

Unit 4 Multiple Choice Answers and Explanations

Written by Eileen Orzoff Baranyk

1. Learning Objective 4.5.I Contextualization

The new trade route in the period c. 1450 to c. 1750, shown in <u>yellow</u> on the map above is referred to as	
a. The Columbian Exchange	This answer is incorrect. The Columbian Exchange was the environmental consequence of contact between Afro-Eurasia and the Americas. It was not a specific trade route.
b. The Atlantic System	This answer is correct. The system for trade was referred to as the Atlantic System.
c. The Middle Passage	This answer is incorrect. One leg of the Atlantic system was the Middle Passage. This was the route between Africa and the Americas that enslaved people were forced to take.
d. The Sea Road	This answer is incorrect. This is not the formal name of any trade route.

2. Learning Objective 4.1.A Causation

The creation of the new trade route visible on the map in <u>yellow</u> resulted most directly from what new development c. 1450 to c. 1750?	
a. New ship designs	This answer is incorrect. While new ship designs made exploration and contact possible they did not lead most directly to the Atlantic System.
b. New navigational tools	This answer is incorrect. While new navigational tools made exploration and contact possible they did not lead most directly to the Atlantic System.
c. Improved understanding of regional wind and current patterns	This answer is correct. The Atlantic system follows the path of the Atlantic wind patterns. Understanding this pattern most directly led to the new trade route.
d. Access to knowledge, scientific learning and technology from the Classical, Islamic, and Asian worlds	This answer is incorrect. While access to previous forms of knowledge made exploration and contact possible they did not lead most directly to the Atlantic System.

3. Learning Objective 4.5.H Contextualization

The types of trade goods moving between Europe, Africa and the Americas as well as the political relationship between these places best represents which economic system c. 1450 to c. 1750?	
a. Barter	This answer is incorrect. Bartering is not really an economic system as much as a way of exchanging goods without money.
b. Capitalism	This answer is incorrect. Capitalism involves the free exchange of goods. In the era c. 1450 to c. 1750 governments were heavily involved in controlling the movement of goods.
c. Mercantilism	This answer is correct. The movement of manufactured goods away from Europe, and raw materials from the colonies going towards Europe, is emblematic of Mercantilism. Monarchs wanted to send as little gold and silver out of their countries as possible. Having access to cheap raw materials and constant markets made colonies essential.
d. Free-Market Exchange	This answer is incorrect. Free-Market exchange is the same thing as capitalism, which was also incorrect.

4. Learning Objective 4.4.F/G Causation

As indicated on the map and due to the rise of plantation economies specializing in labor intensive cash crops, what form of coerced labor was most used in the Americas?	
a. Chattel Slavery	This answer is correct. Chattel Slavery, which means owning people as if they were property, was a direct development of the intense labor required for the plantation economy. Transporting abducted and enslaved Africans as part of the Atlantic system fulfilled Europeans' economic desires in the Americas.
b. Devshirme	This answer is incorrect. The Devshirme system is associated with the Ottoman Empire.
c. Serfdom	This answer is incorrect. Serfdom is a system of labor where the people are essentially free except in where they may live and the many taxes, including labor, that they owe to the person who owns the land they live on. This does not describe the situation in the Americas.
d. Creole	This answer is incorrect. Creoles were people of European descent who were born in the Americas.

5. Learning Objective 4.5.K Contextualization

The passage above best demonstrates which of the following developments from c. 1450 to c. 1750?	
a. Gender restructuring that occurred due to the Trans-Atlantic slave trade	This answer is incorrect. The passage does not mention gender relationships or status.
b. Religious conflicts that emerged due to the Protestant Reformation	This answer is incorrect. The passage does not describe religious conflicts or mention Protestantism at all.
c. Syncretic belief systems and practices due to increased interactions between the newly connected hemispheres	This answer is correct. When Christianity came to the Americas it was forced on Native Americans and eventually enslaved Africans. In order to maintain their own beliefs, many found ways to merge Christianity and their indigenous beliefs creating Syncretic belief systems.
d. Knowledge of the Classical world spread to Europeans	This answer is incorrect. The Virgen de Guadalupe would have been unknown in the Classical era.

6. Learning Objective. 4.7.M Sourcing the Document.

What best explains the author's description of how people view the Virgen de Guadalupe?	
a. She grew up in a place where this story was told to her many times	This answer is incorrect. Growing up in a certain location and hearing a story repeated can have an effect, but it may not create the vested interest that one's heritage can. It is not the best explanation for her writings.
b. She would be interested in multiple perspectives as a scholar	This answer is incorrect. While college professors are interested in multiple perspectives, this fact alone is not the best explanation for Griselda Alvarez Sesma's description.
c. She is speaking about her own cultural beliefs	This answer is correct. Griselda Alvarez Sesma is speaking of the beliefs of her ethnic groups. She wrote in her author bio of her Yaqui/Mexica heritage and that she is Mestiza. Both of these elements must be important to her and led her to want to explain the views held by both sides of her own cultural inheritance.
d. She lives in a state with a large Mexican population	This answer is incorrect. Simply living in a state with a large Mexican population would necessarily lead to having a vested interest in this story. It is not the best answer.

7. Learning Objective 4.7.M Causation

What social restructuring took place in the Americas as a result of European conquest?	
a. The Spanish learned to accommodate their new indigenous subjects in order to utilize their economic and military contributions.	This answer is incorrect. The Spanish were mostly intolerant of indigenous culture. The adoption of the Virgen de Guadalupe by the Church was primarily to build a bridge to conversion for those of indigenous beliefs.
b. The traditional economic and political elites of the Americas found a position for themselves among the elites of the Spanish empire.	This answer is incorrect. Status came to be based on race, not former status as an elite.
c. The adoption of the Casta System limited the opportunities of certain groups politically, economically, and socially.	This answer is correct. The Casta limited opportunities for all involved, including Europeans born in the Americas. While it created a space for those of mixed-race heritage and was somewhat fluid, those of African and Indigenous heritage found themselves with the least amount of rights.
d. Indigenous women were elevated in status while indigenous men were enslaved.	This answer is incorrect. While some indigenous women's status elevated through marriage, this was not a given and did not apply to all indigenous women.

8. Learning Objective 4.4.F Causation

Which coercive labor system most directly led to the belief system described in the passage?	
a. Chattel Slavery	This answer is incorrect. While a small number of Native Americans were held in chattel slavery, more faced systems like encomienda and repartimiento. Chattel slavery was increasingly used for Africans, which led to other syncretic beliefs like Vodun and Santeria.
b. Peninsulare	This answer is incorrect. A Peninsulare was a Spaniard born in Spain who had moved to the Americas.
c. Serfdom	This answer is incorrect. Serfdom is not associated with the Americas or religious conversion.
d. Encomienda	This answer is correct. The first conquistadors were named Encomenderos and given a grant of land. They were supposed to protect the indigenous people on the land and convert them to Christianity, but were allowed to extract unpaid labor from them. Essentially, this was a form of slavery and Christianity was forced upon the native population who struggled to practice their own beliefs.

9. Learning Objective 4.6.L Contextualization

The image above supports which development from c. 1450 to c. 1750 CE	
a. Slave resistance challenged existing authorities in the Americas	This answer is correct. Enslaved people do not go willingly into their enslavement. Rebellions against harsh treatment and the institution itself were common.
b. State expansion and centralization led to resistance from political groups on a local level	This answer is incorrect. Enslaved Africans do not entail a political group.
c. The Atlantic trading system led to the mixing of African, American, and European cultures	This answer is incorrect. This image does not support the notion of cultural mixing in any details.
d. Slavery in Africa continued in its traditional forms	This answer is incorrect. The description of this image states that this rebellion was in South America, therefore, this is not related to slavery in Africa

10. Learning Objective 4.3.D Causation

Which consequence of the Columbian Exchange most directly led to the event depicted in the image c. 1450 to c. 1750 CE?	
a. Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops	This answer is incorrect. Afro-Eurasia did benefit from the Columbian Exchange nutritionally, but this did not contribute to the trade of enslaved Africans or their desire to rebel.
b. Foods like Rice were brought by enslaved Africans to the Americas	This answer is incorrect. The smuggling of African strains of rice into the Americas by enslaved Africans did not lead to their enslavement.
c. Afro-Eurasian sugar was brought by Europeans to the Americas	This answer is correct. Sugar plantations were extremely labor intensive and profitable. This led to a very active plantation economy in South America where enslaved Africans faced high death rates and the desire to rebel.
d. American foods became staple crops in various parts of Europe, Asia, and Africa	This answer is incorrect. American foods becoming staple crops on the other side of the Atlantic did not create the conditions of servitude or the desire to rebel.