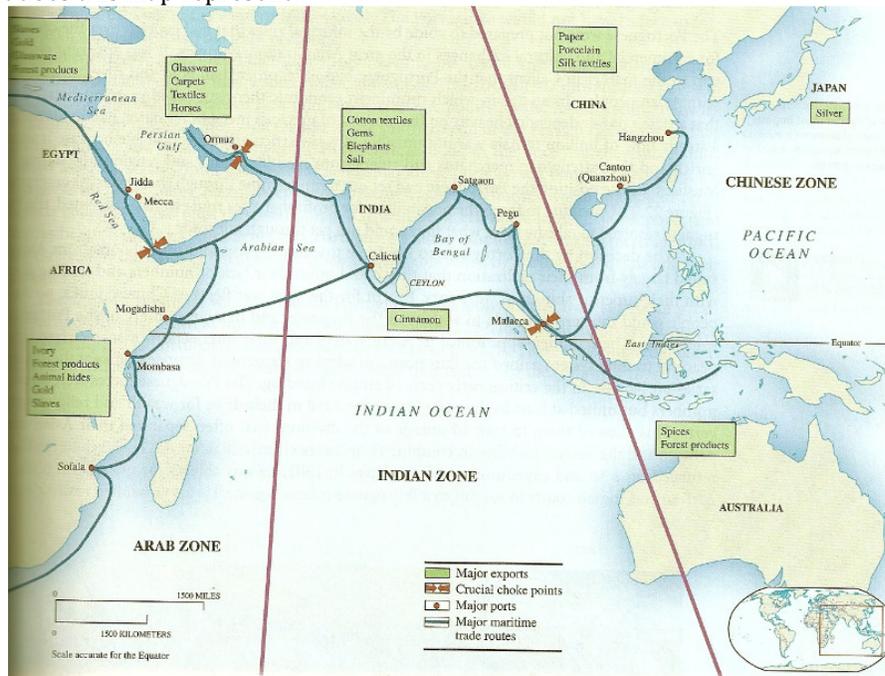
6. The Tokugawa Shogunate banned _____ and _____.
 - a. Foot biding; Confucianism
 - b. Cotton; Slavery
 - c. Christianity; Western Books
 - d. Gold; Silver



7. What is the significance of the Chinese writing in the back of this scene (above)?
 - a. The Europeans favored Chinese styles of clothing.
 - b. The Chinese dressed like Jesuits because they wanted to adopt Christianity.
 - c. The Dutch traders wanted to use Chinese writing.
 - d. The Jesuits assimilated themselves into Chinese culture in order to spread Christianity.

8. What was the significance of the invention and use of Caravel ships?
 - a. They allowed the Chinese transport more goods than before.
 - b. They let the Portuguese sail quickly and were good for maneuvering.
 - c. They helped Japan defend themselves from Europe.
 - d. They were the best ships ever produced out of India

9. What does this map represent?



- The Asian-Sea Trading Network
- The European and Asian trading system
- African and Asian trading system
- New World-Asia Trading Network

10. How did Europe affect Asia socially?

- Caused them to sail to different places.
- Changed national identities and social hierarchies.
- Created a government.
- Put the caste system in place.