

**THIS IS GLOBAL REGENTS REVIEW PACKET NUMBER ELEVEN**

**THE TOPIC OF STUDY IN THIS PACKET IS:**

- **THE AGE OF EXPLORATION** - This topic is divided into seven parts. Global Regents Review Packet #10 covers the first two parts. This packet covers the last five:
  - 3) **The African Slave Trade** (might also be referred to as **Atlantic Slave Trade / Atlantic Trade Routes / Transatlantic Trade / Triangular Trade**)
  - 4) **The Columbian Exchange**
  - 5) **Mercantilism**
  - 6) **The Encomienda System**
  - 7) **The Social Structure of Colonial Latin America**

**THE AGE OF EXPLORATION (divided into 7 parts)**

**PART 3: African Slave Trade (might also be referred to as Atlantic Slave Trade / Atlantic Trade Routes / Transatlantic Trade / Triangular Trade)**

- **In the 1600's, the interest of Europeans in Africa was based mainly on Europe's need to obtain workers for its colonies in the Americas.**

**The declining Native American population (caused by the Encounter) led to shortages of labor in 16<sup>th</sup> and 17<sup>th</sup> century North and South America. This labor shortage provoked the Atlantic slave trade (the importation of slaves from Africa). Plantations in the New World used enslaved Africans to replace native populations.**

**Similarly, the Black Death led to shortages of labor in 14<sup>th</sup> century Europe. The labor shortage in Europe led to the decline of feudalism (See Regents Review Packet Number Five).**

- **TRIANGULAR TRADE EXPLAINED:**  
**Ships left Europe for African markets, where their goods were traded for prisoners and on the African coast. Traders then sailed to the Americas and Caribbean, where the Africans were traded for goods for European markets, which were then returned to Europe.**
- **Several European countries participated in the slave trade.**

- **Millions of Africans suffered during the Middle Passage.**

**The Middle Passage refers to the forced transportation of African people from Africa to the New World as part of the Atlantic slave trade and was the middle portion of the triangular trade voyage.**

- **Most enslaved Africans were sent to the Caribbean Islands and Spanish America.**
- **The success of the triangular trade system depended on increasing slave trade in the Western Hemisphere. Why?**

**More slaves in the Americas resulted in more goods being produced for exportation back to Europe.**

- **It could be said that the Atlantic Slave Trade was a result of European imperialism. What is imperialism?**

**Imperialism is the domination by one country of the political, economic, or cultural life of another country or region.**

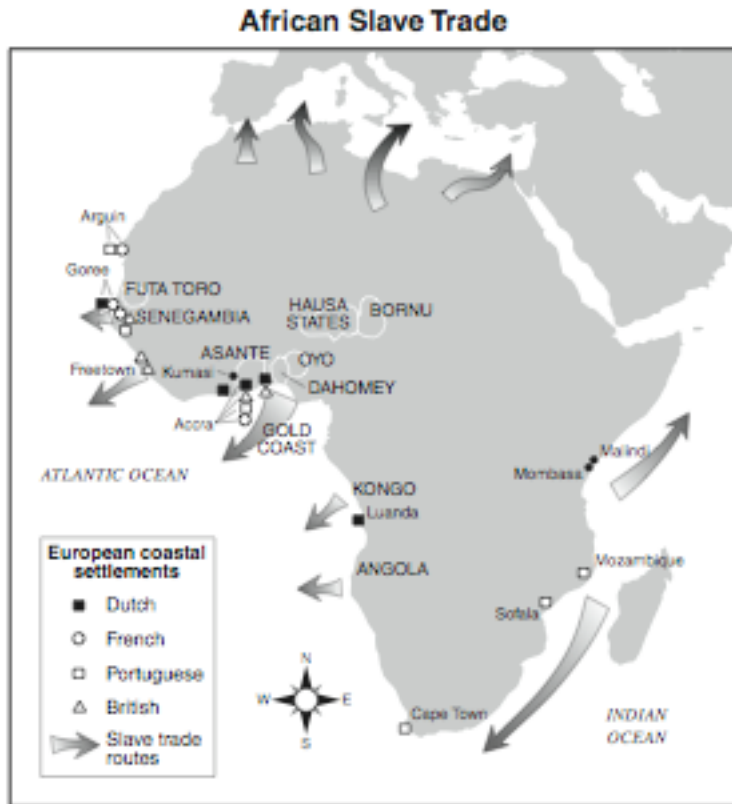
Which statement best describes a result of the encounter between Europeans and native populations of Latin America?

- (1) Native societies experienced rapid population growth.
- (2) European nations lost power and prestige in the New World.
- (3) Large numbers of natives migrated to Europe for a better life.

**(4) Plantations in the New World used enslaved Africans to replace native populations.**

806-21

Base your answer to the following question on the map below and on your knowledge of social studies.



Source: Ellis and Esler, *World History: Connections to Today*, Prentice Hall, (adapted)

Which conclusion about the slave trade in Africa is supported by this map?

- (1) Most of the slaves came from eastern Africa.
- (2) Few people were taken from Africa to other continents.
- (3) Several European countries participated in the slave trade.**
- (4) The slave trade began in southern Africa.

606-24

- Maize and potatoes were grown in Europe.
- Millions of Africans suffered during the Middle Passage.**
- Smallpox had devastating effects on indigenous peoples.
- Spanish language is used in much of Latin America.

Which global interaction is illustrated by these statements?

- (1) Silk Road trade
- (2) Crusades
- (3) Columbian Exchange**
- (4) Scramble for Africa

106-49

Base your answer to the following question on the passage below and on your knowledge of social studies.

. . . And we cannot reckon how great the damage is, since the mentioned merchants are taking every day our natives, sons of the land and the sons of our noblemen and vassals and our relatives, because the thieves and men of bad conscience grab them wishing to have the things and wares of this Kingdom which they are ambitious of; they grab them and get them to be sold; and so great, Sir, is the corruption and licentiousness [lack of restraint] that our country is being completely depopulated, and Your Highness should not agree with this nor accept it as in your service. . . . — Nzinga Mbemba (King Affonso), Letters to the King of Portugal, 1526

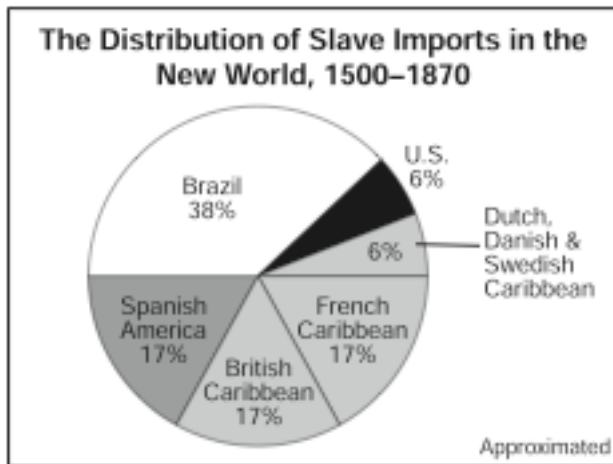
Which event in African history is described in this passage?

- (1) exploration of the African interior
- (2) discovery of gold mines in Nigeria
- (3) Belgium’s takeover of the Congo

**(4) Atlantic slave trade**

105-10

Base your answer to the following question on the graph below and on your knowledge of social studies.



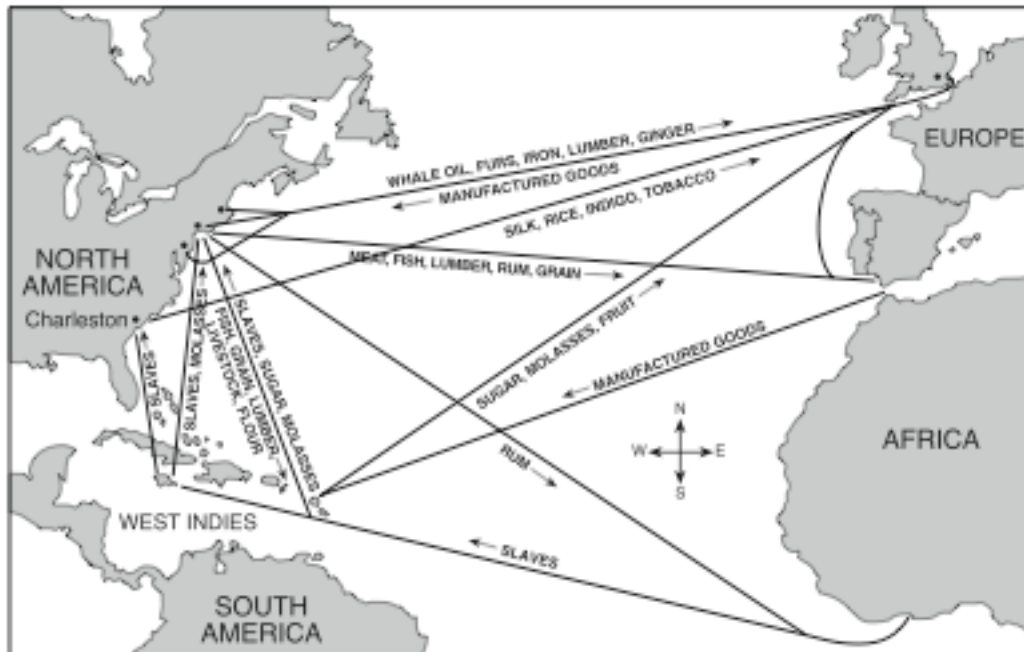
Source: R. W. Fogel and S. L. Engerman, *Time on the Cross: The Economics of American Negro Slavery*, Little, Brown and Company (adapted)

Which statement is supported by the graph?

- (1) Little trade in enslaved Africans took place before the 1500s.
- (2) Slavery was most widely practiced in Sweden, Denmark, and Holland.
- (3) Conditions of slavery in Brazil were less harsh than those in the United States.
- (4) Most enslaved Africans were sent to the Caribbean and Spanish America.**

604-27

Base your answers to the following two questions on the map below and on your knowledge of social studies.



Source: Steven Goldberg and Judith Clark DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)

What is the most appropriate title for the map?

- (1) The Industrial Revolution
- (2) Imperialism in Africa
- (3) The Age of Discovery
- (4) Atlantic Trade Routes**

803-20

Which economic system was responsible for the creation of the situation shown on the map?

- (1) feudal system
- (2) mercantilism**
- (3) socialism
- (4) barter system

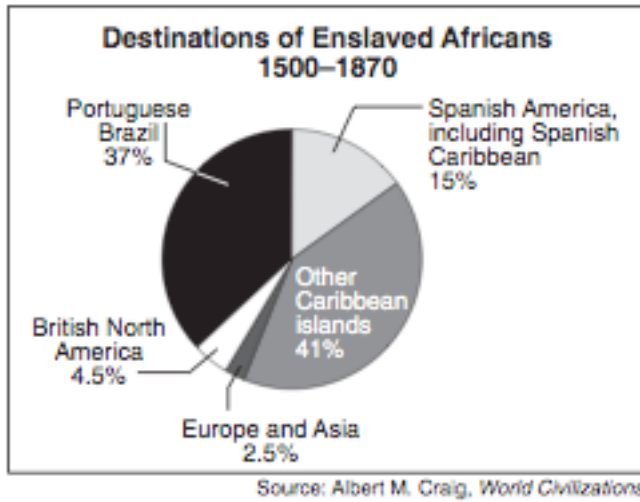
803-21

The success of the triangular trade system depended on increasing

- (1) political independence of the Caribbean nations
- (2) emphasis on free trade in European nations
- (3) slave trade in the Western Hemisphere**
- (4) industrialization of the South American colonies

103-17

Base your answer to the following question on the chart below and on your knowledge of social studies.



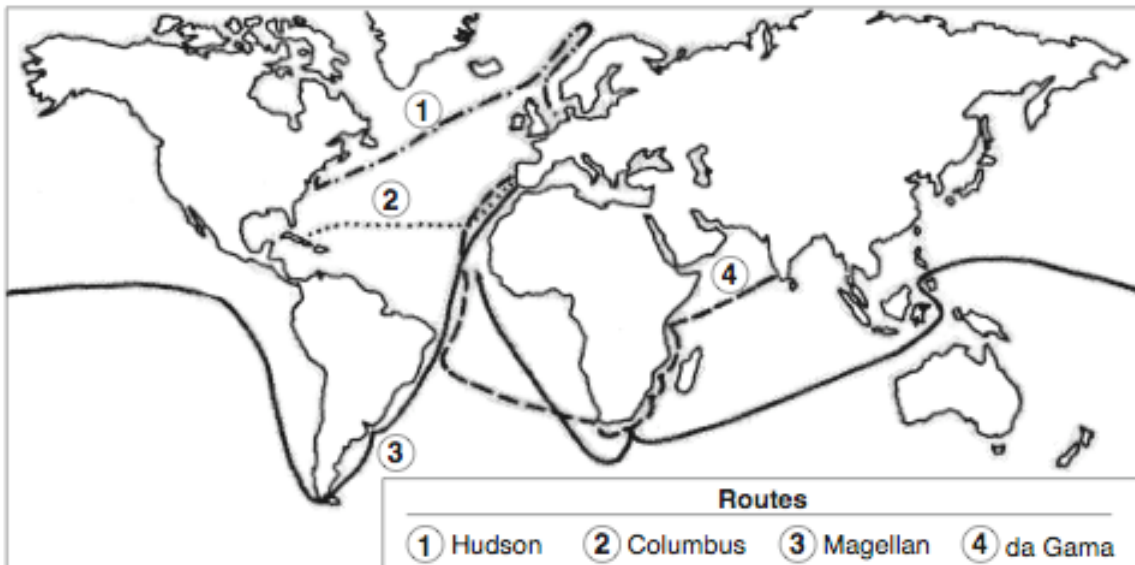
Which idea is best supported by this graph?

- (1) Slavery had its greatest effect on Europe and Asia.
- (2) Slavery was more important in North America than it was in South America.
- (3) The Portuguese made early efforts to outlaw the slave trade.

**(4) Many slaves were transported to the Caribbean Islands**

802-14

Base your answer to the following question on the map below and on your knowledge of social studies.

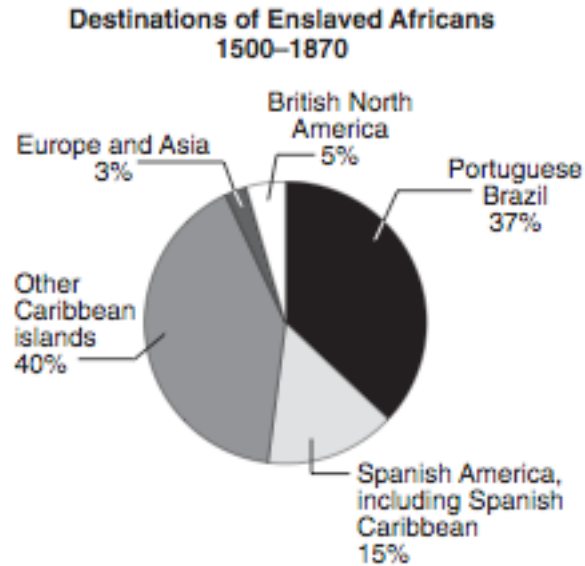


What was a result of the explorers' voyages illustrated on this map?

- (1) Europe became increasingly isolated.
- (2) European trade with Africa and South America increased.**
- (3) Southeast Asia became Europe's greatest trading partner.
- (4) European nations created colonial governments throughout central Asia.

102-21

Base your answer to the following question on the chart below and on your knowledge of social studies.



Which area received the largest number of captured Africans as slaves between 1500 and 1870?

- (1) British North America
- (2) Spanish America
- (3) Europe and Asia
- (4) other Caribbean islands**

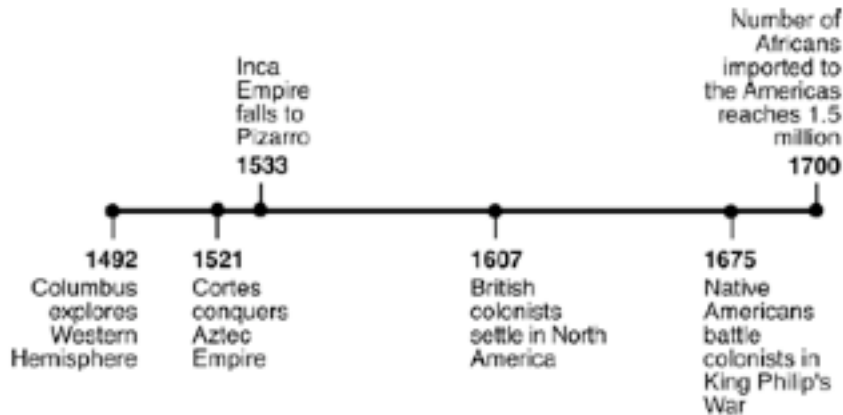
801-18

Which development led to the shortages of labor in 14th-century Europe and in 16th- and 17th-century North and South America?

- (1) rise of nation-states
- (2) outbreak of the Black Death and smallpox**
- (3) fall of Constantinople
- (4) introduction of new military technologies

601-17

Base your answer to the following question on the timeline below and on your knowledge of social studies.



The events illustrated in this time line show the effects of European

- (1) isolationism
- (2) imperialism**
- (3) socialism
- (4) fundamentalism

601-15

Base your answer to the following question on the passage below and on your knowledge of social studies.

“I was immediately handled and tossed up to see if I were sound, by some of the crew, and I was now persuaded that I had gotten into a world of bad spirits, and that they were going to kill me. Their complexions, too, differing so much from ours, their long hair, and the language they spoke . . . united to confirm me in this belief. . . . The closeness of the place and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us.”

Which event is described in this passage?

- 1 the Aztec invasion of Mayan cities
- 2 the Ottoman invasion of Hungary
- 3 immigration from Europe to the New World

**4 the transatlantic slave trade**

101-16

In the 1600’s, the interest of Europeans in Africa was based mainly on Europe’s need to

- 1 market its surplus agricultural products
- 2 obtain workers for its colonies in the Americas**
- 3 establish collective security arrangements
- 4 settle its surplus population on new lands

800-8



**THE AGE OF EXPLORATION (divided into 7 parts)**

**PART 4: The Columbian Exchange**

- **The voyages of Christopher Columbus started a vast cultural exchange between the two (eastern and western) hemispheres.**

**The global transfer of foods, plants, and animals during the colonization of the Americas is known as the Columbian Exchange.**

**The Columbian exchange resulted in the introduction of new foods, products, and ideas to both Europe and the Americas.**

- **The Columbian Exchange resulted in global interaction:**
  - **Maize (corn) and potatoes are grown in Europe.**
  - **The Spanish and Portuguese were introduced to chocolate, peanuts, tomatoes, and corn.**
  - **The Spanish language is used in much of Latin America.**
  - **Many Incas converted to Christianity in ceremonies in Lima, Peru.**
  - **Cortés brought Aztec gold and silver treasures to Spain.**
- **How did the Columbian exchange impact the lives of Europeans? The combination (the transfer) of new products and ideas promoted economic growth.**

Which statement describes an impact of the Columbian exchange on the lives of Europeans?

- (1) The combination of new products and ideas promoted economic growth.**
- (2) Native Americans immigrated to Europe and competed with Europeans for jobs.
- (3) Millions of Europeans were killed by new American diseases.
- (4) Introduction of the Native American religions resulted in the decline of the Roman Catholic Church.

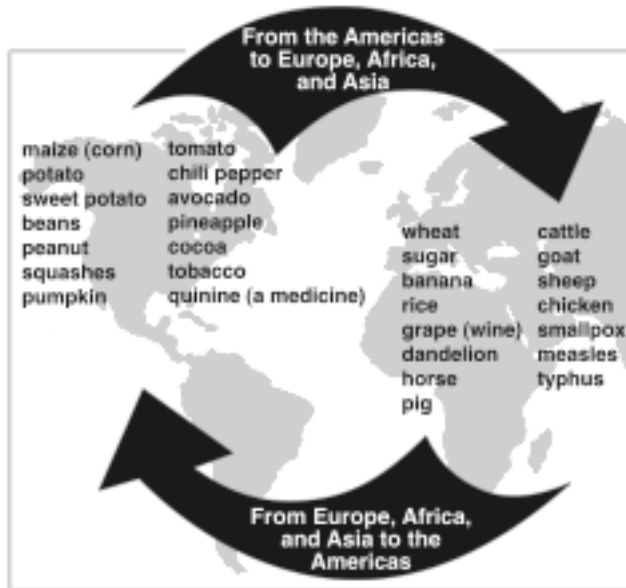
108-19

What was one effect of the Columbian exchange?

- (1) rapid decline in European population
- (2) economic instability in China and Japan
- (3) introduction of new foods to both Europe and the Americas**
- (4) spread of Hinduism into Latin America

807-16

Base your answer to the following question on the diagram below and on your knowledge of social studies.



Source: Goldberg and Clark DuPré, *Brief Review in Global History and Geography*, Prentice Hall, 2002 (adapted)

What is the best title for this diagram?

- (1) Encomienda System
  - (2) Columbian Exchange**
  - (3) Silk Road
  - (4) Open Door policy
- 606-21

- Maize and potatoes were grown in Europe.
- Millions of Africans suffered during the Middle Passage.
- Smallpox had devastating effects on indigenous peoples.
- Spanish language is used in much of Latin America.

Which global interaction is illustrated by these statements?

- (1) Silk Road trade
- (2) Crusades
- (3) Columbian Exchange**
- (4) Scramble for Africa

106-49

Which statement describes an impact that the Columbian Exchange had on the lives of Europeans?

**(1) The transfer of new products and ideas encouraged economic growth.**

(2) New diseases were brought to Europe and resulted in massive deaths caused by a plague.

(3) Native Americans immigrated to Europe and competed with Europeans for jobs.

(4) Cross-cultural contacts between South America and Asia declined.

604-18

The global transfer of foods, plants, and animals during the colonization of the Americas is known as the

(1) Scientific Revolution

**(2) Columbian Exchange**

(3) New Imperialism

(4) Middle Passage

603-16

Which statement about the Columbian exchange is a fact rather than an opinion?

(1) The Columbian exchange had a positive effect on the Americas.

(2) The Columbian exchange benefited Europe more than it benefited the Americas.

**(3) The Columbian exchange brought new foods and products to Europe and the Americas.**

(4) The Columbian exchange created a modern Europe.

802-15

- Smallpox outbreak spreads throughout Mexico.
- Many Incas convert to Christianity in ceremonies in Lima, Peru.
- Spanish and Portuguese are introduced to chocolate, peanuts, tomatoes, and corn.
- Cortés brings Aztec gold and silver treasures to Spain.

Which situation is illustrated in these statements?

(1) empathy of Europeans for Native American Indian civilizations

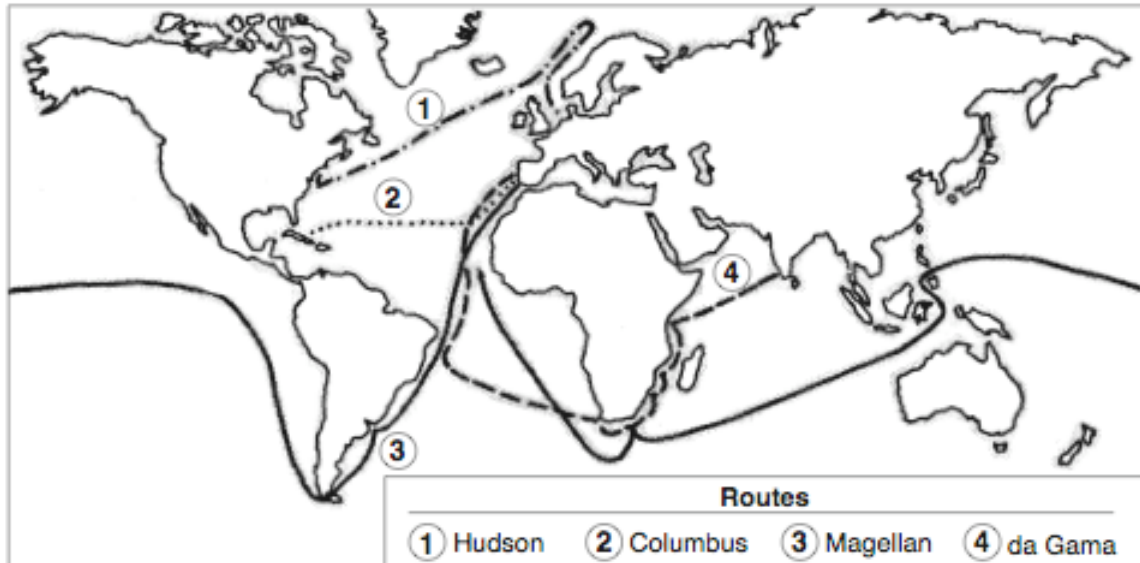
(2) triangular trade and its effects on agrarian economies

(3) the relatively high costs of colonialism

**(4) the impact of contact between different peoples**

602-21

Base your answer to the following question on the map below and on your knowledge of social studies.



What was a result of the explorers' voyages illustrated on this map?

(1) Europe became increasingly isolated.

**(2) European trade with Africa and South America increased.**

(3) Southeast Asia became Europe's greatest trading partner.

(4) European nations created colonial governments throughout central Asia.

102-21

Which statement explains the long-term significance of the travels of Christopher Columbus?

(1) His interactions with the indigenous peoples served as a model for fair treatment of minorities.

(2) His ships were the first to complete an around-the-world voyage and prove the earth was round.

(3) His calculations of the distance between Europe and Asia became the basis for our modern maps.

**(4) His voyages started a vast cultural exchange between the two hemispheres.**

801-17

**THE AGE OF EXPLORATION (divided into 7 parts)**

**PART 5: Mercantilism**

- **The term “mercantilism” is defined as an economic system in which colonies exist for the benefit of the colonial power.**

**(Colonial powers considered their colonies to be possessions to benefit the imperial power.)**

**European countries (e.g. Portugal) sought trade benefits from their colonial possessions.**

- **According to mercantile economic theory...**
  - **The might of a country consists of GAINING SURPLUSES OF GOLD AND SILVER.**
  - **A nation’s strength is found in economic independence and the maintenance of a FAVORABLE BALANCE OF TRADE.**

**(One goal of mercantilism was the creation of a favorable balance of trade. Controlling trade was a key to increasing power.)**
  - **Countries need to gain COLONIES both as SOURCES FOR RAW MATERIALS and as MARKETS FOR MANUFACTURED GOODS.**

**(According to the economic theory of mercantilism, the purpose of colonies is to ship raw materials to the colonial power and buy finished goods from the colonial power.)**
- **Developed in the 17th century, mercantilism supported the Age of Exploration, European colonialism, and the Atlantic trade routes.**

Base your answer to the following question on the speakers' statements below and on your knowledge of social studies.

*Speaker A:* My king has brought together the best mapmakers and scientists to study navigation. The expeditions he has sponsored will increase Portugal's trade with the East and make us wealthy.

*Speaker B:* My people lost their land and were forced to work in the mines and fields. They received little economic benefit.

*Speaker C:* My queen has chartered joint-stock companies to control trade with our colonies.

*Speaker D:* My people were enslaved and have endured unspeakable hardships. Many died during the Middle Passage.

Which two speakers would most likely support mercantilism?

- (1) A and B
- (2) A and C**
- (3) B and D
- (4) C and D

108-21

What was one goal of mercantilism?

- (1) removal of trade barriers
- (2) elimination of private property
- (3) establishment of subsistence agriculture
- (4) creation of a favorable balance of trade**

107-17

Which statement best describes the concept of mercantilism?

- (1) Universal suffrage leads to educated citizens.
- (2) Controlling trade is a key to increasing power.**
- (3) Only the fittest deserve to survive.
- (4) Strict social control prevents revolutions.

106-20

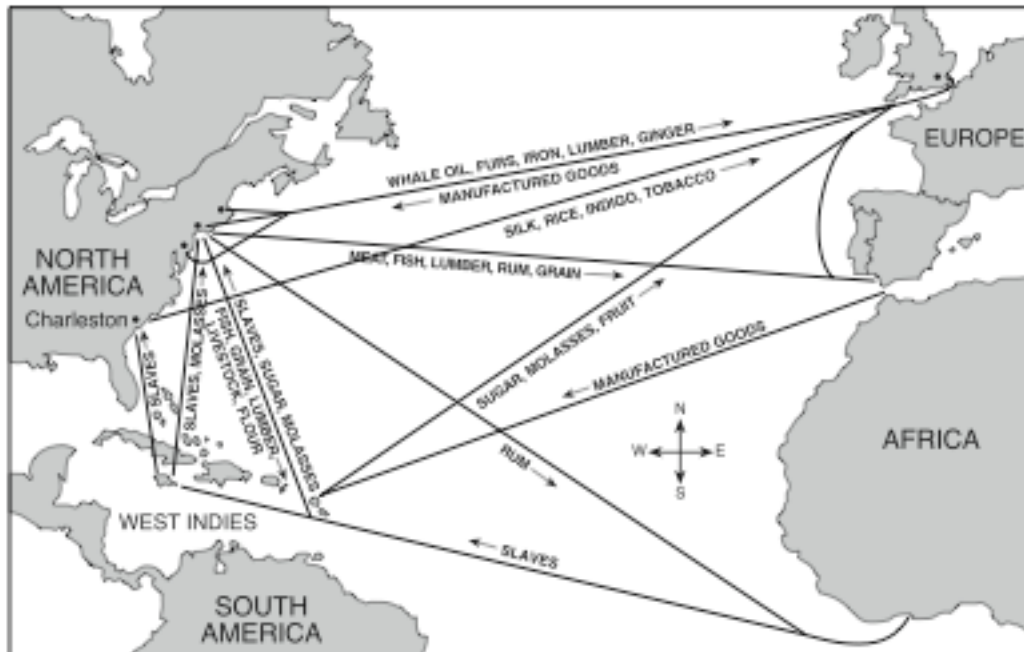
The purpose of colonies is to ship raw materials to the colonial power and buy finished goods from the colonial power.

This statement reflects the basic idea of which economic system?

- (1) socialism
- (2) communism
- (3) mercantilism**
- (4) capitalism

104-21

Base your answers to the following two questions on the map below and on your knowledge of social studies.



Source: Steven Goldberg and Judith Clark DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)

What is the most appropriate title for the map?

- (1) The Industrial Revolution
- (2) Imperialism in Africa
- (3) The Age of Discovery
- (4) Atlantic Trade Routes**

803-20

Which economic system was responsible for the creation of the situation shown on the map?

- (1) feudal system
- (2) mercantilism**
- (3) socialism
- (4) barter system

803-21

Which economic theory, developed in the 17th century, supported European colonialism?

- (1) socialism
- (2) mercantilism**
- (3) bartering
- (4) feudalism

603-21

Which statement best illustrates the concept of European mercantilism during the Age of Exploration?

- (1) England encouraged free trade among its colonies.
- (2) Spain reduced exports to its South American colonies.
- (3) Portugal sought trade benefits from its colonial possessions.**
- (4) France refused to give financial support to weak national industries.

102-15

The term “mercantilism” is defined as an economic system in which

- (1) prices are determined by the laws of supply and demand
- (2) colonies exist for the benefit of the colonial power**
- (3) factors of production are owned by the government
- (4) the proletariat benefit at the expense of the bourgeoisie

801-15

Under the policy of mercantilism, colonial powers considered their colonies to be

- (1) independent nations that traded throughout the world
- (2) independent nations that had special relationships with European powers
- (3) possessions to benefit the imperial power**
- (4) possessions being prepared for independence

601-19

Base your answer to the following question on the statements below and on your knowledge of social studies.

Statement A: The might of a country consists of gaining surpluses of gold and silver.

Statement B: A nation’s strength is found in economic independence and the maintenance of a favorable balance of trade.

Statement C: We need to gain colonies both as sources for raw materials and as markets for our manufactured goods.

Which economic system is being described by these statements?

- (1) traditional
- (2) feudal
- (3) command
- (4) mercantile**

600-10



**THE AGE OF EXPLORATION (divided into 7 parts)**

**PART 6: The Encomienda System**

- **ENCOMIENDA:**  
**A right given by the Spanish government to its American colonists to demand labor or tribute (taxes) from Native Americans**  
  
**(The purpose of the encomienda system in Latin America was to obtain labor and taxes from the native peoples in the Spanish colonies.)**
- **The encomienda system in Latin America was a direct result of the Age of Exploration**
- **As a result of the encomienda system, many Native Americans were forced to labor on large estates during the 16th and 17th centuries.**

The encomienda system in Latin America was a direct result of the

- (1) Crusades
  - (2) Age of Exploration**
  - (3) Reformation
  - (4) Age of Reason
- 805-19

Which statement about the encomienda system during the 16th and 17th centuries is accurate?

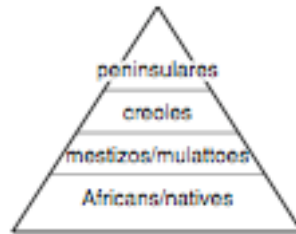
- (1) Aztec and Inca civilizations prospered.
  - (2) Life expectancy among Native American populations increased.
  - (3) Spanish influence declined in its colonies.
  - (4) Many Native Americans were forced to labor on large estates.**
- 102-18

The purpose of the encomienda system in Latin America was to

- (1) control overpopulation in urban centers
  - (2) convert native peoples to Protestantism
  - (3) obtain labor and taxes from the native peoples in the Spanish colonies**
  - (4) introduce political ideas into the colonies gradually
- 101-14

**THE AGE OF EXPLORATION (divided into 7 parts)**

**PART 7: The Social Structure of Colonial Latin America**



- Colonial Latin America separated people into distinct classes.

Similarly, medieval European society was separated into distinct social classes.

- Peninsulares controlled most of the political, economic, and social power in colonial Latin America.
- A lasting result of colonial rule in many Latin American nations has been the control of power by wealthy landowners.

Historically, the native population in colonial Latin America has had little or no political power.

Similarly...

Serfs in medieval Europe had little or no political power.

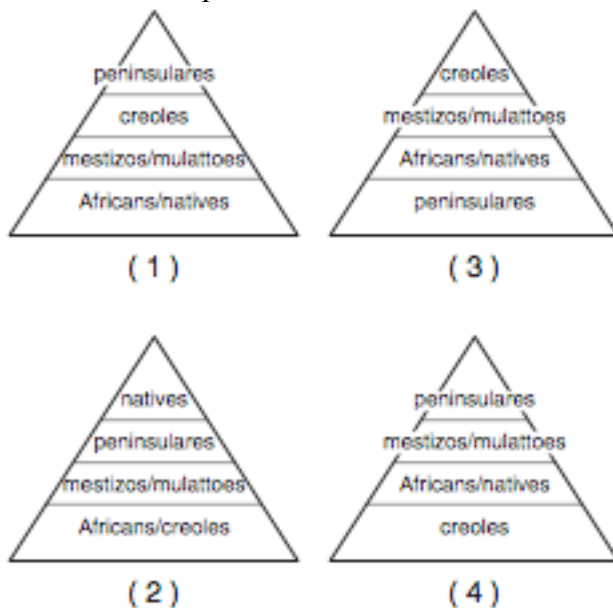
Untouchables in traditional India have had little or no political power.

- Results of colonialism in Latin America:
  - Class systems based on birth and skin color
  - Ethnic and racial diversity
  - “Cash crop” economies
    - A cash crop is a crop grown to export for the purpose of making money.
    - Countries whose economies have grown too reliant on cash crops have suffered hardships. Why?

**Farmers realized they could make a greater profit growing cash crops in place of food crops. Food shortages resulted since land used for growing cash crops to export cannot be used to produce food crops to feed locals. Countries once able to feed their own people were forced to import food. This was very costly.**

**Also, many nations became dependent on a single cash crop (such as coffee), putting their economies at the mercy of abrupt changes in the market (fluctuations in price).**

Which diagram shows the correct social hierarchy of Spain's colonial empire in the Western Hemisphere?



605-20

Which social class controlled most of the political, economic, and social power in colonial Latin America?

**(1) peninsulares**

(2) mestizos

(3) creoles

(4) native people

603-30

A lasting result of colonial rule in many Latin American nations has been the

(1) elimination of national debts

**(2) control of power by wealthy landowners**

(3) decrease in the power of the Catholic Church

(4) creation of industrial economics

802-21

The histories of the serfs in medieval Europe, the harijans in traditional India, and the native population in colonial Latin America are similar in that each group

(1) used political power to improve living conditions

(2) successfully revolted against rulers

(3) was socially mobile

**(4) had little or no political power**

801-32

One similarity between the social patterns in medieval Europe and those in colonial Latin America is that both societies

(1) separated religion and politics

**(2) separated people into distinct classes**

(3) gave women the power to assume leadership positions

(4) followed the rule of the majority

601-30

Which title would be most appropriate for this list of characteristics?

- |  |
|--|
| I. _____<br>A. "Cash crop" economies<br>B. Class systems based on birth and skin color<br>C. Ethnic and racial diversity |
|--|

1 Problems of the Cold War

**2 Results of colonialism in Latin America**

3 Effects of feudalism on medieval Europe

4 Causes of the Korean War

101-22