

CHAPTER 1 A New World

This chapter concentrates on the contact between Indians and early European explorers and settlers in the Americas. It begins by examining the sophisticated Native American cultures in South and North America before European contact. Another major theme is the European expansion pioneered by the Portuguese and Spanish and propelled by the search for African gold and a direct sea route to Asia. Portuguese contact with African societies, the voyages of Columbus, and the Spanish conquest of Mexico and South America are discussed, with critical analysis of the demographic consequences of those contacts. Other aspects of Spanish colonization—including justifications for conquest, economic matters, and Spanish-Indian relations—are also considered. The next section focuses on the French and Dutch empires in North America. The relatively few French who lived in New France (French Canada) consisted mainly of fur traders, indentured servants, and Jesuit missionaries. The French drew Indians into the Atlantic economy and into conflict with European powers. The Dutch, mainly interested in trade, established friendly commercial and diplomatic relations with the Iroquois but conflicted with other Indians over land in New Netherland. *Voices of Freedom* primary source documents within this chapter include an excerpt from *History of the Indies*, by a Spanish priest named Bartolome De Las Casas (1528), and a portion of the “Declaration of Josephe” (1681), the deposition of a Native American who witnessed the Pueblo Revolt in New Mexico. Both documents reveal Spanish and Native American interaction and conflict.

CHAPTER OUTLINE

I. Introduction

A. Since the voyages of Columbus, the interconnection of cultures and peoples has taken place on a global scale.

II. The First Americans

A. The Settling of the Americas

1. "Indians" settled the New World between 15,000 and 60,000 years ago, before the glaciers melted and submerged the land bridge between Asia and North America.

B. Indian Societies of the Americas

1. North and South American societies built roads, trade networks, and irrigation systems.

2. Societies from Mexico and areas south were grander in scale and organization than those north of Mexico.

a. North American Indians lacked the technologies Europeans had mastered, such as metal tools and machines, gunpowder, and the scientific knowledge necessary for long-distance navigation.

C. Mound Builders of the Mississippi River Valley

1. Built approximately 3,500 years ago along the Mississippi River in modern-day Louisiana, a community known today as Poverty Point was a trading center for the Mississippi and Ohio River Valleys.

2. Near present-day St. Louis, the city known as Cahokia, which flourished with a population of 10,000 to 30,000 around 1200 CE, featured large human-built mounds.

D. Western Indians

1. Hopi and Zuni ancestors settled around present-day Arizona and New Mexico, built large planned towns with multiple-family dwellings, and traded with peoples as far away as Mississippi and central Mexico.

2. Indians in the Pacific Northwest lived primarily by fishing and gathering, whereas on the Great Plains, the Indians hunted buffalo or lived in agricultural communities.

E. Indians of Eastern North America

1. Indian tribes living in the eastern part of North America sustained themselves with a diet of corn, squash, and beans and supplemented it by fishing and hunting.

2. Native Americans believed sacred spirits could be found in living and inanimate things such as animals, plants, trees, water, and wind. This idea is known as animism.

3. Tribes frequently warred with one another; however, there were also many loose alliances.

4. Indians saw themselves as one group among many; the sheer diversity seen by the Europeans upon their arrival was remarkable.

F. Native American Religion

1. Religious ceremonies were often directly related to farming and hunting.

2. Those who were believed to hold special spiritual powers held positions of respect and authority.

3. Indian religion did not pose a sharp distinction between the natural and the supernatural.

G. Land and Property

1. The idea of owning private property was foreign to Indians.

2. Indians believed land was a common resource, not an economic commodity.

3. Wealth mattered little in Indian societies and generosity was far more important.

H. Gender Relations

1. Women could engage in premarital sex and choose to divorce their husbands, and most Indian societies were matrilineal.
2. Because men were often away on hunts, women attended to the agricultural duties as well as the household duties.

I. European Views of the Indians

1. Europeans felt that Indians lacked genuine religion.
2. Europeans claimed that Indians did not “use” the land and thus had no claim to it.
3. Europeans viewed Indian men as weak and Indian women as mistreated.

III. Indian Freedom, European Freedom

A. Indian Freedom

1. Europeans concluded that the notion of freedom was alien to Indian societies.
2. Europeans concluded that Indians were barbaric because they were *too* free.
3. European understanding of freedom was based on ideas of personal independence and the ownership of private property—ideas foreign to Indians.

B. Christian Liberty

1. Europeans believed that to embrace Christ was to provide freedom from sin.
2. “Christian liberty” had no connection to later ideas of religious tolerance.
3. In the premodern world, religion permeated every aspect of people’s lives.
4. A person’s religion was closely tied to his or her economic, political, and social position.

C. Freedom and Authority

1. Europeans claimed that obedience to law was another definition of freedom; law was liberty’s salvation.
2. Under English law, women held very few rights and were submissive to their husbands.

D. Liberty and Liberties

1. Liberty came from knowing one’s place in a hierarchical society and fulfilling duties appropriate to one’s rank.
2. Numerous modern civil liberties (such as freedom of worship and of the press) did not exist.

IV. The Expansion of Europe

A. Chinese and Portuguese Navigation

1. Chinese admiral Zheng He led seven naval expeditions into the Indian Ocean between 1405 and 1433, even exploring East Africa on the sixth voyage.
2. Caravel, compass, and quadrant made travel along the African coast possible for the Portuguese in the early fifteenth century.

B. Portugal and West Africa

1. Africa was a wealthy continent, and the search for African gold drove the early explorers.
2. The Portuguese established trading posts, “factories,” along the western coast of Africa.
3. Portugal began colonizing Atlantic islands and established sugar plantations worked by slaves.

C. Freedom and Slavery in Africa

1. Slavery was already one form of labor in Africa before the Europeans came.
2. Europeans traded textiles and guns for African slaves; this greatly disrupted African society.
3. By the time Vasco da Gama sailed to India in 1498, Portugal had established a vast trading empire.

D. The Voyages of Columbus

1. Both commercial trade and religious conversions motivated Columbus.

2. Christopher Columbus, an Italian, got financial support from King Ferdinand and Queen Isabella of Spain.
3. In the same year, 1492, the king and queen completed the *Reconquista*, ordering all Muslims and Jews to convert to Catholicism or leave the country.

V. Contact

A. Columbus in the New World

1. Columbus landed on Hispaniola in 1492, and colonization began the next year.
2. Nicolas de Ovando established a permanent base in Hispaniola in 1502.
3. Amerigo Vespucci sailed along the coast of South America between 1498 and 1502, and the New World came to be called America.

B. Exploration and Conquest

1. News could now travel quickly, especially with the invention of Johann Gutenberg's movable-type printing press in the early 1400s.
2. John Cabot had traveled to Newfoundland in 1497, and soon many Europeans were exploring the New World.
3. Vasco Núñez de Balboa trekked across Panama and was the first European to see the Pacific Ocean. Ferdinand Magellan led an expedition to sail around the world.
4. Two Spanish conquistadores, Hernán Cortés and Francisco Pizarro, led devastating expeditions against the Aztec and Inca civilizations, respectively, in the early 1500s.

C. The Demographic Disaster

1. The Columbian Exchange transferred not only plants and animals but also diseases, such as smallpox and influenza.
2. The native populations were significantly depleted through wars, enslavement, forced conversion to Christianity, and disease.

VI. The Spanish Empire

A. Governing Spanish America

1. Spain established a stable government modeled after Spanish home rule and absolutism.
 - a. Power flowed from the king to the Council of the Indies to viceroys to local officials.
2. The Catholic Church played a significant role in the administration of Spanish colonies.

B. Colonists in Spanish America

1. Gold and silver mining was the primary economy in Spanish America.
 - a. Mines were worked by Indians.
 - b. Many Spaniards came to the New World for easier social mobility.

C. Colonists and Indians

1. Indian inhabitants always outnumbered European colonists and their descendants in Spanish America.
 - a. *Peninsulares* were people of European birth.
2. Spanish America evolved into a hybrid culture—part Indian, part Spanish, and, in places, part African.
 - a. Mestizos were persons of mixed Indian and Spanish origin.

D. Justifications for Conquest

1. To justify their claims to land that belonged to someone else, the Spanish relied on cultural superiority, missionary zeal, and violence.

E. Spreading the Faith

1. A missionary element existed from the Church's long holy war against Islam and was renewed with the

Protestant Reformation in the sixteenth century.

2. National glory and religious mission went hand in hand, with the primary aim of the Spaniards being to transform the Indians into obedient Catholic subjects of the crown.
3. Not only diseases contributed to massive deaths but also brutal conditions of forced labor.
 - a. Many Spanish colonialists saw no contradiction between serving God and enriching themselves.
 - b. The souls to be saved could also be a labor force in the gold and silver mines.

F. Las Casas's Complaint

1. Bartolomé de Las Casas wrote about the injustices of Spanish rule toward the Indians.
2. Las Casas insisted that Indians were rational beings and Spain had no grounds to deprive them of land or liberty.
3. He believed that "the entire human race is one," but favored African slavery.
4. *Voices of Freedom* (Primary Source document feature)
 - a. Las Casas, *History of the Indies* (1528)
 - b. His book helped to establish the Black Legend that Spain was a uniquely brutal colonizing power.

G. Reforming the Empire

1. Las Casas's writings encouraged the 1542 New Laws, which forbade Indian enslavement.
2. In 1550, Spain abolished the *encomienda* system and replaced it with the *repartimiento* system.

H. Exploring North America

1. In what would become the future United States, Spain established the first permanent colony on the island of Puerto Rico (1508).
 - a. Juan Ponce de León, the leader of the colony, found gold.
 - b. Most other later European settlements did not have gold.
2. Large Spanish expeditions traveled through Florida, the Gulf of Mexico region, and the Southwest (1520s–1540s).
3. These expeditions, particularly Hernando de Soto's, brutalized Indians and spread deadly diseases.

I. Spanish Florida

1. Florida, the first present-day U.S. continental area colonized by Spain, had forts as early as the 1560s to protect Spanish treasure fleets from pirates.
 - a. St. Augustine was colonized in 1565.
 - b. In 1566, the Spanish traveled far north to establish Santa Elena in present-day South Carolina.
2. Spanish missionaries sought to convert Indians, without much success.
3. As late as 1763, Spanish Florida had only 4,000 inhabitants of European descent.

J. Spain in the Southwest

1. In 1598, Juan de Oñate led settlers into present-day New Mexico.
2. Oñate destroyed Acoma, a centuries-old Indian city, in response to an attack.

K. The Pueblo Revolt

1. In 1680, Pueblo Indians, led by Popé, rebelled against the Spanish colonists in present-day New Mexico for forcing the Indians to convert to Christianity.
2. *Voices of Freedom* (Primary Source document feature)
 - a. The "Declaration of Josephe" (1681) is the deposition of a Native American who witnessed the Pueblo Revolt in New Mexico.

VII. The French and Dutch Empires

A. French and Dutch settlements became more dependent than the English on Native Americans as trading and military allies, providing Indians with more power and freedom in dealing with these settlements.

B. French Colonization

1. The French were hoping to find gold and the Northwest Passage to the Pacific but found only what they considered a barrier: a large North American continent.
2. Samuel de Champlain founded Quebec in 1608, and others explored and claimed the entire Mississippi Valley for France.
3. Relatively few French colonists arrived in New France; most were *engagés* (indentured servants) who returned home when their contracts expired. The white population in 1700 was only 19,000.

C. New France and the Indians

1. With few settlers, France needed friendly relations with the Indians.
2. The Jesuits converted Indians but did not try to change much of the Indian culture and allowed them to retain some of their traditional religious practices.
3. The French prided themselves on adopting a more humane policy toward the Indians than Spain, yet their contact still brought disease and their fur trading depleted the native animal population.
4. On the upper Great Lakes, relative equality existed between the French and Indians.
 - a. The *métis* were children of Indian women and French men.
 - b. It was more common for the French to adopt Indian ways than for Indians to become like the French.

D. The Dutch Empire

1. In 1609, Henry Hudson sailed into New York Harbor and claimed the area for the Netherlands.
2. Dutch traders established Fort Orange (near modern Albany) in 1614, and the Dutch West India Company settled colonists on Manhattan Island in 1626.
3. The Netherlands dominated international commerce in the early seventeenth century.

E. Dutch Freedom

1. The Dutch prided themselves on their devotion to liberty; freedoms of the press and of private religious practice were unique to the Dutch.
2. Amsterdam was a refuge for many persecuted Protestants and Jews.

F. Freedom in New Netherland

1. New Netherland was a military post. It was not governed democratically, but the citizens possessed rights.
2. Slaves had "half-freedom" in that they were given land to support their families.
3. Women had more rights and independence in New Netherland than in other European colonies; they could go to court, borrow money, and own property.

G. The Dutch and Religious Toleration

1. New Netherland was a remarkably diverse colony; eighteen different languages were spoken in New Amsterdam.
2. The Dutch were more tolerant in religious matters than other European countries, but they still had an official religion, the Dutch Reformed Church.
3. Governor Petrus Stuyvesant denied open practice of other religious faiths.
4. No one in New Netherland was forced to attend the Dutch Reformed Church or executed for different religious beliefs.

H. Settling New Netherland

1. Cheap livestock and free land after six years of labor were promised in an attempt to attract settlers.
 2. A plan was adopted to offer large estates to *patroons*, shareholders who agreed to transport tenants for agricultural labor.
- I. New Netherland and the Indians
1. The Dutch came to trade, not to conquer, and were determined to treat the Indians more humanely, although conflict was not completely avoided.
 2. Dutch authorities recognized Indian sovereignty over the land and forbade settlement until it had been purchased.
- J. Borderlands and Empire in Early America
1. A borderland is a “meeting place of peoples where geographical and cultural borders are not clearly defined.”
 2. Boundaries between empires, and between colonists and native peoples, constantly shifted.
 - a. In some areas, the Indians were weakened.
 - b. At the edges, European power was unstable, and no set pattern of cultural interactions emerged.
 3. Indians often wielded power and pitted Europeans against each other.

SUGGESTED DISCUSSION QUESTIONS

- Compare the following precontact societies: Aztec, Inca, Cahokia, and the ancestors of the Hopi and Zuni. What similarities and differences defined the development and culture of these indigenous peoples?
- How did Indians and Europeans conceive of and practice religion?
- The Europeans’ understanding of freedom based on ownership of private property had little meaning to most Indian societies. What values were far more important than individual autonomy to most Indian communities, and why?
- Evaluate “Gold, God, and Glory” as reasons for the European conquest of the Americas. Did one factor outweigh another in motivating the Europeans? How did Europeans justify the conquest?
- The European conquest of the New World enhanced interaction among cultures on a global scale. Discuss this interaction and how it affected both the Europeans and the Indians. Be sure to discuss the demographic consequences for indigenous populations.
- Bartolomé de Las Casas became a voice of freedom for the Indians in Spanish America. Explain what experiences motivated him to speak out. What kind of influence did his actions exert on the Spanish, Indians, and African slaves? In what sense was his understanding of freedom limited by his background and origins?
- Compare the Spanish colonies with the French and Dutch colonies. Think about factors such as economies, freedoms, religion, government structure, and intermarriage. How did the French and Dutch learn from Spanish experiences in the Americas?
- Imagine you are an attorney accusing Spain of human rights violations in a sixteenth-century world criminal court. Draw on the *Voices of Freedom* pieces in this chapter to help you prepare your closing argument. What do you imagine Spain’s defense attorney would argue regarding Spanish and Indian interactions?
- Discuss the borderlands area of New France. What roles did the French settlers, missionaries, trappers, and various Indian tribes play in the development of the borderlands of New France?

SUPPLEMENTAL WEB AND VISUAL RESOURCES

American Beginnings

<http://nationalhumanitiescenter.org/tserve/divam.htm>

<http://nationalhumanitiescenter.org/tserve/nattrans/nattrans.htm>

<http://nationalhumanitiescenter.org/pds/tlibrary.htm>

The National Humanities Center. Teacher Serve: An Interactive Curriculum Enrichment Service for Teachers. Two sections: one on religion and the national culture and one on the environment in American history. Toolbox Library offers a plethora of primary sources, discussion questions, additional online sources, and talking points.

Caribbean Amerindians

<http://indigenouscaribbean.wordpress.com/articles/issues-in-indigenous-caribbean-studies/>

Issues in Indigenous Caribbean Studies is an online collection of academic papers.

Columbian Exchange

www.nhc.rtp.nc.us/tserve/nattrans/ntecoindian/essays/columbian.htm

The National Humanities Center chronicles the Columbian Exchange with help from Alfred Crosby.

Conquistadores

www.pbs.org/conquistadors

This is a two-volume PBS Home Video. Host Michael Wood travels the routes that the Spanish conquistadores took in the sixteenth century. Cortés and the Pizarro brothers are highlighted.

Images of Pre-Columbian America

https://hort.purdue.edu/newcrop/Hort_306/

Hosted by Purdue University, this site offers more than fifty photographs of ancient artifacts.

1492: An Ongoing Voyage

www.ibiblio.org/expo/1492.exhibit/Intro.html

This exhibit, hosted by the Library of Congress, provides a variety of resources and information about Columbus and the consequences of his voyage.

The Mound Builders

<http://www.crt.state.la.us/louisiana-state-parks/historic-sites/poverty-point-state-historic-site/index>

The Louisiana State Department of Culture, Recreation and Tourism, Office of State Parks, offers this website for the Poverty Point Historic Site.

www.cr.nps.gov/archeology/feature/builder.htm

The National Park Service's archaeology site features a time line, artifacts, "delta voices," and more from the mound builders.

The Mystery of Chaco Canyon

https://solsticeproject.org/Chaco_Films_Videos/The_Mystery_of_Chaco_Canyon/

A full-length documentary film (56 min.) about the most impressive Native American archaeological site in North America.

The Pueblo Revolt of 1680

www.pbs.org/weta/thewest/resources/archives/one/pueblo.htm

This PBS site offers useful information about the Pueblo Revolt. Also linked is information on the PBS documentary *The West*, the first volume of which covers the Pueblo Revolt.

SUPPLEMENTAL PRINT RESOURCES

- Axtell, James. "The Moral Dimensions of 1492." *Historian* 56, no. 1 (1993): 17–28.
- Bradley, James W. *Evolution of the Onondaga Iroquois: Accommodating Change, 1500–1655*. Lincoln: University of Nebraska Press, 2005.
- Crosby, Alfred. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. Westport, CT: Greenwood Press, 1972.
- Davis, David Brion. "Constructing Race: A Reflection." *William and Mary Quarterly* 54, no. 1 (1997): 7–18.
- Greenblatt, Stephen. *Marvelous Possessions: The Wonder of the New World*. Chicago: University of Chicago Press, 1991.
- Krech, Shepard, III. *The Ecological Indian: Myth and History*. New York: W. W. Norton & Company, 2000.
- Lunenfeld, Marvin, ed. *1492: Discovery, Invasion, Encounter: Sources and Interpretations*. Lexington, MA: Heath/Houghton Mifflin, 1991.
- Mann, Charles C. *1491: New Revelations of the Americas before Columbus*. New York: Vintage Books, 2005.
- Mann, Charles. *1493: Uncovering the New World Columbus Created*. New York: Vintage Books, 2012.
- Pauketat, Timothy R. *Cahokia: Ancient America's Great City on the Mississippi*. New York: Viking Press, 2009.
- Shorto, Russell. *The Island at the Center of the World: The Epic Story of Dutch Manhattan and the Forgotten Colony That Shaped America*. New York: First Vintage Books, 2005.
- Townsend, Camilla. "Burying the White Gods: New Perspectives on the Conquest of Mexico." *American Historical Review* 108, no. 3 (2003): 659–687.
- Wright, Ronald. *Stolen Continents: 500 Years of Conquest and Resistance in the Americas*. New York: Mariner, 2005.

INTERACTIVE INSTRUCTOR ACTIVITIES

1. Pizarro and the Incas: Group Film Analysis

Have students watch *Guns, Germs, and Steel*, episode 2, "The Conquest," based on Jared Diamond's book. It is available on DVD or streaming from Netflix. The DVD is a National Geographic program, but PBS has an insightful companion website that includes transcripts of all episodes: www.pbs.org/gunsgermsteel/.

Discussion Activities

1. What was life like for the Incas in the sixteenth century?
 2. What was life like for the Spanish in sixteenth-century Europe?
 3. Why did conflict arise between the Spanish and the Incas?
 4. Discuss the advantages Spanish society had over Incan society and which allowed the Spanish forces to conquer the large Incan army. How did these advantages come about?
 5. Why were the Incas and other Native American societies extremely susceptible to European diseases? What role did disease play in the conquest of the Incas?
 6. How did the geography of North America and South America shape the development of the Incas? Did it influence other Native American societies?
 7. Compare Incan society with Aztec society regarding achievement and structure. How does the conquest of the Incas compare to the conquest of the Aztecs?
- ### 2. The Spanish Conquest: European and Indian Perspectives: Class Debate
- Divide the class in half to represent European and Native American people. Allow the groups to meet and finalize their talking points on the question of how European arrival in the Americas impacted Native American people. A class debate will ensue for 30 minutes, with each side answering the questions and concerns of the other. Keep track of the most important points of evidence from the chapter raised by both sides to assess which side won the debate.

TEST BANK

Learning Objectives

1. Describe the major patterns of Native American life in North America before Europeans arrived.
2. Explain how Indian and European ideas of freedom differed on the eve of contact.
3. Explain what impelled European explorers to look west across the Atlantic.
4. Explain what happened when the peoples of the Americas came in contact with Europeans.
5. Identify the chief features of the Spanish empire in America.
6. Identify the chief features of the French and Dutch empires in North America.

Multiple Choice

1. In 1776, what did political philosopher Adam Smith observe about the “discovery” of the Americas?
 - a. The European colonization of the Americas changed the course of history.
 - b. The idea of slavery in the New World originated with the Native Americans.
 - c. In reference to the Americas, the term “discovery” is misleading and should not be used.
 - d. Christopher Columbus’s role in settling the New World was insignificant.
 - e. Native Americans had benefited tremendously from European encounters.

ANS: A TOP: Global Awareness | Introduction: Columbian Exchange DIF: Moderate REF: Full p. 5 | Seagull p. 1
MSC: Understanding

OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

2. Which of the following resulted from the European exploration, conquest, and colonization of the Western Hemisphere?
 - a. Crops new to each hemisphere reshaped people’s diets and transformed the natural environment.
 - b. Native Americans gained an unprecedented amount of political power.
 - c. The Old and New Worlds remained largely unchanged.
 - d. European interest in Africa dissipated; instead, Europeans focused on enslaving Native American populations.
 - e. European nations entered the longest era of peace since the Pax Romana.

ANS: A TOP: A New World DIF: Easy

REF: Full p. 5 | Seagull p. 2 MSC: Remembering

OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

3. Which of the following statements accurately describes the Americas before the arrival of Europeans?
 - a. Across Native American groups, only a few languages were spoken, which aided communication.
 - b. A diverse array of Native American groups had their own languages, cultures, and conflicts.
 - c. Trade among Native American groups had yet to be established because there were few riches there.
 - d. Groups relied only on hunting and gathering, not any form of farming the earth.
 - e. Very little diversity existed in North America, which contributed to the lack of fighting.

ANS: B TOP: Global Awareness | Introduction: Columbian Exchange DIF: Moderate REF: Full p. 6 | Seagull p. 3
MSC: Understanding

OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

4. Which statement is true about Native Americans who lived in the Western Hemisphere prior to the arrival of Europeans?
- They descended from people who are believed to have arrived in North America from Asia between 15,000 and 60,000 years ago, via a land bridge across the Bering Strait.
 - They lived in large cities such as Tenochtitlan, which had a population that surpassed 1 million people.
 - The most complex Native American civilizations developed in the region that later became the United States.
 - Native Americans were heavily reliant on livestock populations.
 - Native Americans all spoke the same language.

ANS: A TOP: The First Americans DIF: Moderate

REF: Full p. 6 | Seagull pp. 3–4 MSC: Remembering

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

5. What was a commonality shared between the Asians who crossed the Bering Strait and the Europeans who crossed the Atlantic Ocean thousands of years later?
- Both groups were sent there by powerful monarchs.
 - Both groups were driven by the desire to hunt large mammals.
 - Both groups started as slaves and then gained their freedom during the journey.
 - Both groups trekked during bitter ice ages.
 - Both groups were searching for resources.

ANS: E TOP: The First Americans | The Expansion of Europe DIF: Difficult REF: Full pp. 6, 18 | Seagull pp. 3–4, 15
MSC: Analyzing

OBJ: 3. Explain what impelled European explorers to look west across the Atlantic.

6. Around 9,000 years ago, where did farming first start in the Americas?
- the Mississippi Valley
 - the Ohio Valley
 - around the Amazon River
 - Mexico and the mountains of South America
 - the Near East

ANS: D TOP: The First Americans DIF: Moderate

REF: Full p. 6 | Seagull p. 5 MSC: Remembering

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

7. Pre-Columbian Native Americans were viewed by Europeans as “backwards” due to their
- lack of farming techniques.
 - lack of metal tools.
 - inadequate hunting and fishing skills.
 - lack of trade networks.
 - inability to communicate within their tribes.

ANS: B TOP: The First Americans REF: Full p. 8 | Seagull p. 5 MSC: Analyzing OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

8. Both the Aztec and Inca empires were

- a. urban, but lacking markets and trade networks.
- b. small in population but sophisticated in infrastructure.
- c. large, wealthy, and sophisticated.
- d. large in geographic size but sparsely populated.
- e. rural, with few impressive buildings.

ANS: C TOP: The First Americans DIF: Moderate

REF: Full p. 8 | Seagull p. 5 MSC: Remembering

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

9. Why did Native Americans who farmed never plow their fields?

- a. The soil was too dry.
- b. They had no livestock.
- c. There was too much fertilizer.
- d. They had big shovels to use to dig.
- e. They did not need to grow many crops.

ANS: B TOP: The First Americans DIF: Easy

REF: Full p. 8 | Seagull p. 5 MSC: Understanding

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

10. Which of the following statements accurately describes one of the advancements of the Inca kingdom?

- a. The Incas were the only Native American group to own vast quantities of gold.
- b. The Aztecs helped the Incas develop their empire, as these groups formed a close alliance.
- c. The Incas were predominantly located along the Atlantic Ocean and pioneered shipbuilding.
- d. The Incas refrained from expanding so that the empire was easy to manage.
- e. The Incas developed a complex system of roads and bridges along the Andes mountain chain.

ANS: E TOP: The First Americans DIF: Moderate

REF: Full p. 8 | Seagull p. 5 MSC: Understanding

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

11. Where did mound-building tribes flourish?

- a. near the Atlantic Ocean
- b. in the Mississippi River Valley
- c. in present-day New Mexico
- d. in present-day South Florida
- e. near the Hudson River

ANS: B TOP: The First Americans DIF: Easy

REF: Full p. 9 | Seagull p. 6 MSC: Remembering

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

12. Pueblo Indians lived in what is now

- a. the eastern United States.
- b. the southwestern United States.
- c. the Yucatan Peninsula.

- d. the northeastern United States.
- e. western Canada.

ANS: B TOP: The First Americans DIF: Easy

REF: Full p. 10 | Seagull p. 6 MSC: Remembering

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

13. The Pueblo Indians encountered by the Spanish in the sixteenth century
- a. had engaged in settled village life only briefly before the Spanish arrived.
 - b. had been almost completely isolated from any other people before the Spanish arrived.
 - c. used irrigation systems to aid their agricultural production.
 - d. were called mound builders because of the burial mounds they created.
 - e. created a vast empire that included control of the Incas.

ANS: C TOP: The First Americans DIF: Moderate

REF: Full p. 10 | Seagull p. 6 MSC: Remembering

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

14. Who were the Native Americans who created the Great League of Peace?
- a. Creeks
 - b. Mohegans
 - c. Choctaws
 - d. Powhatans
 - e. Iroquois

ANS: E TOP: The First Americans DIF: Easy

REF: Full p. 12 | Seagull p. 7 MSC: Remembering

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

15. When Europeans arrived, many Native Americans
- a. tried to use them to enhance their standing with other Native Americans.
 - b. immediately opened treaty negotiations regarding land and resources.
 - c. promptly united against them in open warfare.
 - d. immediately surrendered due to the Europeans' superiority.
 - e. simply moved away to avoid any interactions with them.

ANS: A TOP: The First Americans DIF: Easy

REF: Full p. 12 | Seagull p. 7 MSC: Remembering

OBJ: 4. Explain what happened when the peoples of the Americas came in contact with Europeans.

16. Which of the following was one of the primary focuses of the Great League of Peace?
- a. It led an educational program intended to spread knowledge of the best farming techniques.
 - b. It successfully outlawed any wars among tribes over goods or sentiments such as revenge.
 - c. It greatly decreased the amount of centralized authority that had been the norm before the fifteenth century.
 - d. It forbid all participating Native American groups from having their own political systems and religious beliefs.
 - e. It relied on representatives from different groups to decide on whether to have friendly relations with outsiders.

ANS: E TOP: The First Americans DIF: Moderate

REF: Full p. 12 | Seagull p. 7 MSC: Applying

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

17. Native American religious ceremonies

- a. were completely unrelated to traditional practices such as farming and hunting.
- b. reflected a belief that sacred spirits could be found in living and inanimate things.
- c. conveyed that man was subject to supernatural forces he could not control.
- d. were practiced the same way in every community regardless of tribe.
- e. posed sharp distinctions between the natural and supernatural.

ANS: B TOP: The First Americans DIF: Moderate

REF: Full p. 12 | Seagull pp. 7–8 MSC: Remembering

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

18. How did Native Americans view the concept of land ownership?

- a. They treated land as a space for only hunting, not farming.
- b. They viewed land as a common resource to use.
- c. They viewed land as a possession owned only by individuals, not families.
- d. They considered land as a trading opportunity.
- e. They treated land as an economic commodity.

ANS: B TOP: The First Americans DIF: Moderate

REF: Full p. 12 | Seagull p. 9 MSC: Understanding

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

19. When European clergy read to Native Americans from the Bible about God creating the world in six days, was there anything relatable for Native Americans?

- a. Most Native Americans did not have any religion to compare with Christianity.
- b. No Native American religions believed in creation myths.
- c. Most Native Americans compared the Bible with their own written version of the Old Testament.
- d. Some Native Americans stated that they were a lost tribe of Israel.
- e. Many Native Americans concurred with the idea of a single supreme being creating the world.

ANS: E TOP: The First Americans DIF: Difficult

REF: Full p. 12 | Seagull p. 9 MSC: Analyzing

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

20. How were the shamans and medicine men regarded in Indian societies?

- a. Native Americans in general viewed them with mistrust.
- b. Native American women, in particular, tended to reject them.
- c. Native Americans in general treated them with respect.
- d. Native Americans viewed them as highly paid witches.
- e. Native Americans regarded them as murderers.

ANS: C TOP: The First Americans DIF: Moderate

REF: Full p. 12 | Seagull p. 9 MSC: Understanding

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

21. Which one of the following is true about Native Americans and material wealth?

- a. Chiefs were expected to share some of their goods rather than hoard them.
- b. Eastern Native Americans were more materialistic than those who lived west of the Mississippi.
- c. Wealth mattered less to them than to Europeans, but both considered trade to be simply a commercial transaction.
- d. Native Americans actually suffered more social inequality than Europeans did.
- e. Generosity was one of the least valued social qualities for Native Americans because it risked taking advantage of one another.

ANS: A TOP: The First Americans DIF: Moderate

REF: Full p. 13 | Seagull p. 9 MSC: Remembering

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

22. Which of the following generalizations about Native Americans did the dynamics of the Natchez Indian society highlight?

- a. Native Americans rarely placed trust in the role of supernatural forces in their everyday lives and disregarded other living things.
- b. Native Americans across North America and South America had close to no similarities in terms of values and shared the same rigid social structures.
- c. Native American groups had record numbers of beggars and tended to experience far greater inequalities than did societies in Europe.
- d. While some Native American groups had rigid societal structures, wealth mattered relatively less to Native Americans than to the Europeans.
- e. The primary reason behind the fighting between Europeans and Native Americans was the emphasis Native Americans placed on wealth.

ANS: D TOP: The First Americans DIF: Difficult

REF: Full p. 13 | Seagull p. 9 MSC: Analyzing

OBJ: 1. Describe the major patterns of Native American life in North America before Europeans arrived.

23. Which of the following statements accurately compares Native American gender relations in the Southwest to those in most other Native American societies?

- a. Because the Southwest had fewer opportunities for hunting, men there were the primary cultivators rather than women.
- b. Due to the climate, women in the Southwest had more opportunities to perform work outside the home than they did in any other region.
- c. Women in the Southwest tended to be tribal leaders, whereas other regions tended to do without the role of tribal leaders entirely.
- d. Because Native American communities in the Southwest never needed to construct homes, women there were legally considered unable to own dwellings.
- e. Because gift giving was frowned on in Native American societies in general and materials were scarce in the Southwest, men in the Southwest primarily worked as thieves.

ANS: A TOP: The First Americans DIF: Difficult