# *Ways of the World with Sources Volume 2 - A Brief Global History 5th edition Strayer Test Bank*

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## Chapter 12

1. In the fifteenth century, the gathering and hunting way of life associated with the Paleolithic era persisted in
   a. Southeast Asia.
   b. North Africa.
   c. the Amazon River basin.
   d. Australia.

*ANSWER:* d

2. Which of the following was a feature of the communities in Australia in the fifteenth century?
   a. The practice of indentured servitude
   b. The practice of firestick farming
   c. Permanent village settlements
   d. Economic specialization

*ANSWER:* b

3. In the fifteenth century, what did the Igbo people in West Africa have in common with the Iroquois League in North America?
   a. Centralized kingdoms and stratified societies
   b. Plantation economies dependent on slave labor
   c. Institutions for resolving conflict in the absence of a state
   d. Written constitutions based on popular sovereignty

*ANSWER:* c

4. Which of the following was a principle underlying the Great Law of Peace of the Iroquois League?
   a. Protection of private property
   b. Limited government
   c. Survival of the fittest
   d. Loyalty to the state

*ANSWER:* b

5. The empire that encompassed Persia in the fifteenth century marked
   a. a shift in the balance of power in favor of states in outer Eurasia.
   b. the golden age of Buddhism in the Middle East.
   c. the last military conquest by pastoral peoples from Central Asia.
   d. the relentless advance of the farming frontier.

*ANSWER:* c

6. Which of the following was the largest pastoral society in West Africa in the fifteenth century?
   a. The Benin
   b. The Fulbe
   c. The Yoruba
   d. The Igbo

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*ANSWER:* b

7. In its effort to recover from the disruption of Mongol rule, where did the Ming dynasty look for inspiration?
   a. The culture of past Chinese dynasties
   b. The civilization in Western Europe
   c. The empire established by Timur
   d. The religious world of Islam

*ANSWER:* a

8. Based on Map 12.1, "Asia in the Fifteenth Century," which statement best describes the city of Melaka?




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   a. It was the only gateway for Ming dynasty sea-based trade routes into the Indian Ocean.
   b. It was completely isolated from the Ming dynasty's sea-based trade routes.
   c. It was too far south to be considered a viable port city for the Ming dynasty.
   d. It was only accessible through overland trade routes from the Ming dynasty.

*ANSWER:* a

9. Which of the following was the most centralized, unified, and prosperous of the world's major civilizations in the fifteenth century?

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a. China
b. Western Europe
c. The Songhay Empire
d. The Aztec Empire

*ANSWER:* a

10. The extensive sea routes of the Ming in the fifteenth century were the product of which of the following?
a. The desire to open ports hitherto uncontacted by outsiders to the Eurasian trading system
b. The desire to gain access to the Mediterranean Sea
c. The desire to build empire through the expansion of the tribute system
d. The desire to map the major inland waterways of southern India and Arabia

*ANSWER:* c

11. Why did the maritime expeditions of the Indian Ocean basin sponsored by the Ming emperor suddenly stop in 1433?
a. The court eunuchs who rose to power prioritized farming over commerce.
b. Most of the cultures they encountered reacted with hostility and violence.
c. The emperor's successors viewed expansion as a waste of resources.
d. Naval forces were redirected to deal with the military threat of the Portuguese.

*ANSWER:* c

12. The presence of numerous different states within Europe resulted in
a. economic stratification.
b. declining empires.
c. political unity among Europeans.
d. a deeply fragmented society.

*ANSWER:* d

13. Which of the following reflected the fragmented and competitive political environment in Europe in the fourteenth and fifteenth centuries?
a. The Sunni/Shia divide
b. *City of Ladies*
c. The Renaissance
d. The Hundred Years' War

*ANSWER:* d

14. Which of the following was a value emphasized in the Renaissance?
a. Frugality
b. Equality
c. Liberty
d. Individualism

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*ANSWER:* d

15. Which of the following was a motivation for European expansion but not for Chinese expansion in the fifteenth century?
    a. To enroll distant peoples and states in the tribute system
    b. To gain direct access to the wealth of Africa and Asia
    c. To eliminate piracy and banditry in the Indian Ocean
    d. To recover from the devastation of the Black Death

*ANSWER:* b

16. After the fifteenth century, how did the Chinese state resolve the problem created by a growing population and land scarcity?
    a. It ended the tribute system.
    b. It established equal trade relations with European countries.
    c. It made more intensive use of available land.
    d. It sponsored oceanic expansion.

*ANSWER:* c

17. During the sixteenth century the Ottoman Empire extended its control to which of the following?
    a. North Africa
    b. India
    c. Portugal
    d. Persia

*ANSWER:* a

18. Which empire ended the Byzantine Empire and came the closest to conquering Europe?
    a. Timur's empire
    b. Ottoman Empire
    c. Delhi sultanate
    d. Mughal Empire

*ANSWER:* b

19. In which empire was a Shia version of Islam made the official religion in the sixteenth century?
    a. Ottoman Empire
    b. Mughal Empire
    c. Songhay Empire
    d. Safavid Empire

*ANSWER:* d

20. Which of the following pairs of societies shared a common religion?
    a. The Aztecs and the Incas

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b. The Songhay Empire and the Ottoman Empire
c. The Mughal Empire and Vijayanagara
d. The Safavid Empire and Ethiopia

*ANSWER:* b

21. Which of the following is true of the Mughal Empire?
a. It created a new religion that synthesized Islam and Christianity.
b. It formed because of Chinese exploration in the Indian Ocean.
c. It established unified control over most of the Indian peninsula.
d. It showed no tolerance for Hindu subjects and expelled them.

*ANSWER:* c

22. What feature did the Mughal Empire and Songhay Empire share?
a. The rulers were Muslim, but most of the population was not.
b. The rulers were Sunni Muslim, while their subjects were Shia Muslim.
c. Both were in the heartland of the Islamic world.
d. The rulers in both empires were Sufi holy men.

*ANSWER:* a

23. How was Islam introduced into Southeast Asia and West Africa?
a. As a result of Arab conquest
b. As a result of Turkic conquest
c. By traveling merchants
d. By Muslim crusaders

*ANSWER:* c

24. Which city emerged as a major Muslim port city in the Indian Ocean basin in the fifteenth century?
a. Timbuktu
b. Samarkand
c. Melaka
d. Tenochtitlán

*ANSWER:* c

25. What did the Aztec Empire require conquered people to do?
a. Register marriages
b. Pay tribute
c. Learn about Aztec culture
d. Speak the Aztec language

*ANSWER:* b

26. The wars carried out by the Aztec Empire were linked to the

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a. need for labor service.
b. practice of human sacrifice.
c. search for wives of the Sun.
d. control of long-distance trade routes.

*ANSWER:* b

27. In what way were the Aztec and Inca empires similar?
a. Both had a class of professional merchants known as pochteca.
b. Both were loosely structured and unstable conquest states.
c. Both encouraged the assimilation of conquered peoples into their societies.
d. Both were marginal peoples who conquered and absorbed older cultures.

*ANSWER:* d

28. What did the Inca Empire do that the Aztec Empire did not do?
a. Claimed descent from earlier Mesoamerican peoples
b. Discouraged agriculture and ended long-distance trade
c. Built a bureaucracy to integrate and control its subjects
d. Offered prisoners of war to the gods as human sacrifices

*ANSWER:* c

29. What could women do in both the Aztec and Inca empires?
a. Lead military forces into war
b. Exercise political authority
c. Have more than one husband
d. Preside over human sacrifices

*ANSWER:* b

30. The Inca and Aztec empires practiced similar gender-based systems in which women and men operated in two separate but equivalent spheres, a system that scholars call
a. gender parallelism.
b. gender equality.
c. matriarchy.
d. patriarchy.

*ANSWER:* a

31. Which of the following was a web of connection that linked many of the peoples of the world in the fifteenth century?
a. Industrialization
b. Capitalism
c. Nationalism
d. Empire

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*ANSWER:* d

32. The Mississippi and Amazon rivers facilitated which of the following?
    a. Canoe-borne commerce
    b. Coastal shipping
    c. The birth of a great voyaging network
    d. Long-distance trade within North America

*ANSWER:* a

33. The rise of which of the following blocked direct commercial contact between Europe and China?
    a. The Songhay Empire
    b. The Mughal Empire
    c. The Safavid Empire
    d. The Ottoman Empire

*ANSWER:* d

34. According to Map 12.6, "Religion and Commerce in the Afro-Eurasian World," the loss of access to which body of water would likely have eliminated the majority of contact via trade between the Islamic East and Christian West?

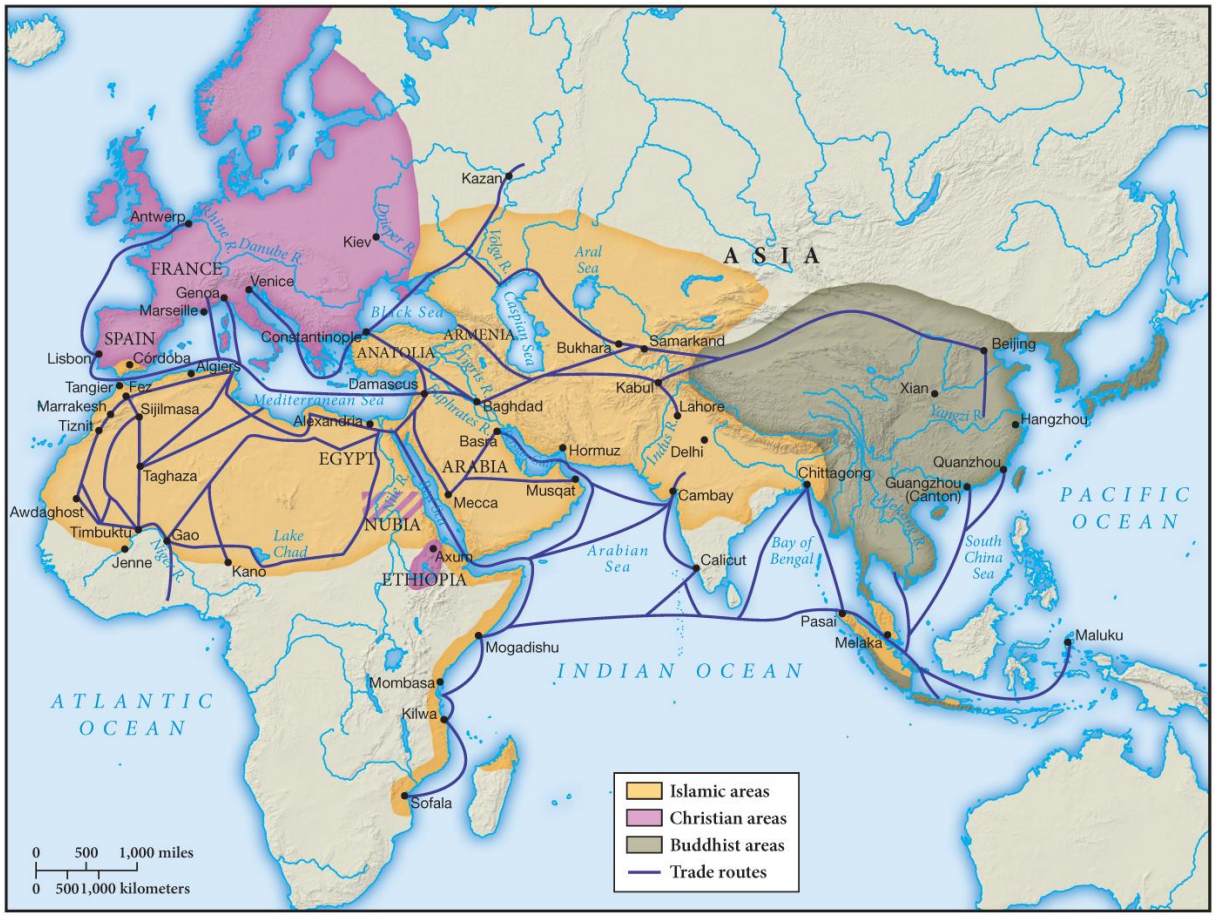
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a. The Danube River
b. The Black Sea
c. The Mediterranean Sea
d. The Arabian Sea

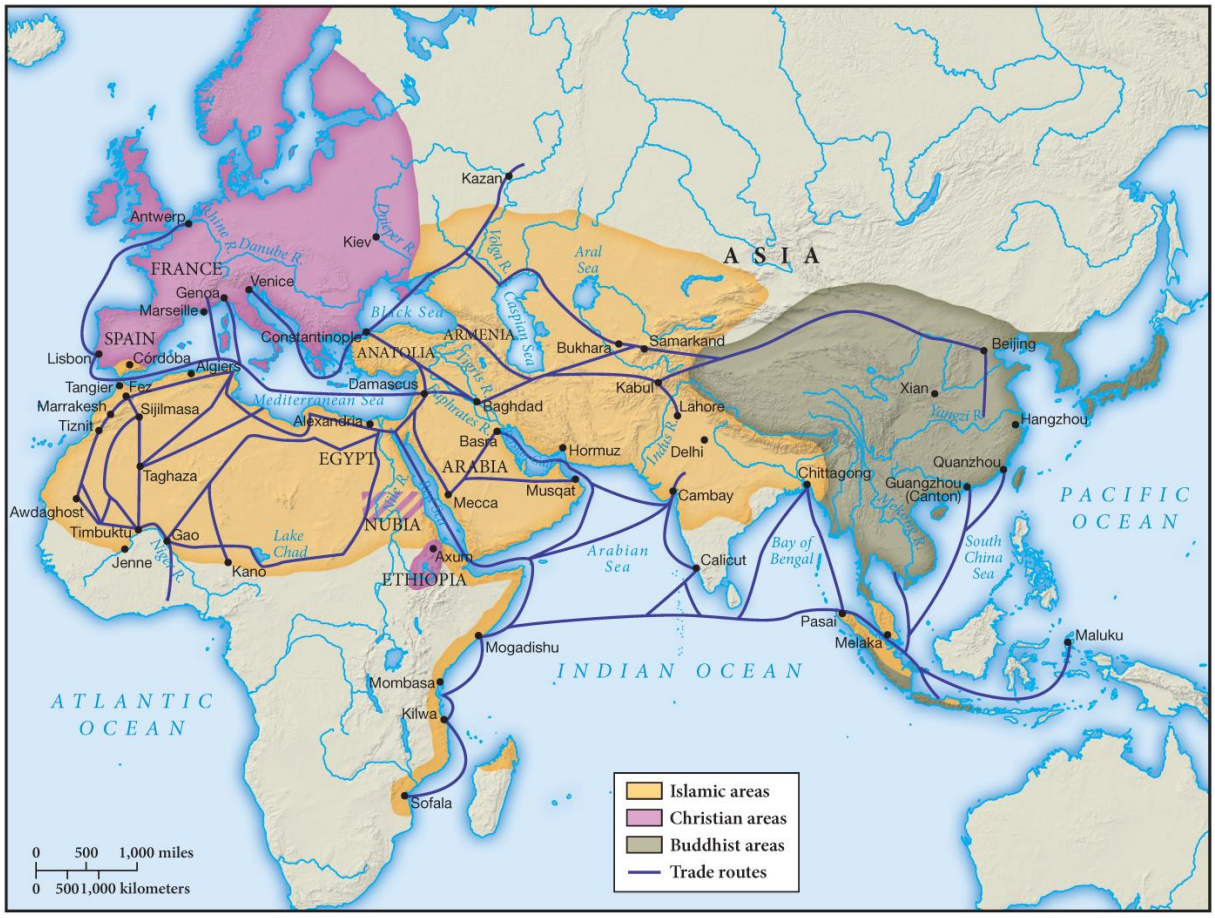
*ANSWER:* c

35. According to Map 12.6, "Religion and Commerce in the Afro-Eurasian World," which country appears to have been untouched by the era's prominent trade routes?

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a. Japan
b. India
c. Vietnam
d. Arabia

*ANSWER:* a

36. What powers did the Great Law of Peace give to the Iroquois League of Five Nations?

*ANSWER:* *Answer would ideally include the following:* The Great Law of Peace gave the Iroquois League of Five Nations the authority to arbitrate disputes that arose between members. The league was also given the right to set the amount of reparation payments given for these disputes. The Great Law of Peace suppressed the blood feuds and tribal conflicts that arose among the nations. Finally, the confederation was granted the authority to coordinate its peoples' relationship with outsiders.

37. What were the distinctive features of gathering and hunting societies, agricultural village societies, and pastoral societies?

*ANSWER:* *Answer would ideally include the following:* Gathering and hunting societies did not practice agriculture but were able to master the environment sufficiently to obtain necessary resources. Several examples of this type of society were found in Australia and the northwest coast of North America. Agricultural village societies did practice agriculture, but they did not have large cities or

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states and were not part of empires or large civilizations. Kinship relationships were important, and there was no significant political oppression, class inequality, or even seclusion of women. Examples of these types of societies are the Igbo and the Iroquois. Finally, pastoral societies were dependent on herd animals for their resources and livelihood. Steppe pastoralists herded animals and relied heavily on steppe lands to pasture their animals. Examples of these types of societies were the Fulbe and pastoralists in Timur's empire.

38. Which groups in Western Europe supported overseas exploration, and what were their motivations?

*ANSWER:* *Answer would ideally include the following:* Overseas exploration appealed to several groups. For many merchants, the prospect of increased profit through trade was appealing even given the long distance. Monarchs throughout Western Europe gained revenue by taxing overseas trade or seizing overseas resources. The children of nobles with no claim to ancestral lands saw an opportunity to create their own wealth. Nobles with diminishing wealth, and who could make the trip, saw an opportunity to obtain more fame and renew their fortunes. Finally, the Roman Catholic Church saw the opportunity of converting many people in foreign lands across the ocean.

39. Compare and contrast the Confucian revival in Ming China and the Renaissance in Europe.

*ANSWER:* *Answer would ideally include the following:* There were many similarities and differences between the Confucian revival in Ming China and the Renaissance in Europe. In both cases, the movements harkened back to the "old days" for inspiration and models. In China the models were the Han, Tang, and Song dynasties, while in Europe they were classical Greece and Rome. As a result, art and literature were created to represent the Han, Tang, and Song dynasties in China and the classical Greek and Rome styles in Europe. However, there were also many differences between the two movements. In China, the Confucian revival was based on the belief that perfection had already been achieved in the past. The goal was to recapture that perfection in the present. In this regard, it was a conservative movement that affirmed past tradition and did not challenge prevailing ideas. In Europe, the Renaissance imitation of Greco-Roman models was an attempt to surpass them. Although the Renaissance did not challenge religion, the humanism that marked Renaissance creativity contributed to an increasing secularism. In China, the Confucian revival was in reaction to foreign influence. In Europe, Renaissance artists and scholars sought inspiration from outside, such as the Islamic world. Additionally, although both movements mostly involved and benefited wealthy male elites, women did participate. In China, two women wrote instructions for women emphasizing traditional expectations. In Europe, Christine de Pizan in her *City of Ladies* challenged notions of female inferiority and called for equal education for women.

40. What features differentiated the four Islamic empires in the fifteenth century?

*ANSWER:* *Answer would ideally include the following:* The four Islamic empires were the Ottoman, Safavid, Songhay, and Mughal empires. The Ottoman and Safavid empires were located at the center of the Islamic world, and the Songhay and Mughal empires were on the peripheries. The Safavid Empire was the only one to officially endorse Shia Islam. The Ottoman Empire, with its close proximity to Christian empires, had to deal with clashes between the two religions. The Mughal Empire had to deal with its Hindu population. Of the four empires, only in the Songhay Empire was Islam blended with local faiths.

41. How did the Inca Empire's treatment of conquered peoples differ from that of the Aztec Empire?

*ANSWER:* *Answer would ideally include the following:* The Inca and Aztec empires treated conquered people

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differently. The Aztecs demanded tribute from conquered people and also took prisoners of war and enslaved people for the human sacrifices in their religious rituals. The Incas created a bureaucracy to oversee conquered people. They encouraged cultural assimilation and integration and incorporated people into the lower levels of the bureaucracy. Tolerance was given to those who would acknowledge Inca gods, but citizens were still free to practice their own religion.

42. How did women's lives in the Afro-Eurasian world compare to women's lives in the Americas?

*ANSWER:* *Answer would ideally include the following:* Women's lives in Afro-Eurasia and the Americas were different in many ways. For example, women's lives were more restricted in the Afro-Eurasian world, where patriarchal systems and values confined women to the home. Instructions for women written by Chinese writers emphasized traditional expectations for women. There were some exceptions to the rules, the most notable example being Christine de Pizan. In some parts of Africa, women had fewer restrictions, but many were still considered subordinate to men. In the Americas, a system of gender parallelism prevailed. One major example was in the Inca Empire, where women served as priests and officials.

43. What were the key webs or networks of influence, communication, and exchange through which peoples of the fifteenth century interacted?

*ANSWER:* *Answer would ideally include the following:* As the empires of the world increased in size, they brought together a variety of culturally different people. Different religions linked people in far-flung areas together through a shared belief. As trade networks became larger and entered more regions, various trade goods became accessible to far-off areas. Additionally, the tales of the merchants and traders who moved along the routes told people of the various types of environments, animals, and beliefs they had encountered.

44. Describe the importance of the Songhay and Mughal empires in the fifteenth century.

*ANSWER:* *Answer would ideally include the following:* The Songhay Empire was in the West African savannas, where the rich and diverse soils led to trade in everything from cotton to copper and iron. Goods and ideas were exchanged throughout the Songhay Empire and in the West African forests. Islam was the religion of the empire's urban elite class. The empire was also the center of Islamic learning in the region. One North African trader noted that in the capital city, Timbuktu, there were many Muslim teachers, scholars, and judges, all maintained at the king's expense. Books were considered a rare commodity and sold for more than any other trade items in the city. The trader also noted that the quality of the merchandise was exceptional. Located in India, the Mughal Empire was similar in many ways to the Songhay Empire because it governed large populations of non-Muslims. The Mughals, which is Persian for Mongols, invaded the region and overthrew its ruling parties. However, like the Mongols in the north, the Mughals worked with the people they had conquered. Like the Ottomans, the Mughals encountered a popular religion, in this case Hinduism, but the two empires handled these encounters differently. The Ottoman Empire laid siege to Christian strongholds, whereas the Mughals tried to blend with Hindu groups, leading to a peace and political unity that were rare for the time. Much like the Songhay Empire, the Mughal Empire amassed great wealth and splendor, but it was the relative peace that allowed it to thrive.

45. How does the role of women in pastoral and agricultural village societies compare to the role of women in expanding empires and so-called "civilized" societies of the fifteenth century?

*ANSWER:* *Answer would ideally include the following:* In agricultural village societies, women had important

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political roles. Iroquois women were equal to and sometimes even outranked men. When a woman married, the married couple would live with her family. Women also controlled agriculture and property and were the political office holders. Pastoral peoples were similar in some regards to agricultural village people. As in agricultural villages, women in Mongol communities were viewed as equal to men, but they also learned to ride, fight, and hunt. While so-called "civilized" societies were more powerful and innovative, they were much less accepting of women and also had rigid class systems. In these societies, women were generally subordinate to men and led restricted lives.

46. Compare the political organization and state structure of two of the following empires: Inca Empire, Ming dynasty China, the Ottoman Empire.

*ANSWER:* *Answer would ideally include the following:* In Ming dynasty China, power resided with the emperor. After over a century of Mongol attacks and eventually Mongol rule, the Ming dynasty began to repair infrastructure and restore the old traditions and cultural values present before the Mongols. While Mongol dress and names were kept, China once again returned to the Confucian way of thinking. Under this dynasty, the Chinese rebounded and became prosperous. While the emperor held all power, a special group of eunuchs had the full trust of the emperor. The eunuchs challenged the authority of the bureaucrats, who had enjoyed great power under Mongol rule. As China began to build up its infrastructure, the government also took control of industries such as farming. Under the Ming dynasty, lands were taken and forests planted to reforest the empire. Lands were designated as farmlands or forests based on what the government deemed them to be. Across the ocean in the Americas, the Inca Empire was also prosperous. The Inca Empire also was ruled by an emperor; however, this emperor was considered divine and a descendant of the gods. Bureaucrats in the Inca Empire were powerful and oversaw provinces in the name of the emperor. In theory the state owned all the land and resources; however, some land was owned by temples and elites. As they conquered some regions, Inca overlords simply had to oversee an already established structure; however, in other areas they had to start from scratch. As long as conquered people recognized the authority of the Incas and their deities, they could continue freely working and living. When the Ottoman Empire ended Christian Byzantium with its seizure of Constantinople, rulers came to see themselves as the successors of the Roman Empire. Ottoman sultans also felt they were the "strong sword of Islam," and they claimed the legacy of the Abbasid Empire. Under the sultans, the Ottoman Empire grew in wealth and power, and the Turks became the dominant people of the Islamic world. The Ottomans conquered vast regions along the Mediterranean Sea. People feared the Islamic invaders as they conquered Constantinople and even laid siege to Vienna. Many Europeans began to refer to the "terror of the Turk."

47. What key developments separated the modern era from the fifteenth century?

*ANSWER:* *Answer would ideally include the following:* Beginning in the sixteenth century, global relationships emerged that linked the previously separate Afro-Eurasian, American, and Pacific zones of interaction. In the modern era, a radically new kind of human society took shape, first in Europe in the nineteenth century and then in various places elsewhere in the world; the core feature of such societies was industrialization, rooted in sustained technological innovation. Rapid and unprecedented growth in human population accompanied this industrial and economic revolution. This increased industrialization and population growth also created a new standard of living. Modern societies were far more urbanized and much more commercialized than ever before and gave prominence and power to holders of urban wealth, at the expense of rural landowning elites. These events also made states more powerful and intrusive and offered more people an opportunity

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to play an active role in public and political life. Literacy in modern societies became more widespread. The rise of powerful states also led to an increase in new national identities that were a mixture of established religious ideas and folk traditions.

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