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| **Ren/Ref/Explor [189117]** | |
| Student |  |
| Class |  |
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| **1.** | **How did the bubonic plague most change the social structure of Europe in the Middle Ages?** |
|  | |  |  | | --- | --- | | **A.** | The shortage of labor empowered the peasant class. | |
|  | |  |  | | --- | --- | | **B.** | The rise of nationalism increased the influence of the nobility. | |
|  | |  |  | | --- | --- | | **C.** | The decline in demand ensured the success of the merchants. | |
|  | |  |  | | --- | --- | | **D.** | The increased demand for labor strengthened feudalism. | |
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| **2.** | **Use the table below to answer the question.**   |  |  | | --- | --- | | Cause | Effect | | Renaissance in Europe | ? |   **Which phrase best completes this table?** |
|  | |  |  | | --- | --- | | **A.** | The Second Great Awakening | |
|  | |  |  | | --- | --- | | **B.** | The Great Schism | |
|  | |  |  | | --- | --- | | **C.** | The First Great Migration | |
|  | |  |  | | --- | --- | | **D.** | The Protestant Reformation | |
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| **3.** | **Which effect did Johannes Gutenberg’s invention have on Europe?** |
|  | |  |  | | --- | --- | | **A.** | Printing allowed ideas to be spread rapidly throughout the continent. | |
|  | |  |  | | --- | --- | | **B.** | Instruments for astronomy led explorers to question traditional beliefs. | |
|  | |  |  | | --- | --- | | **C.** | Scientific instruments encouraged people to cure diseases in colonial territories. | |
|  | |  |  | | --- | --- | | **D.** | Transportation advancements allowed people to travel to seek adventure. | |
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| **4.** | **Use the list below to answer the question.**   |  |  | | --- | --- | |  | Characteristics of the Renaissance | |  |  | | • | Cultural achievements were financed by cities. | | • | Classical texts and art were valued and studied. | | • | **?** |   **Which statement best completes this list?** |
|  | |  |  | | --- | --- | | **A.** | Kings gave authority to religious leaders. | |
|  | |  |  | | --- | --- | | **B.** | People chose to enter monasteries. | |
|  | |  |  | | --- | --- | | **C.** | Legislative bodies began to tax churches. | |
|  | |  |  | | --- | --- | | **D.** | People embraced secular ideas. | |
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| **5.** | **Which aspect of the Renaissance is shown in this information about Florence?**   |  | | --- | | The welling up of civic pride that overflowed in public building was brought on by that remarkable course of events from the end of the thirteenth to the beginning of the fifteenth century that transformed the Florentine state . . . During the century and a half at the building of the town hall and ending at the crowning of the cathedral with Brunelleschi’s cupola, Florence put its internal affairs into an impressive new order . . . and asserted itself as a major Italian power.   —Richard A. Goldthwaite | |
|  | |  |  | | --- | --- | | **A.** | rising power of artists | |
|  | |  |  | | --- | --- | | **B.** | economic prosperity of city-states | |
|  | |  |  | | --- | --- | | **C.** | new techniques in religious sculpture | |
|  | |  |  | | --- | --- | | **D.** | increased use of the vernacular languages | |
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| **6.** | **Louis XIV’s statement, “I am the state,” is a reflection of which type of government?** |
|  | |  |  | | --- | --- | | **A.** | a constitutional theocracy | |
|  | |  |  | | --- | --- | | **B.** | an absolute monarchy | |
|  | |  |  | | --- | --- | | **C.** | an authoritarian oligarchy | |
|  | |  |  | | --- | --- | | **D.** | a direct democracy | |
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| **7.** | **Which factor led to the development of manorialism?** |
|  | |  |  | | --- | --- | | **A.** | the collapse of an economy | |
|  | |  |  | | --- | --- | | **B.** | the influence of the Catholic Church | |
|  | |  |  | | --- | --- | | **C.** | the decrease in migrations | |
|  | |  |  | | --- | --- | | **D.** | the expansion of the Roman Empire | |
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| **8.** | **Use the information below to answer the question that follows.**   |  | | --- | | The Four Voyages | | • *1st* - to find a direct sea route to Asia by sailing west from Spain  • *2nd* - to build a permanent settlement as a trading post, convert native     peoples, and undertake further exploration  • *3rd* - to bring supplies to the settlement at Santo Domingo  • *4th* - to explore further west of the Caribbean and find a route to Asia |   **Which explorer made the four voyages described in the list?** |
|  | |  |  | | --- | --- | | **A.** | Marco Polo | |
|  | |  |  | | --- | --- | | **B.** | Henry Hudson | |
|  | |  |  | | --- | --- | | **C.** | Robert de La Salle | |
|  | |  |  | | --- | --- | | **D.** | Christopher Columbus | |
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| **9.** | **Which conclusion about the effects of the Black Death on medieval European society is most accurate?** |
|  | |  |  | | --- | --- | | **A.** | Nobles were largely unaffected because they lived in rural areas instead of urban areas. | |
|  | |  |  | | --- | --- | | **B.** | Prices for crops fell dramatically because the disease could spread to plants. | |
|  | |  |  | | --- | --- | | **C.** | The number of serfs declined because the labor shortage gave them new opportunities. | |
|  | |  |  | | --- | --- | | **D.** | The middle class expanded because they could afford medical treatments. | |
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| **10.** | **The Columbian Exchange affected Native Americans by** |
|  | |  |  | | --- | --- | | **A.** | increasing the diversity of goods. | |
|  | |  |  | | --- | --- | | **B.** | decreasing the transmission of disease. | |
|  | |  |  | | --- | --- | | **C.** | improving tribal relations. | |
|  | |  |  | | --- | --- | | **D.** | decreasing religious conflict. | |
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| **11.** | **Use this table to answer the question below.**   |  | | --- | | **The Columbian Exchange** | | |  |  | | --- | --- | | **Group A: Foods Known in Europe** | **Group B: \_\_\_\_ ? \_\_\_\_** | | Wheat | Corn | | Barley | Tomatoes | | Sugar cane | Potatoes | | Rice | Avocados | | Bananas | Chocolate | | Coffee | Vanilla | |   **What is the best title for Group B in the table?** |
|  | |  |  | | --- | --- | | **A.** | Foods known in Asia | |
|  | |  |  | | --- | --- | | **B.** | Foods known in the Americas | |
|  | |  |  | | --- | --- | | **C.** | Foods known in the Pacific Islands | |
|  | |  |  | | --- | --- | | **D.** | Foods known in Africa | |
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| **12.** | **Use the information to answer the item.**   |  |  | | --- | --- | | History of British Relations with India | | | Date | Event | | 1619 | Mughal Emperor Jahangir permits the British East India Company to trade in India. | | 1668 | East India Company takes control of textile trade in Bombay. | | 1690 | East India Company founds textile trading post in Calcutta. | | 1818 | The British assert control of western and central India by defeating the  Maratha confederacy. | | 1858 | Britain abolishes the East India Company and assumes direct rule |   **The timeline demonstrates how the British government** |
|  | |  |  | | --- | --- | | **A.** | failed to use its naval power to its full advantage in South Asia. | |
|  | |  |  | | --- | --- | | **B.** | used diplomacy to settle regional political disputes in India. | |
|  | |  |  | | --- | --- | | **C.** | allowed the people of India to maintain local sovereignty. | |
|  | |  |  | | --- | --- | | **D.** | used trade as the basis for establishing its empire in South Asia. | |
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| **13.** | **Which modern-day country was a French colony during the 18th century?** |
|  | |  |  | | --- | --- | | **A.** | Mexico | |
|  | |  |  | | --- | --- | | **B.** | Cuba | |
|  | |  |  | | --- | --- | | **C.** | Argentina | |
|  | |  |  | | --- | --- | | **D.** | Haiti | |
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| **14.** | **What was one of the major purposes of the trade routes shown on this map?**   |  | | --- | | \\10.32.148.121\internet\SiteFiles\homebase\Files\assess_files\c25d175d-7ee5-4e1e-a2e4-6bdcbaeb29b5\I270629_7.jpg | |
|  | |  |  | | --- | --- | | **A.** | to supply raw materials for factories in North America | |
|  | |  |  | | --- | --- | | **B.** | to provide transport for Andean miners across the Atlantic | |
|  | |  |  | | --- | --- | | **C.** | to supply a source of labor for plantations in the Caribbean | |
|  | |  |  | | --- | --- | | **D.** | to provide capital resources for cottage industries in South America | |
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| **15.** | **How were New World empires such as the Inca and Aztec affected by contact with Europeans?** |
|  | |  |  | | --- | --- | | **A.** | Disease weakened the ability of native peoples to resist European conquest. | |
|  | |  |  | | --- | --- | | **B.** | Tribal treaties were broken, resulting in the loss of territory. | |
|  | |  |  | | --- | --- | | **C.** | Efforts of religious missionaries improved the quality of village life. | |
|  | |  |  | | --- | --- | | **D.** | Military alliances successfully resisted European conquest. | |
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| **16.** | **Which result completes this list?**   |  | | --- | | Immediate Effects of the Renaissance | | • Revival of trade • Emergence of cities • Rise of banks and joint-stock companies •    **?** | |
|  | |  |  | | --- | --- | | **A.** | Creation of a social class hierarchy | |
|  | |  |  | | --- | --- | | **B.** | Establishment of the manor system | |
|  | |  |  | | --- | --- | | **C.** | Voyages of exploration and colonization | |
|  | |  |  | | --- | --- | | **D.** | Increase in the authority of a single church | |
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| **17.** | **Which of these African resources provided an economic motive for European powers to colonize the continent in the late 1800s?** |
|  | |  |  | | --- | --- | | **A.** | salt and uranium | |
|  | |  |  | | --- | --- | | **B.** | land for grazing cattle | |
|  | |  |  | | --- | --- | | **C.** | precious jewels and metals | |
|  | |  |  | | --- | --- | | **D.** | exotic animals | |
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| **18.** | **Which country dominated the early slave trade in the colonies of South America during the early 17th century?** |
|  | |  |  | | --- | --- | | **A.** | England | |
|  | |  |  | | --- | --- | | **B.** | Portugal | |
|  | |  |  | | --- | --- | | **C.** | Netherlands | |
|  | |  |  | | --- | --- | | **D.** | France | |
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| **19.** | **How did Spanish explorers permanently change the cultures of the civilizations they encountered?** |
|  | |  |  | | --- | --- | | **A.** | Indigenous populations were devastated by European diseases. | |
|  | |  |  | | --- | --- | | **B.** | European trade centers were expanded to include Incan crafts. | |
|  | |  |  | | --- | --- | | **C.** | Spanish leaders adopted the religious beliefs of the Aztecs. | |
|  | |  |  | | --- | --- | | **D.** | Local leaders established political alliances with other European nations. | |
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| **20.** | **Which factor best completes this diagram?**   |  | | --- | | \\10.32.148.121\internet\SiteFiles\homebase\Files\assess_files\9295ced3-5bf5-4d3a-bd17-5d4c0a3aa962\I270630_7.jpg | |
|  | |  |  | | --- | --- | | **A.** | Increased Colonialism and Mercantilism | |
|  | |  |  | | --- | --- | | **B.** | Introduction and Expansion of the Feudal System | |
|  | |  |  | | --- | --- | | **C.** | Decline of Monarchial Governments | |
|  | |  |  | | --- | --- | | **D.** | Decline in the Number of Middle Class Merchants | |
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