**1301 QUIZ ONE QUESTIONS—FONER**

**for the fine arts it is free on thursdays for general admission and the glasselle exhibitions are free all the time if you only want to go for the assignment**

CHAPTER 1 EMMA PHAM

1. According to the map, how did the CALUSA, INUIT, and COAHUILTEC live at the time of the arrival of Europeans? p.8 MAP

CALUSA: Orchard-growing alligator hunters

INUIT: Subarctic hunter-fisher-gatherers

COAHUILTEC: Marginal horticultural hunters

1. Know the sources of funding for Columbus’s voyage to the Orient. p.18

The Voyages of Columbus

Along with the crown, much of Columbus’s financing came from bankers and merchants of Spain and the Italian city-states, who desperately desired to circumvent the Muslim stranglehold on eastern trade. Columbus set sail with royal letters of introduction to Asian rulers, authorizing him to negotiate trade agreements.

1. Whose name is given to the continents between Europe and China? Who named the inhabitants? p.20 Columbus in the New World

He went to his grave believing that he had discovered a westward route to Asia. The explorations of another Italian, Amerigo Vespucci, along the coast of South America between 1499 and 1502 made plain that a continent entirely unknown to Europeans had been encountered. The New World would come to bear not Columbus’s name but one based on Vespucci’s—America. Vespucci also realized that the native inhabitants were distinct peoples, not residents of the East Indies as Columbus had believed, although the name “Indians,” applied to them by Columbus, has endured to this day.

1. What is the Columbian Exchange and the products transferred from the Old World to the New World and vice versa? p.21 The Demographic Disaster

* Columbian Exchange: is the transatlantic flow of goods and people that began with Columbus’s voyages in 1492.
* Products introduced to Europe from the Americas included corn, tomatoes, potatoes, peanuts, tobacco, and cotton.
* While people from the Old World brought wheat, rice, sugarcane, horses, cattle, pigs, and sheep to the New. But Europeans also carried germs previously unknown in the Americas.

The transatlantic flow of goods and people, sometimes called the Columbian Exchange, altered millions of years of evolution. Plants, animals, and cultures that had evolved independently on separate continents were now thrown together. Products introduced to Europe from the Americas included corn, tomatoes, potatoes, peanuts, tobacco, and cotton, while people from the Old World brought wheat, rice, sugarcane, horses, cattle, pigs, and sheep to the New. But Europeans also carried germs previously unknown in the Americas.

1. Know the four racial groups depicted by the casta paintings. p.25

Spaniard + Indian = mestizo  
Spaniard + mestiza = castizo  
Indian + mestiza = coyote  
Indian man + African women = chino

Four Racial Groups, taken from a series of paintings by the eighteenth-century Mexican artist Andrés de Islas, illustrates the racial mixing that took place in the Spanish empire and some of the new vocabulary invented to describe it. First: The offspring of a Spaniard and Indian is a mestizo. Second: A Spaniard and a mestiza produce a castizo. Third: The child of an Indian and a mestiza is a coyote. Fourth: The child of an Indian man and African woman is a chino.

CHAPTER 2

1. Know the items brought by the English and later incorporated by the eastern Indians in their daily lives and religious ceremonies. p.56

The Transformation of Indian Life

* Daily lives: Woven cloth, metal kettles, iron axes, fishhooks, hoes, and guns
* Religious ceremonies: Colorful glass beads and copper ornaments
* Many eastern Indians initially welcomed the newcomers, or at least their goods, which they appreciated for their practical advantages. Items like woven cloth, metal kettles, iron axes, fishhooks, hoes, and guns were quickly integrated into Indian life. Indians also displayed a great desire for goods like colorful glass beads and copper ornaments that could be incorporated into their religious ceremonies.

1. What is “feme sole?” p.62 Women and the Family

Social conditions in the colonies, however, opened the door to roles women rarely assumed in England. Widows and the few women who never married took advantage of their legal status as feme sole (a “woman alone,” who enjoyed an independent legal identity denied to married women) to make contracts and conduct business.

1. What was the Puritan view of the family and unmarried individuals? p.69

The Puritan Family

The family was the foundation of strong communities, and unmarried adults seemed a danger to the social fabric. An early law of Plymouth declared that “no single person be suffered to live of himself.” The typical New England woman married at twenty-two, a younger age than her English counterparts, and gave birth seven times. Because New England was a far healthier environment than the Chesapeake, more children survived infancy. Thus, much of a woman’s adult life was devoted to bearing and rearing children.

1. Who or what are “Levellers” and what was its impact on English freedom? p.83

England’s Debate over Freedom

* The Levellers, history’s first democratic political movement, proposed a written constitution, the Agreement of the People, which began by proclaiming “at how high a rate we value our just freedom,” and went on to list inalienable rights Parliament could not infringe upon. At a time when “democracy” was still widely seen as the equivalent of anarchy and disorder, the document proposed to abolish the monarchy and House of Lords and to greatly expand the right to vote. “The poorest he that lives in England hath a life to live as the greatest he,” declared the Leveller Thomas Rainsborough, and therefore “any man that is born in England . . . ought to have his voice in election.” Rainsborough even condemned slavery.

1. What was the belief of Quakers? p.84 The Civil War and English America

Meanwhile, a number of followers of Anne Hutchinson became Quakers, one of the sects that sprang up in England during the Civil War. Quakers held that the spirit of God dwelled within every individual, not just the elect, and that this “inner light,” rather than the Bible or teachings of the clergy, offered the surest guidance in spiritual matters.

CHAPTER 3

1. In mercantilism, what was the role of colonies? p.91 The Mercantilist System

In the mercantilist outlook, the role of colonies was to serve the interests of the mother country by producing marketable raw materials and importing manufactured goods from home.

1. How did English law affect the property rights of Dutch women? p.93

New York and the Rights of Englishmen and Englishwomen

But English law ended the Dutch tradition by which married women conducted business in their own name. As colonists of Dutch origin adapted to English rule, their wills directed more attention to advancing the fortunes of their sons than providing for their wives and daughters.

1. How does your textbook describe witches in Europe and the colonies? p.112

The Prosecution of Witches

Most were women beyond childbearing age who were outspoken, economically independent, or estranged from their husbands, or who in other ways violated traditional gender norms. The witch’s alleged power challenged both God’s will and the standing of men as heads of family and rulers of society.

1. How did the Salem Witch Trials change the treatment of individuals accused of witchcraft? Pp.112-113 The Salem Witch Trials

The events in Salem discredited the tradition of prosecuting witches and accelerated a commitment among prominent colonists to finding scientific explanations for natural events like comets and illnesses, rather than attributing them to magic. In future years, only two accused witches would be brought to trial in Massachusetts, and both were found not guilty.

1. Who were the Americans of the seventeenth century? p.124 New World Cultures

Before the American Revolution, there was no real “American” identity. In the seventeenth century, the term “Americans” tended to be used to describe Indians rather than colonists. Europeans often depicted the colonies pictorially with an image of a Native American.

CHAPTER 4

1. According to the map on page 136, what are the three coasts of Africa?

Atlantic Trade

* Ivory Coast
* Gold Coast
* Slave Coast

1. What was the result of the 1735 trial of John Peter Zenger? p.160

The Trial of Zenger

But the outcome helped to promote the idea that the publication of truth should always be permitted, and it demonstrated that the idea of free expression was becoming ingrained in the popular imagination.

1. What was the message given to the Delaware prophet, Neolin, by the Master of Life preceding Pontiac’s Rebellion? p.174 New Indian Identities

* Neolin: A Native American religious prophet who, by preaching pan-Indian unity and rejection of European technology and commerce, helped inspire Pontiac’s Rebellion.
* Pontiac’s Rebellion: An Indian attack on British forts and settlements after France ceded to the British its territory east of the Mississippi River, as part of the Treaty of Paris in 1763, without consulting France’s Indian allies.
* During a religious vision, the Master of Life instructed Neolin that his people must reject European technology, free themselves from commercial ties with whites and dependence on alcohol, clothe themselves in the garb of their ancestors, and drive the British from their territory (although friendly French inhabitants could remain).

1. What is the Albany Plan of Union? p.178 Colonial Identities

The Albany Plan of Union of 1754, drafted by Benjamin Franklin at the outbreak of the Seven Years’ War, envisioned the creation of a Grand Council composed of delegates from each colony, with the power to levy taxes and deal with Indian relations and the common defense.

1. Describe Britain’s 1763 global empire. p.178 Colonial Identities

In fact, however, after 1763 Britain’s global empire was not predominantly Protestant or British or free. Slavery remained central to its economy. It now included tens of thousands of French Catholics and millions of persons in India governed as subjects rather than as citizens.