

## CHAPTER 1

# Three Old Worlds Create a New, 1492–1600

### LEARNING OBJECTIVES

After you have studied Chapter 1 in your textbook and worked through this study guide chapter, you should be able to:

1. Describe the political, economic, social, and cultural characteristics of the societies of the Americas and West Africa before their contact with the Europeans.
2. Describe the political, economic, social, and cultural characteristics of European society prior to the European voyages of exploration and discovery.
3. Indicate the social, political, economic, and technological factors that made possible the European explorations of the fifteenth and sixteenth centuries, and explain the goals and motives behind those explorations.
4. Discuss the lessons learned by Europeans in the Mediterranean Atlantic and the North Atlantic, and explain the relationship between those lessons and European exploration, discovery, and colonization in the Americas.
5. Examine the characteristics associated with Spanish colonization in the Americas, and discuss the consequences of the Spanish venture.
6. Examine the impact of the exchange of plants, animals, diseases, peoples, and cultures resulting from European exploration, discovery, and colonization.
7. Assess fifteenth- and sixteenth-century attempts by European traders and fishermen to exploit the natural wealth of North America.
8. Indicate the motives for and explain the failure of England's first attempts to plant a permanent settlement in North America.

### THEMATIC GUIDE

Chapter 1 gives us an understanding of the three main cultures that interacted with each other as a result of the European voyages of exploration and discovery of the late fifteenth and sixteenth centuries. The examination of the political, social, economic, and religious beliefs of Native Americans, West Africans, and Europeans helps us understand the interaction among the peoples of these cultures and the impact each had on the other. Although this interaction and its impact is a major theme in Chapter 1, the chapter also focuses on the impact of geography and environment on peoples and the societies they build.

The first two sections of the chapter (“American Societies” and “North America in 1492”) deal primarily with the emergence and development of a variety of Native American cultures. In “American Societies” we first learn about American-Indian origins, but we are quickly introduced to the theme that geography and environment have an impact on people and the societies they build. The geography and natural environment of Mesoamerica, for example, made settled agriculture possible in that area. In turn, the practice of settled agriculture created a human-made environment conducive to the emergence

of more complex civilizations. The wealth of, and the political, social, and economic complexities of, the Aztec civilization encountered by the Spanish when they invaded Mexico in 1519 were, in large measure, due to the development of agriculture in Mesoamerica thousands of years earlier.

The theme that the political, social, economic, and religious ideas of a culture directly relate to how the people of that culture obtain food necessary for survival continues in section two, “North America in 1492.” The diversity of Indian cultures in North America developed when the Native Americans north of Mexico “adapted their once-similar ways of life to very different climates and terrains. . . .” This, therefore, explains the emergence of small hunter-gatherer bands in areas not well suited to agriculture and the emergence of larger semi-nomadic bands that combined agriculture with hunting-and-gathering in areas with a more favorable environment. A culture’s means of subsistence also serves to explain the similarities in social organization between the agricultural Pueblo society of the Southwest and the agricultural societies of the East. Furthermore, the way in which each tribe obtained food affected the political structure, the gender roles, and the religious beliefs of various tribes.

Section three, “African Societies,” begins with the sentence:

“Fifteenth-century Africa, like fifteenth-century America, housed a variety of cultures adapted to different terrains and climates.”

This statement carries the theme used in the discussion of pre-Columbian Native-American societies into the section on fifteenth-century African societies. After a brief mention of the Berbers of North Africa, the Muslim city states of the East coast, and the interior kingdoms of West Africa, our attention focuses on the societies along the Guinea coast, the area from which most slaves destined for sale in the Americas came. Here we learn of the religious beliefs and practices, the sexual division of labor, and the social systems of West African societies in the coastal area between the Senegal and Niger Rivers.

In section four our attention turns to the European societies of the fifteenth and sixteenth centuries. An explanation of the similarities and differences between European society on the one hand and American and African societies on the other hand is followed by a discussion of the devastating social, political, and economic impact of the Black Death and the Hundred Years’ War on European society. That discussion returns us to the recurring theme concerning the impact of environment on peoples and their societies.

The chapter’s focus then shifts to the political and technological changes in fifteenth-century Europe that paved the way for the fifteenth- and sixteenth-century voyages of exploration. But to achieve their primary goal of easy access to Asian and African goods and their secondary goal of spreading Christianity throughout the world, the early explorers had to overcome certain obstacles posed by nature. As they learned to master their environment, problems posed by the prevailing winds in the “Mediterranean Atlantic” (the Northeast Trades) led to the tactic of sailing “around the wind” and, subsequently, to discovery of the westerlies. This knowledge eventually allowed the Spanish and Portuguese to exploit for profit the islands off the coast of Africa (the Azores, the Madeiras, the Canaries, and São Tomé). In the discussion about the use of these islands and the lessons European explorers learned there, a new theme is introduced: The desire of Europeans to extract profits from the Americas led them to exploit the plants, animals, and peoples in the societies they encountered. This new theme is further developed in the discussion of Christopher Columbus’s voyages and the first encounter between Europeans and Americans.

The exploitation theme continues into sections six (“Spanish Exploration and Conquest”), seven (“The Columbian Exchange”), and eight (“Europeans in North America”). After a discussion of the elements that were part of the Spanish model of colonization and an explanation of the consequences of the interaction between the Spanish and the Mesoamerican peoples, we turn to a discussion of the transfer of diseases, plants, and animals between Old World and New and the impact of these transfers on the societies in question. Our attention then shifts to attempts by the Portuguese, French, and English to

exploit the natural resources of the Americas. Because they were primarily interested in profits from the natural wealth of the sea and land rather than in territorial conquest, European traders and fishermen descended upon the east coast of North America and the waters off that coast. After a discussion of the impact of the fur trade on the Europeans and Indians, the chapter turns to the reasons for England's first attempts to plant colonies in the Western Hemisphere. The chapter concludes with an explanation of why these colonization attempts by England, under the supervision of Sir Humphrey Gilbert and Sir Walter Raleigh, failed.

## BUILDING VOCABULARY

Listed below are important words and terms that you need to know to get the most out of Chapter 1. They are listed in the order in which they occur in the chapter. After carefully looking through the list, (1) underline the words with which you are totally unfamiliar, (2) put a question mark by those words of which you are unsure, and (3) leave the rest alone.

As you begin to read the chapter, when you come to any of the words you've put question marks beside or underlined (1) slow your reading; (2) focus on the word and on its context in the sentence you're reading; (3) if you can understand the meaning of the word from its context in the sentence or passage in which it is used, go on with your reading; (4) if it's a word that you've underlined or a word that you can't understand from its context in the sentence or passage, look it up in a dictionary and write down the definition that best applies to the context in which the word is used.

### Definitions

**futile** \_\_\_\_\_

**pestilence** \_\_\_\_\_

**exploitation** \_\_\_\_\_

**interloper** \_\_\_\_\_

**nomadic** \_\_\_\_\_

**demise** \_\_\_\_\_

**sedentary** \_\_\_\_\_

**adept** \_\_\_\_\_

**subsistence** \_\_\_\_\_

**stratified** \_\_\_\_\_

**autonomous** \_\_\_\_\_

**palisade** \_\_\_\_\_

**wield** \_\_\_\_\_

**hierarchy** \_\_\_\_\_

**autocratic** \_\_\_\_\_

**precept** \_\_\_\_\_

**polities** \_\_\_\_\_

**chattel** \_\_\_\_\_

egalitarian \_\_\_\_\_

artisan \_\_\_\_\_

precipitous \_\_\_\_\_

maritime \_\_\_\_\_

elite \_\_\_\_\_

circumvent \_\_\_\_\_

tedious \_\_\_\_\_

intractable \_\_\_\_\_

explicit \_\_\_\_\_

indigenous \_\_\_\_\_

sporadic \_\_\_\_\_

viable \_\_\_\_\_

cartographer \_\_\_\_\_

aesthetic \_\_\_\_\_

vestige \_\_\_\_\_

syncretism \_\_\_\_\_

virulent \_\_\_\_\_

insatiable \_\_\_\_\_

augment \_\_\_\_\_

ecological \_\_\_\_\_

foment \_\_\_\_\_

irrevocably \_\_\_\_\_

millennia \_\_\_\_\_

permeate \_\_\_\_\_

## Difficult-to-Spell Names and Terms from Reading and Lecture

### FINDING THE MAIN IDEA

When you begin to read material assigned to you in the textbook, it is important for you to look for (and mark) the main idea and supporting details in each paragraph or paragraph series. To see how to do so, reread “Finding Main Ideas” in the Introduction to this study guide. Then work the following three exercises and check your answers.

#### Exercise A

Read the paragraph on pages 12–13 of the textbook that begins with this sentence:

“Despite their different economies and the rivalries among states, the peoples of Lower Guinea had similar social systems organized on the basis of what anthropologists have called the *dual-sex principle*.”

1. What is the topic of this paragraph series?
2. What is its main idea?
3. What details support the main idea?

### Exercise B

Read the paragraph on page 15 of the textbook that begins with this sentence:

“The fifteenth century also brought technological change to Europe.”

1. What is the topic of this paragraph series?
2. What is its main idea?
3. What details support the main idea?

### Exercise C

Read the two successive paragraphs on page 28 of the textbook, beginning with the sentence:

“European fishermen soon learned that they could augment their profits by exchanging cloth and metal goods like pots and knives for the native trappers’ beaver pelts, which Europeans used to make fashionable hats.”

1. What is the topic of this paragraph series?
2. What is its main idea?
3. What details support the main idea?

## IDENTIFICATION AND SIGNIFICANCE

After studying Chapter 1 of *A People and a Nation*, you should be able to identify fully *and* explain the historical significance of each item listed below.

- Identify each item in the space provided. Give an explanation or description of the item. Answer the questions *who*, *what*, *where*, and *when*.
- Explain the historical significance of each item in the space provided. Establish the historical context in which the item exists. Establish the item as the result of or as the cause of other factors existing in the society under study. Answer this question: *What were the political, social, economic, and/or cultural consequences of this item?*

1. Lady of Cofitachequi

a. Identification

b. Significance

2. Paleo-Indians

a. Identification

b. Significance

3. Teotihuacán

a. Identification

b. Significance

**8 Chapter 1: Three Old Worlds Create a New, 1492–1600**

4. the Mayas  
a. Identification

b. Significance

5. the Anasazi  
a. Identification

b. Significance

6. the City of the Sun (Cahokia)  
a. Identification

b. Significance

7. the Aztecs  
a. Identification

b. Significance

8. Huitzilopochtli  
a. Identification

b. Significance

9. Tenochtitlán
  - a. Identification

- b. Significance

10. sexual division of labor
  - a. Identification

- b. Significance

11. Upper Guinea
  - a. Identification

- b. Significance

12. Lower Guinea
  - a. Identification

- b. Significance

13. dual-sex principle
  - a. Identification

- b. Significance

**10 Chapter 1: Three Old Worlds Create a New, 1492–1600**

14. the Sandé and Poro cults

a. Identification

b. Significance

15. the Black Death

a. Identification

b. Significance

16. the Hundred Years War

a. Identification

b. Significance

17. the lateen sail, the astrolabe, and the quadrant

a. Identification

b. Significance

18. Ferdinand of Aragon and Isabella of Castile

a. Identification

b. Significance



**12 Chapter 1: Three Old Worlds Create a New, 1492–1600**

24. Prince Henry the Navigator

a. Identification

b. Significance

25. São Tomé

a. Identification

b. Significance

26. Christopher Columbus

a. Identification

b. Significance

27. Amerigo Vespucci

a. Identification

b. Significance

28. Leif Ericsson

a. Identification

b. Significance



**14 Chapter 1: Three Old Worlds Create a New, 1492–1600**

34. Spanish missionaries

a. Identification

b. Significance

35. the Columbian exchange

a. Identification

b. Significance

36. smallpox

a. Identification

b. Significance

37. syphilis

a. Identification

b. Significance

38. sugar, the horse, and tobacco

a. Identification

b. Significance

39. John Hawkins and Sir Francis Drake
  - a. Identification
  
  
  
  
  
  
  
  
  
  
  - b. Significance
  
40. Sir Humphrey Gilbert and Sir Walter Raleigh
  - a. Identification
  
  
  
  
  
  
  
  
  
  
  - b. Significance
  
41. *A Briefe and True Report of the New Found Land of Virginia*
  - a. Identification
  
  
  
  
  
  
  
  
  
  
  - b. Significance

## ORGANIZING, REVIEWING, AND USING INFORMATION

Look over the following chart or charts and select the one whose subject best fits in with the learning objectives your instructor is emphasizing in your own class. Then, after you complete each reading assignment and attend each class covering Chapter 1, enter appropriate notes on relevant information you derive from the chapter and what your instructor says about the chart's subject in the blanks in that chart. Of course if this chapter provides more than one chart you may complete more than one. Please note that these instructions apply to every Organizing, Reviewing, and Using Information segment in every chapter in your study guide. *(For further explanation and additional help on completing and using charts, see Instructions and Explanations section of this Study Guide.)*

ASSIGNMENT 1: Prepare for your next test by reviewing the information in the rows and columns in your Chapter 1 Organizing Information chart(s) that relate most closely to the learning objectives your instructor has adopted for your class.

ASSIGNMENT 2: Get a topic for an oral presentation from your instructor. Using relevant information that you have entered in rows, columns, or combinations of rows or columns in your Chapter 1 Organizing Information chart(s) as a guide, practice giving your presentation.

ASSIGNMENT 3: Once you have completed the Chapter 1 Organizing Information charts, determine whether information you have entered in any of their rows or columns is the information needed to answer questions implied by any of the learning objectives at the beginning of this chapter or essay questions at the end of the chapter.

Write out the questions in interrogative (question) form and choose the one your instructor is most likely to confront you with on a chapter test. Write a mock essay in direct response to that question. *(For further explanation and additional help on completing and using charts, see Instructions and Explanations section of this Study Guide.)*

Chart A

Three Worlds, Three Cultures, 1492: Distinguishing Features						
	Dwellings and Family Structure	Sexual Roles	Political Establishment	Economy	Religion	Technology & Military
<p><b>AMERICANS</b></p> <p><u>Algonkian</u></p> <p><i>Abenakis, Delawares, Doegs, Illinois, Miamis, Massachusetts, Narragansetts, Nipmucks, Pokanokets, Pequots, Powhatan Confederacy, Shawnee.</i></p>		(Division of Labor, Leadership, Religion)	(Structure, Authority, Links Between Communities, etc.)	(Food Production, Trade, Attitudes About Money and Property, etc.)	(Number of Deities, Types of Festivals, Types of Rituals, Impact of, etc.)	
<p><u>Iroquois</u></p> <p><i>Six tribes of the Iroquois nation (Mohawks, Cayugas, Oneidas, Onondagas, and Senecas; the Tuscaroras joined in 1722), Cherokeees, Hurons, Susquehannocks</i></p>						
<p><u>Muskogean</u></p> <p><i>Chicasaws, Choctaws, Creeks (Lady of Cofitachique), Yamasees</i></p>						
<p><u>Pueblo</u></p>						

Chart A (cont.)

Three Worlds, Three Cultures, 1492: Distinguishing Features						
	Dwellings and Family Structure	Sexual Roles	Political Establishment	Economy	Religion	Technology & Military
<b>EUROPEANS</b> <u>Northern</u> <i>English, Dutch</i>		(Division of Labor, Leadership, Religion)	(Structure, Authority, Links Between Communities, etc.)	(Food Production, Trade, Attitudes About Money and Property, etc.)	(Number of Deities, Types of Festivals, Types of Rituals, Impact of, etc.)	
<u>Central</u> <i>French</i>						
Iberian <i>Spanish, Portuguese</i>						
<b>AFRICANS</b> <u>Upper Guinea</u> <u>Lower Guinea</u>						

Chart B

<b>Early Contacts</b>		
<b>What the Americans and the Europeans Had to Offer Each Other—for Good and for Evil</b>		
	<b>What Europeans Offered</b>	<b>What Native Americans Offered</b>
<b>Agricultural Products</b> (food/livestock, etc.)		
<b>Special Skills</b>		
<b>Diseases</b>		
<b>Technology</b>		
<b>Other</b>		

## IDEAS AND DETAILS

### Objective 1

1. New archaeological evidence suggests that the first settlers who came to North America
  - a. sailed in balsa-wood rafts from Africa to North America.
  - b. could have island-hopped from Europe to North America more than 14,000 years ago.
  - c. crossed overland routes from Europe to Asia and then sailed across the Bering Strait.
  - d. probably sailed from a Nordic colony in Iceland.

### Objective 1

2. Which of the following is true of the Maya civilization?
  - a. It is one of the few civilizations with no known religious beliefs.
  - b. Its people created the first writing system in the Americas.
  - c. It was composed of city-states that remained at peace with each other for over five hundred years.
  - d. It had a highly advanced system of compulsory education for all Maya children.

### Objective 1

3. Which of the following best explains the cultural differences between the Indian tribes of the Great Basin and the tribes living in what is now the northeastern United States?
  - a. These tribes immigrated to the Americas from widely divergent parts of the world and brought their ancient cultures with them.
  - b. Disagreements over political systems caused Indian groups to separate and to follow diverse cultural paths.
  - c. Geographic barriers in North America made interaction between these tribes impossible.
  - d. Each tribe adapted its lifestyle and culture to the environment and geography in which it settled.

### Objective 1

4. Which of the following is true of clan matrons in Iroquois society?
  - a. They served as priests and, therefore, as intermediaries between tribal members and the gods.
  - b. They chose the village chief.
  - c. They sometimes rose to the position of chief.
  - d. They served on the female village council, which ruled women's affairs.

### Objective 1

5. Which of the following is true of all Indian religions?
  - a. Belief in a multitude of gods
  - b. A prohibition against leadership positions for women
  - c. The central position of the sun and the moon in the most important rituals
  - d. Belief in animism

## Objectives 1 and 2

6. Which of the following provided the major link between West Africa and Europe prior to the fifteenth century?
- The trans-Saharan trade between Upper Guinea and the Muslim Mediterranean
  - Long-established shipping lanes between the Mediterranean and the South Atlantic
  - The Nile River, the source of which began just to the south of the Sahara desert
  - The Senegal and Gambia Rivers along the coast of Upper Guinea

## Objective 1

7. Which of the following was common to all of the societies of West Africa?
- Rice as the most important product
  - Women as the primary local traders
  - The same language
  - A sense of belonging to one large tribal group

## Objective 1

8. Many West African societies practiced polygyny. Which of the following best defines this practice?
- Males and females were not allowed to belong to the same religious cult.
  - The male chiefs were required to have a female assistant to supervise the affairs of women.
  - Men could have several wives and each wife lived separately with her children.
  - Kinship was traced through the female line.

## Objective 3

9. Marco Polo's *Travels*, which led many Europeans to believe that they could trade directly with China via ocean-going vessels, is evidence of which of the following?
- Movable type and the printing press made information more widely and readily accessible than ever before.
  - The city-state of Venice led the way in perfecting technologically advanced navigational instruments.
  - Most educated Europeans still believed the world was flat.
  - Catholic missionaries took the lead in calling for European expansion.

## Objective 4

10. Which of the following is true concerning interaction between Portugal and the states of West Africa?
- The Portuguese used force to establish trading posts along the West African coast.
  - The African chiefdoms became the puppets of the Portuguese.
  - The Portuguese and the West Africans found their new trade relationship mutually beneficial.
  - The West Africans allowed the Portuguese to gain control over large estates in the interior of their states.

### Objective 4

11. Which of the following is true of the island of São Tomé?
- It was on this island that the Portuguese established the first economy based primarily on slaves from Africa.
  - Its native people were able to resist European encroachment and maintain their independence.
  - Gold and silver found on this island helped the Portuguese finance most of their exploratory voyages.
  - The natives of São Tomé taught the Portuguese how to successfully cultivate sugar cane.

### Objective 3

12. Christopher Columbus differed from most other mapmakers of his time in that he
- was willing to use newly developed navigational instruments.
  - believed the earth was much smaller than others believed it to be.
  - believed that the earth was round.
  - was willing to redesign his ships based on information received from Arab sailors.

### Objective 3

13. The Northeast Trades were to Spanish seafarers sailing to Spain from the Canary Islands as the Westerlies were to
- Irish seafarers sailing to England from Ireland.
  - English seafarers sailing to Iceland from England.
  - Portuguese seafarers sailing to Italy from Portugal.
  - Italian seafarers sailing to Morocco from Italy.

### Objectives 4 and 5

14. Which of the following is a characteristic of the Spanish colonies in the New World?
- The Spanish government allowed its colonies a great deal of autonomy.
  - Most settlers came to the colonies as members of family groups.
  - The wealth of the colonies was based, in large part, on exploitation of the Indians.
  - The colonies consisted of small agricultural units worked by independent landowners.

### Objective 7

15. Queen Elizabeth supported English colonization attempts in North America because she wanted to
- strengthen England's alliance with Spain.
  - establish a base for English attacks against Spanish colonies.
  - have an outlet for England's excess population.
  - acquire Indian slaves to work the landed estates of English nobles.

## ESSAY QUESTIONS

### Objective 1

1. Discuss the series of Mesoamerican civilizations that eventually gave rise to the Aztec civilization, and describe the major characteristics of Aztec culture. How did the Indian cultures that emerged in Mesoamerica differ from those that emerged in North America? What factors caused these differences?

**Objective 1**

2. Select several diverse North American Indian cultures to explain the impact of environment on the economic, social, political, and religious characteristics of a society.

**Objectives 1 and 2**

3. Discuss the similarities and differences among the gender roles in Indian cultures, West African cultures, and European culture.

**Objective 3**

4. Discuss the following statement: “The European explorations of the fifteenth and sixteenth centuries were made possible by technological advances and by the financial might of newly powerful national rulers.”

**Objective 4**

5. Discuss the valuable lessons learned by European seafarers in the “Mediterranean Atlantic,” and explain how these lessons prepared the way for Columbus’s voyage of 1492.

**Objective 5**

6. Examine the Spanish model of colonization and explain the political, social, and economic impact of this model on Spain’s New World colonies.

**Objective 6**

7. Compare and contrast the impact on the health of the people of the Old World and peoples of the New World caused by the early contacts between Europeans and peoples of the Americas. (See the Evaluating and Using Information exercise in this chapter.)

## MAP EXERCISE

### Exercise A

#### *Africa*

Refer to the maps in the textbook entitled “Africa and Its Peoples, c. 1400” and “Atlantic Winds and Islands” and to the narrative accounts of African society in Chapters 1 and 3 (pages 10–13 and pages 73–77). You will probably find it helpful to refer to a historical map of Africa, showing the exact locations of the kingdoms dealt with in this exercise. Their original locations are considerably different from the locations of modern African states with the same names, such as Ghana and Benin.

1. On the outline map of Africa that follows, indicate the location of the following:
  - a. Empire of Ghana (c. 300–1076)
  - b. Empire of Mali (c. 1230–1500)

What is the geographic relationship of these ancient African empires to the Sahara and to the trans-Saharan trade routes?

2. On the outline map of Africa indicate the location of the following:
  - a. Upper Guinea
  - b. Lower Guinea
  - c. Rice Coast
  - d. Grain Coast
  - e. Ivory Coast
  - f. Gold Coast
  - g. Slave Coast
  - h. kingdom of Benin (1170–1900)
  - i. kingdom of Dahomey (1600–1894)
  - j. Asante Kingdom (1695–1901)
  - k. Routes of the major river systems along the coast of West Africa

What is the relation between the kingdoms that emerged in the area of Lower Guinea and the major river systems extending into the interior?

3. Why do you think the kingdoms along the coast did not emerge as powerful kingdoms until well after the empires of Ghana and Mali?
4. The kingdom of Oyo also emerged along the West African coast during the period of the Atlantic slave trade. After doing some research, locate this kingdom on the map.

## Exercise B

### *The Mediterranean Atlantic*

Refer to the outline maps of Africa and the Mediterranean Atlantic that follow. Label each of the following and use highlight pens to color each a separate color.

- Spain
- Portugal
- the Canary Islands
- the Madeiras
- the Azores
- the Cape Verde Islands
- São Tomé

## Exercise C

### *Prevailing Winds*

You will need five colors to complete this map exercise. (Highlight pens will work fine.)

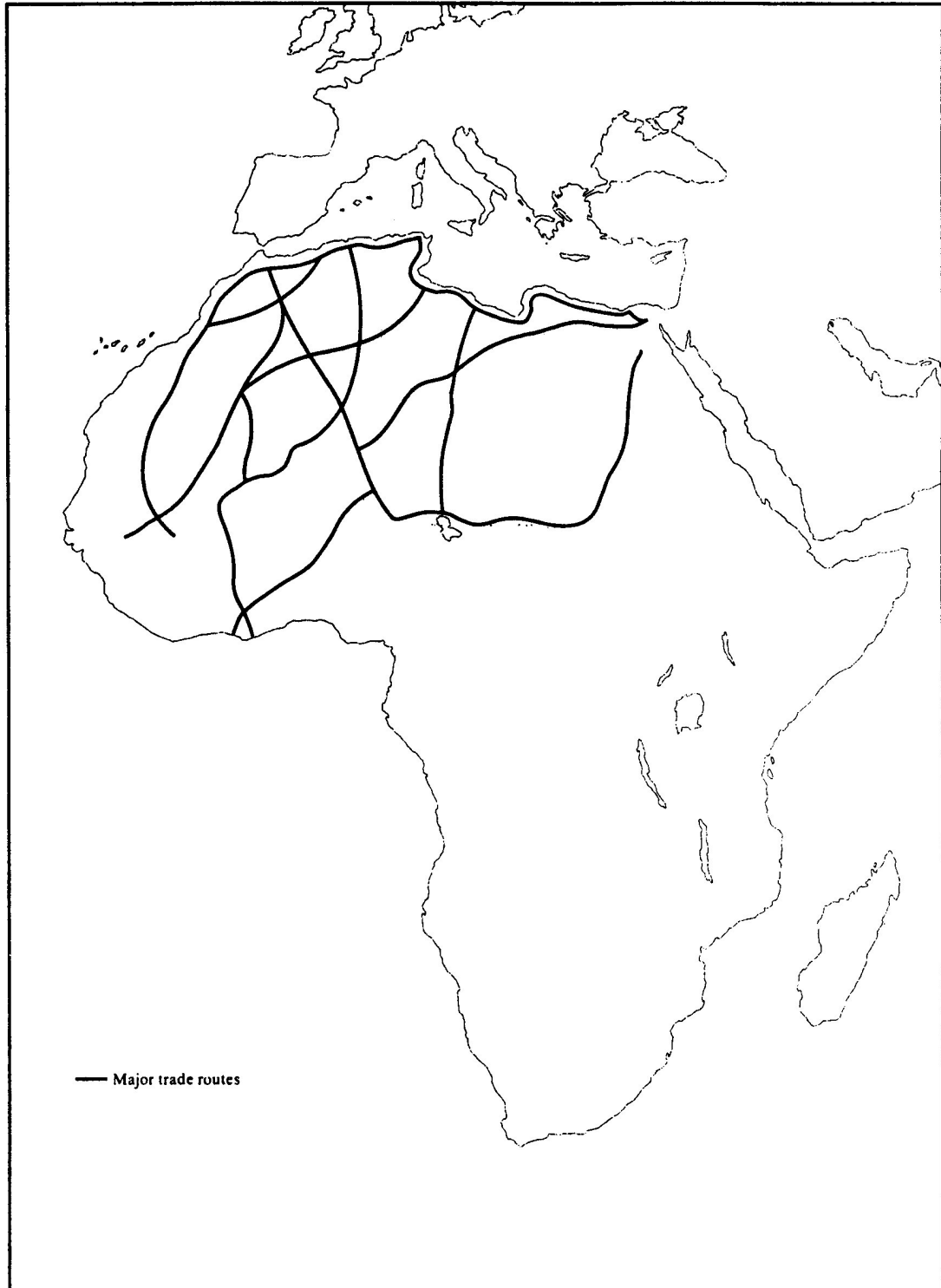
- Trade winds (Northeast and Southeast) blow from the Horse Latitudes toward the Equator. The rotation of Earth causes these winds to blow diagonally rather than directly North or South.
- Westerlies blow from the Horse Latitudes toward the polar regions. The diagonal deflection of these winds is also caused by Earth's rotation.
- Stagnant air exists in the Horse Latitudes and in the area called the Doldrums. (The Horse Latitudes are so named because the Spanish, who frequently ferried horses across the Atlantic, often found their sailing vessels stalled in this region. As a result, they ran out of water for the horses. As the horses died from thirst, they had to be thrown overboard.)
- Polar easterlies blow from the Arctic regions toward the more temperate regions to the South.

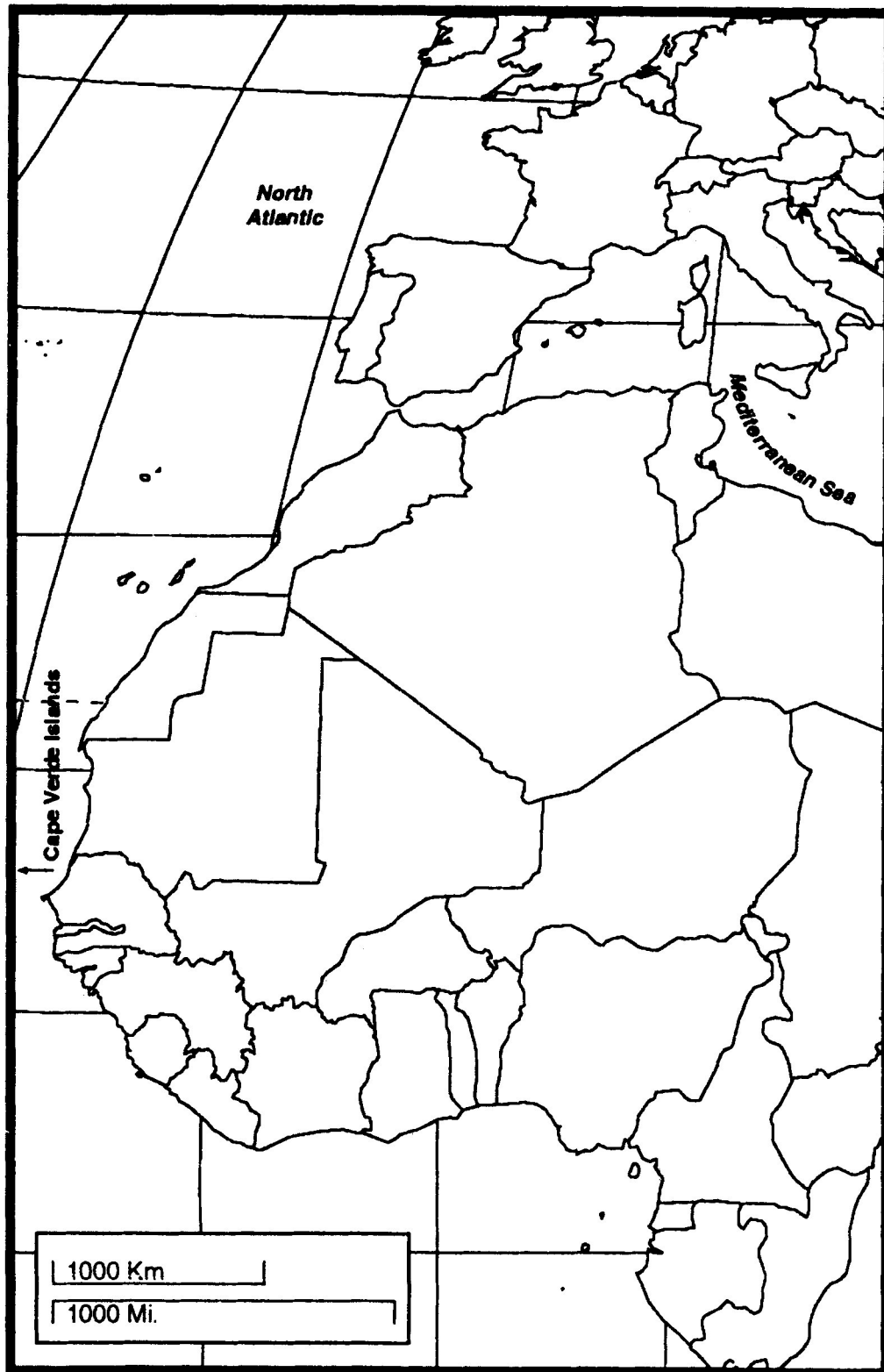
Refer to the following map of prevailing winds.

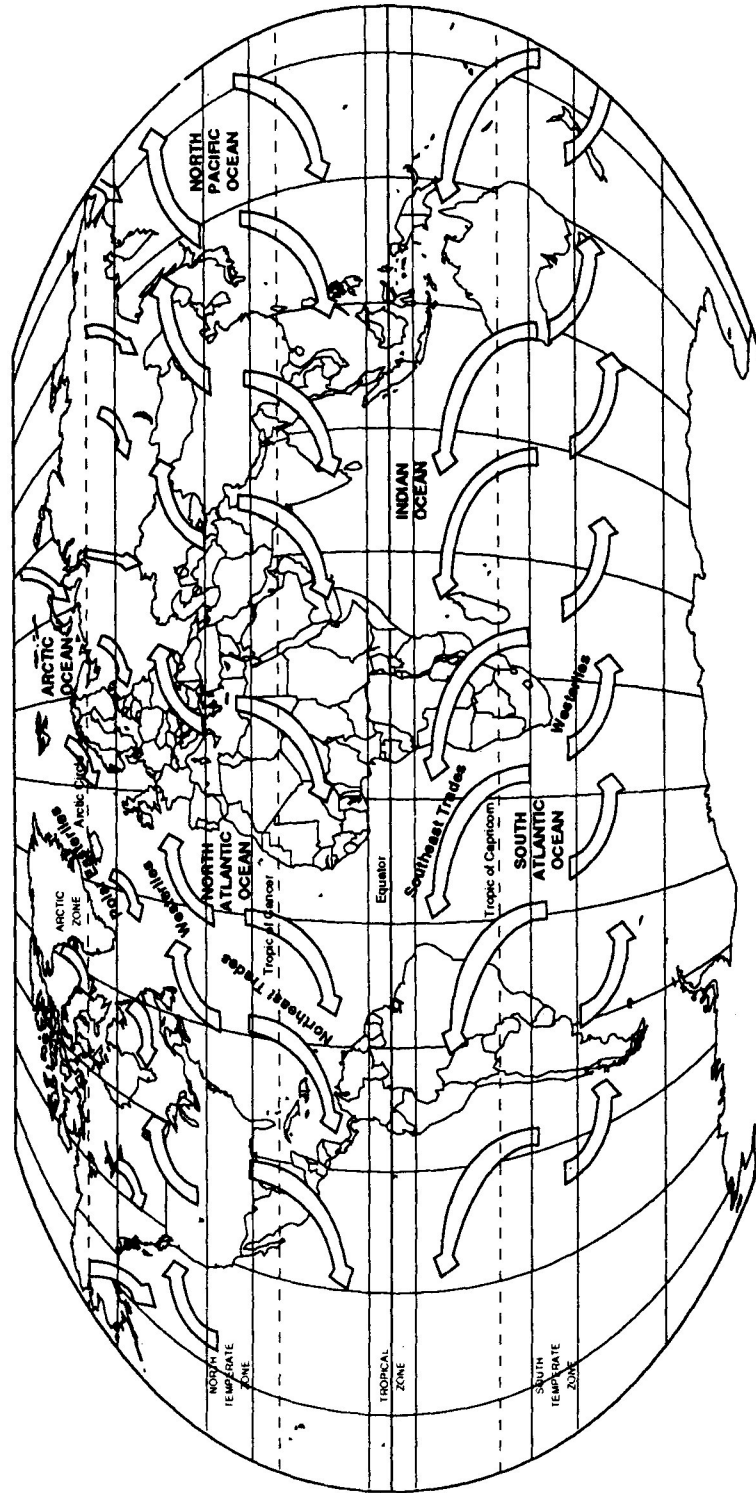
- Use one color to highlight the area in which the Doldrums are located. Label this area “The Doldrums.” (The Doldrums are located to the immediate north and south of the Equator, where the Northeast Trades and the Southeast Trades meet.)
- Use a second color to highlight the Trade winds, both Northeast and Southeast.
- Use a third color to highlight the areas in which the Horse Latitudes are located. Label this area “The Horse Latitudes.” (The Horse Latitudes are located about at about 30 degrees North latitude—in the area between the Westerlies and the Northeast Trades—and at about 35 degrees South latitude (in the area between the Southeast Trades and the Westerlies.)
- Use a fourth color to highlight the Westerlies.
- Use a fifth color to highlight the Polar Easterlies.

Indicate the location of the following on the map:

- the Azores
  - the Madeiras
  - the Canary Islands
  - the Cape Verde Islands
  - São Tomé
1. What wind-related problem did Spanish seafarers in the Atlantic have that English seafarers did not have? How did the Spanish solve their problem?
  2. What problem did English seafarers in the Atlantic have that Spanish seafarers did not have? How did the English solve their problem?







## ANSWERS

### Finding the Main Idea

#### Exercise A

1. Characteristics of the social systems of the states of Lower Guinea.
2. A characteristic common to the states of Lower Guinea was that each state's social system was organized on the basis of the dual-sex principle.  
  
The main idea of the paragraph is stated in the paragraph's first sentence. The second sentence of the paragraph clarifies the first by offering a definition of the term dual-sex principle.
3. Supporting details are:
  - a. Dahomean kingdom—Every male official had a female counterpart (first part of sentence 3).
  - b. Akan States
    - (1) Chiefs inherited status through the female line.
    - (2) Each chief had a female assistant who supervised the women.
  - c. Polygyny practiced in many West African societies
    - (1) Each wife lived separately with her children.
    - (2) Actions of adults scrutinized by members of own sex because of dual-sex principle.

#### Exercise B

1. Technological change in Europe in the fifteenth century.
2. The invention of movable type and the printing press paved the way for European exploration.  
  
The main idea is not explicitly stated in the paragraph being analyzed, but it is clearly implied and just as clearly supported by the evidence presented. In addition, it is often useful to look at the first sentence of the paragraph following the paragraph being analyzed to obtain a clearer statement of the main idea of the paragraph in question. Why? Because transition sentences, used to form bridges from one paragraph to another, often summarize the main idea or ideas of the previous paragraph or paragraphs. The first sentence of the paragraph that follows the one you were asked to analyze reads as follows:  
  
Technological advances and the growing strength of newly powerful national rulers made possible the European explorations of the fifteenth and sixteenth centuries.  
  
In this case, this sentence summarizes the ideas presented in the two previous paragraphs and explicitly states the main ideas contained in those paragraphs.
3. Supporting details are:
  - a. Movable type and the printing press made information more accessible to Europeans (sentence 2).
    - (1) *Travels* by Marco Polo was written in the thirteenth century (sentence 4).
    - (2) Polo's book was not widely circulated until it was printed in 1477 (sentence 4).

- b. Availability of information in books stimulated people’s curiosity about distant places (sentence 3).
  - (1) *Travels* stimulated thought about trading with China by sea rather than by overland routes (sentence 6).
  - (2) Educated Europeans realized they could trade directly with Asia; no longer had to rely on middlemen (sentence 7).

### Exercise C

1. The characteristics and impact of the trade between Europeans and Native Americans in North America.
2. The Europeans and the Native Americans along the northeastern coast of North America both derived benefits from their trade relationship, and that relationship had a significant impact on Indian societies and a negative ecological impact on certain regions.

The two paragraphs you were to read are actually the second and third paragraphs of a three-paragraph series. The main idea of the entire series is that, unlike the Spanish, some Europeans were more interested in exploiting the natural resources of America than in establishing colonies. That idea is supported by a discussion of fishermen and fur traders. The two paragraphs that you were to read and analyze contain the discussion about fur traders and their impact on Indian societies and the ecology.

The first sentence in the first paragraph that you were to read is a transition sentence from the discussion about fishermen to the discussion about fur traders. It also begins the development of a related idea, the main idea of the two paragraphs you were asked to read.

3. Supporting details are:

Details that support the first part of the main idea (the Europeans and the Indians both derived benefits from their trade relationship).

- a. Europeans profited from the trade in beaver pelts (paragraph 1, sentence 1).
  - (1) The fur trade was so profitable that Europeans established permanent outposts on the mainland (paragraph 1, sentence 2).
  - (2) The chief aim of fur traders was to acquire the largest quantity of pelts possible (paragraph 1, sentence 3).
- b. Indians wanted European goods (paragraph 2, sentence 1).
  - (1) Such goods made life easier (paragraph 2, sentence 1).
  - (2) Such goods helped them establish superiority over other tribes (paragraph 2, sentence 1).

Details that support the second part of the main idea (the relationship had a significant impact on Indian societies and a negative ecological impact on certain regions) are in the form of illustrations or examples.

- c. Abenakis
  - (1) Concentrated on trapping and selling beaver pelts to French (paragraph 2, sentence 3)
  - (2) Became dependent on Massachusetts tribe for food (paragraph 2, sentence 3)

- d. Massachusetts
  - (1) Traded food to Abenakis (paragraph 2, sentences 3 and 4)
  - (2) Enabled them to obtain European metal tools from Abenakis (sentence 4)
- e. Ecological impact
  - (1) Beavers wiped out in some regions (paragraph 2, sentence 6)
  - (2) Disappearance of beaver dams led to soil erosion; erosion further complicated by clearing of forests (paragraph 2, sentence 7)

## Multiple-Choice Questions

1. b. Correct. It was widely believed that the ancestors of all Native Americans migrated from Asia to North America some 12,000 to 14,000 years ago by way of a land bridge that connected the two continents at that time. This land bridge was located at what is now the Bering Strait. However, new archaeological evidence from the Americas indicates that the earliest inhabitants came much earlier, perhaps island hopping from northern Europe across the Atlantic. See page 5.
  - a. No. In 1970, the noted Norwegian ethnologist Thor Heyerdahl and his crew successfully sailed from Africa to America in a papyrus boat. He did this in an attempt to prove that ancient Egyptians could have sailed to the Americas. However, it is extremely unlikely that Paleo-Indians came to the Americas in that way. See page 5.
  - c. No. It is not likely that Paleo-Indians migrated from Europe to Asia. It is even less likely that these forerunners of American Indians sailed across the Bering Strait. See page 5.
  - d. No. Paleo-Indians did not have a Scandinavian (Nordic) background. They were not associated with a Nordic colony in Iceland and did not sail from such a colony to North America. See page 5.
2. b. Correct. The Maya developed an advanced system of writing that used pictures or symbols. Some of the Mayan hieroglyphics have been found on large stone monuments, but books of paper have also survived. See pages 5–6.
  - a. No. The Maya believed in a multitude of gods and had elaborate religious rituals in which animals, and sometimes humans, were sacrificed to the gods. The pyramids associated with Mayan civilization had temples on top in which priests performed ceremonies. See pages 5–6.
  - c. No. Mayan civilization was composed of city-states that were probably ruled by kings. However, beginning in the fifth century the rulers of these city-states vied with each other for power and engaged in constant warfare. It is very likely that this was a major factor in the decline of Mayan civilization. See pages 5–6.
  - d. No. Although the Maya did develop mathematics and astronomy, there is no evidence that they had a compulsory educational system for their children. See pages 5–6.

3.
  - d. Correct. After arriving in North America some thirty thousand years ago, the ancestors of Native Americans slowly spread throughout North and South America. In doing so, they encountered different geographic and environmental settings. The need and the ability to adapt to these settings led to the emergence of diverse cultural groups. See pages 7–10.
  - a. No. It is believed that the ancestors of all Native Americans migrated from Asia to North America some thirty thousand years ago; therefore, they were of the same ethnic and cultural stock. See pages 7–10.
  - b. No. Different political systems emerged among Indian cultures as a result of cultural divergence. They are not the reason for that cultural divergence. See pages 7–10.
  - c. No. The geographic barriers that exist in North and South America probably made interaction difficult in some instances. But such barriers are not extensive and clearly did not make interaction impossible. See pages 7–10.
4.
  - b. Correct. Although Iroquois women never became chiefs, the clan matrons of each village exercised political power by choosing the village's chief. They could also either start wars or end wars. See page 9.
  - a. No. Clan matrons did not serve as priests in Iroquois society. See page 9.
  - c. No. Although clan matrons did exercise some political power in Iroquois society, Iroquois women did not become chiefs. See page 9.
  - d. No. This answer suggests that there was a separate female and male council within each village. While this was true among the African societies of Lower Guinea, the dual-sex principle was not practiced by the Iroquois. See page 9.
5.
  - a. Correct. There were many differences among the religions of the various Indian tribes, but one thing they all had in common was the belief in a multitude of gods. See page 9.
  - b. No. Women were allowed leadership positions in some tribes and were most likely to hold such positions in agricultural tribes. See page 9.
  - c. No. Each tribe's religious ceremonies and rituals were closely tied to its economy. Therefore, it is likely that the sun and moon were central to the religious ceremonies of some tribes, but this was not true of all Indian religions. See page 9.
  - d. No. Animism, the belief that everything in nature (animals, plants, stones, lakes, etc.) has a soul, was not a belief common to all Indian religions. It is a belief more closely associated with the religions of Africa and Asia. On the other hand, totemism, the belief that a clan or tribe is descended from a plant or animal, is associated with some North American Indian tribes. See page 9.

6. a. Correct. The Sahara Desert acted as a great sea of sand that separated West Africa (Upper Guinea) from the societies that bordered the Mediterranean. But beginning with the Ghana Empire around 900 C.E., an organized trans-Saharan trade began to develop. This commerce was controlled by the great interior kingdoms of Ghana (ca. 900–1100 C.E.), Mali (ca. 1240–1500 C.E.), and Songhai (ca. 1460–1591) and was the major link between Europe and West Africa prior to European voyages by sea to West Africa in the fifteenth century. See page 12.
- b. No. European seafarers did not venture to the areas along the coast of West Africa until the fifteenth century, so there were no “long-established” shipping lanes between the Mediterranean and the South Atlantic. See page 12.
- c. No. The Nile is located in Northeast Africa. Although it flows into the Mediterranean, no trunk of the Nile provides a link between Europe and West Africa. See page 12.
- d. No. Both the Senegal and the Gambia Rivers are located on the bulge of West Africa and flow into the Atlantic. The Portuguese were the first Europeans to reach this area of Africa by sea and did not do so until the fifteenth century. See page 12.
7. b. Correct. Just as men in these societies hunted and managed livestock, women cared for the children, manufactured cloth, and were the primary local traders among families, villages, and small kingdoms. See page 12.
- a. No. Rice was an important product of some of the West African societies, but it was not the most important product in all of those societies. See page 12.
- c. No. There are many different language groups in West Africa. See page 12.
- d. No. There were many different tribes in West Africa. The members of a tribe generally believed that they were descended from a common ancestor and saw other members of their tribe as part of their own kinship group. However, this sense of kinship and belonging did not usually transcend tribal lines. See page 12.
8. c. Correct. Many West African societies allowed men to have more than one wife, which was the practice of polygyny. When men had several wives, each wife lived separately with her children. See pages 12–13.
- a. No. In many tribes of the Lower Guinea, women belonged to the Sandé cult and men belonged to the Poro cult. However, the fact of different cults for men and women does not define the practice of polygyny. See pages 12–13.
- b. No. Societies throughout Lower Guinea did have male political and religious leaders to govern the men and female leaders to govern the women. This is known as the dual-sex principle and does not define the practice of polygyny. See pages 12–13.
- d. No. Matrilineal societies trace kinship through the female line. This does not define polygyny. See pages 12–13.

9. a. Correct. Marco Polo originally wrote the account of his journey to China in 1299. However, since the book had to be copied by hand, it was not widely circulated. The invention of printing by Johannes Gutenberg in 1440 changed that. Polo's book was published in 1477 and circulated widely among the educated elite in Europe. See page 15.
- b. No. Marco Polo was a merchant from Venice, but the book that Polo wrote about his journey to China in 1299 is not evidence that Venice led the way in perfecting navigational instruments. In fact, the compass was a Chinese invention that Polo may have brought back to Venice on his return. See page 15.
- c. No. At the time that Marco Polo's book was published, most educated Europeans knew that the world was round. See page 15.
- d. No. As a thirteenth-century Venetian merchant, Marco Polo was of the Catholic faith; but he was not a missionary, and his book does not give evidence that Catholic missionaries led the way in calling for European expansion. See page 15.
10. c. Correct. The African rulers along the Guinea Coast welcomed trade with the Portuguese, and both parties benefited from the trade relationship that was established. See page 18.
- a. No. By the 1490s the Portuguese had established regular trade relations with West Africa and had built their first fort, Elmina, along the Gold Coast. However, the fort was built with the consent of the African ruler, and not after Portuguese conquest of the region. See page 18.
- b. No. The Portuguese first established contact with Upper Guinea in the 1440s, and by the 1470s they had ventured down to the Gold Coast of Lower Guinea. As they developed trade relations with the coastal African kingdoms, the rulers of those kingdoms established the rules and regulations under which such trade took place. See page 18.
- d. No. The rulers of the kingdoms along the Guinea Coast refused to allow the Portuguese to venture inland. Therefore, as trade relations were established between the Portuguese and West Africa, the Portuguese were confined to coastal trading posts. See page 18.
11. a. Correct. The Portuguese discovered this island located in the Gulf of Guinea around 1470 and colonized the island in the 1480s. Located on the equator, the island's climate and soil proved to be ideal for the cultivation of sugar cane. To work the cane fields, the Portuguese imported slaves from the African mainland and established the first economy based primarily on the bondage of black Africans. See page 18.
- b. No. São Tomé was uninhabited when discovered by the Portuguese around 1470. See page 18.
- c. No. The Portuguese did not find gold and silver on the island of São Tomé. See page 18.
- d. No. The Portuguese had been engaged in sugar cane cultivation for some years prior to their discovery of the uninhabited island of São Tomé around 1470. See page 18.
12. b. Correct. Columbus disagreed with fellow sailors and cartographers by insisting that Japan lay just three thousand miles off the coast of southern Europe. See page 19.
- a. No. Most other sailors of the time willingly used the available navigational instruments. See page 19.
- c. No. All knowledgeable seafarers knew that the world was round. See page 19.
- d. No. Columbus used the ship design that was common throughout Europe. See page 19.

13. b. Correct. The Northeast Trades blow steadily toward the Southwest, causing problems for seafarers sailing from the Canary Islands to Spain. The westerlies blow steadily toward the Northeast, causing problems for seafarers sailing to Iceland from England. See pages 16 and 22.
- a. No. Irish seafarers sailing to England from Ireland would have the benefit of the westerlies to carry them across the Irish Sea. This situation is not analogous to the impact of the Northeast Trades on Spanish seafarers sailing to Spain from the Canary Islands. See pages 16 and 22.
- c. No. Portuguese seafarers sailing to Italy from Portugal would be in the area called the “horse latitudes” for most of the journey. In this area there are, for the most part, no prevailing winds; therefore, the westerlies would have no impact on their voyage and the situation is not analogous to Spanish seafarers sailing to Spain from the Canary Islands. See pages 16 and 22.
- d. No. Italian seafarers sailing to Morocco from Italy would remain within the Mediterranean. For the most part, the journey would be in the area known as the “horse latitudes” in which there are no prevailing winds. Therefore, the westerlies would have no impact on the voyage and the situation is not analogous to Spanish seafarers sailing to Spain from the Canary Islands. See pages 16 and 22.
14. c. Correct. The Spanish model of colonization was based on (1) the exploitation of Native Americans and black slaves, (2) tight control of the colonies by the Spanish government, and (3) male colonists. Each characteristic had its consequences and helped shape the future of the Spanish colonies. See pages 23–24.
- a. No. The Spanish government maintained tight control over its colonies, even going so far as to dictate that the colonies could only import goods from Spain. See pages 23–24.
- b. No. The Spanish government limited the number of people who could emigrate to its colonies. Those who did emigrate were usually single males. See pages 23–24.
- d. No. Spanish conquistadors were granted great landed estates (latifundia) which were worked by Native Americans and black slaves. See pages 23–24.
15. b. Correct. Queen Elizabeth was aware of Spanish successes in the New World and was jealous of those successes. Not only did she want to match those successes by establishing English colonies, but she also wanted bases in the Americas that could conduct raids against Spanish settlements. See page 29.
- a. No. Protestant England and Catholic Spain were enemy nations in the 1580s. Spain sent the Spanish Armada against England in 1588. In other words, there was no alliance between the two nations. See page 29.
- c. No. Although the English population was growing rapidly in the latter third of the sixteenth century, it is doubtful that Queen Elizabeth believed that England was overpopulated. Therefore, it is doubtful that she wanted colonies as an outlet for England’s excess population. However, this was a reason that the English monarchs of the early seventeenth century supported colonization efforts. See page 29.
- d. No. There was no plan on the part of Queen Elizabeth to acquire Indian slaves to work the estates of English nobles. See page 29.