



THE AMERICAS: PRE-COLUMBIAN EMPIRES TO COLONIES

- **History 1(D)** Identify major causes and describe the major effects ... [of] European exploration and the Columbian Exchange and European expansion.
- **History 6(A)** Compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development.
- **History 6(B)** Explain how the Inca and Aztec empires were impacted by European exploration/colonization.
- **History 7(A)** Analyze the causes of European expansion from 1450 to 1750.
- **History 7(B)** Explain the impact of the Columbian Exchange on the Americas and Europe.
- **History 7(C)** Explain the impact of the Atlantic slave trade on West Africa and the Americas.
- **History 7(D)** Explain the impact of the Ottoman Empire on Eastern Europe and global trade.
- **Culture 24(A)** Describe the changing roles of women, children, and families during major eras of world history.
- **Science, Technology, and Society 27(B)** Summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec Civilizations.



In this chapter, you will learn about the earliest civilizations in the Americas. Then you will learn about the voyage of Columbus across the Atlantic in 1492 to reach Asia, and how this voyage led to the first encounter between Europeans and Native Americans. Finally, you will learn about the effects of this on the Americas, Europe, Africa, and Asia.

ESSENTIAL QUESTIONS

- What were the major characteristics of the Maya, Inca, and Aztec civilizations?
- How did the voyages of Christopher Columbus forever change the world?

SOCIAL STUDIES TERMINOLOGY IN THIS CHAPTER

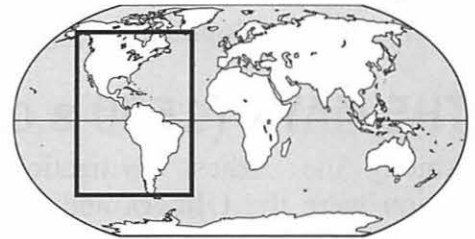
- | | | |
|-------------------------|----------------------|------------------------|
| ■ Pre-Columbian Empires | ■ Columbian Exchange | ■ Francisco Pizarro |
| ■ Maya | ■ Vasco da Gama | ■ Encomienda System |
| ■ Inca | ■ Ferdinand Magellan | ■ New France |
| ■ Aztec | ■ Hernando Cortés | ■ New Netherland |
| ■ Prince Henry | ■ Conquistadores | ■ Atlantic Slave Trade |
| ■ Christopher Columbus | ■ Montezuma | ■ "Middle Passage" |

— IMPORTANT IDEAS —

- A. The **Maya, Inca, and Aztec** peoples developed complex civilizations in Mexico, Central America, and Peru before the arrival of **Christopher Columbus**. They grew corn and many other food crops unknown in Europe. They developed their own calendars, mathematics, and engineering skills.
- B. The Renaissance spirit of inquiry and new technologies like the compass, encouraged Europeans to engage in overseas exploration in the 1400s.
- C. Columbus' "first voyage" led to the first **encounter** between Europeans and the Americans in 1492. This encounter led to the introduction of new foods, live-stock, and diseases in both hemispheres, known as the **Columbian Exchange**.
- D. The Spanish conquest of the Aztecs and Incas led to European colonization of the Americas, the introduction of Christianity, and the deaths of millions of Native Americans to European diseases.
- E. Europe was enriched from plundering and colonizing the Americas and from increased trade.
- F. European colonization of the Americas had a great impact on Africa. Africans were enslaved and shipped to the Americas in the **Atlantic slave trade**.

THE EMPIRES OF THE AMERICAS

While complex civilizations were emerging in Asia, Africa, and Europe, equally striking developments had occurred in the Americas. In this chapter you will review the chain of events set into motion when these two halves of the world collided in 1492. The "encounter" of Europeans with the peoples of the Americas brought the major civilizations of the world together for the first time. This encounter had a profound impact on all peoples.



THE FIRST AMERICANS

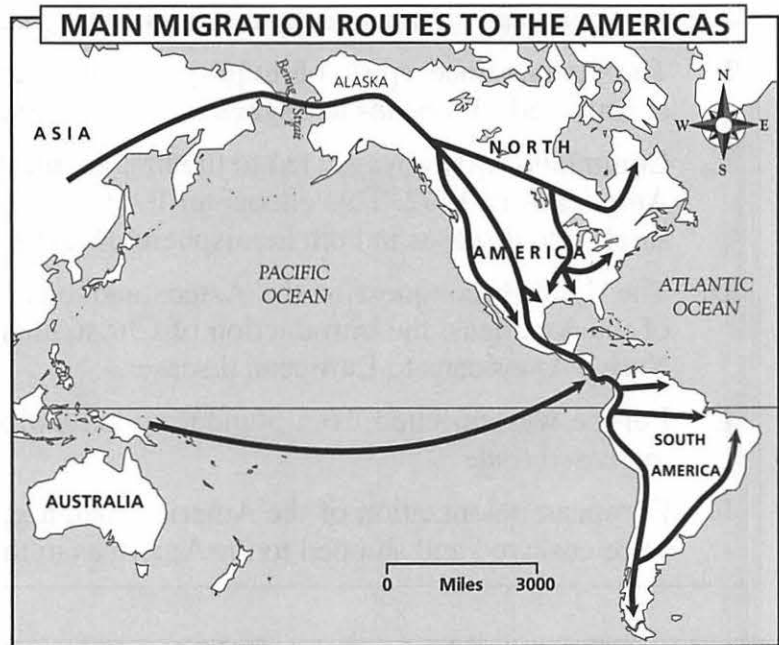
Scientists believe that during the last Ice Age, Asia and Alaska were attached by a land-bridge where the Bering Straits are found today. As long as 25,000 years ago, groups of Asian hunters crossed this land-bridge in search of food, following the migrations of animal herds.



From Alaska, these earliest Americans spread southwards. Over time, these people multiplied and spread throughout North America, Central America, the islands of the Caribbean, and South America. Separated by vast mountains and dense jungles, these people developed their own separate languages and cultures. They settled along lakes and rivers, where they had fresh water to drink.

“Native Americans” experienced their own Neolithic Revolution in which they learned to grow corn (*maize*) and other crops. Several complex civilizations emerged in **Mesoamerica** (present-day Mexico and Central America). Historians refer to these civilizations as **pre-Columbian** because they existed in the Americas before the arrival of the explorer Columbus in 1492.

Unlike the early civilizations of Africa and Eurasia, the first Native American civilizations did not emerge in river valleys. Native Americans living in the warm and humid rain forests of Mesoamerica learned to plant corn, a crop unknown to the peoples of Africa, Asia, and Europe. Corn became the basic food crop in the Americas, supporting the development of permanent settlements and large cities.



THE MAYA (1500 B.C.–1546 A.D.)

Among the earliest civilizations in the region were the **Olmecs** and the **Toltecs**. Over 3,000 years ago, the **Maya** developed a complex civilization in present-day Guatemala. Each Maya city had its own chief ruler, who was considered half-man and half-god. Most Maya were peasant farmers, who lived in thatched huts and grew corn.

There was also a small class of craftsmen, who made luxuries for the Maya nobles. The nobility were a small hereditary class, who performed sacred ceremonies on special occasions and assisted the rulers. Maya astronomers measured the movement of the sun, moon, and Venus to predict the future.



Chichen Itza — an important Mayan political and religious center.

The Maya engaged in frequent wars and practiced human sacrifices. They developed a ball game that became popular throughout the Americas. Two teams competed on a rectangular court, each attempting to hit a solid rubber ball into wooden rings. Archaeologists believe the game had a religious significance. The losing team was sometimes sacrificed to the gods after the game.

Builders. The Maya built huge cities in the jungle with large palaces, temples, and pyramids.

Writing System. The Maya developed their own hieroglyphics — a writing system using picture symbols.

MAYA ACHIEVEMENTS

Math and Science. The Maya developed a complex numbering system, with the use of zero. Their calendar consisted of 365 days and was used to keep track of the changing seasons.

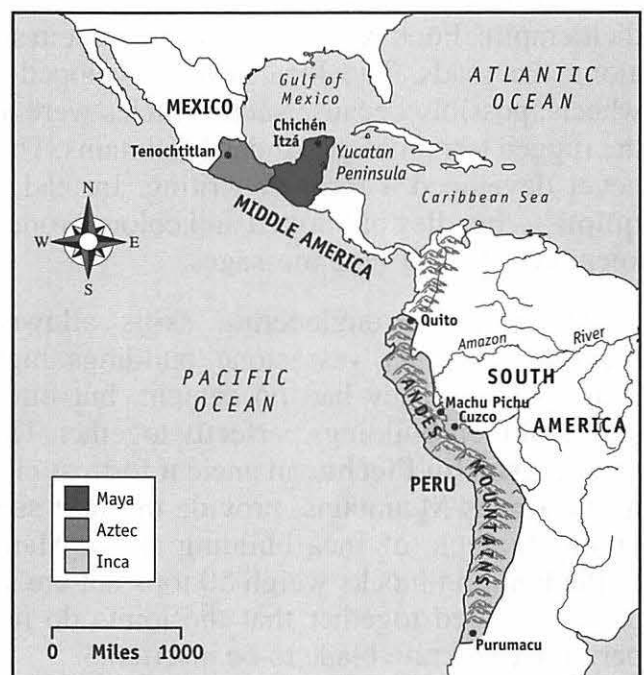
Artistry. Maya artists painted colorful murals to decorate their pyramids, palaces, and temples. They developed a ball game, played in a rectangular court, that became popular throughout the Americas.

Around the 9th century, Maya culture experienced a great crisis. Archaeologists do not know if a food shortage, epidemic, or great war brought an end to this classic period of Maya civilization. The Maya migrated northward to the Yucatan Peninsula in present-day Mexico. There, they built a new series of city-states. One of these later Mayan cities is well-preserved at **Chichen Itza**. Constant warfare from the 13th to the 16th centuries, and pressures from neighboring wandering peoples, led to the final decline of Maya civilization.

THE AZTECS (1200–1521)

The Valley of Mexico, in the center of Mexico, has a high elevation and a temperate climate. Its location is excellent for growing crops. The Aztecs (*or Mexica*) were an alliance of several local peoples.

Around 1300, they settled on an island in the center of the Valley of Mexico. They learned to grow corn from their neighbors. In order to survive, they grew crops in “floating gardens” in wet, marshy lands. They made careful observations of the sky and aligned their temples based on the movements of the sun and moon. Over the next two centuries, the Aztecs engaged in frequent wars to conquer other peoples in the region. These conflicts continued until the arrival of the first Europeans in the Americas.



The Aztecs developed a highly complex social organization. At the top of Aztec society was an all-powerful emperor. Below the ruler were the nobles, who often held high positions in the government, army, or priesthood. Most people were commoners, working as farmers, fishermen, craftsmen, or as warriors in the Aztec armies. At the bottom of Aztec society were slaves.

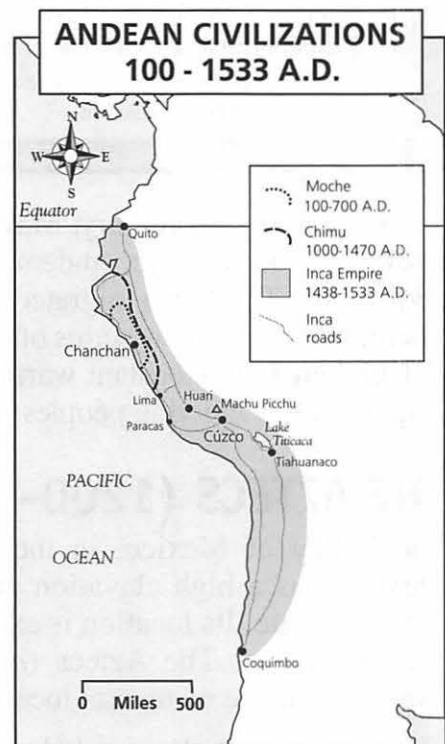
Like other Native American cultures, the Aztecs worshipped many gods. The most important was the Sun God. Their observations of the sky made it possible to construct accurate calendars of stone. The Aztecs believed the Sun God needed human blood to continue his daily journeys across the sky. For this reason, the Aztecs practiced human sacrifices on a massive scale. Captured warriors from other tribes were sacrificed, as well as Aztecs who volunteered for this honor. They believed their sacrifice was necessary to keep the universe in motion.

THE INCA EMPIRE (1200–1535)

Thousands of miles to the south of Mexico, advanced cultures developed along the Pacific coast and in the Andes Mountains of South America. Peoples in the Andes terraced mountains and grew potatoes and other root crops that could resist the cold nights. They kept llamas and alpacas for their meat and wool and to carry goods.

The Inca built upon the achievements of these earlier peoples. Around 1400, the Inca began extending their rule across the Andes. Eventually, the Inca ruled an empire covering much of present-day Peru, Ecuador, Bolivia, and Chile. The Inca built stone roads stretching over ten thousand miles to unite the distant corners of their empire. Food was preserved and kept in storehouses along the roads. The Inca never developed carts with wheels, possibly because such vehicles were unsuited to the rugged terrain of the Andes Mountains. The Inca also never developed a form of writing. Instead, they used **quipu** — bundles of knotted and colored ropes to count, keep records, and send messages.

Their superb engineering skills allowed them to construct vast stone buildings high in the Andes. They had no cement, but fitted stones of their buildings perfectly together. The ruins of **Machu Picchu**, an ancient fortress city in the Andes Mountains, provide the best surviving example of Inca building skills. Many of the building blocks weigh 50 tons but are so precisely fitted together that the joints do not permit a thin knife blade to be inserted.



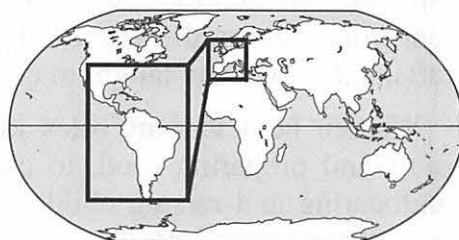
ACTING AS AN AMATEUR HISTORIAN

Select *one* of the three pre-Columbian civilizations you just learned about. Then research that civilization and present its achievements in either architecture, art, science or government to your classmates.



THE COLUMBIAN EXCHANGE

The writings of **Marco Polo** had increased European interest in trade with Asia. Goods, especially spices and silks, were carried overland to Constantinople and then shipped across the Mediterranean by the Italian city-states. The conquest of the Byzantine Empire by the Ottoman Turks in 1453 was followed by a temporary decline in trade across the overland route to East Asia. New incentives were created to find a new route to the East, especially by an all-water passage.



At the same time, the spirit of inquiry of the Renaissance was leading Europeans to explore the oceans. Europeans adapted technological innovations from other cultures to improve their navigation skills, including the compass from China and the triangular lateen sail used by Arab ships.

APPLYING WHAT YOU HAVE LEARNED

List *two* reasons why Europeans became interested in overseas exploration.

- ★ _____
- ★ _____

THE AGE OF DISCOVERY

SPAIN AND PORTUGAL LEAD THE WAY

Spain and Portugal are located at the western end of Europe. Spain has coasts on the Mediterranean Sea and the Atlantic Ocean. Both countries were determined to gain a share of the trade with Asia, and had the resources needed to finance costly overseas exploration. **Prince Henry** of Portugal developed a new, lighter sailing ship and sponsored expeditions along the coast of Africa.

Spain's rulers, **Ferdinand and Isabella**, had just completed the **Reconquista** (*reconquest*) of Spain's Muslim areas — reuniting the country under Christian rule in 1492. In the same year, they expelled Spain's Jewish community. Spain's rulers hoped to further spread the Christian faith and to glorify their country through overseas exploration.

THE VOYAGES OF CHRISTOPHER COLUMBUS

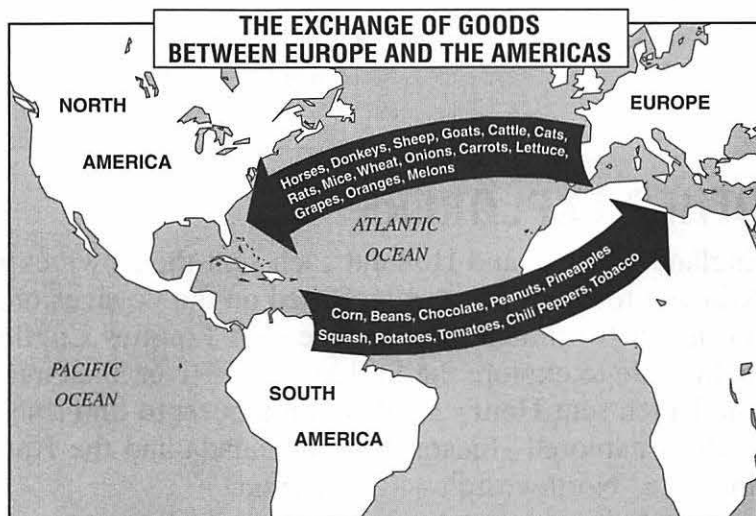
Christopher Columbus (1451–1506), a sea captain from Genoa in Italy, was convinced that he could reach Asia by sailing westward. After years of seeking support, he finally persuaded the rulers of Spain to provide him with three ships in 1492. Columbus actually thought the world was smaller than it was. After two months at sea, his men almost mutinied. Then they accidentally landed in the Americas instead of reaching the East Indies. His “discovery” of the Americas provided new sources of wealth and raw materials that would forever alter the economy of Europe.



Columbus before Spain's king and queen.

THE COLUMBIAN EXCHANGE

Columbus' encounter with the peoples of the Americas quickly led to an important exchange of products and ideas, known as the **Columbian Exchange**. The European diet was greatly improved by the introduction of new American foods such as tomatoes, corn, potatoes, peppers, squash, pineapples, and chocolate. Also, such animals as turkeys provided a new food source for Europeans. Tobacco was also brought to Europe. At the same time, wheat, sugar, cattle, horses, pigs, sheep, chickens and grains such as wheat were introduced from Europe into the Americas.



LATER EXPLORERS

After Columbus' great success, Europeans competed with one another in sending out explorers to find new trade routes and to seek new lands.

VASCO DA GAMA (1460–1524)

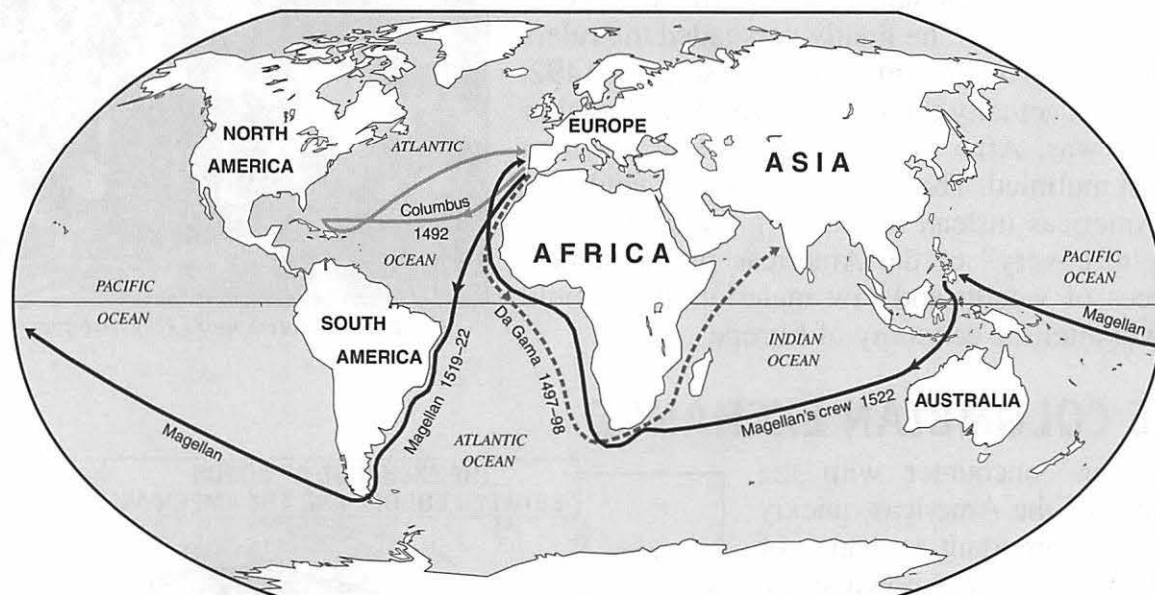
A Portuguese explorer, **Vasco Da Gama** discovered an all-water route from Europe to India by sailing around the southern tip of Africa in 1497. His discovery made it possible for Europeans to obtain Asian goods without relying on overland routes.



Vasco Da Gama

FERDINAND MAGELLAN (1480–1521)

In 1519, **Magellan**, another Portuguese explorer, led the first expedition of ships to **circumnavigate** (*circle*) the world. Sailing around South America and across the Pacific, Magellan proved conclusively that the world was round. Magellan himself died on the voyage.



OTHER EXPLORERS

England, France, and Holland each sent their own explorers to find an all-water route to Asia and to claim new lands. Based on the voyages of **John Cabot**, England claimed territories in North America. France sent **Jacques Cartier**, **Samuel Chaplain**, and **Robert de la Salle** to explore the St. Lawrence River, the Great Lakes, and the Mississippi River. The Dutch sent **Henry Hudson** on a quest to find a shortcut from Europe to the Far East. Hudson explored Hudson Bay in Canada and the Hudson River in America in hopes of finding a “Northwest Passage” to Asia.

APPLYING WHAT YOU HAVE LEARNED

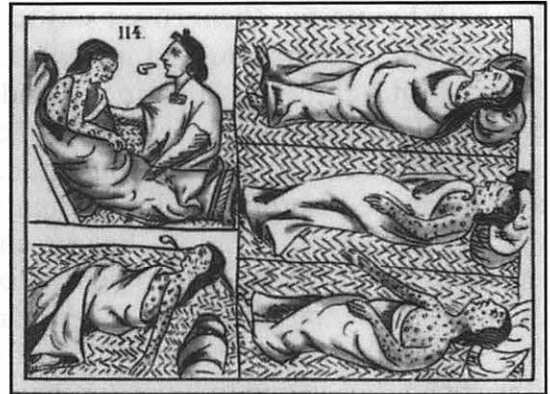
Why do you think Columbus is more famous today than other European explorers?

THE CONQUEST OF THE AMERICAS

The impact of the arrival of the Europeans was especially profound on the Native Americans. Spanish **conquistadors** (*conquerors*) and priests arrived soon after the first explorers. They came to conquer native peoples, seize gold and silver, obtain natural resources, and convert the natives to Christianity.

THE CONQUEST OF MEXICO

Soon after Columbus' first voyage, the Spanish conquered the main Caribbean islands. Small numbers of Spanish soldiers, using horses and firearms, and acting with local allies, were quickly able to overcome large numbers of Native Americans. In 1519, **Hernando Cortés** sailed from Cuba to Mexico with a small force of soldiers in search of gold and silver. Cortés met the Aztec Emperor **Montezuma**. The Aztecs at first believed the Spaniards were gods and showed them with gifts. Later, Cortés left Tenochtitlán, the Aztec capital, and made allies with the enemies of the Aztecs.



An Aztec artist depicts the suffering from smallpox, a disease introduced by Europeans.

With a few hundred Spaniards and several thousand Native American warriors, Cortés attacked Tenochtitlán in 1521. Several factors explain Cortés' final triumph. The Aztecs fought with clubs, spears and bows, while the Spaniards had guns, steel swords, shields, dogs, horses and cannons. The Spaniards also gathered a large force of native warriors from neighboring peoples who opposed the Aztecs. Finally, the Aztecs were worn down by an outbreak of smallpox, accidentally introduced by the Europeans. The Aztecs had no immunity to this disease. As a result, Cortés was quickly able to conquer the Aztec Empire.

ACTING AS AN AMATEUR HISTORIAN

Cortés wrote to Emperor Charles V in 1521 about what he found in Mexico.

"It happened ... that a Spaniard saw an Indian ... eating a piece of flesh from the body of an Indian who had been killed.... I had the culprit burned, explaining that his having killed that Indian and eaten him was prohibited by Your Majesty. I further made the chief understand that all people ... must abstain from this custom.... I came to protect their lives and property, and to teach them that they were to adore but one God ... that they must turn from their idols, and the rites they had practiced, for these were lies which the devil had invented.... I, likewise, had come to teach them that Your Majesty rules the universe, and that they also must submit themselves to you and do all that we, who are Your Majesty's ministers here, might order them."

What does this letter tell us about Cortés' attitude towards Aztec culture?

THE CONQUEST OF PERU

In 1530, **Francisco Pizarro** set sail from Panama to conquer the Inca of Peru. Pizarro arrived just when the Inca were recovering from a brutal civil war. High in the Andes Mountains, Pizarro and a handful of soldiers faced a much larger force of Inca warriors. Again, the Native Americans could not resist the more technologically advanced Europeans. Pretending friendship, Pizarro invited the Inca emperor to visit him. Pizarro and his army next ambushed the Incas and murdered the emperor. Pizarro was then able to conquer the Inca capital by 1533. The Spanish treated the conquered Indians harshly. The defeated Indians were forced to accept the Christian religion and to labor for their new rulers.



Francisco Pizarro

COLONIAL LATIN AMERICA

The Spanish conquest of the Caribbean, Mexico, and Peru brought many important changes. Although their explorations did not find the cities of gold they were seeking, the Spanish asserted their dominance, religion and culture on the native tribes. The region was transformed into **Latin America** — a fusion of European and Native American cultures.

COLONIAL GOVERNMENT

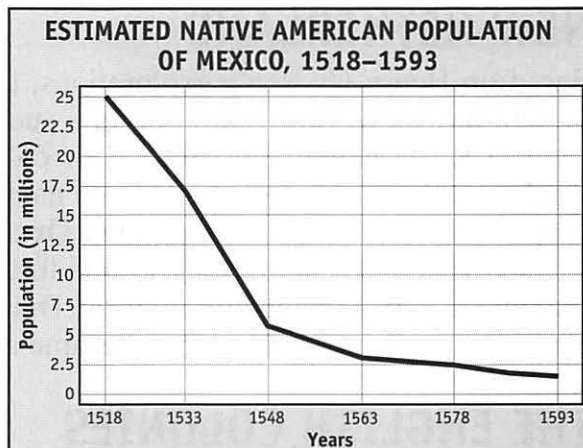
As a result of these conquests, Spain now ruled an American empire many times larger than Spain itself. Special royal governors, known as **viceroys**, were sent to rule the colonies in the king's name. Officials born in Spain filled the most important positions in the colonial government and the military. Gold and silver from the Americas were shipped to Spain, making it the strongest power in Europe in the 16th century.

COLONIAL SOCIETY

The conquered lands were often divided among the soldiers. They used Native Americans to till the land and work the mines. This system of forced labor was called the **encomienda system**. Church leaders also formed an elite class and shared in political power. Priests sought to convert Native Americans to Catholicism, while preventing their actual enslavement. The **Jesuits**, the religious order founded in the Counter-Reformation, built schools, founded hospitals, and taught agricultural skills. However, in 1767, the Jesuits were expelled from Latin America.

Gradually, a new colonial order emerged. At the top of society were noble officials and landowners who were born in Spain (*peninsulares*). They formed the head and heart of colonial society in Latin America. Just below them were those with a Spanish background born in the New World (*creoles*). Below this group were those of mixed Spanish and Native American ancestry (*mestizos*). At the bottom of the social scale were Native Americans, who performed most of the hard work.

Meanwhile, Native American populations declined because they had no immunity to diseases from the Eastern Hemisphere like measles and smallpox. Until the coming of the Europeans, the New World had been free of smallpox, typhus, and measles. Because of the sharp decline in the Native American population from these new diseases and overwork, Spanish landowners in the Caribbean and Brazil needed a source of labor able to survive the harsh working conditions. As a result, they turned to importing Africans as slaves.



Native American populations declined because they lacked immunity to European diseases.

APPLYING WHAT YOU HAVE LEARNED

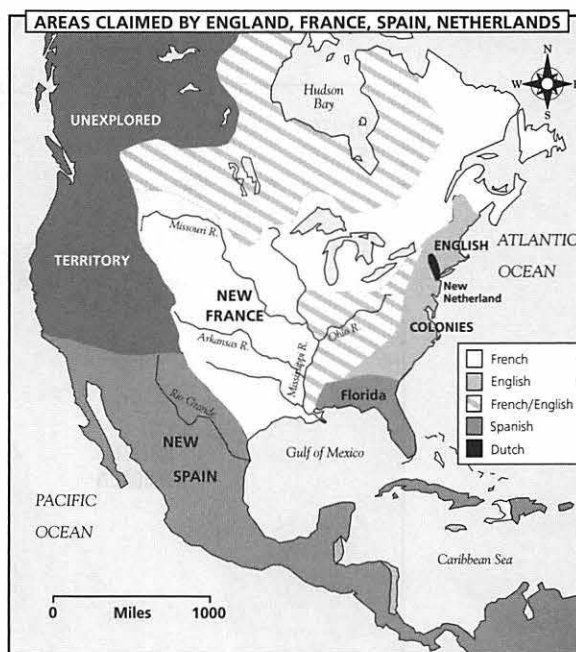
Would you describe the “encounter” between Europe and the Americas as favorable or as unfavorable? Consider the perspectives of different groups.

OTHER EUROPEAN COLONIAL EMPIRES

NEW FRANCE

New France was established in Canada and along the Great Lakes and Mississippi River. New France never became as populous as the Spanish or English colonies. It consisted of a handful of towns and a series of trading outposts. French missionaries arrived in the Americas to convert the Native American Indians to Christianity.

By the end of the seventeenth century, French territory covered almost three-fourths of North America. The region continued to attract French explorers who found that the region contained valuable fur-bearing animals, especially beavers — whose pelts were greatly desired by Europeans for making hats.



NEW NETHERLAND

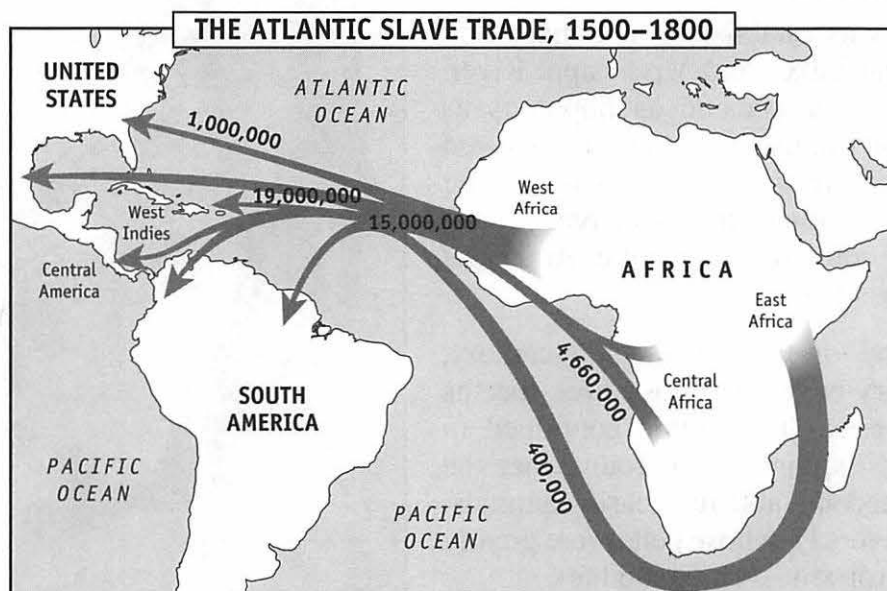
Based on Henry Hudson's explorations, the Dutch claimed control of the region around present-day New York. They set up a successful fur trade with the native peoples of the Hudson River Valley and called their colony **New Netherland**. The Dutch government gave control of the colony to the merchants of the **Dutch West India Company**. In 1624, thirty families came to settle in **Fort Orange** (*present-day Albany*). More settlers arrived the next year and established a second fort at the tip of Manhattan island. They named this settlement **New Amsterdam** after the Dutch city of Amsterdam. The city of New Amsterdam, with its fine natural harbor, became a leading center for trade.

THE ENGLISH COLONIES

The first permanent English colony in the "New World" was established by a private company at **Jamestown**, Virginia in 1607. The first settlers were men who came in search of gold. Despite initial challenges, the colony at Jamestown became profitable by growing tobacco for sale in Europe. A second English colony was founded by a Protestant group known as the **Pilgrims**. They landed at Plymouth Rock. Another group of English Protestants, the **Puritans**, landed in nearby Massachusetts Bay in 1630. They came to practice their own religious beliefs without persecution. Eventually, the number of English colonies along the Atlantic coast of North America expanded to thirteen — from Georgia to Massachusetts.

THE ATLANTIC SLAVE TRADE

Finding enough workers able to survive harsh working conditions became a major problem for many of the colonies, especially in the Caribbean. The solution to the problem led to one of the most negative aspects of the European conquest of the Americas — the rise of the slave trade. Slavery had existed in Africa long before European intervention. However, the new Atlantic slave trade expanded the institution of slavery on a scale unparalleled in human history.



Enslaved people were usually captured by powerful African tribes in raids on neighboring villages. The slaves were brought to the West Coast of Africa where they were imprisoned in fortified castles and traded to European and American slave traders in exchange for guns and other goods.

It is estimated that the Atlantic slave trade took away as many as 15 million African men and women over the next three hundred years. More than 11 million of these went to the Spanish colonies. Many died during the “**Middle Passage**,” the voyage across the Atlantic, because of the horrible conditions they endured on board the ships. Once they arrived in the Americas, most Africans worked long hours in the sugar fields of the Caribbean and Brazil, or toiled raising tobacco and cotton in North America.

ACTING AS AN AMATEUR HISTORIAN



Rufus Clark in his book, *The African Slave Trade* (1860), described the conditions of the “Middle Passage”:

“They came swarming up, like bees from the opening of a hive, till the whole deck was crowded to suffocation, from stem to stern. After enjoying for a short time the unusual luxury of air, some water was brought; it was then that the extent of their sufferings was exposed. They all rushed like maniacs towards it. No threats or blows could restrain them; they shrieked, and struggled, and fought with one another for a drop of this precious liquid. There is nothing from which slaves, in the Mid-Passage, suffer so much, as want of water. When the poor creatures were ordered down again, several of them came and pressed their heads against our knees, with looks of the greatest anguish at the prospect of returning to the horrid place of suffering below.”

★ What can we learn from this description of the “Middle Passage”?

★ What would you have done to survive the “Middle Passage” to the Americas?

THE LEGACY OF THE TRANSATLANTIC SLAVE TRADE ON AFRICA

Encouraged African Warfare.
The slave trade encouraged tribes to go to war with each other to obtain slaves to trade for European guns, rum, and other goods.

Disrupted African Culture.
The slave trade destroyed much of Africa’s rich heritage and disrupted its development. It created a legacy of violence, bitterness, and social upheaval.

Increased Cultural Diffusion.
The exchange of ideas and goods increased. Slave traders brought new weapons and other goods to Africa, while slaves brought their beliefs, legends, and music to the Americas.

CHAPTER STUDY CARDS

Pre-Columbian Civilizations

- ★ **Maya Empire.** More than 3,000 years ago, the Maya developed a complex civilization in the rain forests of present-day Guatemala; developed a form of writing; grew corn.
- ★ **Aztec Empire.** Over two centuries, the Aztecs engaged in frequent wars to conquer other peoples of the region.
- ★ **Inca Empire.** The Inca Empire developed along the Pacific coast and in the Andes Mountains of South America; they grew potatoes; built roads and stone buildings.

Impact of the Columbian Exchange

- ★ **Christopher Columbus** “encountered” the Americas after crossing the Atlantic Ocean.
- ★ **Effects.** This encounter (1492) had many lasting effects:
 - Europeans learned about new foods, such as corn, tomatoes, and, chocolate.
 - Europeans established vast colonial empires in the Americas.
 - Millions of Native Americans died from exposure to new European diseases, such as smallpox and measles.

Colonial Empires

- ★ Spanish conquerors subdued the Aztecs and Incas. Established colonies in the Americas.
- ★ Europeans brought new animals and food to the Americas, including horses, cattle, chickens, pigs, wheat, sugar, and rice.
- ★ Spain sought gold & silver from New World.
- ★ New Spanish colonies were ruled by Viceroy.
- ★ Native Americans gradually converted to religion of the Europeans — Christianity.
- ★ Other countries — France, Holland, and England — set up colonies in the New World.
- ★ New colonial societies emerged.

Atlantic Slave Trade

- ★ **Capture.** Africans were captured by other African tribes and were often sold to European slave traders on West African Coast.
- ★ **“Middle Passage.”** Millions were taken in ships, chained together under inhumane conditions, for the voyage across the Atlantic to the New World.
- ★ **Treatment.** When enslaved Africans arrived, they were forced to work under brutal conditions.

CHECKING YOUR UNDERSTANDING

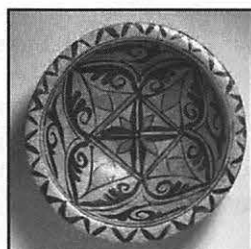
Directions: Put a circle around the letter that best answers the question.

- 1 Archaeologists often learn a great deal about an ancient society by examining its pottery. Which example below shows pre-Columbian pottery?

Cult 26(A)



A



B

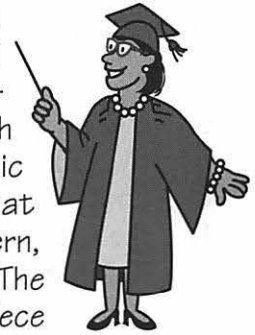


C



D

First, **EXAMINE the question.** It tests your ability to recognize a cultural product, pottery. Which of these artifacts was produced by a pre-Columbian civilization? You should **RECALL** that some Meso-American pots showed animals or human figures on the front. Much of their art was used to honor their many gods and ward off demonic spirits. If you **APPLY** this information to the choices, you will find that **Choice A** is an ancient Greek pitcher. **Choice B**, based on its pattern, is a Muslim dish. **Choice D** is a Chinese urn from the Ming Dynasty. The best answer is **Choice C** since its design most closely indicates a piece showing a human figure on the front.



Now try answering some additional questions on your own.

Use the passage and your knowledge of social studies to answer the following question.

“Art. 31. All Indians held in encomienda by the viceroys, by their lieutenants, royal officers, prelates, monasteries, hospitals, religious houses, mints, the treasury, etc., are to be transferred forthwith to the Crown....

Art. 38. Lawsuits involving Indians are no longer to be tried in the Indies, or by the Council of the Indies, but must be pleaded before the King himself....”

— New laws issued by Emperor Charles V, 1542–1543

- 2 The purpose of these new laws was to —
- F reduce local authority and increase central control Hist 7(B)
 - G increase religious authority and limit secular influences
 - H guarantee citizenship to Indians while supporting traditional practices
 - J promote economic development while expanding the rights of Indians
-
- 3 What was one important effect of the Columbian Exchange?
- A rapid decline in European population Hist 7(B)
 - B economic instability in China and Japan
 - C spread of Hinduism into India
 - D introduction of new foods to both Europe and the Americas
- 4 One reason Spanish conquistadors were able to conquer the Aztecs was that —
- F Aztec religious beliefs promoted nonviolence. Hist 6(B)
 - G Spain joined the Incas in their fight against the Aztecs.
 - H The Spanish cavalry outnumbered the Aztec warriors.
 - J Spanish soldiers possessed superior military technology.
- 5 What was a direct result of the Atlantic slave trade on West Africa?
- A Animism was no longer practiced in Africa. Hist 7(C)
 - B Many West African communities faced population losses.
 - C European industrial factories were established throughout Africa.
 - D Africans across the continent hired Europeans to train their military.

Use the illustration and your knowledge of social studies to answer the following question.

- 6 What does this drawing illustrate about pre-Columbian Inca civilization?
- F the religious influence on architecture
 - G cooperation and planning in agriculture
 - H the use of superior military technology for defense
 - J the role of government during a natural disaster

Hist 6(A)



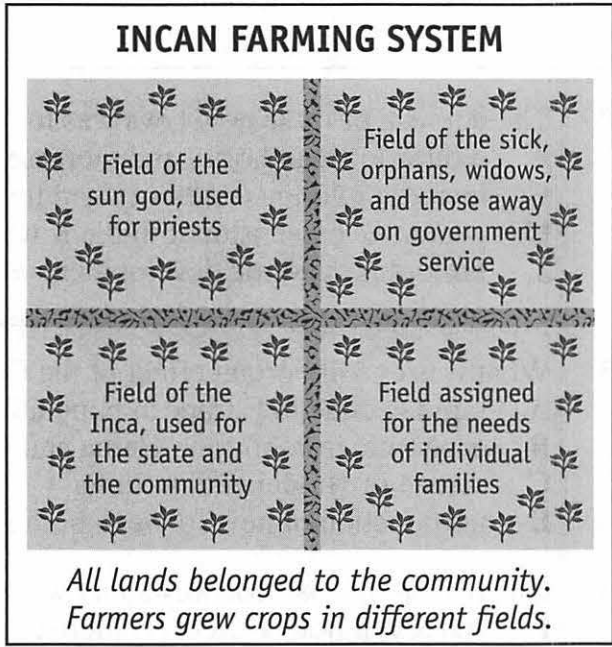
- 7 The journeys of Vasco da Gama, Ferdinand Magellan, and Christopher Columbus became possible in the late 1400s because of the —
- A support of exploration by the English government
 - B trade connections established by Ibn Battuta
 - C effects of the Atlantic slave trade
 - D development of new navigational instruments and technology

Hist 7(A)

Use the diagram and your knowledge of social studies to answer the following question.

- 8 This diagram shows the Incas had a farming system that —
- F provided crops for different groups in society
 - G left much of the land unfarmed
 - H set aside fifty percent of the crops for those who farmed the fields
 - J grew crops only for overseas trade

Hist 6(A)



- 9 A study of the Aztec, Maya, and Inca agricultural systems would show that these civilizations —
- A relied on mechanized agricultural techniques
 - B carried on extensive trade in crops with each other
 - C relied on a single-crop economy
 - D adapted to their environments with creative farming techniques

Hist 6(A)

- 10 The Aztec calendar and the Maya use of zero both illustrate that pre-Columbian cultures in the Americas —
- F traded extensively with Africa
 - G made advances in mathematics and science
 - H declined because of invasion and disease
 - J converted to Islam

STS 27(B)

Use the photographs and your knowledge of social studies to answer the following question.



An Aztec Temple



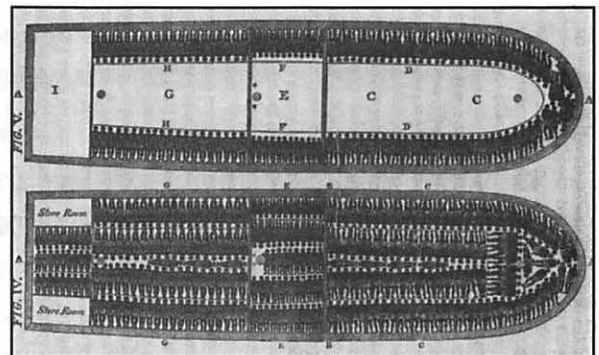
Inca House of the Priests

- 11 These two structures indicate that ancient pre-Columbian civilizations —
- A were based on European societies
 - B had the engineering skill to build complex structures
 - C incorporated early Roman architectural design
 - D were strongly influenced by Renaissance humanism

STS 27(B)

Use the picture and your knowledge of social studies to answer the following

- 12 This illustration shows how enslaved Africans were chained together on ships during the “Middle Passage” to the Americas. What conclusion can be drawn from this illustration?



- F Slave traders showed great cruelty and insensitivity to other human beings.
- G African slaves generally were told where they were going and what would happen to them when they arrived.
- H Although enslaved Africans came from different regions and cultures of Africa, they learned to communicate with each other.
- J Of the 20 million Africans taken from their homes and sold into slavery, most never completed the “Middle Passage.”

Hist 7(C)