**TERMS & NAMES**

1. nomadic, p. 5
2. Aztec, p. 6
3. Iroquois, p. 10
4. division of labor, p. 13
5. Islam, p. 15
6. plantation, p. 16
7. Renaissance, p. 20
8. Reformation, p. 22
9. Christopher Columbus, p. 26
10. colonization, p. 28

**MAIN IDEAS**

1. During the last Ice Age, perhaps 22,000 years ago, the earliest people trekked across a land bridge between Asia and Alaska. Some may have traveled down the Pacific coast in boats resembling kayaks.
2. The Anasazi and Hohokam, the Adena and Hopewell, and the Mississippian societies flourished in the region now occupied by the United States.
3. Each Native American society adapted to the climate and geography of its particular region; this encouraged the development of different cultural traditions.
4. Among Native American groups, the basic unit of organization was the family, which might be quite large, as it included aunts, uncles, cousins, and other relatives. Some tribes further organized the families into clans, or groups of families descended from a common ancestor.
5. Timbuktu was important because it was the hub of a well-established trading network that connected most of West Africa to the coastal ports of North Africa.
6. Islam
7. People believed that the social hierarchy was a reflection of the order that God had created in the universe.
8. The Reformation divided Christianity in western Europe between Catholicism and Protestantism. This helped deepen the rivalries between European nations.
9. The Columbian Exchange led to the introduction of new plants and animals to Europe, Africa, and the Americas. The exchange of plants and animals improved people's diets throughout the world. However, the importation of diseases into the Americas led to a decline in the Native American population.
10. The Spanish wanted to find gold and to spread the Christian faith.

**TERMS & NAMES**

For each term or name below, write a sentence explaining its significance.

1. nomadic
2. Aztec
3. Iroquois
4. division of labor
5. Islam
6. plantation
7. Renaissance
8. Reformation
9. Christopher Columbus
10. colonization

**MAIN IDEAS**

Use your notes and the information in the chapter to answer the following questions.

**Peopling the Americas** (pages 4–7)

1. What theories explain when and how the first people arrived in the Americas?
2. Which ancient societies flourished in the region now occupied by the United States?

**North American Societies Around 1492** (pages 8–13)

3. Why did Native American societies develop different cultural traditions in different regions?
4. Describe the social organization of Native American groups.

**West African Societies Around 1492** (pages 14–19)

5. Why was Timbuktu such an important city?
6. Which religion did traders from North Africa bring with them to West Africa?

**European Societies Around 1492** (pages 20–25)

7. How did religion reinforce the social hierarchy of European societies?
8. How did the Reformation deepen rivalries between European nations?

**Transatlantic Encounters** (pages 26–31)

9. What impact did the Columbian Exchange have on people's lives throughout the world?
10. Why did the Spanish want to colonize the Americas?

**CRITICAL THINKING**

1. **USING YOUR NOTES** In a web like the one shown, describe how trade and commerce affected each region and time period shown.

2. **DEVELOPING HISTORICAL PERSPECTIVE** How do you think the contrasting cultural attitudes to land ownership might have affected the relationship between Europeans and Native Americans?
1. N. Scott Momaday refers to the Ice Age because—
   A Native Americans’ attitudes to the land were formed during the Ice Age.
   B the landscape of the Americas took its present shape during the last Ice Age.
   C that was when European immigrants first arrived in the Americas.
   D he wants to show how long Native Americans have been living in the Americas.

2. In this passage, Momaday describes the “ancient ethic”—Native American reverence for the land—in order to—
   F contrast it with modern attitudes.
   G dismiss it as unimportant.
   H present it as a quaint, old-fashioned idea.
   J suggest that European Americans will never accept it.

3. Why did the Spanish begin importing enslaved Africans?
   A The Spanish were weakened by disease and could not work.
   B There was a labor shortage in the Americas.
   C They wanted to compete with the British colonies.
   D The Spanish wanted colonies in Africa.

4. Unlike some West African and Native American societies at the time, European societies in the 1400s had not developed—
   F matrilineal kinship systems.
   G systems of mathematics and astronomy.
   H a centralized religious authority.
   J agriculture.

ALTERNATIVE ASSESSMENT

1. INTERACT WITH HISTORY
   Recall your discussion of the question on page 3:
   How will the arrival of a strange people change your way of life?
   Now that you know how Native Americans’ way of life was changed by the arrival of the Europeans, discuss the following question: Would you have resisted or helped the Europeans if you had been a Native American during the days of European colonization?

2. LEARNING THROUGH MEDIA
   Use the CD-ROM Electronic Library of Primary Sources or your library resources to read excerpts from Cabeza de Vaca’s La Relación or other early explorers’ journals.
   • After reading, list the assumptions and conclusions drawn by the writer about the ethnic group he encountered.
   • Envision the encounter between groups from the point of view of another group (such as Native Americans). Write a journal entry describing the other group’s physical appearance and behavior from that point of view.

LETTER TO THE EDITOR

Tips for Teaching
   • Students will need to select the issue they wish to write about.
   • Remind students that this chapter covers an enormous range of time. Those choosing to write about the effects of colonization should consider how Native Americans were affected by this change and the impact colonization had on their way of life.

Rubric
   An effective journal entry should meet the following criteria:
   • provide the viewpoint of another ethnic group
   • include appropriate details
   • offer personal observations

ADDITIONAL TEST PRACTICE, pages S1–S33.