

CHAPTER
1

GUIDED READING *Peopling the Americas*

Section 1

A. As you read about the development of Native American cultures, fill out the chart below by writing notes that describe the achievements of those cultures.

	Achievements
1. The Olmec	
2. The Maya, Aztec, and Inca	
3. The Hohokam and Anasazi	
4. The Adena, Hopewell, and Mississippian	

B. What was the Beringia Land Bridge and what was its importance in the settlement of the Americas?

C. On the back of this paper, record the dates of the rise and decline (if possible) as well as the locations of each of the following cultures:

Olmec Maya Aztec Inca Hohokam Anasazi



GUIDED READING *Native American Societies*
Around 1492

Section 2

A. As you read about early Native American cultures, write notes about some common patterns of trade, views of land use, religious beliefs, and social values that they all shared.

<p>1. Trading networks</p>	<p>2. Land use</p>
<p>3. Religious beliefs</p>	<p>4. Social organization</p>

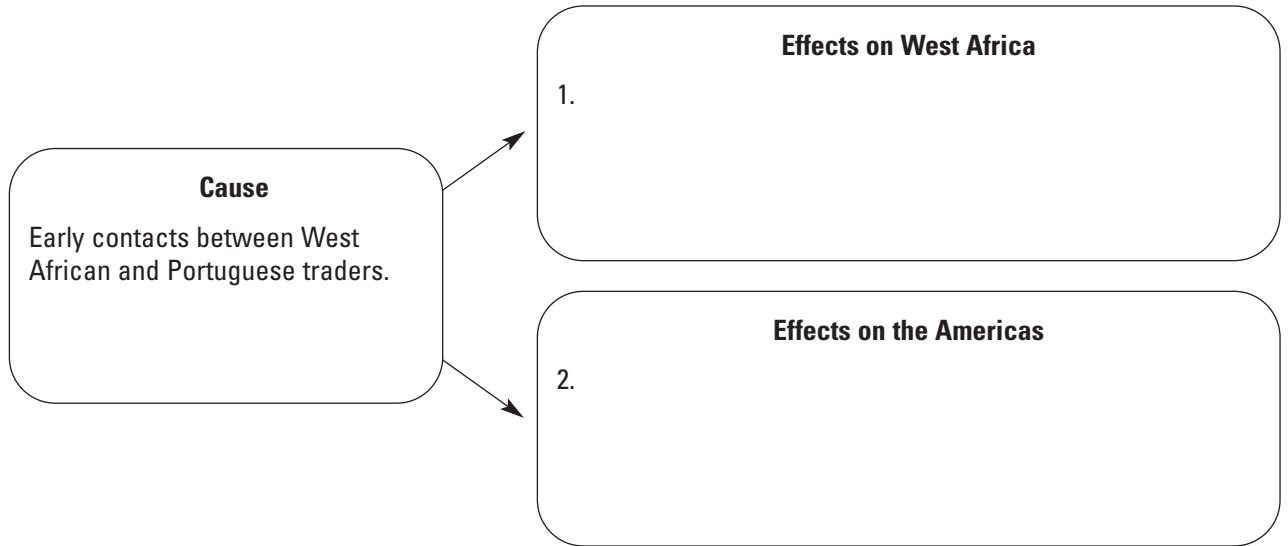
B. On the back of this paper, note something significant you learned about each of the following Native American groups:

- Kashaya Pomo Kwakiutl Pueblo Iroquois**

CHAPTER
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Section 3

GUIDED READING *West African Societies*
Around 1492

A. As you read about societies in West Africa, fill out this cause-and-effect chart.



B. Summarize some of the following important characteristics of West African societies around 1492.

1. Family and government
2. Religion
3. Work
4. Slave labor

C. On the back of this paper, identify or explain each of the following:

- savanna Islam plantation Songhai
Benin Kongo lineage



Section 4

GUIDED READING

Western European Societies Around 1492

A. As you read this section, fill out the chart below by writing answers in the appropriate boxes.

	How did each event or trend encourage European exploration?
1. The Crusades	
2. The growth of commerce	
3. The growth of population	
4. The rise of nations	
5. The Renaissance	
6. The improvement in sailing technology	

B. On the back of this paper, define or explain each of the following:

Prince Henry hierarchy nuclear family Reformation

CHAPTER
1

GUIDED READING *Transatlantic Encounters*

Section 5

A. As you read, take notes about Columbus’s explorations.

1. Columbus failed to meet the primary goal of his first voyage (to find a western route to Asia), but he succeeded in meeting several other important goals. What were those goals?

2. What reasons do you think motivated certain groups of Spaniards to join Columbus on his later voyages to the Americas?

B. In the chart below, summarize the effects that European exploration and colonization of the Americas had on the following three regions of the world and their inhabitants.

1. The Americas and Native Americans

2. Africa and its peoples

3. Europe and its peoples

C. On the back of this paper, answer the following questions:

1. Who were the **Taino**, and what does that name mean?
2. What agreement was reached in the **Treaty of Tordesillas**?
3. Define the **Columbian Exchange** and give several specific examples of its effects.

Chapter 1, Section 1

GUIDED READING

A. Possible answers:

1. Created the first empire of the Americas; built cities with huge palaces, temple-topped pyramids, and plazas
2. Built cities with huge palaces, temple-topped pyramids, and plazas; may have invented writing
3. Introduced crops into the deserts
4. Excelled at trade; built massive earthen structures—burial mounds filled with finely-crafted objects

B. Possible answer:

The Beringia Land Bridge was a strip of land between Asia and Alaska that appeared during the last Ice Age. It allowed the ancestors of Native Americans to cross on foot.

C. Answers should be similar to:

Olmec: approximately 1200 B.C. to 400 B.C.; southern Mexico

Maya: A.D. 250 to 900; Guatemala and the Yucatán Peninsula

Aztec: originated in the 1200s; Valley of Mexico

Inca: originated about A.D. 1200; western coast of South America

Hohokam: originated 3,000 years ago; flourished about 300 B.C.–A.D. 1400; valleys of the Salt and Gila rivers in central Arizona

Anasazi: originated 3,000 years ago; flourished about 300 B.C.–A.D. 1400; Four Corners region

Answer Key

Chapter 1, Section 2

GUIDED READING

A. Possible Answers:

1. A system of settlements known for specific products/skills; trade carried on locally and across great distances; trade goods met basic needs and desires for exotic goods
2. Land seen as source of life; land could not be traded or sold; altered land only as necessary
3. Natural world filled with spirits; past generations provided guidance; all things possessed a voice; some believed in one supreme being
4. Strong kinship bonds ensured continuation of customs and rituals; division of labor formed basis for government and economy; family was basic unit of organization

B. Answers will vary widely.

Chapter 1, Section 3

GUIDED READING

A. Possible answers:

West Africa: Many forest societies began to grow in wealth and power, and the trading power of the Sahara region began gradually to decline. The West African slave trade began.

The Americas: The African slave trade, which would later expand, was established in the Americas.

B. Possible answers:

1. Extensive kinship and lineage ties formed the basis of most aspects of life; complex web of family allegiances; elders represented families in councils of the larger groups
2. Religion permeated all aspects of life; political leaders claimed authority based on religion; religious rituals were central to everyday activities; believed that nature was filled with spiritual forces; accorded great power to departed ancestors; most believed in a supreme being or single creator.
3. Followed age-old methods of farming, herding, hunting and fishing, mining, and trading; most believed in collective ownership of land; families in villages specialized in certain crops or products.
4. At the lowest rung in some societies were slaves; people were not born into slavery, nor did slavery necessarily last a lifetime, slaves could escape bondage in a variety of ways.

C. Answers will vary widely.

Chapter 1, Section 4

GUIDED READING

A. Possible answers:

1. Weakened the power of nobles and the papacy, allowing monarchs to gain greater power; monarchs, in an attempt to increase their power sponsored explorations; opened Asian trade routes and whetted the European appetite for new luxuries
2. New markets were established and trade routes opened.
3. Fueled a general rise in prosperity and the growth of commerce and towns—and thus a greater market
4. Allowed monarchs to impose new taxes, making it easier for them to finance armies and overseas explorations; gave monarchs greater power and, as a result, greater need for wealth to maintain that power
5. Encouraged exploration in all areas of life; encouraged people to think as individuals; encouraged the revival of cartography, which increased knowledge of geography and inspired people to envision alternative sea routes to Asia
6. Improved navigating tools helped sailors, making them more willing to venture further; innovations in ships allowed sailing against the wind.

B. Answers will vary widely.

Chapter 1, Section 5

GUIDED READING

A. Possible answers:

1. To find gold; to claim land for Spain; to spread Christianity
2. Soldiers (to claim lands for Spain, to win fame and fortune); priests (to spread Christianity); colonists, including the hidalgos (to settle the land, to win fame and fortune)

B. Possible answers:

1. Native Americans had their lands claimed by Europeans; were forced into slavery; were decimated by European weapons and diseases; were introduced to Christianity, European livestock, foods, and technology, as well as African foods.
2. Demand for slaves increased, which caused heavy population losses among Africa's peoples; Africans were introduced to American foods and to European technology.
3. Power shifted among European nations; economic and social opportunities increased for all; Europeans were introduced to American foods.

C. Possible answers:

1. The Taino were the original inhabitants of the Caribbean island where Columbus first landed in the Americas. The name means "noble ones."
2. Spain and Portugal agreed to divide new lands in the Western Hemisphere; Spain would claim lands west of an imaginary line, while Portugal claimed lands east of it.
3. It is the introduction of living things from the Western Hemisphere to the Eastern, and vice versa, that began with Columbus. Examples from Western Hemisphere: corn, potatoes, tobacco, cocoa; from Eastern Hemisphere: coffee, sugar, horses, sheep.