

## Unit 5 Test Review Guide

**Instructions:** On a separate sheet of paper, work with a partner to answer the questions or define the term. Limit your answers to a sentence or two. You will be turning this assignment in when you have completed your test.

**Format:** 30 Multiple Choice Questions  
1 Essay with two choices of prompts

**Classroom Website:** [Kendallkpsd401.weebly.com](http://Kendallkpsd401.weebly.com)

### Age of Discovery

Resources: *Explorers of the Age of Discovery*, *Age of Exploration Lecture Notes*

1. What were the goals and primary accomplishments of each of these explorers?
  - a. Christopher Columbus
  - b. Ferdinand Magellan
  - c. Hernando Cortez
  - d. Francisco Pissarro
  - e. Leif Erikson
  - f. Zheng He
2. What is 'Dead Reckoning'?
3. What was the significance of the invention of the compass and astrolabe?
4. What resource or product most prompted the Age of Exploration?
5. True or False? Educated people during this time period believed the world was flat.
6. Explain the phrase 'God, Glory and Gold'
7. What was the relationship between the Safavid, Mogul and Ottoman Empires?
8. What was the Line of Demarcation?
9. Explain the relationship between Calicut and the Indian Ocean Trade network

### Atlantic Slave Trade

Resources: *Crash Course #24* and 'The Atlantic Slave Trade' Assignment

1. What is Chattel slavery?
2. What was Triangle Trade?
3. What percentage of slaves went to each region of the New World?
4. Why was slavery in North America uniquely awful?
5. What did slavery look like for each of the following civilizations?
  - a. Greeks
  - b. Romans
  - c. Judeo-Christians
  - d. Muslim-Arabs
6. Study and refresh yourself on the excerpts given in the 'Atlantic Slave Trade Assignment'. You will be given an excerpt from Alexander Falconbridge and asked to interpret it.
7. Be able to explain the conditions under which slaves traveled to the New World.

8. Why were slaves imported from Africa, rather than Europeans simply using the native Indian population?

### **Columbian Exchange**

Resources: *Lecture, In-Class Activities and Assignments*

1. What were the three main things exchanged in the Columbian Exchange?
2. Name one domesticated New World animal and three domesticated Old World animals.
3. Which animal had the largest impact on the North Americans plains Indians? Why was this the case?
4. What is a 'cash crop'?
5. Name three foods taken from the Old World to the New World and three foods taken from the New World to the Old World.
6. What is the greatest impact of the exchange of crops between the Old World and the New World?
7. Name one disease which transferred from the New World to the Old World and three diseases that came from the Old World to the New World.
8. True or False? Europeans intentionally spread disease.
9. True or False? Europeans took advantage of the decimation of the Native population due to disease.
10. What percentage of Native Americans were gone by the time of the Plymouth Landing?

### **Essay**

1. Prompts for the essay will be given on Wednesday. It is imperative that you are present.