

UNIT I & II (1491-1754) EXAM: MULTIPLE CHOICE QUESTIONS

Directions: Each of the questions or incomplete statements below is followed by either four suggested answers or completions. Select the one that is best in each case and then fill in the appropriate letter in the corresponding space on the answer sheet.

Questions 1-3 refer to the excerpt below.

“The colonizers brought along plants and animals new to the Americas, some by design and others by accident. Determined to farm in a European manner, the colonists introduced their domesticated livestock—honeybees, pigs, horses, mules, sheep, and cattle—and their domesticated plants, including wheat, barley, rye, oats, grasses, and grapevines. But the colonists also inadvertently carried pathogens, weeds, rats. . . . In sum, the remaking of the Americas was a team effort by a set of interdependent species led and partially managed (but never fully controlled) by European people.”

Alan Taylor, *American Colonies*, 2001

1. The export of New World crops to the Old World transformed European society mostly by
 - A. improving diets and thereby stimulating population growth
 - B. encouraging enclosure of open lands and pushing workers off of farms
 - C. promoting greater exploration of the interior of the American continents
 - D. fostering conflicts among major powers over access to new food supplies
2. The patterns described in the excerpt most directly foreshadowed which of the following developments?
 - A. The spread of maize cultivation northward from present-day Mexico into the American Southwest
 - B. The population decline in Native American societies
 - C. The gradual shift of European economics from feudalism to capitalism
 - D. The emergence of racially mixed population in the Americas
3. The trends described by Taylor most directly illustrate which of the following major historical developments in the Atlantic World?
 - A. The growth of mercantile empires that stretched across the Atlantic
 - B. The increasing Anglicization of the English colonies
 - C. The phenomenon known as the Columbian Exchange
 - D. The rise of the trans-Atlantic slave trade

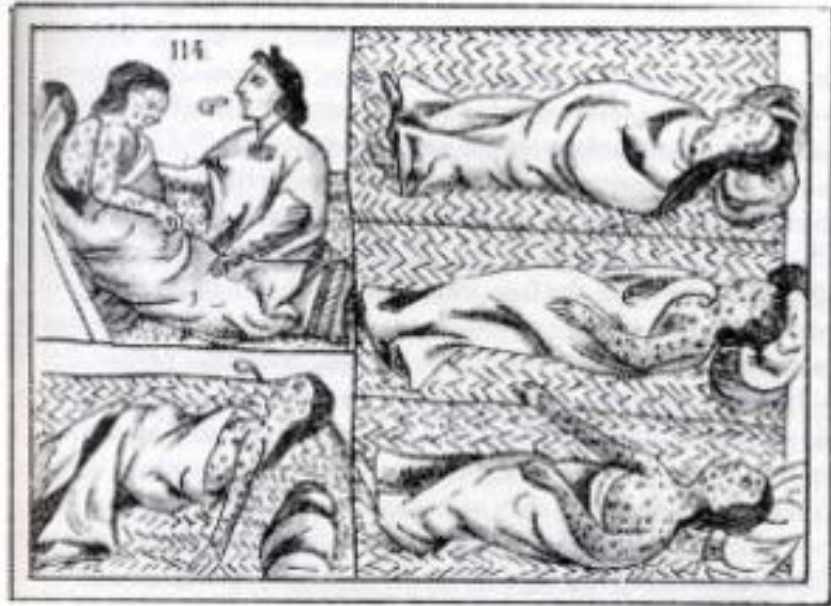
Questions 4-5 refer to the excerpt below.

My purpose is not to persuade children from their parents; men from their wives, nor servants from their masters: only such as with free consent may be spared: But that each [English] parish, or village, in city or country, that will but apparel their fatherless children, of thirteen or fourteen years of age, or young married people, that have small wealth to live on; her by their labor may live exceeding well: provided always that first there be sufficient power to command them, . . . and sufficient masters (as carpenters, mason, fishers, fowlers, gardeners, husbandmen, sawyers, smiths, spinsters, tailors, weavers, and such like) to take ten, twelve, or twenty, or as is their occasion, for apprentices. The masters by this may quickly grow rich ; these [apprentices] may learn their trades themselves, to do the like; to a general and an incredible benefit for king, and country, master, and servant.”

John Smith, English adventurer, *A Description of New England*, 1616

4. The excerpt would be most useful to historians as a source of information about which of the following?
- A. The interaction of English colonial settlers with native populations in the early seventeenth century
 - B. The harsh realities of life in the early seventeenth-century American colonies, including illness, high mortality rates, and starvation
 - C. The role that appeals and advertising played in encouraging men and women to participate in colonization efforts
 - D. The nature of master and apprentice relationships in England in the early seventeenth century
5. Which of the following was a major contrast between the New England colonies and the colonies of France?
- A. New England populations tended to be larger and more gender balanced.
 - B. The French settled more often in cities and towns.
 - C. The French had more conflicts with American Indians.
 - D. New England developed a less rigid racial hierarchy.

Questions 6-7 refer to the image below.



Courtesy of the UCLA Center for Medieval and Renaissance Studies and James Lockhart

6. The previous illustration best depicts which of the following outcomes from the early Atlantic World?
- A. Interaction of Africans and Europeans resulted in the deaths of thousands due to bubonic plague.
 - B. Thousands of Europeans died of disease as a result of interactions with Native Americans.
 - C. Increased exploitation of local resources led to starvation among various Native American groups.
 - D. Increased interactions between Europeans and Native Americans led to the deaths of millions by diseases such as smallpox.
7. At the establishment of the Atlantic World, one major impact of the events portrayed in the illustration was
- A. the development of indentured servitude, bringing cheap labor into the tobacco plantations in British North America
 - B. the widespread practice of kidnapping American Indians to use as forced labor
 - C. the increased importation of people from Africa to use as slave labor
 - D. the call for more immigration to the New World by the European colonizers

Questions 8-9 refer to the excerpt below.

“...(a) major consequence of the Pueblo Revolt was the opportunity it afforded Indian rebels to acquire hundreds of coveted Spanish horses. The Pueblos in turn established a thriving horse trade with Navajos, Apaches, and other tribes...(horses) soon spread across the Great Plains, the vast rolling grasslands extending from the Missouri River valley in the east to the base of the Rocky Mountains in the west.”

George Brown Tindall and David Emory Shi, *America: A Narrative History*, 2012

8. Which of the following was a major impact of the introduction of the horse to the Plains Indians?
- A. The horse allowed Plains Indians the ability to become more sedentary.
 - B. The horse stopped the intense competition between the various Indian nations over food and land.
 - C. The horse consumed the primary food of the bison, causing the bison population to dwindle.
 - D. The horse allowed the Plains Indians to become more efficient in hunting and caused them to become more nomadic.
9. Which of the following describes the Spanish reaction to the Pueblo Revolt?
- A. The Spanish enslaved the natives.
 - B. The Spanish decided that it would be advantageous to work with the Pueblo as allies rather than enemies and sided with the Pueblo to conquer their neighboring enemies.
 - C. The Spanish killed several Pueblo and mutilated or enslaved the survivors.
 - D. For the first time in the new empire, the Spanish implemented the *encomienda* system to Christianize the Pueblo

Questions 10-11 refer to the excerpt below.

“Act XII. Children got by an Englishman upon a Negro woman shall be bond or free according to the condition of the mother, and if any Christian shall commit fornication with a Negro man or woman, he shall pay double the fines of a former act.”

Virginia statute of 1662

10. The provisions of the quoted statute, approved in 1662, indicate that by that time slavery in Virginia
- A. had been abolished
 - B. did not exist as yet
 - C. was legal and at least some its defining features had been written into law
 - D. existed, but there was no discrimination against African Americans
11. Given the fact it has been estimated that there were fewer than 1,000 African-American slaves in all of the North American colonies in 1660, it seems clear that the Virginia statute of 1662
- A. was passed in reaction to the rapid growth of the slave population in the early 1660s
 - B. was written to address the status of mixed-race children
 - C. banned marriage between the races
 - D. made Virginia the first colony to legalize slavery

Questions 12-13 refer to the excerpt below.

“We, whose names are underwritten, the loyal subjects of our dread Sovereigne Lord, King James, by the grace of God, of Great Britaine, France and Ireland king, defender of the faith, etc. having undertaken, for the glory of God, and advancement of the Christian faith, and honour of our king and country, a voyage to plant the first colony in the Northerne parts of Virginia, doe by these presents solemnly and mutually in the presence of God and one of another, covenant and combine ourselves together into a civill body politick, for our better ordering and preservation, and furtherance of the ends aforesaid; and by virtue hereof to enacte, constitute, and frame such just and equall laws, ordinances, acts, constitutions and offices, from time to time, as shall be thought most meete and convenient for the general good of the Colonie unto which we promise all due submission and obedience.”

Excerpted from the Mayflower Compact, November 11, 1620

12. The main idea of this document influenced which of the following ideals of the British North American colonies?
- A. The idea of separation of church and state
 - B. The concept that the colonies need to be governed by a constitution
 - C. The concept of rule by majority, as in town meetings
 - D. The foundation for social equality
13. The excerpt from the Mayflower Compact clearly reflects which of the following?
- A. The English were establishing North American colonies based on the Spanish *encomienda* system.
 - B. The English were attempting to establish permanent communities.
 - C. The English were prepared to challenge French claims in North America.
 - D. Instructions that the English settlers in North America were to establish communities identical to those in England

Questions 14-15 refer to the excerpt below.

“...though under the greatest Enjoyment of Civil Liberties, if abridged of the Freedom of their Consciences, as to their Religious Profession and Worship: And Almighty God being the only Lord of Conscience, Father of Lights and Spirits; and the Author as well as Object of all divine knowledge, Faith and Worship, who only doth enlighten the Minds, and persuade and convince the Understandings of People, I do hereby grant and declare, That no Person or Persons, inhabiting in this Province or Territories, who shall confess and acknowledge One almighty God, the Creator, Upholder and Ruler of the World; and profess him or themselves obliged to live quietly under the Civil Government, shall be in any Case molested or prejudiced, in his or their Person or Estate, ...”

William Penn, *Pennsylvania Charter of Privileges*, October 28, 1701

14. In what way was the main idea in the excerpt a departure from the other colonies in British North America?
- A. With few exceptions, other British North American colonies had one established faith.
 - B. Pennsylvania was the first colony to tolerate all religious beliefs.
 - C. Settlers in Pennsylvania were required to attend church services.
 - D. Puritan ideas were banned from the colony.
15. Which of the following events from the colonial era is most like the ideas expressed in the excerpt from the *Charter of Privileges*?
- A. The ideas of John Locke and their influence on Enlightenment
 - B. The theological beliefs of Roger Williams in his founding of Rhode Island
 - C. The Carolina Charter
 - D. The Maryland Act of Toleration

Questions 16-18 refer to the excerpt below.

“In 1739 arrived among us from Ireland the Reverend Mr. [George] Whitefield, who had made himself remarkable there as an itinerant preacher. He was at first permitted to preach in some of our churches; but the clergy, taking a dislike to him, soon refused him their pulpits, and he was obliged to preach in the fields. The multitudes of all sects and denominations that attended his sermons were enormousIt was wonderful to see the change soon made in the manners of our inhabitants. From being thoughtless or indifferent about religion, it seemed as if all the world were growing religious, so that one could not walk thro’ the town in an evening without hearing psalms sung in different families of every street.”

Benjamin Franklin, *The Autobiography of Benjamin Franklin*

16. Whitefield’s impact suggest that religious culture among British North American colonists in the 1700s was most directly shaped by
- A. Roman Catholic influences
 - B. interest in commerce and business
 - C. trans-Atlantic exchanges
 - D. reliance on agriculture
17. Whitefield’s open-air preaching contributed to which of the following trends?
- A. The growth of the ideology of republican motherhood
 - B. Greater independence and diversity of thought
 - C. Movement of settlers to the backcountry
 - D. The pursuit of social reform
18. The preaching described in the excerpt is an example of which of the following developments in the 1700s?
- A. The development of an idea of republican self-government
 - B. The emergence of calls for the abolition of slavery
 - C. The increased influence of the Enlightenment
 - D. The expansion of Protestant evangelism

Questions 19-20 refer to the image below.



The Burning of Jamestown by Howard Pyle © 1905,
depicting the burning of Jamestown, Virginia, during Bacon's Rebellion

19. The major cause of Bacon's Rebellion was the competing perceptions of power in 17th-century Virginia. Which of the following best describes the differing perceptions.
- A. The difference in the amount of land available to settlers in the Tidewater region and in western Virginia; settlers in the Tidewater region had more land
 - B. The competing desires for economic equality and power between the different regions of Virginia
 - C. The difference in political power between the eastern plantation owners and the newer settlers in the west, with the advantage going to the plantation owners in the east
 - D. The fact that settlers in the western portion of the colony were mainly former indentured servants who had no political rights
20. The event expressed in the picture most clearly demonstrates the influence of which of the following?
- A. Royal authority that tended to discount lower-class groups during the 17th century
 - B. Belief of the people that there should be separation between church and state
 - C. Desire for more economic equality between the plantation and yeoman farmer classes
 - D. The strong desire for social equality during the colonial era