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| 1. Columbus’s voyages   |  |  |  | | --- | --- | --- | |  | a. | connected Europe with the Americas in a new way. | |  | b. | were sponsored by the Roman Catholic Church. | |  | c. | were the first European voyages to reach the Americas. | |  | d. | took place in the midst of the European Reformation. | |  | e. | were paid for by the king and queen of France. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Chapter Introduction | |

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| 2. Sahagún’s research method centered on   |  |  |  | | --- | --- | --- | |  | a. | physical analysis of Nahua artifacts. | |  | b. | study of archival sources. | |  | c. | comparative linguistics. | |  | d. | archeological excavations. | |  | e. | the questioning of Nahua elders. |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *REFERENCES:* | Sahagún’s Research Method | |

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| 3. The traditions of Aztec human sacrifice and blood rituals were probably related to   |  |  |  | | --- | --- | --- | |  | a. | the death of an elderly princess by Huitzilopochtli. | |  | b. | the pregnancy of a princess by Huitzilopochtli. | |  | c. | Huitzilopochtli killing and dismembering the priestess's daughter. | |  | d. | demands from Huitzilopochtli for sacrifices. | |  | e. | something that cannot be determined since there is no available source or record. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Nahua Religion | |

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| 4. The humanists admired the culture of   |  |  |  | | --- | --- | --- | |  | a. | China and Japan. | |  | b. | Africa and India. | |  | c. | Greece and Rome. | |  | d. | Arabs and Mongols. | |  | e. | Egyptians and Persians. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | The Rise of Humanism | |

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| 5. Which of these crops originated in the Americas?   |  |  |  | | --- | --- | --- | |  | a. | Apples | |  | b. | Oats | |  | c. | Barley | |  | d. | Wheat | |  | e. | Corn |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *REFERENCES:* | The Columbian Exchange | |

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| 6. The most important Nahua deity, the \_\_\_\_, controlled agriculture and crops.   |  |  |  | | --- | --- | --- | |  | a. | first mother | |  | b. | first fire | |  | c. | stars | |  | d. | moon | |  | e. | sun |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *REFERENCES:* | Nahua Religion | |

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| 7. The Aztec were forced to go to war on a continuous basis because   |  |  |  | | --- | --- | --- | |  | a. | soldiers relied on plunder. | |  | b. | they needed prisoners to sacrifice to their gods. | |  | c. | they needed slaves to work in their mines. | |  | d. | their major god was a god of war. | |  | e. | chiefs retained their respect only if they won victories. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | The Military and the Conquests of the Mexica. | |

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| 8. Various historical evidence points to the migration of various peoples to Central Mexico around   |  |  |  | | --- | --- | --- | |  | a. | 1000. | |  | b. | 1400. | |  | c. | 1200. | |  | d. | 800. | |  | e. | 500. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | The Mexica Settlement of Tenochtitlan | |

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| 9. The Nahua Great Speaker was   |  |  |  | | --- | --- | --- | |  | a. | in charge of all matters except war. | |  | b. | similar to a European mayor. | |  | c. | never allowed to marry. | |  | d. | treated like a god. | |  | e. | chosen from the common people. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Nahua Society | |

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| 10. The lowest ranking people in Nahua society were   |  |  |  | | --- | --- | --- | |  | a. | soldiers. | |  | b. | craftsmen. | |  | c. | peasants. | |  | d. | merchants. | |  | e. | slaves. |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *REFERENCES:* | Nahua Society | |

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| 11. An ayllu was a   |  |  |  | | --- | --- | --- | |  | a. | religious leader. | |  | b. | older woman. | |  | c. | skilled warrior. | |  | d. | well-defined territory. | |  | e. | kin group |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *REFERENCES:* | Inca Religion and Andean Society | |

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| 12. The name of the patron god of the Aztec means "the \_\_\_\_ of the south."   |  |  |  | | --- | --- | --- | |  | a. | hummingbird | |  | b. | owl | |  | c. | falcon | |  | d. | golden parrot | |  | e. | gray bat |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Nahua Religion | |

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| 13. The Nahua deities were believed to subsist on   |  |  |  | | --- | --- | --- | |  | a. | human blood. | |  | b. | nothing but air. | |  | c. | gold nuggets. | |  | d. | the feathers of song birds. | |  | e. | bread and water. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Nahua Religion | |

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| 14. The Aztec writing system was   |  |  |  | | --- | --- | --- | |  | a. | copied from the Maya. | |  | b. | a type of rebus writing. | |  | c. | purely pictographic. | |  | d. | not associated with sound. | |  | e. | not associated with grammar and spelling. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Sahagún’s Research Method | |

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| 15. Which of these tasks did the Nahua consider to be women’s work?   |  |  |  | | --- | --- | --- | |  | a. | Ancestor worship | |  | b. | Harvesting crops | |  | c. | Grinding corn | |  | d. | Leading soldiers in battle | |  | e. | Buying and selling |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Nahua Society | |

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| 16. Who was eligible for entry into the highest heaven of the Nahua?   |  |  |  | | --- | --- | --- | |  | a. | Priests | |  | b. | Men who learned to read | |  | c. | Women who died in childbirth | |  | d. | Human sacrifices | |  | e. | Peasant farmers |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | The Military and the Conquests of the Mexica | |

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| 17. The Mexica troops fitted their weapons with blades made from   |  |  |  | | --- | --- | --- | |  | a. | silver. | |  | b. | stone. | |  | c. | obsidian. | |  | d. | iron. | |  | e. | bronze. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | The Military Conquests of the Mexica | |

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| 18. By 1500, the Mexica ruled over a subject population of   |  |  |  | | --- | --- | --- | |  | a. | 50 to 60 million. | |  | b. | 15 to 20 million. | |  | c. | 400,000 to 500,000. | |  | d. | 1 to 2 million. | |  | e. | 4 to 6 million. |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *REFERENCES:* | The Military Conquests of the Mexica | |

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| 19. What was the major weakness of the Aztec empire?   |  |  |  | | --- | --- | --- | |  | a. | Its failure to fully incorporate subject peoples into Aztec society | |  | b. | Its small population and low growth rate | |  | c. | Its unwillingness to add new territory to the Aztec homeland | |  | d. | Its lack of a large and impressive capital | |  | e. | Its lack of a military tradition |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | The Military Conquests of the Mexica | |

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| 20. In what way were the Inca similar to the Aztec?   |  |  |  | | --- | --- | --- | |  | a. | The empire was developed in the Andes. | |  | b. | They practiced human sacrifice. | |  | c. | Defeated people were integrated into the empire. | |  | d. | Defeated people were often resettled to avoid rebellion. | |  | e. | Peoples who had been defeated owed labor and military service to the empire. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | The Inca Empire, 1400-1532 | |

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| 21. Ordinary people of the Inca empire lived in groups called ayllu, whose characteristics did *NOT* include   |  |  |  | | --- | --- | --- | |  | a. | residing in small kin networks. | |  | b. | belief in a single god. | |  | c. | working land in zones to prevent agricultural disaster. | |  | d. | belief in a common ancestor. | |  | e. | marriage in subgroups. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Inca Religion and Andean Society | |

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| 22. The Sapa Inca claimed descent from   |  |  |  | | --- | --- | --- | |  | a. | the first human. | |  | b. | the sun-god. | |  | c. | a jaguar. | |  | d. | the wife of the moon. | |  | e. | an alien from another planet. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Inca Religion and Andean Society | |

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| 23. Inca rulers were chosen by   |  |  |  | | --- | --- | --- | |  | a. | a system similar to tanistry. | |  | b. | the sun-god priest. | |  | c. | being the eldest son. | |  | d. | a council of important members of the mother's side of the family. | |  | e. | a council of important members of the father's side of the family. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Inca Religion and Andean Society | |

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| 24. Once chosen as the leader of his peoples, the Sapa Inca   |  |  |  | | --- | --- | --- | |  | a. | ate special foods. | |  | b. | could be removed by the aristocracy. | |  | c. | chose a wife from the father's side of the family. | |  | d. | wore unusual clothing. | |  | e. | ruled with the sun-god Priest. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Inca Religion and Andean Society | |

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| 25. Which of these people *was the lowest tier of the Inca aristocracy?*   |  |  |  | | --- | --- | --- | |  | a. | Close relatives of the ruler | |  | b. | Relatives of previous rulers | |  | c. | Rulers of groups the Incas had conquered | |  | d. | Ancestors of the ruler | |  | e. | Merchants and traders |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | The Inca Expansion | |

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| 26. The main reason the Inca conquered neighboring lands was because they   |  |  |  | | --- | --- | --- | |  | a. | wanted the crops and goods such lands produced. | |  | b. | believed it was their religious obligation. | |  | c. | wanted a larger population. | |  | d. | saw such lands as military threats. | |  | e. | needed land for their growing population. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Inca Expansion | |

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| 27. The Inca   |  |  |  | | --- | --- | --- | |  | a. | had strong notions of racial superiority. | |  | b. | failed to incorporate subject peoples into their society. | |  | c. | allowed local leaders to continue to serve. | |  | d. | slaughtered all people they conquered. | |  | e. | saw subject peoples as vermin. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Inca Rule of Subject Populations | |

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| 28. The term “Renaissance” means   |  |  |  | | --- | --- | --- | |  | a. | new light. | |  | b. | beauty. | |  | c. | perfection. | |  | d. | new start. | |  | e. | rebirth. |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *REFERENCES:* | The Rise of Humanism | |

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| 29. For what innovation is Johannes Gutenberg credited?   |  |  |  | | --- | --- | --- | |  | a. | Printing the first map that showed the Americas | |  | b. | Inventing movable type | |  | c. | Printing the first European book with movable type | |  | d. | Translating the Mayan writing system | |  | e. | Promoting the early humanists |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Europe’s First Movable Type | |

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| 30. Which of these European nations made a concerted effort to involve itself in the African slave trade in the mid-fifteenth century?   |  |  |  | | --- | --- | --- | |  | a. | England | |  | b. | France | |  | c. | Portugal | |  | d. | The Netherlands | |  | e. | Belgium |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | The Portuguese Slave Trade After 1444 | |

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| 31. Inca knowledge of metallurgy extended to   |  |  |  | | --- | --- | --- | |  | a. | creating iron implements. | |  | b. | manufacturing iron agricultural tools. | |  | c. | making magnetic needles. | |  | d. | making bronze. | |  | e. | creating light fighting armor. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | The Inca Expansion | |

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| 32. What technique was used by the Incas to control the actions of the people they had conquered?   |  |  |  | | --- | --- | --- | |  | a. | They enslaved women and children to avoid attack. | |  | b. | They held important members of the royal family hostage. | |  | c. | They kidnapped religious images belonging to the defeated peoples. | |  | d. | They kept the defeated peoples in walled compounds at night. | |  | e. | They chanted insulting and humiliating songs in the presence of defeated leaders. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Inca Rule of Subject Peoples | |

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| 33. The last Muslim outpost in Spain, \_\_\_\_, fell in 1492.   |  |  |  | | --- | --- | --- | |  | a. | Balboa | |  | b. | The Basque lands | |  | c. | Aragon | |  | d. | Granada | |  | e. | Castile |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Columbus’s First Voyage to the Americas, 1492 | |

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| 34. The Inca resembled the \_\_\_\_ because they treated enemies gently if they surrendered.   |  |  |  | | --- | --- | --- | |  | a. | Maya | |  | b. | Mongols | |  | c. | Ottomans | |  | d. | Ming dynasty | |  | e. | Jurchen |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | Inca Rule of Subject Peoples | |

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| 35. The population census of the Inca empire was recorded on   |  |  |  | | --- | --- | --- | |  | a. | metal cubes. | |  | b. | walls of temples. | |  | c. | bones. | |  | d. | knotted strings. | |  | e. | white bark strips. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Inca Rule of Subject Peoples | |

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| 36. Columbus believed that his trans-Atlantic voyages brought him to   |  |  |  | | --- | --- | --- | |  | a. | Mongolia. | |  | b. | Siam. | |  | c. | India. | |  | d. | China. | |  | e. | Japan. |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *REFERENCES:* | Columbus’s First Voyage to the Americas, 1492 | |

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| 37. The Incas created storehouse systems to   |  |  |  | | --- | --- | --- | |  | a. | use in the temples. | |  | b. | support large landowners. | |  | c. | provide for the army. | |  | d. | provide donations to the gods and mummies. | |  | e. | support the Inca trade system. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Inca Rule of Subject Peoples | |

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| 38. During the time of the Aztec and Inca, changes were taking place in Europe, which included   |  |  |  | | --- | --- | --- | |  | a. | Dutch and Belgians venturing out into unknown waters of the Atlantic. | |  | b. | people gaining new knowledge from reading Arabic and Persian books. | |  | c. | expansion of the number of books available, even though they were still hand-copied. | |  | d. | the founding of colonies on the Madeira and Canary Islands. | |  | e. | the exploration of the Pacific by sailing around Africa. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Early European Exploration in the Mediterranean and the Atlantic, 1350 – 1440 | |

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| 39. One of the earliest humanists was \_\_\_\_, an Italian poet, who thought that scholasticism was too broad and abstract.   |  |  |  | | --- | --- | --- | |  | a. | Cicero | |  | b. | Petrarch | |  | c. | Plato | |  | d. | Aristotle | |  | e. | Fedele |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | The Rise of Humanism | |

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| 40. Who led an expedition that circumnavigated the globe?   |  |  |  | | --- | --- | --- | |  | a. | Balboa | |  | b. | De Gama | |  | c. | Magellan | |  | d. | Vespucci | |  | e. | Cabot |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Spanish Exploration After Columbus’s First Voyage, 1493 – 1517 | |

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| 41. What disease played a key role in the Spanish conquest of Mexico?   |  |  |  | | --- | --- | --- | |  | a. | Typhoid | |  | b. | Cholera | |  | c. | Mumps | |  | d. | Yellow fever | |  | e. | Smallpox |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *REFERENCES:* | The Conquest of Mexico, 1517 – 1540 | |

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| 42. European merchants, primarily from \_\_\_\_, helped to create interest in areas outside Europe, and in exploration.   |  |  |  | | --- | --- | --- | |  | a. | Lisbon and Madrid | |  | b. | London and Paris | |  | c. | Florence and Vienna | |  | d. | Seville and Barcelona | |  | e. | Genoa and Venice |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *REFERENCES:* | Early European Exploration in the Mediterranean and the Atlantic, 1350 – 1440 | |

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| 43. Starting around \_\_\_\_, European navigators began to sail past the Straits of Gibraltar into the Atlantic Ocean.   |  |  |  | | --- | --- | --- | |  | a. | 1050 | |  | b. | 1150 | |  | c. | 1350 | |  | d. | 1250 | |  | e. | 1450 |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Early European Exploration in the Mediterranean and the Atlantic, 1350 – 1440 | |

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| 44. Many Europeans believed that Cape Bojador marked the beginning of   |  |  |  | | --- | --- | --- | |  | a. | the Pacific Ocean. | |  | b. | the edge of the earth. | |  | c. | Muslim territory. | |  | d. | the frigid zone. | |  | e. | the torrid zone. |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *REFERENCES:* | Early European Exploration in the Mediterranean and the Atlantic, 1350 – 1440 | |

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| 45. Columbus believed that   |  |  |  | | --- | --- | --- | |  | a. | he was a semi-divine being. | |  | b. | the world was 50,000 miles in diameter. | |  | c. | he discovered a new continent. | |  | d. | the world was equal parts land and water. | |  | e. | the distance from Europe to Japan was about 2,700 miles. |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *REFERENCES:* | Columbus’s First Voyage to the Americas, 1492 | |

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| 46. Why did Spanish and Portuguese scholars reject Columbus's proposal to sail to the Indies by way of the Atlantic?   |  |  |  | | --- | --- | --- | |  | a. | They believed the route he planned would take him into the frigid zone. | |  | b. | They thought landmass of the Americas was too large to circumnavigate. | |  | c. | They thought Columbus's calculations made the world too big. | |  | d. | They believed the trip from Spain to Japan was longer than Columbus realized. | |  | e. | They cited other passages in the Bible that rejected Columbus's passages. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | Columbus’s First Voyage to the Americas, 1492 | |

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| 47. How was America depicted on the Waldseemüller map published in 1507?   |  |  |  | | --- | --- | --- | |  | a. | America was not shown on the map. | |  | b. | America was shown as a separate continent from Asia. | |  | c. | America was depicted as envisioned by Columbus, who considered it part of Japan. | |  | d. | America was shown as part of the Spanish empire. | |  | e. | North America was not shown. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | A Comparison of Columbus’s and Zheng He’s Voyages | |

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| 48. Unlike Europeans, the Chinese had no concept of   |  |  |  | | --- | --- | --- | |  | a. | empire. | |  | b. | a nation-state. | |  | c. | exploration for exploration’s sake. | |  | d. | religion. | |  | e. | a colony. |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *REFERENCES:* | A Comparison of Columbus’s and Zheng He’s Voyages | |

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| 49. What made Columbus state that the earth was not round but had the shape of a pear?   |  |  |  | | --- | --- | --- | |  | a. | He believed the ocean tilted upward. | |  | b. | His compass measurements were incorrect. | |  | c. | He agreed with the conclusions of Ptolemy. | |  | d. | He disagreed with the conclusions of Ptolemy. | |  | e. | He relied on earlier Roman and Greek maps. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | Columbus’s First Voyage to the Americas, 1492 | |

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| 50. The Treaty of Tordesillas, signed between Spain and Portugal   |  |  |  | | --- | --- | --- | |  | a. | was not challenged by the rest of Europe. | |  | b. | was rejected by the pope. | |  | c. | allowed the various peoples met by the Spanish and Portuguese to govern themselves. | |  | d. | rejected slavery. | |  | e. | stipulated that areas ruled by Christian leaders were not affected, but the rest of the world was divided between the two countries. |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *REFERENCES:* | Spanish Exploration After Columbus’s First, Voyage, 1493 – 1517 | |

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| 51. The Spanish arrived in the Inca empire in the immediate aftermath of a/an   |  |  |  | | --- | --- | --- | |  | a. | religious conflict. | |  | b. | invasion by a rival power. | |  | c. | three-year famine. | |  | d. | civil war. | |  | e. | series of earthquakes. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | The Spanish Conquest of Peru, 1532 - 1550 | |

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| 52. The Nahua compared the horses of the Spanish to   |  |  |  | | --- | --- | --- | |  | a. | their own gods. | |  | b. | the dark side of their religion. | |  | c. | special gods of the Spanish. | |  | d. | the indigenous deer of their own forests. | |  | e. | reincarnated former enemies returning as Spanish allies. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | The Conquest of Mexico, 1517 – 1540 | |

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| 53. Why was Malinche crucial to Cortés in his conquest of Mexico?   |  |  |  | | --- | --- | --- | |  | a. | She was married Cortés. | |  | b. | She was a former Maya noblewoman. | |  | c. | Knowing Nahuatl, Mayan, and Spanish, she acted as an interpreter. | |  | d. | She was regarded as a spiritual leader among the Nahua peoples. | |  | e. | She served as a spy for Spain. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | The Conquest of Mexico, 1517 – 1540 | |

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| 54. The description of the encounter between the Spanish and Nahua was written from the Nahua perspective by   |  |  |  | | --- | --- | --- | |  | a. | Malinche. | |  | b. | the Great Speaker. | |  | c. | Cortés. | |  | d. | Fray Bernardino de Sahagún. | |  | e. | Columbus. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | The Conquest of Mexico, 1517 – 1540 | |

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| 55. What was the initial experience of the encounter of the Spanish in Tenochtitlan?   |  |  |  | | --- | --- | --- | |  | a. | Together, the natives of the city and the Tlaxcalans were able to fight off the Spanish. | |  | b. | Moctezuma would not allow the Spanish to enter the city. | |  | c. | Tenochtitlan seemed abandoned by its natives who fled in fear of Spanish arms and horses. | |  | d. | The Great Speaker allowed the Spanish to enter the city unharmed. | |  | e. | Cortés ordered the execution of Moctezuma. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *REFERENCES:* | The Conquest of Mexico, 1517 – 1540 | |

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| 56. The Tlaxcalans were   |  |  |  | | --- | --- | --- | |  | a. | the Spaniards’ most important allies against the Mexica. | |  | b. | a peaceful people who lacked an army. | |  | c. | friendly to the Spanish from the start. | |  | d. | uninterested in the conflict between the Spanish and the Mexica. | |  | e. | wiped out completely by the Spanish. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *REFERENCES:* | The Conquest of Mexico, 1517 – 1540 | |

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| 57. The Inca eventually fell to Pizarro and his troops because   |  |  |  | | --- | --- | --- | |  | a. | Atahualpa fled to avoid the same fate as Moctezuma. | |  | b. | the Inca high priests saw the Spanish as the coming of their own gods. | |  | c. | the Spanish had been decimated by malaria. | |  | d. | the Spanish refused to negotiate with Atahualpa. | |  | e. | smallpox had already weakened the ranks and leadership of the Inca. |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *REFERENCES:* | The Spanish Conquest of Peru, 1532 – 1550 | |

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| 58. In what way was the Spanish encomienda system the same as the system used by earlier Aztec and Inca rulers?   |  |  |  | | --- | --- | --- | |  | a. | The native populations' revenues were taxed. | |  | b. | Revenues were acquired through military conquests of various neighboring peoples. | |  | c. | Local Spanish officials collected revenues by use of native labor or tributes. | |  | d. | All revenues received through native labor or tributes went directly to the monarch. | |  | e. | All revenues received through native labor or tributes went to the church for teaching the natives about Christianity. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | The Structure of the Empire and the Encomienda System | |

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| 59. Who was at the top of the social structure of Spanish America?   |  |  |  | | --- | --- | --- | |  | a. | Those of mixed Indian-European descent | |  | b. | Those of European descent, but born in the Americas | |  | c. | Those born in Europe | |  | d. | Those of Indian descent | |  | e. | Non-Spanish Europeans |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | The Structure of the Empire and the Encomienda System | |

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| 60. Although Cabral claimed Brazil for the Portuguese, few Portuguese migrated to the area because   |  |  |  | | --- | --- | --- | |  | a. | they feared hostile native peoples. | |  | b. | the area was infected with malaria and other tropical diseases. | |  | c. | no important resources were found that would have invited further development. | |  | d. | Portuguese claims were negated by the Treaty of Tordesillas. | |  | e. | the Portuguese refused to allow the introduction of the encomienda system. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | The Portuguese Settlement of Brazil, 1500 – 1580 | |

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| 61. What was true about smallpox?   |  |  |  | | --- | --- | --- | |  | a. | It was transmitted via mosquitoes. | |  | b. | Its victims were contagious for about a week. | |  | c. | Its symptoms included fevers and vomiting. | |  | d. | It worst effects lasted a month; then a person either died or lived with scars. | |  | e. | It could be cured with herb-based medicines. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | The Columbian Exchange | |

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| 62. Which disease likely travelled from the Americas to Europe?   |  |  |  | | --- | --- | --- | |  | a. | Mumps | |  | b. | Syphilis | |  | c. | Smallpox | |  | d. | Typhoid | |  | e. | Bubonic plague |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *REFERENCES:* | The Columbian Exchange | |

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| 63. What did Columbus bring to the Americas on his second voyage in 1493?   |  |  |  | | --- | --- | --- | |  | a. | Squash | |  | b. | Peanuts | |  | c. | Potatoes | |  | d. | Corn | |  | e. | Wheat |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *REFERENCES:* | The Columbian Exchange | |

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| **Instructions:** Please define the following key terms. |

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| 64. Christopher Columbus   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Chapter Introduction | |

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| 65. Aztec empire   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Aztec Empire of Mexico, 1325 – 1519 | |

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| 66. Inca empire   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Inca Empire, 1400 – 1532 | |

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| 67. altepetl   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Mexica Settlement of Tenochtitlan | |

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| 68. Tenochtitlan   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Mexica Settlement of Tenochtitlan | |

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| 69. Huitzilopochtli   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Nahua Religion | |

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| 70. Sahagún   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Nahua Religion Sahagún’s Research Method | |

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| 71. “precious water”   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Nahua Religion | |

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| 72. Nahua system of writing   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Sahagún’s Research Method | |

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| 73. Skull-mask   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Nahua Society | |

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| 74. ayllu   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Inca Religion and Andean Society | |

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| 75. Paradise of the Sun-God   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Military and the Conquests of the Mexica | |

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| 76. caravel   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Portuguese Slave Trade After 1444 | |

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| 77. quipu   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Inca Rule of Subject Populations | |

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| 78. Uru   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Inca Rule of Subject Populations | |

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| 79. Cassandra Fedele   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Rise of Humanism | |

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| 80. humanism   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Rise of Humanism | |

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| 81. Petrarch   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Rise of Humanism | |

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| 82. Henry the Navigator   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Early European Exploration in the Mediterranean and the Atlantic, 1350 – 1440 | |

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| 83. Martin Waldseemüller   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | A Comparison of Columbus’s and Zheng He’s Voyages | |

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| 84. factories   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Early European Exploration in the Mediterranean and the Atlantic, 1350 – 1440 | |

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| 85. Yucatán Peninsula   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Spanish Exploration after Columbus’s First Voyage, 1493 – 1517 | |

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| 86. Frigid and torrid zones   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Early European Exploration in the Mediterranean and the Atlantic, 1350 – 1440 | |

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| 87. Christian act   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Portuguese Slave Trade After 1444 | |

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| 88. "Admiral of the ocean sea" and "viceroy"   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Columbus’s First Voyage to the Americas, 1492 | |

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| 89. Hispaniola   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Columbus’s First Voyage to the Americas, 1492 | |

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| 90. Arawak   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Columbus’s First Voyage to the Americas, 1492 | |

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| 91. Treaty of Tordesillas   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Spanish Exploration After Columbus’s First Voyage, 1493 – 1517 | |

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| 92. conquistadors   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Conquest of Mexico, 1517 – 1540 | |

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| 93. Renaissance   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Rise of Humanism | |

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| 94. Malinche   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Conquest of Mexico, 1517 – 1540 | |

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| 95. *Bernardino de Sahagún*   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Chapter Introduction | |

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| 96. Moctezuma   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Conquest of Mexico, 1517 – 1540 | |

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| 97. Cortés   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Conquest of Mexico, 1517 – 1540 | |

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| 98. Atahualpa   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Spanish Conquest of Peru, 1532 – 1550 | |

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| 99. encomienda system   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Structure of Empire and the Encomienda System | |

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| 100. John III   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Portuguese Settlement of Brazil, 1500 – 1580 | |

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| 101. creole   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Structure of Empire and the Encomienda System | |

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| 102. Columbian exchange   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Columbian Exchange | |

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| 103. smallpox   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Columbian Exchange | |

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| 104. syphilis   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Columbian Exchange | |

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| 105. The main goal of Columbus's voyage to the Americas was scientific exploration.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *REFERENCES:* | Columbus’s First Voyage to the Americas, 1492 | |

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| 106. The sun-god Huitzilopochtli emerged from the womb to fight off an attack on his mother.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *REFERENCES:* | Nahua Religion | |

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| 107. Like their Egyptian counterparts, the Inca mummified their rulers and placed them in tombs.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *REFERENCES:* | Inca Religion and Andean Society | |

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| 108. The most important Inca deities were the local spirits.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *REFERENCES:* | Inca Religion and Andean Society | |

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| 109. Modern historians relate the Renaissance to the evolution of the printing press.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *REFERENCES:* | The Rise of Humanism | |

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| 110. Knowledge was spread throughout Europe by the use of printed material and paper, both invented by the Chinese.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *REFERENCES:* | Europe’s First Movable Type | |

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| 111. Prince Henry the Navigator launched a slave-trading expedition in 1444.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *REFERENCES:* | The Portuguese Slave Trade After 1444 | |

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| 112. Pizarro easily defeated the Incas, because smallpox had already traveled overland killing many Inca including the ruling Sapa Inca.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *REFERENCES:* | The Spanish Conquest of Peru, 1532 – 1550 | |

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| 113. The encomienda system was introduced by the Spanish government to prevent abusive treatment of the Amerindians while Christianizing them, but the system was generally ignored by Spanish officials.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *REFERENCES:* | The Structure of Empire and the Encomienda System | |

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| 114. Wheat originated in the Americas.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *REFERENCES:* | The Columbian Exchange | |

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| 115. Who were the humanists and what did they teach and believe?   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Rise of Humanism | |

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| 116. What were the major divisions in Inca society? What role was each social group supposed to play in maintaining and expanding the Inca Empire?   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Inca Religion and Andean Society | |

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| 117. Why was continual conquest so important to the Aztec?   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Military and the Conquests of the Mexica | |

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| 118. The Inca believed that they descended from certain ancestors, and in death their leaders were treated as important ancestors who still lived. Discuss this process.   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Inca Religion and Andean Society | |

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| 119. Although the Inca language originates from Quechua, the Inca had no writing system, but did use quipu as a pre-writing system. Discuss the features and usage of quipu.   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Inca Rule of Subject Peoples | |

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| 120. Discuss the geographic and sailing background of Columbus's voyages.   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Early European Exploration in the Mediterranean and the Atlantic, 1350 – 1440 Columbus’s First Voyage to the Americas, 1492 | |

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| 121. Discuss the importance of moveable type printing for Europe.   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | Europe’s First Movable Type | |

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| 122. What steps did the Portuguese take to involve themselves in the African slave trade in the fifteenth century?   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Portuguese Slave Trade After 1444 | |

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| 123. What comparison can be made between the travels of Columbus and of Zheng He?   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | A Comparison of Columbus’s and Zheng He’s Voyages | |

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| 124. From the beginning, Spanish entrepreneurs realized the potential of the Americas and traveled there to make their fortunes. With such an influx of Europeans, a conflict with the indigenous American peoples seems inevitable. How did the Spanish attempt to solve this problem by using the encomienda system?   |  |  | | --- | --- | | *ANSWER:* | Answers will vary. | | *POINTS:* | 1 | | *REFERENCES:* | The Structure of Empire and the Encomienda System | |