1. Which European country took the lead in exploration and colonization in the early 1400s?
   a. Portugal
   b. France
   c. England
   d. Switzerland

2. How did the early Europeans usually obtain their supply of slaves?
   a. They raided along the coast of Africa, forcibly capturing large families.
   b. Arabs brought slaves up to the coastal cities in Europe, and they were purchased there.
   c. Europeans captured large land areas through warfare, and subjugated entire groups of people into slavery.
   d. They obtained their slaves through trade with native African tribes.

3. Where did most of the slaves from Africa go?
   a. to the English colonies in North America
   b. to Mexico, to assist in mining for gold
   c. to Brazil, to work on the sugar plantations
   d. to the Caribbean to work on sugar and other plantations

4. Slavery in the Americas developed along different lines than had slavery in Africa. Which of the following was not one of those differences?
   a. Slavery in the Americas was based on race.
   b. Most of the slaves in the Americas were male.
   c. Most of the slaves in the Americas were used as agricultural laborers, rather than fighters or domestic servants.
   d. In West Africa, female slaves were only used to make cloth, while they generally did hard agricultural work in the Americas.

5. What do we learn from the story written by Olaudah Equiano, a former slave?
   a. Some slaves were treated with kindness and empathy of their initial captors.
   b. The middle passage was an incredibly difficult experience for Africans, torn from their home and families and forced into horrifying conditions.
   c. Because of their advantage in numbers, some slaves succeeded in rebelling against their captors, seizing control of the slave ship and returning to Africa.
   d. Slaves usually failed to resist to the process of slavery.

6. What do we learn from the story of John Newton, a British slave-ship captain?
   a. Some devoutly Christian people never saw a contradiction between their jobs trading in human cargo and their religious beliefs.
   b. Christians could be cruel, harsh slavers.
   c. Ships’ captains filled their ships with slaves quickly, usually in one stop at an African trading center.
   d. Both that Christians could be cruel, harsh slavers and that some never saw a contradiction between trading in human cargo and their religious beliefs.
7. How did African women's experiences differ from African men's on board slave ships?
   a. Crews treated African women to better food, hoping to gain their trust and keep them from rebelling.
   b. African women experienced sexual violence by the ships' crews. This high level of violence, and its psychological effects, may have led to their lessened sex drives once the women arrived in the Caribbean and Latin America.
   c. African women generally were treated with more respect, since they could reproduce and therefore gain a higher price on the market.
   d. African women were beaten frequently, as European men found their lack of "manners" disgusting.

8. Which of the following best describes "seasoning" for the newly arrived slaves?
   a. the process of becoming accustomed to and learning new skills for their lives in the Americas
   b. the punishment process for rebellion by new slaves; new owners learned to be very harsh to teach new slaves a lesson quickly
   c. being fattened up and prepared for sale
   d. an identification process, involving the branding of newly arrived slaves, similar to cattle branding

9. How did a planter decide if a slave had been "seasoned"?
   a. The slave began to plant African foods in the New World.
   b. The slave began to speak Spanish, French or English perfectly.
   c. The slave seemed psychologically stable, and did not participate in armed rebellion or suicide attempts.
   d. The slave settled down, got married, and had children.

10. Where was the first permanent British settlement in North America?
    a. Jamestown
    b. Newfoundland
    c. Roanoke
    d. Massachusetts Bay

11. The early status of blacks in North America under the British colonies was initially unfree, but they were not slaves. Why was this so?
    a. Unlike Spain and Portugal, England had no legal experience with slavery, and had no codes to guide them.
    b. The British were intent on converting the pagan Africans to Christianity.
    c. The first arrivals had been stolen from the Spanish, and British common law required that they be set free immediately.
    d. All of these are correct.

12. What does the story of Anthony Johnson, a black man in early Virginia, tell us about blacks in general in the colonies before the 1670s?
    a. Blacks were never able to gain their freedom from slavery.
    b. Blacks had no legal rights in the courts, as opposed to the Spanish system.
    c. Blacks could own fairly substantial amounts of property and have their own servants and slaves.
    d. Blacks were rarely allowed any types of rights because they were always considered "chattel."
13. How would the British have described the race of a person who was part white and part black?
   a. The child was always considered the same race as the mother.
   b. The British defined anyone of mixed race to be black.
   c. That person would be adopted into white society if his or her skin color was light enough.
   d. As a "mestizo."

14. What statement is true about miscegenation in European colonies?
   a. Because of the extreme racism of the British, racial mixing never occurred.
   b. Miscegenation was more extensive and accepted in French and Spanish colonies.
   c. Less racial mixing between blacks and American Indians occurred in Spanish colonies.
   d. Miscegenation was a rare occurrence, backed up by strict legal rules against it.

15. How was the Christianity of the Great Awakening similar to many native African practices?
   a. The evangelical Protestant ministers' preaching style was similar to African "spirit possession."
   b. The Christian trinity was similar to African beliefs about gods and the creator.
   c. Baptism, as a form of rebirth and renewal, was similar to West African water rituals.
   d. All of these are correct.

16. Who was Crispus Attucks?
   a. one of the people who died after accosting British soldiers at the Boston Massacre
   b. a famous slave who fought against the British in the battles of Lexington and Concord
   c. a black man who was famous for his poetry during the American Revolution
   d. a British loyalist, who fought alongside Benedict Arnold in several battles

17. Men such as Thomas Jefferson and John Adams, in writing the Declaration of Independence,
   a. meant for the phrase "all men are created equal" to include blacks as well as whites.
   b. thought that possibly slaves could be freed and Americans would resolve their differences peacefully at same time in the future.
   c. took for granted, frequently noted and accepted differences between the rights of white men and the rights of blacks.
   d. never even thought about the issue of slavery or blacks, since it was such a part of American culture.

18. How did the colonists, armed with Enlightenment thought, interpret the actions and policies of the British government in the 1760s and the 1770s?
   a. They were furious because the taxes were high and would take away their hard-earned wealth.
   b. They thought the British government was engaged in a great conspiracy to take away their natural rights and make them slaves.
   c. The colonists really had very little reaction to the British government's actions at this time. They were able to get around the policies very easily.
   d. The colonists pushed for additional regulations, because they realized they could not protect themselves against encroaching Indians.
19. How did Banneker attempt to change Jefferson's ideas about black people?
   a. He sent Jefferson a copy of his almanac, and debated racial theories with him.
   b. He became Jefferson's personal secretary, and forced Jefferson to challenge his racist views.
   c. Banneker was so disillusioned with Jefferson that he refused to have anything to do with him.
   d. He attempted to debate the president, but was unsuccessful, and afterwards helped several of Jefferson's slaves escape.

20. Which statement best describes African Americans' actions during the American Revolution?
   a. They fought with the American colonists, because they were fighting for freedom and democracy.
   b. They played no role in the revolution, because they were forbidden from enlisting in the army.
   c. They fought for the side that offered them their best chance at freedom.
   d. They consistently chose to escape to the west, where they were adopted into Indian tribes.

21. Why did blacks choose to support the British over the American colonists during the Revolution?
   a. Blacks actually supported the American colonists in all cases.
   b. Blacks were paid by the British to participate in some of the numerous violent slave uprisings across the South during the Revolution.
   c. Blacks resented that the Americans would not let them enlist and were upholding slavery.
   d. Many slaves were very frightened by the British army, and were unable to refuse service.

22. What was the significance of the Northwest Ordinance of 1787 for African Americans?
   a. It had almost no effect because huge numbers of slaves continued to live under slavery until the Civil War.
   b. The ordinance set a precedent for limiting where slavery could and could not exist.
   c. It demonstrated that the Articles of Confederation government had significant amounts of power in many areas.
   d. It banned the slave trade, but not slavery, from the territory.

23. What was the result of the Three-Fifths Clause in the Constitution?
   a. It allowed three-fifths of free blacks to vote in urban areas.
   b. It pushed for three-fifths of all American taxes to come from foreign sources.
   c. It gave the South increased political power on the basis of people who could not have any say in government.
   d. Three-fifths of the slaves in the North had to be freed by 1787, the date of adoption of the Constitution.

24. Why was cotton production an important development in the continuation of slavery in the South?
   a. Demand for cotton was skyrocketing, and slaves were needed to pick it.
   b. The South was becoming more industrialized and needed more slaves.
   c. It generated income for the South at the expense of the North.
   d. Because cotton had no new technological innovations between 1750 and 1850, its harvesting needed a lot of labor.
25. How did Prince Hall found a Masonic lodge for blacks in America?
   a. He founded a Masonic lodge with the help and support of some white masons in America.
   b. He completed the application process under an assumed name, and was able to pass for white because of his light skin color.
   c. He went through the British membership application process.
   d. He was unable to form a Masonic lodge because of the racism of whites in the group.

26. How are Richard Allen and Absalom Jones important in African-American history?
   a. They were the first black men to speak for women's rights.
   b. They led the formation of the first separate and independent black churches in America.
   c. They were the first black men elected to the United States Senate.
   d. They pressed for blacks to adopt white ways and become whites.

27. What prompted black members of St. George's Methodist Church in Philadelphia to separate and form their own church?
   a. White members advocated returning some of the black members to slavery.
   b. Whites erupted in violence during service, beating several black clergy members.
   c. White members of the church attempted to move a member to the black area during prayer.
   d. White members refused to support the Underground Railroad.

28. What prominent Protestant denomination came out of black efforts to establish a separate church in Philadelphia?
   a. African Methodist Episcopal
   b. Baptist
   c. Catholics
   d. Nation of Islam

29. What did men like Prince Hall and James Forten feel about what was best for African Americans?
   a. Since they were racists, they thought that slavery was the best place for blacks.
   b. They were against slavery, but generally felt that God, not men, would end the injustice.
   c. They thought that blacks should begin to file legal cases to end discrimination and abolish slavery.
   d. They generally believed that if blacks kept working and protesting, the ideals of the American Revolution would be attained.

30. What famous foreign revolution was an influence on slaves planning uprisings in the United States?
   a. the French Revolution
   b. the revolution in Haiti, led by Toussaint Louverture
   c. the massive Cuban Revolution of slaves in 1793
   d. a slave uprising in Quebec, Canada, where slaves won their freedom from French masters

31. Which state had the largest slave population during the period 1820–1860?
   a. Alabama
   b. Mississippi
   c. Louisiana
   d. Virginia
32. What crop did most agricultural slaves tend?
   a. cotton
   b. potatoes
   c. hemp
   d. rice

33. During the Antebellum era which slave-dependent crop was by far the most important to the country as a whole?
   a. sugarcane
   b. rice
   c. cotton
   d. tobacco

34. Which new states led the production of cotton, in what was called the "Black Belt"?
   a. Virginia and North Carolina
   b. Georgia and Tennessee
   c. Tennessee and Kentucky
   d. Alabama and Mississippi

35. Which slave group had the highest status on the plantation?
   a. house servants
   b. skilled slaves
   c. the fastest worker in the field
   d. the women, who bore children

36. How was life different for slaves in the city than on the plantation?
   a. Skilled urban slaves could purchase their freedom more easily.
   b. There were generally very few slaves in the cities.
   c. There was less opportunity for a city slave to make money, because they were more closely watched.
   d. There were more freed blacks in rural areas near plantations.

37. Which statement is true about slave childhood?
   a. Slave children, because they were highly valued by the master, were taken care of quite well. Fewer slave children died than white children.
   b. Slave children rarely played with white children, because the master would not allow it.
   c. Slave childhood was short; slave children were usually doing adult work between the ages of 8 and 12.
   d. Slave children generally could only rely on their own mother and father for help growing up.

38. What was the importance of the animal trickster folktales?
   a. They helped show slaves that sometimes the weaker, but cleverer, character wins.
   b. They demonstrated that slaves were adopting white culture.
   c. They helped children learn lessons of obedience and subservience.
   d. They often made slaves some extra money on "festival days."
39. Where was the largest free black urban population in the period between 1820 and 1860?
   a. Philadelphia  
   b. New York  
   c. Virginia  
   d. Massachusetts

40. What were "black laws"?
   a. laws that set up certain rights for blacks, including some rights previously held by whites only  
   b. laws that made it more difficult for blacks to come into an area  
   c. laws that forbid blacks from entering certain professions like law and medicine  
   d. laws that segregated blacks into inferior accommodations on transportation

41. What types of laws did Indiana, Michigan, Iowa and Wisconsin pass regarding black citizens in their states?
   a. They all allowed blacks to vote and banned segregation.  
   b. They all pushed for women's rights well before the beginning of the national women's rights movement.  
   c. They banned all blacks from the state in their constitutions.  
   d. They tried to bring slavery into their states, but failed.

42. From where did the term "Jim Crow" come?
   a. Jim Crow was the first African American to challenge the segregation of public facilities in court.  
   b. It was a blackface minstrel act of the 1840s.  
   c. Jim Crow was a derogatory term for a scarecrow, often used by agricultural blacks.  
   d. The origins of "Jim Crow" are completely unknown.

43. How did the free black family in the North change in the time period between 1820 and 1860?
   a. The number of two-parent households began to increase as more slaves were freed.  
   b. More became single-parent households, with women heading them.  
   c. The number of two-parent households remained steady.  
   d. Black families began having more children, on average, than white families.

44. Why was it difficult for blacks to find jobs in the North after 1820?
   a. There were very few jobs in the North after 1820, due to an economic depression.  
   b. White immigration increased, and employers preferred to hire whites.  
   c. Racism began in the North only after 1820.  
   d. Industry, especially textiles, began to shift to the south.

45. What types of jobs were black women able to find?
   a. shoemakers or barbers  
   b. domestic servants or laundresses  
   c. secretarial or clerical work  
   d. waitresses in restaurants
46. What types of organizations did black women seem attracted to in the antebellum period?
   a. women's rights organizations, especially those stressing the right to vote
   b. poetry and reading clubs
   c. mutual aid organizations, especially those that helped the poor and disadvantaged
   d. groups that worked for the protection of nature and the environment

47. What was a difference between free blacks in the Upper South and in the North?
   a. Fewer free blacks lived in cities in the North than in the Upper South.
   b. Upper South free blacks could be quickly sold into slavery to pay for the cost of their arrest, or to pay off debts.
   c. Free blacks in the Upper South were always assumed by whites to be slaves unless they could prove otherwise.
   d. Actually, free blacks in the Upper South had a lot in common with free blacks in the North.

48. What Protestant denomination is credited with beginning the antislavery movement in the North?
   a. Methodist
   b. Quaker
   c. Baptist
   d. Episcopalian

49. Which of the following is true about the Denmark Vesey conspiracy in 1822?
   a. It led to Quakers and their abolitionist societies having a greater influence.
   b. It was put down after the blacks had killed 100 whites and burned several blocks of Charleston.
   c. It reinforced white beliefs that the free black population was a dangerous influence.
   d. All of these are correct.

50. What was a difference between Gabriel's conspiracy and Vesey's conspiracy?
   a. Gabriel was influenced by the French and Haitian revolutions.
   b. Vesey included more elements of religion in his plot.
   c. Vesey was a slave, and Gabriel was a free man.
   d. Gabriel's conspiracy was successful.

51. Which of the following statements best represents the Democratic Party's ideas about slavery?
   a. The Democrats were the early abolitionists, seeking to destroy slavery where they could.
   b. The Democrats sought to make property rights absolute, especially with slaves.
   c. The Democrats wanted to keep slavery where it existed already, but were not enthusiastic about expanding it.
   d. The Democrats hated slavery, but generally lacked the backbone to confront southerners about it.
52. What was "practical Christianity"?
   a. Blacks could only be "practical" Christians because they were not allowed to be members of the churches.
   b. Christians had to be as practical as possible, and that meant accepting slavery in the South.
   c. Some white southerners were called "practical Christians" because they never lived up to the ideals of their faith.
   d. Those who were saved had to help others as a part of their faith.

53. How did William Lloyd Garrison change the nature of the antislavery movement?
   a. He attempted to exclude women from the antislavery movement.
   b. He thought that whites should play the main role and refused to allow any black membership in his organization.
   c. He called for the immediate abolition of slavery, along with a commitment to racial justice.
   d. He called for violent uprisings and the murder of slaveholders.

54. What did David Walker's *Appeal...to the Colored Citizens of the World* advocate?
   a. the use of violence by slaves to secure their freedom from white masters
   b. patience by slaves to wait for God's word to free them
   c. that blacks should immediately immigrate to Africa to gain their rights
   d. submission to their white masters

55. How did whites justify racism in the 1830s and 1840s?
   a. Many whites actually began to denounce racism in this time period.
   b. Scientists argued that racial differences were permanent and indicated people's status in the world.
   c. Scientists at that time argued that race was the product of environment.
   d. Scientists argued that non-whites actually began the human race, but didn't benefit it technologically.

56. Which of the following statements is true about the riots during the 1830s and the 1840s?
   a. They rarely did any physical damage to cities, but murdered large numbers of blacks.
   b. They were instigated by angry blacks, protesting the conditions of their lives.
   c. They grew in number as the abolitionist movement grew.
   d. They were located mainly in the South.

57. What were some of the problems the antislavery movement encountered in its interracial efforts?
   a. Whites refused to allow blacks to have equal status in the organizations, despite their language of equality and justice.
   b. Antislavery organizations were actually very well integrated and allowed blacks huge levels of power.
   c. The antislavery movement was completely white, and was never an interracial effort.
   d. Whites in California refused to accept changes made by northern whites.

58. What were the goals of the American Anti-Slavery Society (AASS)?
   a. to restrict slavery to the South where it already existed
   b. the immediate end to slavery, with no compensation for owners
   c. the gradual end to slavery, with some compensation to owners for their losses
   d. the immediate end to slavery, with some compensation for owners
59. What role did the Black Convention Movement play in the abolitionist movement?
   a. It had no role at all, since whites cracked down on the organization and refused to allow it to meet.
   b. It was a very conservative force, and said that white supremacy should be acceptable if whites were kind and generous to subservient blacks.
   c. It called for violent uprisings to slaughter slaveholders in the South.
   d. It provided a forum for antislavery ideas and the development of black leadership.

60. Which of the following was the most important black institution in the antislavery movement?
   a. newspapers
   b. mutual aid societies
   c. labor organizations
   d. churches

61. What did Joseph Cinque and Madison Washington have in common?
   a. They both led successful revolts aboard ships to gain their freedom.
   b. They both led unsuccessful revolts, were killed by the American government, and became martyrs.
   c. They were both successful black lawyers who defended slavery.
   d. They were both white men who fought for greater restrictions on slaves.

62. Why do we know very little about the underground railroad?
   a. The records of the organization were burned in a fire set by white mobs.
   b. It was only a myth, told by antislavery advocates to keep black slaves' hopes alive.
   c. It was a secret organization with no centralized command, and the efforts were separated from each other by region and time.
   d. It existed for only two years, and had only one leader, Harriet Tubman.

63. From where did most slaves who utilized the underground railroad come?
   a. South Carolina, where conditions were the worst
   b. Mississippi and Alabama
   c. New Orleans, since they had access to the Mississippi
   d. the border states

64. Why did Frederick Douglass become disillusioned with the AASS?
   a. They refused to turn toward violence, which he began to advocate.
   b. They seemed to value him more for being a fugitive slave than for his oratory and intelligence.
   c. He was upset because the AASS refused to press for the abolition of slavery in foreign countries as well as the United States.
   d. He felt that the organization should turn toward the example of France and Spain in abolishing slavery.

65. How did William Lloyd Garrison change the nature of the antislavery movement?
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   d. Whites in California refused to accept changes made by northern whites.

67. What did the Supreme Court decide in the Dred Scott v. Sanford case regarding Scott’s rights?
   a. Slaves taken into free territory automatically became free.
   b. Although blacks had some rights in America, given to them by the states, slaves did not have the right to begin a suit against a white man.
   c. Black people (not just slaves) had no rights in America and therefore could not even bring a lawsuit.
   d. Freeing slaves under any method was completely unconstitutional.

68. Which of the following best characterizes Lincoln’s ideas about race and slavery during the 1858 elections?
   a. He was for the immediate abolition of slavery everywhere.
   b. He thought that blacks and whites should have equal social and political rights.
   c. He was a racist, and although the opposed slavery, he was not for the social equality of blacks and whites.
   d. He was a racist and supported the institution of slavery at that time.

68. What did John Brown want to accomplish with his army during 1859?
   a. to keep the United States together during the Civil War
   b. to establish a separate, independent black nation with the United States
   c. to bring Texas into the union
   d. to invade the South and end slavery.

70. What was Lincoln’s reaction to the secession of the Confederate States of America?
   a. He warned them that he would not permit them to leave.
   b. He accepted their leaving, but immediately decided to free the slaves in the remaining states.
   c. At first, startled by their suddenness, Lincoln did nothing.
   d. All of these are correct