

## CHAPTER ONE

### PEOPLE IN MOTION: THE ATLANTIC WORLD TO 1590

#### Multiple Choice

1. The Paleo-Indians were
- A) rivals of the Archaic Era Indians.
  - B) inhabitants of Mesoamerica.
  - C) the first human settlers of the Americas.
  - D) those who began to develop agriculture after the Ice Age passed.
  - E) those who migrated from Asia by land rather than by sea.

Answer: C

Page Ref: 4

Skill: Factual

Topic: The First Americans



2. The map shows that during the last Ice Age, the land mass of the Americas
- A) was greater than it is today.
  - B) extended toward Europe.
  - C) was dominated by great lakes in the north.
  - D) was home to several ancient cities.
  - E) was reached more easily by sea than by land from Asia.

Answer: A

Page Ref: 4

Skill: Factual

Topic: The First Americans

Text Asset: 1.1 Migration from Asia to America

3. The most advanced societies of Mesoamerica were characterized by all of the following EXCEPT

- A) the use of irrigation.
- B) written languages.
- C) egalitarianism.
- D) monumental architecture.
- E) systems of mathematics.

Answer: C

Page Ref: 5

Skill: Factual

Topic: The First Americans

4. The early civilizations of Mesoamerica developed as a result of advances in

- A) trade.
- B) hunting.
- C) agriculture.
- D) religion.
- E) the arts.

Answer: C

Page Ref: 5

Skill: Factual

Topic: The First Americans

5. The religion of the Eastern Woodland Indians included animism, which was a belief that

- A) one supreme being rules over all.
- B) everything in nature possesses a spirit.
- C) men and women are essentially equal.
- D) humans were entrusted to take care of the natural world.
- E) the woods were dwellings of sacred beings.

Answer: B

Page Ref: 8

Skill: Factual

Topic: The First Americans

6. The alpaca and llamas of the Andes Mountains were unusual in the Americas before European contact because they were

- A) hunted not for their meat but for their fur.
- B) used as horses.
- C) honored as sacred beings.
- D) the only large domesticated animals.
- E) the only large mammals to survive the Ice Age.

Answer: D

Page Ref: 9

Skill: Factual

Topic: The First Americans

7. How did the recession of the glaciers at the end of the Ice Age affect human migration in North America?

- A) People could leave North America only by sea.
- B) People had to settle wherever they found themselves.
- C) People were able to migrate northward.
- D) People tried to return to Asia.
- E) People were able to migrate southward and eastward.

Answer: E

Page Ref: 4

Skill: Conceptual

Topic: The First Americans

8. How did the decline of large game affect the Paleo-Indians?

- A) They had to search for new food sources.
- B) Many of them starved to death.
- C) They became traders instead of hunters.
- D) They learned how to herd and raise small animals.
- E) They no longer divided labor according to gender.

Answer: A

Page Ref: 5

Skill: Conceptual

Topic: The First Americans

9. Aztec society was different from that of the mound builders and Anasazi in that only the Aztec

- A) created urban areas.
- B) built remarkable structures.
- C) traded with other groups.
- D) developed a stratified society.
- E) practiced human sacrifice .

Answer: E

Page Ref: 6–7

Skill: Conceptual

Topic: The First Americans

10. How did the Eastern Woodland Indians differ from Mesoamerican Indians?

- A) Their social structure was rigidly hierarchical.
- B) They did not divide labor according to gender.
- C) They never developed agriculture.
- D) Their outlook was more communal than individualistic.
- E) They did not engage in warfare.

Answer: D

Page Ref: 8–9

Skill: Conceptual

Topic: The First Americans

11. What left indigenous Americans most vulnerable to Europeans upon first contact?

- A) their isolation and lack of exposure to many diseases
- B) their belief in magic
- C) their lack of such animals as horses and camels
- D) their limited scientific knowledge
- E) their predominantly hierarchical societies

Answer: A

Page Ref: 9

Skill: Analytical

Topic: The First Americans

12. What defined the nation-states that emerged in Europe by the sixteenth century?

- A) expanding borders
- B) efficient taxation
- C) increased trade
- D) authority over religion
- E) centralized power

Answer: E

Page Ref: 14

Skill: Conceptual

Topic: European Civilization in Turmoil

13. In capitalism, the prices of goods and services are set by

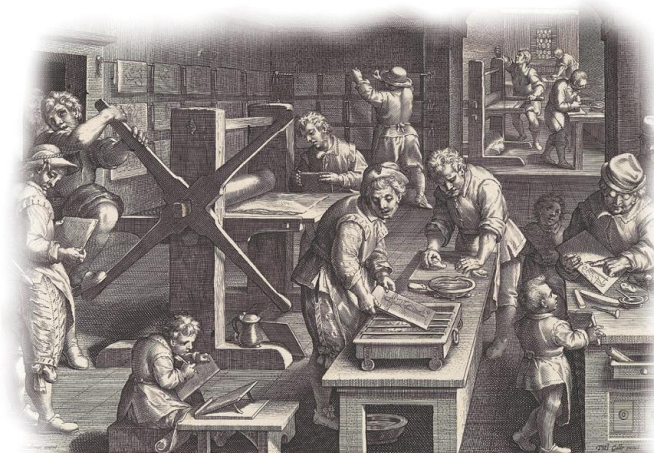
- A) the government.
- B) bankers.
- C) the market.
- D) merchants.
- E) landowners.

Answer: C

Page Ref: 11

Skill: Factual

Topic: European Civilization in Turmoil



14. This illustration shows the workshop of

- A) a weaver.
- B) an engraver.
- C) a metallurgist.
- D) a painter.
- E) a woodworker.

Answer: B

Page Ref: 11

Skill: Factual

Topic: European Civilization in Turmoil

Text Asset: 1.5 Copper Engraving

15. The Renaissance originated in

- A) the Reformation of Martin Luther.
- B) a renewed interest in classical learning.
- C) the exploration of the New World.
- D) the libraries of medieval monasteries.
- E) a reworking of the theology of the Roman Catholic Church.

Answer: B

Page Ref: 13

Skill: Factual

Topic: European Civilization in Turmoil

16. The Renaissance scholars known as humanists primarily studied

- A) finance and trade.
- B) theology.
- C) liberal arts.
- D) urban life.
- E) aesthetics.

Answer: C

Page Ref: 13

Skill: Factual

Topic: European Civilization in Turmoil

17. The theology of John Calvin included all of the following ideas EXCEPT that

- A) all images were forms of idolatry.
- B) God had destined people for salvation before birth.
- C) the true church was embodied by an “elect.”
- D) the Bible and true faith were sufficient for worship.
- E) the damned could find salvation through good works.

Answer: E

Page Ref: 13

Skill: Factual

Topic: European Civilization in Turmoil

18. What did Europeans most want to obtain from Asia through trade?

- A) spices and textiles
- B) knowledge of new accounting methods
- C) a way to cure the Black Death
- D) new styles of fashion
- E) an understanding of Islam

Answer: A

Page Ref: 10

Skill: Factual

Topic: European Civilization in Turmoil

19. Martin Luther and John Calvin were similar in that they both

- A) sold indulgences to their followers.
- B) believed in predestination.
- C) allied with the Church of England.
- D) broke away from the Catholic Church.
- E) smashed stained glass windows and religious carvings.

Answer: D

Page Ref: 13

Skill: Factual

Topic: European Civilization in Turmoil

20. Why did Henry VIII of England break with the Catholic Church?

- A) He wanted to levy taxes on Church property, but the Pope refused.
- B) He wanted to write his own version of the Bible.
- C) He wanted to sell Church lands to raise money for the army.
- D) He wanted a divorce, which the Pope would not grant.
- E) He wanted to fulfill the wishes of his father, Henry VII.

Answer: D

Page Ref: 14

Skill: Conceptual

Topic: European Civilization in Turmoil



21. The painting “Henry VIII and Edward VI” shows that
- A) the Protestants were more powerful than the king of England.
  - B) Henry VIII’s legacy would be carried on by his son.
  - C) the Pope and the king ruled England as equals.
  - D) the English were plotting to kill the Pope.
  - E) English monks supported the Catholic Church despite the danger.

Answer: B

Page Ref: 15

Skill: Conceptual

Topic: European Civilization in Turmoil

Text Asset: 1.7 Henry VIII and Edward VI

22. Eastern Woodlands Indians saw nature as sacred, whereas Europeans primarily saw it as

- A) a source of artistic inspiration.
- B) a resource to conserve.
- C) a useless wilderness.
- D) something to exploit.
- E) a terrifying place to avoid.

Answer: D

Page Ref: 12

Skill: Conceptual

Topic: European Civilization in Turmoil

23. What quality did the Renaissance and Reformation share?

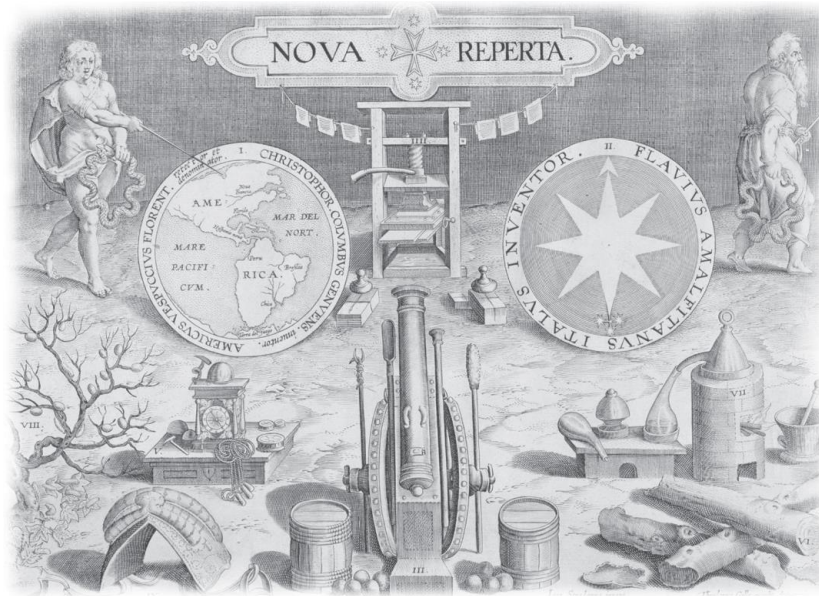
- A) an engagement in religious reform
- B) a rejection of the Bible
- C) a concern with public life
- D) a faith in the fundamental goodness of humanity
- E) a questioning of the status quo

Answer: E

Page Ref: 13

Skill: Analytical

Topic: European Civilization in Turmoil



24. The drawing “Nova Reperta” celebrates the invention of all of the following technologies EXCEPT

- A) the arquebus.
- B) the compass.
- C) maps.
- D) gunpowder.
- E) the printing press.

Answer: A

Page Ref: 18

Skill: Factual

Topic: Columbus and the Columbian Exchange

Text Asset: 1.9 Nova Reperta



25. Hernán Cortés found allies in his conquest of the Aztec Empire in

- A) natives from Hispaniola.
- B) slaves looking to win their freedom.
- C) the Inca Empire.
- D) European settlers.
- E) those who had been conquered by the Aztecs.

Answer: E

Page Ref: 18–19

Skill: Factual

Topic: Columbus and the Columbian Exchange

26. The Portuguese and the Spanish were alike in their treatment of the native inhabitants of the lands they conquered in the Atlantic and Caribbean because both forced the inhabitants to

- A) relocate to settlements in North America.
- B) provide the labor on their plantations.
- C) join their armies and fight with the conquistadores.
- D) intermarry with African slaves to provide more workers.
- E) share their metallurgical techniques.

Answer: B

Page Ref: 16–19

Skill: Conceptual

Topic: Columbus and the Columbian Exchange

27. The Vikings and Columbus were similar in that they both

- A) gained notoriety through widespread accounts of their voyages.
- B) established European outposts in America.
- C) thought the Native Americans were savages.
- D) initiated complex ecological changes in the Americas.
- E) made their way to the islands of the Caribbean.

Answer: B

Page Ref: 16

Skill: Factual

Topic: European Civilization in Turmoil

28. What did Europeans obtain from the Islamic world and Asia to assist them with their explorations of the Atlantic world?

- A) naval escorts to protect their ships
- B) financial support for their initial voyages
- C) slave labor to sail their ships
- D) detailed maps of the best trade routes
- E) technology to improve their ships

Answer: E

Page Ref: 17

Skill: Factual

Topic: Columbus and the Columbian Exchange



29. The South American painting “Heavenly Militia” shows that, to the Indians of Central and South America, the god-like power of the conquistadores came mostly from their use of

- A) elaborate clothing.
- B) mystical ceremonies.
- C) silver and gold.
- D) firearms.
- E) nature and wildlife.

Answer: D

Page Ref: 19

Skill: Conceptual

Topic: Columbus and the Columbian Exchange

Text Asset: 1.10 Heavenly Militia

30. Christopher Columbus’s attitude toward the Native Americans was primarily one of

- A) resentment.
- B) reverence.
- C) cooperation.
- D) curiosity.
- E) superiority.

Answer: E

Page Ref: 16

Skill: Analytical

Topic: Columbus and the Columbian Exchange

31. Which of the following was most likely NOT a reason that the peoples who had been conquered by the Aztec were willing to become allies of the conquistadores?

- A) They wanted vengeance against the Aztec.
- B) They were impressed with the god-like power of the conquistadores.
- C) They thought the conquistadores would free them.
- D) They hoped to acquire gold and other forms of wealth from the conquistadores.
- E) They believed the conquistadores would stop the human sacrifices.

Answer: D

Page Ref: 18–19

Skill: Analytical

Topic: Columbus and the Columbian Exchange

32. The items the Spanish exported from the lands they conquered in the Americas included all of the following EXCEPT

- A) silver and gold.
- B) horses.
- C) pearls.
- D) dyes such as indigo.
- E) cacao.

Answer: B

Page Ref: 17

Skill: Factual

Topic: Columbus and the Columbian Exchange

33. The Columbian Exchange refers to transformations in what aspect of the Atlantic world?

- A) scientific
- B) economic
- C) medical
- D) cultural
- E) biological

Answer: E

Page Ref: 16

Skill: Conceptual

Topic: Columbus and the Columbian Exchange

34. Until the 1600s, the African slave trade was controlled by

- A) Europeans.
- B) the Spanish.
- C) the Songhai Empire.
- D) Muslim traders.
- E) West African monarchs.

Answer: D

Page Ref: 22

Skill: Factual

Topic: West African Worlds

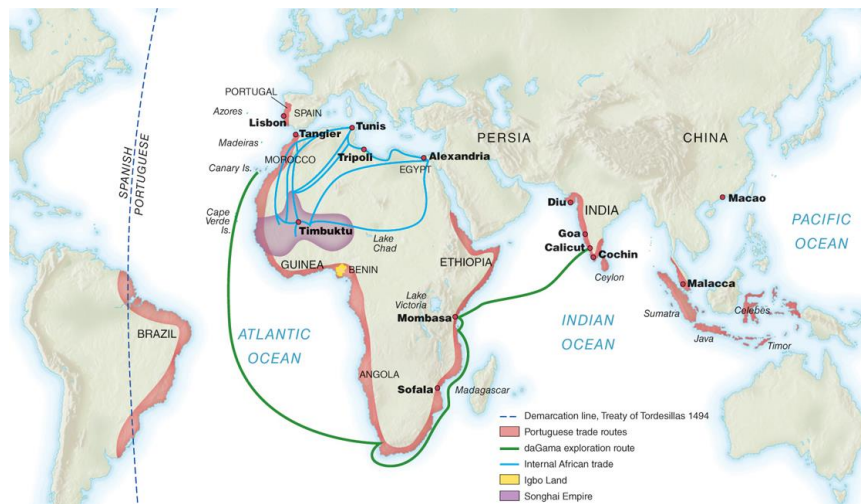
35. In the fifteenth century, Portugal took the lead in exploring an Atlantic route to
- A) Asia.
  - B) North America.
  - C) the Caribbean.
  - D) South Africa.
  - E) North Africa.

Answer: A

Page Ref: 20

Skill: Factual

Topic: West African Worlds



36. According to the map, before Portugal established forts along the coast of Africa, trade between Europe and Africa was most likely conducted

- A) indirectly via Asia.
- B) along Mediterranean routes.
- C) along land routes.
- D) only rarely.
- E) indirectly via islands in the Atlantic.

Answer: B

Page Ref: 21

Skill: Conceptual

Topic: West African Worlds

Text Asset: 1.11 Internal African Trade Routes and Portuguese Trade with Africa

37. Though West African societies were as diverse as those in the Americas, they were different in that only West Africans

- A) had egalitarian societies based in kinship.
- B) followed polytheistic religious traditions.
- C) practiced Islam.
- D) had both patrilineal and matrilineal societies.
- E) built urban centers.

Answer: C

Page Ref: 20

Skill: Conceptual

Topic: West African Worlds

38. Why did both the Spanish and the Portuguese eventually enslave Africans to supply labor for them in the Americas?

- A) Native Americans had successfully resisted attempts to enslave them.
- B) They had captured the Africans as prisoners of war.
- C) They were inspired by the systems of slavery they learned about in Africa.
- D) Disease had nearly wiped out the indigenous peoples of the lands they conquered.
- E) They wanted to take advantage of African knowledge about sugar cultivation.

Answer: D

Page Ref: 20–21

Skill: Conceptual

Topic: West African Worlds



39. This panel is made of what material that the Benin acquired through trade with Portugal?

- A) ivory
- B) bronze
- C) gold
- D) hardwood
- E) marble

Answer: B

Page Ref: 22

Skill: Factual

Topic: West African Worlds

Text Asset: 1.12 Benin Bronze Panel

40. Why did Africans begin raiding their neighboring territories after 1600?

- A) The Muslims gave them money for converts to Islam.
- B) They needed men for armies to ward off European invaders.
- C) The value of slaves had increased.
- D) They wanted to repopulate after their own people had died of disease.
- E) They wanted to acquire bronze crafts to sell to the Europeans.

Answer: C

Page Ref: 22

Skill: Conceptual

Topic: West African Worlds

41. How did the European concept of slavery differ from the African?

- A) Slaves of Europeans could be absorbed into mainstream society.
- B) European slavery was permanent but not hereditary.
- C) Europeans did not work their slaves as hard as the Africans.
- D) Slaves of Europeans could attain positions of privilege.
- E) Europeans justified slavery through racist ideology.

Answer: E

Page Ref: 22

Skill: Conceptual

Topic: West African Worlds

42. Benin differed from other West African nations with regard to the slave trade because Benin

- A) did not resist supplying Europeans with slaves.
- B) discontinued its involvement in the slave trade.
- C) traded exclusively with the Spanish.
- D) acquired its slaves only from its own population.
- E) traded its slaves only for goods, not for money.

Answer: B

Page Ref: 23

Skill: Factual

Topic: West African Worlds

43. According to the text, Benin's decision with regard to the slave trade

- A) motivated the Portuguese to attack Benin to compel the kingdom to give up men and women as slaves.
- B) enabled the kingdom to maintain its political autonomy longer than its neighbors did.
- C) inspired neighboring countries to discontinue involvement in the slave trade.
- D) stemmed from humanitarian concerns about slavery.
- E) effectively cut it off from any trade with Europe.

Answer: B

Page Ref: 23

Skill: Conceptual

Topic: West African Worlds

44. For what purpose did the Spanish bishop Bartolomé de Las Casas write the work known in English as *The Tears of the Indians*?

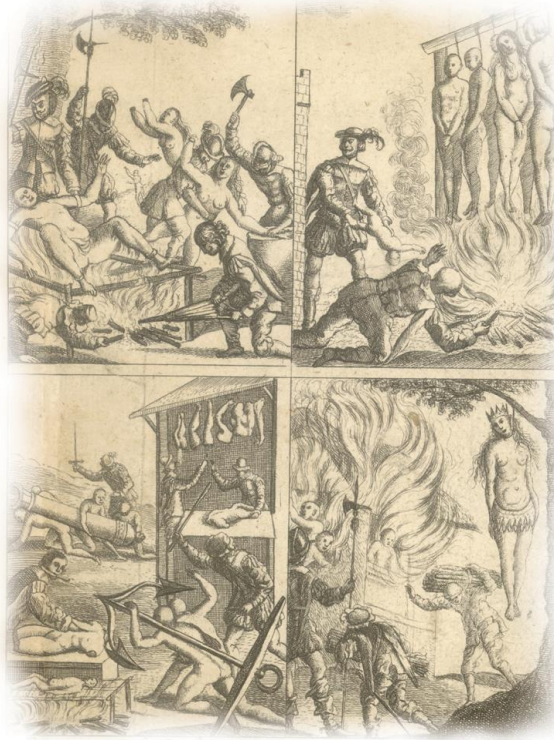
- A) to entreat other nations to dismantle the Spanish Empire
- B) to lament the lost cultures of the Native Americans
- C) to encourage the Spanish to convert the Indians to Christianity
- D) to critique such Aztec practices as human sacrifice
- E) to indict the conquistadores for their cruelty

Answer: E

Page Ref: 24

Skill: Factual

Topic: European Colonization of the Atlantic World



45. These images from Las Casas's book portray the Spanish as

- A) righteous.
- B) savagely brutal.
- C) terrified.
- D) acting in self-defense.
- E) celebrating victory.

Answer: B

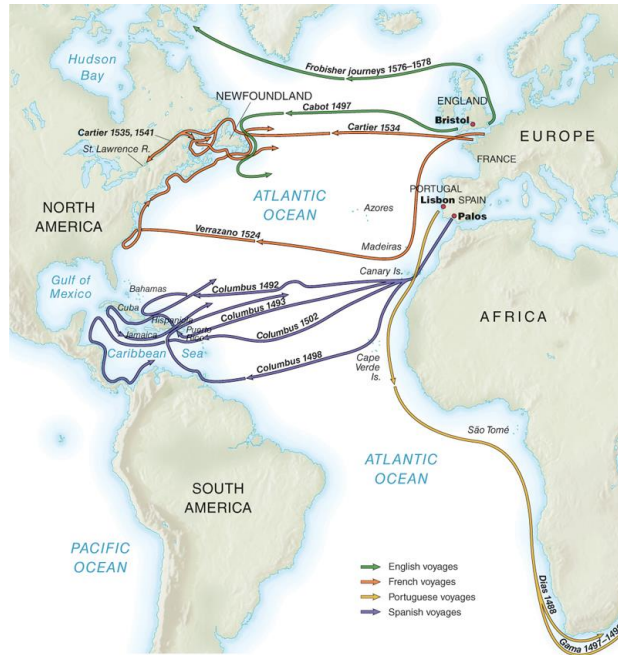
Page Ref: 25

Skill: Conceptual

Topic: European Colonization of the Atlantic World

Text Asset: 1.14 Title Page from the English Edition of Las Casas





46. As can be seen on the map, which statement is accurate?

- A) The nations that explored the Atlantic each took different routes.
- B) The Portuguese had no interest in the Americas.
- C) War between the English, French, Portuguese, and Spanish was inevitable.
- D) European interest in exploration waned after the sixteenth century.
- E) The English and French collaborated in exploring North America.

Answer: A

Page Ref: 24

Skill: Factual

Topic: European Colonization of the Atlantic World

Text Asset: 1.13 Major European Explorations of the Atlantic

47. Why did France initially send fleets to Newfoundland?

- A) to fish for cod
- B) to hunt for furs
- C) to mine gold
- D) to gather lumber
- E) to trade for beads

Answer: A

Page Ref: 26–27

Skill: Factual

Topic: European Colonization of the Atlantic World

48. The labor system the Spanish used in New Spain differed from the system they had developed in the Caribbean because the system in New Spain

- A) did not come under criticism from religious reformers.
- B) obliged the Spanish to provide for the laborers' spiritual welfare.
- C) resulted in fewer deaths of indigenous people from disease.
- D) involved the enslavement of Indians rather than Africans.
- E) was much less exploitive.

Answer: B

Page Ref: 26

Skill: Conceptual

Topic: European Colonization of the Atlantic World

49. How did the French encounter with the Native Americans differ from that of the Spanish and Portuguese?

- A) The French settlements were much larger than those of Spain and Portugal.
- B) The Spanish and Portuguese intermarried with the Native Americans.
- C) The French maintained good relations with the Native Americans.
- D) The Spanish and Portuguese tried to understand native culture.
- E) The French were not interested in religious conversions.

Answer: C

Page Ref: 27

Skill: Conceptual

Topic: European Colonization of the Atlantic World

50. Why did the balance of power in the Atlantic shift near the end of the sixteenth century?

- A) The English navy defeated the Spanish Armada.
- B) The French began to explore and colonize the Americas.
- C) The powerful Spanish navy dominated all others.
- D) The English developed a new colonial model in Ireland.
- E) The French discovered the Northwest Passage to Asia.

Answer: A

Page Ref: 28

Skill: Conceptual

Topic: European Colonization of the Atlantic World

51. How did the English and Spanish models of colonization differ?

- A) The Spanish traded only within their empire whereas the English sought new trade partners.
- B) The English permitted religious freedom but the Spanish did not.
- C) The Spanish felt greater economic pressure to explore and colonize.
- D) The Spanish repopulated the lands they conquered with their own people.
- E) The English expelled the native population whereas the Spanish absorbed it.

Answer: E

Page Ref: 28

Skill: Conceptual

Topic: European Colonization of the Atlantic World

52. How did England's model of exploration and colonization differ from that of France and Spain?

- A) The English colonists were not seeking any profit.
- B) The English depended on the exploits of privateers.
- C) The English monarch granted full financial support.
- D) English explorers and colonists relied on private investors.
- E) The English did not initially encounter any Indians.

Answer: D

Page Ref: 29

Skill: Conceptual

Topic: European Colonization of the Atlantic World

53. All of the following contributed to the failure of the English settlement at Roanoke EXCEPT

- A) conflict with the local Indians.
- B) the difficulties of reprovisioning it.
- C) the prevalence of Spanish raids.
- D) its location near Cape Hatteras.
- E) the demands of fighting the Spanish Armada.

Answer: C

Page Ref: 29

Skill: Conceptual

Topic: European Colonization of the Atlantic World



54. Unlike the painting by John White, the image by Flemish engraver Theodore de Bry

- A) was primarily aimed at a Calvinist audience.
- B) shows an actual Indian religious ritual.
- C) exaggerates the “otherness” of the Indians.
- D) displays a broad-minded view of different cultural practices.
- E) was intended to be used to convert the Indians.

Answer: C

Page Ref: 30–31

Skill: Conceptual

Topic: European Colonization of the Atlantic World

Text Assets: 1.18 John White’s Painting and Theodore de Bry’s engraving on page 31.

55. Why was the French Jesuits’ use of religious images to convert the Indians most likely effective?

- A) The Indians saw the images as threatening and converted in fear.
- B) French painting was far superior to Spanish or English painting.
- C) The Indians were impressed with European artistry.
- D) The images were more appealing than those with which the Indians were familiar.
- E) The images could bypass cultural and linguistic behaviors.

Answer: E

Page Ref: 27

Skill: Analytical

Topic: European Colonization of the Atlantic World

## **True/False**

56. The Portuguese established forts along the African coasts to facilitate trading opportunities.

A) True

B) False

Answer: A

Page Ref: 21

Topic: West African Worlds

57. Horses, wheat, and smallpox were all transplants from the Old World to the New World.

A) True

B) False

Answer: B

Page Ref: 17

Topic: Columbus and the Columbian Exchange

58. The Black Death killed about half of Europe's population.

A) True

B) False

Answer: A

Page Ref: 10

Topic: European Civilization in Turmoil

59. Calvinist iconoclasm was so strict that even stained glass windows were removed from churches.

A) True

B) False

Answer: A

Page Ref: 13

Topic: European Civilization in Turmoil

60. In the Archaic Era, Indians began to explore ways to shape the environment for food production.

A) True

B) False

Answer: A

Page Ref: 5

Topic: Columbus and the Columbian Exchange

61. Although vastly outnumbered by the Aztecs, Hernán Cortés and his men had military advantages.

A) True

B) False

Answer: A

Page Ref: 18

Topic: Columbus and the Columbian Exchange

62. Benin's powerful monarch continued to deal with the Portuguese but abolished slavery in his region.

A) True

B) False

Answer: B

Page Ref: 22

Topic: West African Worlds

63. Ancestor worship played a prominent role in many West African religious traditions.

A) True

B) False

Answer: A

Page Ref: 20

Topic: West African Worlds

64. Giovanni da Verrazano explored North America on behalf of the French.

A) True

B) False

Answer: A

Page Ref: 27

Topic: European Colonization of the Atlantic World

65. England initially sought to colonize Ireland rather than the New World.

A) True

B) False

Answer: A

Page Ref: 28

Topic: European Colonization of the Atlantic World

66. The Huron believed that beavers would evade capture if the bones of slain beavers were not respected.

A) True

B) False

Answer: A

Page Ref: 12

Topic: European Civilization in Turmoil

67. The Americas were in fact a "New World" in the sense that the first human settlers arrived only some 40,000 to 14,000 years ago.

A) True

B) False

Answer: A

Page Ref: 2

Topic: Introduction

68. In New Spain, the Spanish proclaimed a commitment to converting Indians to Christianity.

A) True

B) False

Answer: A

Page Ref: 26

Topic: European Colonization of the Atlantic World

69. Portuguese traders introduced the concept of slavery to Africa.

A) True

B) False

Answer: B

Page Ref: 21

Topic: West African Worlds

70. The European arrival in the Americas was part of a process of exploration and colonization pursued primarily by Portugal, Spain, France, and England.

A) True

B) False

Answer: A

Page Ref: 2

Topic: Introduction

### **Fill-in-the-Blank**

71. The colonization of the Americas ultimately involved the exploitation of not only the native population but also \_\_\_\_\_.

Answer: enslaved Africans

Page Ref: 2

Topic: Introduction

72. Old World armies had an important advantage over the peoples of America due to the Europeans' domesticated \_\_\_\_\_.

Answer: horses

Page Ref: 17

Topic: Columbus and the Columbian Exchange

73. An intense religious animosity spurred European antagonism toward \_\_\_\_\_ and inspired nearly three centuries of holy wars.

Answer: Muslims

Page Ref: 10

Topic: European Civilization in Turmoil

74. Protestantism found an especially receptive home in the French-speaking Swiss city of \_\_\_\_\_.

Answer: Geneva

Page Ref: 13

Topic: European Civilization in Turmoil

75. Columbus's crew brought back to the Old World an especially virulent variety of \_\_\_\_\_.

Answer: syphilis

Page Ref: 17

Topic: Columbus and the Columbian Exchange

76. To justify their conquest, the Spanish used images of Aztec \_\_\_\_\_.

Answer: human sacrifice

Page Ref: 24

Topic: European Colonization of the Atlantic World

77. The demand for slaves was fueled by the high profits being made on Caribbean plantations that grew and processed \_\_\_\_\_.

Answer: sugar

Page Ref: 18

Topic: West African Worlds

78. Although slavery existed in Africa, those in captivity could in rare cases attain \_\_\_\_\_.

Answer: prominent positions

Page Ref: 21

Topic: West African Worlds

79. The purpose of the voyage of Giovanni da Verrazano was to find the so-called \_\_\_\_\_.

Answer: Northwest Passage

Page Ref: 27

Topic: European Colonization of the Atlantic World

80. In honor of the never-married Queen Elizabeth, England's first New World colony was named \_\_\_\_\_.

Answer: Virginia

Page Ref: 29

Topic: European Colonization of the Atlantic World

81. In the same year Columbus left on his first voyage, the Spanish government ordered the expulsion of all \_\_\_\_\_.

Answer: Jews

Page Ref: 15

Topic: European Civilization in Turmoil



82. The Anasazi peoples lived in pueblos in the \_\_\_\_\_ region of what is now the United States.

Answer: southwestern

Page Ref: 7

Topic: The First Americans

83. The mound-building Indians lived in the \_\_\_\_\_ region of what is now the United States.

Answer: Central

Page Ref: 7

Topic: The First Americans

84. The British monarch who separated from the Catholic Church to form the Church of England was \_\_\_\_\_.

Answer: Henry VIII

Page Ref: 14

Topic: European Civilization in Turmoil

85. The Inca Empire was located primarily in \_\_\_\_\_.

Answer: present-day Ecuador

Page Ref: 19

Topic: Columbus and the Columbian Exchange

## **Essay**

86. Explain the factors that set the stage for the exploration and exploitation of the New World by Europe. What economic and technological changes contributed to the drive toward exploration? How did the rise of the nation state contribute?

Page Ref: 10–15

Topic: European Civilization in Turmoil

87. Compare and contrast the Mesoamerican Indians with the Eastern Woodland Indians. What do their differences reveal about the American Indian societies that Europeans began to encounter in the fifteenth century?

Page Ref: 4–9

Topic: The First Americans

88. Describe the goals of Christopher Columbus's initial expedition. Should his expedition be considered a success or not? Why or why not?

Page Ref: 16–19

Topic: Columbus and the Columbian Exchange

89. Describe the factors that contributed to the defeat of the Aztecs by Hernán Cortés. How was this conquest similar to or different from other conquests by the Spanish in the New World?

Page Ref: 18–19

Topic: Columbus and the Columbian Exchange

90. Define the Columbian Exchange and describe its effects on both the Old World and the New.

Page Ref: 16–19

Topic: Columbus and the Columbian Exchange

91. Discuss the transformations of the Renaissance and Reformation. How did these movements change the outlook of Europeans? How might they have informed the drive to explore the Americas?

Page Ref: 13–14

Topic: European Civilization in Turmoil

92. Compare and contrast the African and European approaches to slavery. For what reasons would West African nations have been willing to collaborate with the Atlantic slave trade?

Page Ref: 20–23

Topic: West African Worlds

93. What was the role of religion in the way Europeans interacted with Indians and slaves? How was religion used to justify the exploitation of other peoples, and how did different European groups vary in their attitudes and approaches?

Page Ref: 24–26

Topic: European Colonization of the Atlantic World

94. What were the consequences of the route to Asia taken by the Portuguese? What were the consequences for Europeans? What were the consequences for Africans?

Page Ref: 20–22

Topic: West African Worlds

95. Compare and contrast the Spanish and French approaches to settlement and colonization in the New World. Explain the goals of each group and how each interacted with indigenous peoples.

Page Ref: 24–27

Topic: European Colonization of the Atlantic World

## **Learning Objectives and Answers**

After a careful examination of Chapter 1, students should be able to answer the following questions:

1. Why did Paleo-Indians migrate to the Americas?

Answer: Humans first migrated to North America from Asia across a land bridge (now the Bering Strait) to hunt big game mammals like the woolly mammoth, which provided wool for clothing and meat for food. Once the glaciers melted, a migration southward and eastward occurred into modern-day Canada, the United States, and eventually the tip of South America. The Paleo-Indians roamed in search of big game across the continent, where they also fished and gathered nuts and berries.

2. How did economic and political changes in Europe facilitate overseas expansion?

Answer: The rise of powerful monarchs across Europe created new nation-states out of the relatively weak decentralized governments, and so the monarchs of nations like England, France, and Spain sought money for state-building purposes, which led to the colonization and exploration of Africa and the Americas.

Once Europe had recovered from the Black Death pandemic, populations experienced high growth, while city-states, such as Venice, began to dominate trade and finance with the East. Innovations in financial practices (such as accounting) reduced the risks of maritime trade. The emergence of deposit banking also helped trade and commerce and encouraged overseas ventures.

3. What was the Columbian Exchange, and how did it affect societies in the Americas and Europe?

Answer: This exchange refers to the encounter between the native peoples of the Americas and the first Europeans to cross the Atlantic, such as Christopher Columbus. The Old World and New World exchanged their foods, plants, animals, and diseases. Both sides of the Atlantic were subsequently transformed. For example, European food acquired characteristics of the native peoples, while the Europeans brought their horses, sheep, cattle, and pigs to the New World. Unfortunately, both sides also shared their diseases with each other, in the form of syphilis that European sailors picked up on the Caribbean islands and smallpox that devastated native peoples in the New World. Some of these indigenous populations were nearly wiped out as a result of the diseases brought over by the Spanish.

4. What were the chief similarities and differences between the civilizations of Africa and the Americas?

Answer: Both Africa and the Americas had a wide range of societies as far as social stratification and cultural and religious diversity. Africa and the Americas had urban centers, such as the Aztec empire in Mesoamerica. Some of the simpler, more egalitarian societies of West Africa were organized around kinship, like America's Eastern Woodlands Indians. Also, some groups in both Africa and the Americas practiced animist religions in which aspects of nature were considered to be gods and spirits.

But there were vast differences between the civilizations of Africa and the Americas. Slavery was widely practiced on a tribal level in Africa, even before the arrival of the Europeans. On the other hand, the empires of the Americas such as the Aztecs used systems of tribute and taxation instead of slavery. Additionally, there were large domesticated animals in Africa but not in the Americas prior to the arrival of the Europeans.

Trade also played a bigger role in the economic life of Africa than the Americas. The North African states on the Mediterranean had been trading with Europe since ancient times.

5. How did the different labor systems employed by the Spanish, French, and English affect the indigenous populations of the Americas?

Answer: The economy of New Spain was based on a highly exploitive system of forced labor. The Spanish used a system known as the *encomienda* that was not much different than slavery. Indians were considered “vassals” who owed their labor to noblemen, who would save the souls of the Indians by converting them. This system led to a high mortality rate among the indigenous population, which resulted in the Spanish using other types of labor, including conscript labor, wage labor, and slavery.

The French encounter with Native Americans was much different. They sought to maintain good relations with the local tribes because they depended on them to provide furs for trade. The French population often intermarried with local Indians (with the encouragement of the French government) in the hope that this would facilitate a gradual assimilation of the Indian population into the French culture of New France. The French were just as eager as the Spanish to convert the Indians, but French missionaries lived among Indians and learned their customs instead of imposing Catholicism by force.

The English would create a slave-based labor system in the Americas in the form of plantations. In this system, the indigenous populations would be kicked off of their lands, which would be repopulated with colonists, instead of incorporated into their culture.

## **Crawl Questions and Answers**

### **What theories account for the mass extinction of large mammals in the Americas? (p. 4)**

Answer: There are three competing scientific theories that might explain the mass extinctions of large mammals. Overhunting by the Paleo-Indians is one explanation. Other scientists think that dramatic climate change is responsible for extinctions of large mammals. In this case, the rising temperatures that marked the end of the Ice Age killed off animals that were unable to adapt. The final theory is that diseases brought to the New World by humans and their animals (i.e., dogs and rats) killed off the large game in the Americas.

### **What impact did agriculture have on the evolution of the societies of the Americas? (pp. 5–6)**

Answer: Agriculture changed groups like the Archaic Era Indians, who implemented basic weeding practices to facilitate the growth of edible plants. They also learned about seeds and developed basic concepts about irrigation. Such groups increased their food supplies and needed to hunt less as a result.

By about 5000 BCE, natives in the region of modern-day Mexico could grow crops like maize, squash, and beans, which led to food surpluses and large population increases. All of this allowed urbanization and the creation of towns and cities to occur. These ancient peoples could then focus their attention on things besides growing food, such as cultural, artistic, and engineering endeavors. Societies thus became more advanced and complex, with increased social stratification, written languages, mathematical systems, sophisticated irrigation techniques, and impressive architecture.

**What role did commerce play in Aztec culture? (pp. 6–7)**

Answer: Commerce was a central part of the Aztec culture and revealed the richness and complexity of the economy. The smaller towns had daily markets with a wide array of goods for sale, while Tenochtitlán had a massive open-air market. Here there were countless foods, textiles, ceramics, and other goods available for trade.

**What role did trade play in ancient American societies? (p. 7)**

Answer: Trade served to make the ancient American societies more complex than earlier hunter-gatherer civilizations and led to increased urbanization. The Aztecs had a great open-air market where foods, textiles, ceramics, and other goods were available for trade. Groups like the Anasazi made pottery and textiles for use in a vast trade network that stretched hundreds of miles in their vicinity. The Anasazi traded turquoise for prized luxuries such as sea shells from the Gulf of California and for carved images and feathers from Mesoamerica.

**How did Eastern Woodlands Indians and Mesoamerican societies differ? (pp. 8–9)**

Answer: While the Mesoamerican societies were highly urbanized and stratified, the Eastern Woodlands Indians lived as hunter-gatherers and as agriculturalists. The Eastern Woodlands tribes lived in small villages rather than settled urban areas and moved with the seasons in order to acquire their different food sources through hunting and fishing. As a result, the settlements of Eastern Woodlands Indians did not suffer the sanitation problems and diseases that afflicted ancient cities in Mesoamerican societies. The tribal societies of the Eastern Woodlands were relatively egalitarian as compared to the more hierarchical ones of Mesoamerica. Also, Eastern Woodlands societies were matrilineal instead of patrilineal like in many indigenous societies of Mesoamerica. As compared to the more stratified Mesoamerican societies, trade played a lesser role in Eastern Woodlands societies, who were more communal than individualistic, with the concept of owning land as private property being alien to most of these tribal societies.

**What were some of the distinctive characteristics shared by all of the societies of the Americas? (p. 9)**

Answer: All of these societies had little scientific knowledge, widespread belief in magic, toiled on the land to acquire the necessities of life, and endured hard, short lives. There were no large domesticated animals, which meant that the ability to move around was more difficult than for Europeans, Africans, and Asians, who had horses. The peoples of the Americas were also relatively isolated as far as trade with other regions, which meant they could not build up immunity to certain diseases, which led to mass population die-offs with the arrival of Europeans to the Americas.

**What trade goods from Asia were most sought after by Europeans? (p. 10)**

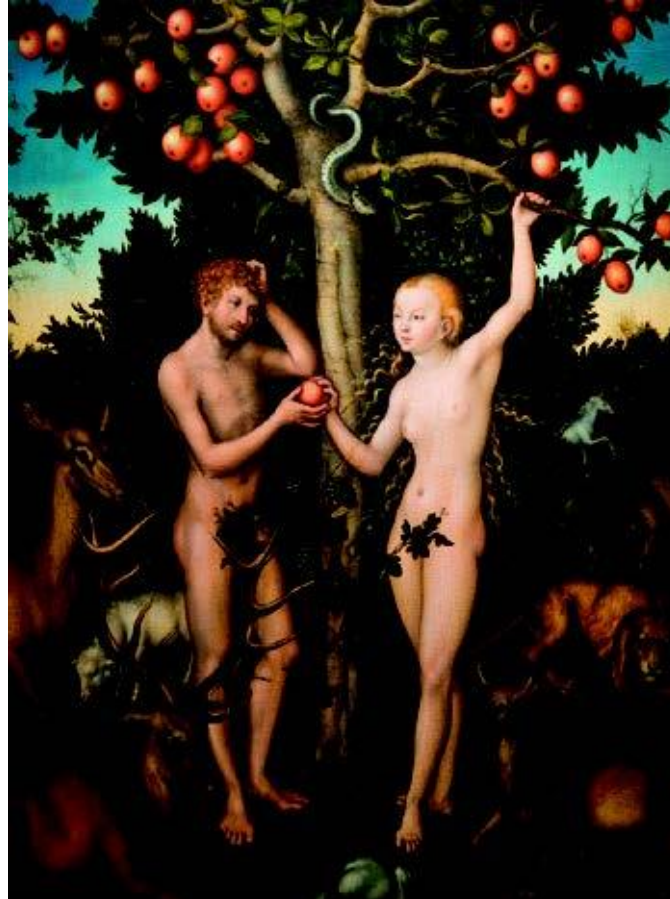
Answer: In China and the Far East, Europeans sought spices for their foods and exotic textiles like silk and cotton for their fashions.

**How did printing affect European society? (p. 11)**

Answer: Printing changed how knowledge was produced and disseminated. Books could be produced at a much faster rate and volume, and the knowledge they contained could be preserved more easily. This led to advances in science and the ability to collect, organize, and analyze information, while the printed texts and engraved images encouraged geographic exploration.

Also, a brand new industry was created for the production, dissemination, and sale of books. Images could be made at lower costs, with engraving becoming a widespread technique for image creation.

**How does this painting of Adam and Eve reflect European views of nature? (p. 12)**



Answer: The painting shows two people among the wild animals, about to eat an apple from a tree. This reflects the belief that nature existed as a resource for humans to tame and exploit. The animals depicted are surrounding Adam and Eve, as in a form of reverence. This goes along with the Europeans' belief that people had a God-given right to rule over nature, i.e., have "dominion . . . over every living thing that moveth upon the earth."

**What were the essential teachings of Calvinism? (p. 13)**

Answer: Calvinism, a variant of Protestantism, focused on the concept of predestination, which meant that God had destined people to salvation or damnation prior to their birth. Calvinists also believed that the church was embodied in a chosen group of the "elect" and not by any official organization. The elect did not require a physical place of worship or formal ministry to serve their spiritual needs. Protestants only needed the Bible and personal faith to have a true church wherever they lived.

**Why did Calvinists wish to remove all icons from their churches? (pp. 13–14)**

Answer: Some Calvinists were iconoclasts who viewed "graven," or carved images as being sacrilegious and a form of idolatry. As a result, some Calvinists destroyed stained glass windows

and religious carvings that adorned Catholic churches. They felt that if they purged all such Catholic images, they could focus on the words of the Bible alone.

**How was the English Reformation different than the Continental Reformation? (pp. 14–15)**

Answer: The English Reformation was different because Henry VIII rejected the authority of the Roman Catholic Church and broke away from it entirely. He made himself head of his own independent Anglican church. This was different than the Continental Reformation in western Europe, where despite the reforms they still considered themselves to be of the Catholic faith.

**What was the Columbian Exchange? (pp. 16–17)**

Answer: It was the biological encounter between the native peoples of the Americas and the first Europeans to cross the Atlantic. Christopher Columbus had begun this cultural exchange, which included foods, plants, animals, and diseases that moved between the Old and New Worlds.

**What role did disease play in the Columbian Exchange? (p. 17)**

Answer: Disease played a major role in this exchange. Europeans took smallpox to the New World, which killed huge numbers of Indian men, women, and children. The New World also received smallpox, chickenpox, measles, mumps, diphtheria, typhus, whooping cough, and influenza from the Old World. Such diseases brought by the Spanish nearly wiped out indigenous populations on the island of Hispaniola. Europeans took home tuberculosis and a plague in the form of a deadly strain of the disease syphilis.

**What technological advances facilitated European expansionism? (pp. 18–19)**

Answer: Explorers were aided by the rise of map making and the invention of navigational devices that allowed mariners to better calculate latitude. Ship-building technology improved with the caravel, which had sails that were better suited to catching wind than the sails of traditional European ships. Europeans also had better weapons technology than the native peoples they encountered, which gave them the advantage of having firearms in their skirmishes.

**What role did disease play in the Spanish conquest of the Aztecs? (pp. 18–19)**

Answer: It played a critical role in the Spanish defeat of the Aztecs. The Spanish unknowingly carried with them the deadly smallpox virus, which infected and killed large numbers of Aztecs. This allowed the Spanish conquistador Cortes to vanquish the Aztecs within two years of his arrival in Mexico.

**What were the major religious traditions of Africa? (p. 20)**

Answer: Monotheistic faiths such as Christianity and Islam were popular in northern, western, and eastern Africa. West Africa had many polytheistic faiths that were based on animist beliefs in which aspects of nature were considered to be gods and spirits.

**What arguments were used to justify the enslavement of the Guancho? (p. 21)**

Answer: The Pope blessed the Guancho enslavement because he considered the Guancho to be “infidels and savages.” As a result, the Europeans exposed the Guancho people to diseases that killed thousands.

**What roles did slaves play in African societies? (p. 22)**

Answer: Slavery was widely practiced in Africa long before the arrival of the Portuguese. Slaves were taken as spoils of war by rival tribes, though some slaves were eventually absorbed into the societies that held them. After 1600, slaves were needed to meet the demand for labor in the Americas to cultivate the highly profitable sugar plantations. With the value of slaves increasing, Africans would raid neighboring territories in order to obtain slaves.

**What theories account for Benin's ability to resist involvement in the international slave trade? (p. 23)**

Answer: One theory is that Benin refused to become a major supplier of slaves by restricting the trade in male slaves while allowing women to be traded. This resulted in Benin having more political autonomy than many neighboring African states. Benin's rulers realized that ending its involvement in the slave trade would allow it to avoid the effects of destabilizing warfare associated with the slave trade.

**What was the Black Legend? (pp. 24–25)**

Answer: The "Black Legend" refers to the legacy of Spanish cruelty toward the native peoples of the Americas during its conquest. This idea was depicted in various gruesome wood-cut images and writings, such as those of the Spanish bishop, Bartolomé de las Casas, in the 1550s.

**What does the architecture of the central plaza of Mexico City tell us about Spain's approach to colonization? (pp. 25–26)**

Answer: The central plaza illustrates how the Spanish used urban centers to help in the administration of the territories they conquered. The Spanish used architecture to emphasize the strong power of the church and state, with the plazas being a place for commerce and a symbolic space where religious and civic monuments were built.

**What types of labor systems were employed in the Spanish colonies? (p. 26)**

Answer: The Spanish used the *encomienda* system, which was a system of forced labor being close to slavery. Indians were considered to be "vassals" who owed their labor to noblemen, who in turn were responsible for the Indians' spiritual welfare. The Spanish wanted to convert the Indians in order to save their souls. But the Spanish used this guise as a means to brutally exploit the Indians, who had a high mortality rate and were devastated by the diseases brought by the Spanish. This led to the Spanish using other forms of labor such as conscript labor, wage labor, and slavery.

**What were the most important differences between New France and New Spain? (p. 27)**

Answer: There were a few significant differences. Unlike the brutal and exploitative conquest carried out by the Spanish, the French maintained good relations with the Native Americans because they needed their help in the fur trade. Another difference was that the Native Americans of New France were able to assimilate into French culture, with the French government encouraging intermarriage. The method of conversion used by the French was also different than that used by the Spanish. The Spanish used force to impose their Catholicism, but the French missionaries lived among Indians in order to understand their culture.



**What lessons did the English learn from their experiences in Ireland? (p. 28)**

Answer: England's experiences in Ireland foreshadowed its future colonial policy in the New World. It used a policy of expulsion and plantation to quell religious animosity between the Irish Catholics and Protestant England. The English would expel the Irish from their lands and replace them with loyal Protestant farmers from England and Scotland to create plantations. The plantation system became a model for the slave-based labor system used in much of the New World by the conquering Europeans.

**What is the symbolic importance of the position of Queen Elizabeth's hand in the Armada portrait? (pp. 28–29)**



Answer: The fact that the Queen's hand was on a globe and covered North America symbolized the fact that England had become a dominant power in the Atlantic world, especially in regards to its naval supremacy over Spain. This would aid in its ability to colonize the New World.

**How did the English model of financing colonial projects differ from the Spanish model? (pp. 29–30)**

Answer: Whereas Spain directly financed colonial projects and exploration, the English colonial enterprises were funded by private investors who formed companies and issued stock to finance

exploration and settlement by people like Sir Walter Raleigh.

**How did de Bry represent the religious beliefs of the Americas? (p. 31)**

Answer: He used his engravings to depict the natives as practitioners of unholy and demonic religious practices in order to grab the attention of Catholics and Protestants. His emphasis was on the “otherness” of the indigenous populations. As a result, the people of the New World were often viewed as un-Christian savages.

**Review Questions and Answers**

1. What were the chief advantages of fixed agriculture, and how did it contribute to the rise of more complex civilizations?

Answer: Fixed agriculture had a variety of advantages. The use of cultivation techniques such as plant seeding and irrigation led to a greater focus on farming instead of hunting. Once the native peoples learned how to grow maize, squash, beans, and other crops, food surpluses were possible and large population increases occurred. The need to plant and guard crops led to the creation of larger permanent settlements and eventually urbanization. Food surpluses allowed people to turn their attention to other pursuits, such as cultural, artistic, and engineering projects.

2. How did new technology affect European overseas expansion in the fifteenth and sixteenth centuries?

Answer: The invention of the printing press transformed the way knowledge was produced and spread to the people. Printed books encouraged scientific advancements and geographic exploration by making it easier to organize and analyze information. These books contained images and accounts of exotic places such as India and China that helped inspire European exploration.

There were improvements in map making and navigational devices that helped mariners perform more precise travel calculations during their explorations. Europeans also improved the technology of their ships in various ways, including better sails.

Europeans also had a major technological and military advantage over the native peoples they conquered. They had stronger and more powerful weapons because of their metallurgical techniques and knowledge of gunpowder. They also had domesticated horses that could support their armies as a cavalry. Such technology allowed the Spanish to conquer the Aztecs in their expansion into the New World.

3. What were the most important ideas associated with the Renaissance?

Answer: One of the most significant changes during the Renaissance was the shift from theology to the liberal arts, which included such areas as poetry, history, and philosophy. Renaissance scholars known as humanists used painting and sculpture to focus on the human capacity for self-improvement and the beauty of the human body. Another

common theme was the spirit of exploration, which later inspired explorers to discover new lands and trade routes. Renaissance scholars also sought to civilize humanity through public art, architecture, and philosophy. Artists and philosophers were supposed to participate in public life (especially cities) in order to encourage learning and glorify God. People during the Renaissance had a renewed interest in the study of ancient languages, which led to curiosity about the early church and later inspired religious figures to call for the reformation of the Roman Catholic Church.

4. What role did food and animals play in the Columbian Exchange?

Answer: The Columbian Exchange refers to the encounter between the native peoples of the Americas and the first Europeans to cross the Atlantic, such as Christopher Columbus. The Old World and New World exchanged their foods, plants, animals, and diseases. Both sides of the Atlantic were subsequently transformed. For example, European food acquired characteristics of the native peoples, while the Europeans brought their horses, sheep, cattle, and pigs to the New World. Unfortunately, both sides also shared their diseases with each other, in the form of syphilis that European sailors picked up on the Caribbean islands and smallpox that devastated native peoples in the New World. Some of these indigenous populations were nearly wiped out as a result of the diseases brought over by the Spanish.

5. Compare the impact of Spanish, French, and English approaches to colonization on the indigenous populations of the Americas.

Answer: The Spanish colonization of the indigenous populations was marked by brutality and exploitation. They subjected the natives to torture and punishment through a system of forced labor called the *encomienda*. The Spanish used a network of interconnected urban centers to administer the peoples and territories they conquered. The natives were treated as “vassals” who worked for the Spanish noblemen for the salvation of their souls once they converted to Christianity. The indigenous peoples suffered mass population loss due to diseases brought by the Spanish.

Conversely, the French encounters with Native Americans were friendlier and less destructive. The French had good relations with the native tribes, which was beneficial to their fur trade. French males often intermarried with local Native Americans, which led to their gradual assimilation into the French culture. French missionaries lived among the tribes in a much less forceful conversion process than that used by the Spanish.

The first English contact with the indigenous populations of the Americas was marked by violence, with the first colony at Roanoke ending in disaster. The English later colonized North America and forced the indigenous populations from their lands in order to implement the plantation system.

## MyHistoryLab Connections Questions for Analysis

1. What role did human sacrifice play in Mesoamerican societies, and how did Europeans view these practices?  
[http://media.pearsoncmg.com/ph/hss/hss\\_keene\\_visionsamr\\_1\\_mylab/closer\\_look/ushist\\_01/web/ushist\\_01.html](http://media.pearsoncmg.com/ph/hss/hss_keene_visionsamr_1_mylab/closer_look/ushist_01/web/ushist_01.html)

Answer: In the Aztec culture, human sacrifice was a central religious ritual used to appease the gods, such as the gods of rain and war. Peoples who were conquered by the Aztecs were often required to provide slaves to be used in human sacrifices.

2. How did European views of nature differ from those of Eastern Woodlands Indians?  
[http://media.pearsoncmg.com/ph/hss/SSA\\_SHARED\\_MEDIA\\_1/history/MHL/US/closer\\_looks/CL\\_European\\_and\\_Huron\\_Views\\_of\\_Nature.html](http://media.pearsoncmg.com/ph/hss/SSA_SHARED_MEDIA_1/history/MHL/US/closer_looks/CL_European_and_Huron_Views_of_Nature.html)

Answer: Europeans believed strongly in the notion of private property and that nature exists as a resource for humans to tame and exploit. Thus Europeans believed that they had a God-given right to rule over nature.

Conversely, the Eastern Woodlands Indians viewed nature in a completely different way. They had the animist belief that all living things had spiritual power. For example, the Hurons believed that animal bones should be treated with respect to avoid angering the animal spirits, which could make hunting more difficult for them.

3. What was Columbus's legacy?  
[http://media.pearsoncmg.com/ph/hss/SSA\\_SHARED\\_MEDIA\\_1/history/MHL/US/videos/columbusLeg-large.html](http://media.pearsoncmg.com/ph/hss/SSA_SHARED_MEDIA_1/history/MHL/US/videos/columbusLeg-large.html)

Answer: Columbus should be remembered for the fact that his voyage was the beginning of a two-way exchange across the Atlantic between the Old and New Worlds that has continued ever since. Things that are now common to us (certain animals, food, diseases) have come and gone across the Atlantic between these two previously separate hemispheres. Columbus thus had a significant environmental impact that has forever changed our world.

4. What was the Black Legend?  
[http://media.pearsoncmg.com/ph/hss/SSA\\_SHARED\\_MEDIA\\_1/history/MHL/US/images/Conquistad\\_Torture\\_Amerindians.html](http://media.pearsoncmg.com/ph/hss/SSA_SHARED_MEDIA_1/history/MHL/US/images/Conquistad_Torture_Amerindians.html)

Answer: This phrase refers to the torture inflicted upon the native groups by the Spanish conquistadores as they conquered Central and South America. The conquistadores' action devastated local native populations, which caused the Catholic Church to demand reform.

5. What do early European artistic representations of the Americas tell us about Europeans in the period after Columbus?  
[http://media.pearsoncmg.com/ph/hss/SSA\\_SHARED\\_MEDIA\\_1/history/MHL/US/closer\\_looks/ushistory\\_01/web/ushistory\\_01.html](http://media.pearsoncmg.com/ph/hss/SSA_SHARED_MEDIA_1/history/MHL/US/closer_looks/ushistory_01/web/ushistory_01.html)

Answer: They viewed the Indians as simple savages instead of people having complex cultures. Europeans were also impressionable and easily influenced by depictions of the Indians, which in fact lacked authenticity and were completely made up by the artists. The artistic representations of the Americas also reveal that Europe had a variety of taboos relating to nakedness and sexuality, which made Europeans desire such freedoms upon viewing the fantastical images. The emphasis on cannibalism in these images also shows how Europeans sought to justify their conquest and religious conversion of the “profligate” native peoples.