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

2. Europeans found native populations in the areas of North and South America. Why did they need labor from Africa?
   a. The Native Americans quickly began to die in huge numbers from diseases imported by the Europeans.
   b. Native Americans refused to be captured or work as slaves in fields or mines.
   c. Europeans rapidly established cordial relationships with many native peoples, hoping to gain their cooperation voluntarily.
   d. There were not enough Native Americans to satisfy the needs of Europeans.

3. Which of the following is not a reason why Africans enslaved other Africans, and sold them to Europeans?
   a. Africans at the time did not have a sense of themselves as "Africans," and had not really developed a concept of racial solidarity.
   b. Warfare and interethnic rivalries among African tribes contributed; selling members of defeated tribes proved a way to get rid of opponents.
   c. African tribes were forced under threat of annihilation or war to sell other Africans to the Europeans.
   d. Africans were initially reluctant to sell members of their own tribes.

4. Why did the British want to take over the slave trade in the late seventeenth century?
   a. Their ongoing war with France demanded a supply of soldiers.
   b. They needed labor for tobacco cultivation in Virginia and Maryland.
   c. They wanted the taxes paid to the slave trade leader by other European nations.
   d. They had begun to establish sugar plantations in Brazil and needed labor.

5. Which of the following was not a characteristic of a typical slave ship?
   a. Slaves were separated by gender to prevent rebellion.
   b. Slave captains packed their ships as tightly as possible to maximize profit.
   c. Mortality rates were very high due to unsanitary conditions and the rapid spread of disease.
   d. Slave ships were generally poorly constructed, and were more likely to fall apart on their way to the Americas as make it there.

6. 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

7. What steps did the Europeans take to reduce the risk of rebellion at the slave factories in Africa?
   a. Slaves were kept drugged and shackled with heavy chains.
   b. Families and ethnic groups were separated.
   c. Men and women were separated into separate trading towns.
   d. Europeans didn't really have to take many steps, as the completely overwhelmed Africans often submitted to the process.

8. 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.
9. 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.

10. Which statement about the nature of the Islamic slave trade prior to European entry is true?
   a. The Islamic slave trade did not exist in Africa prior to European entry.
   b. The Islamic slave trade was not based primarily on race.
   c. The Islamic slave trade mainly captured adult males for agricultural labor.
   d. Slavery and the slave trade under Islamic society were at least as harsh as the European version in the Americas.

11. 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.

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14. What types of achievements did American Indians in North and South America make before the arrival of Columbus?
   a. American Indians actually had an incredibly primitive society and had accomplished very little at the time Columbus arrived.
   b. American Indians had made some simplistic efforts at understanding science, but had very little political organization.
   c. American Indians had established religions and large cities, but had made few cultural achievements, such as art or literature.
   d. American Indian civilizations had established religions, political systems, and large, complex cities. They had also made many discoveries in science, especially astronomy and mathematics.

15. Why were the British unable to establish colonies as rapidly as the Spanish did?
   a. The English monarchy was not as wealthy as the Spanish monarchy.
   b. The English people were going through a lot of religious turmoil with the Protestant Reformation.
   c. The climate in North America was far different than that in England.
   d. All of these are correct.

16. Where was the first permanent British settlement in North America?
   a. Jamestown
   b. Newfoundland
   c. Roanoke
   d. Massachusetts Bay
17. 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.

18. 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."

19. 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."

20. Which statement is true of African religious beliefs in the American colonies?
   a. Because African Americans were forced to convert to Christianity, little remained of their African religious origins.
   b. Africans really had no true type of religion, and therefore accepted Christianity easily.
   c. Until the nineteenth century, African Americans continued many aspects of their indigenous or Islamic religions.
   d. Africans quickly adopted a mixture of Christianity and American-Indian religions.

21. 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.

22. In what types of ways did black women's lives differ from black men's under slavery?
   a. Black women were limited to domestic labor only, as whites did not think that women should do field work.
   b. Black women were only allowed to work in the fields, although at very different tasks than men.
   c. Black women were separated from men at an early age, so that white masters could control the "breeding" process.
   d. Black women were under constant threat of sexual exploitation.

23. What do the Proclamation Line of 1763, the Stamp Act of 1765, and the Townshend Acts of 1767 have in common?
   a. They were all very high, unreasonable taxes imposed by England on unsuspecting colonists.
   b. They all had to do with the continued process of slavery, either limiting where it could occur, or taxing various products made by escaped slaves.
   c. They were efforts by the British to establish more control over the colonies, and bring in money, after the French and Indian War.
   d. They were taxes imposed reluctantly by the American government after independence to raise needed money.

24. 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
25. Why did the American colonists see the Tea Act as a problem?
   a. The tea taxes were incredibly high, and the price of tea would skyrocket.
   b. They thought that payment of the tea tax would establish a precedent for American colonists having to pay other taxes.
   c. The colonists really had more of a problem with the Sugar Act than the Tea Act, which was considered relatively minor.
   d. The Tea Act forced them to buy tea from the Spanish, the American's mortal enemy at that time.

26. 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.

27. 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.

28. What was the greatest source of optimism for African Americans?
   a. the expectation that white Patriot leaders would realize their revolutionary principles were incompatible with slavery
   b. that white slave owners would see the error of their ways and release their slaves
   c. that whites would accept blacks as equals
   d. all of these are correct

29. Why did most African American intellectual leaders owe more to the Great Awakening than to secular learning during the Enlightenment?
   a. Many had no interest in poetry and literature, but religion held deep meaning.
   b. The Great Awakening was a period of enormous democratization of American society.
   c. Religious learning had been more available to them than secular educations.
   d. The Great Awakening was a period where secular learning was promoted for everyone.

30. 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.

31. 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.

32. What is true about Lord Dunmore's proclamation in November 1775?
   a. Since no slave could read, it had little effect on black participation.
   b. Dunmore promised to free slaves who joined the British army.
   c. The proclamation had little effect of any kind on the Americans, who kept very tight control over their slaves.
   d. Dunmore promised that the slaves would be used according to their intellect and leadership abilities.
33. Why did Washington reconsider his initial ban on black slaves serving in the army?
   a. Washington hoped to kill off many black people by using them in the army as front line troops.
   b. Washington generally hoped for equality between the races and thought that military service would be a way for blacks to prove themselves.
   c. Washington never reconsidered his initial ban.
   d. Lord Dunmore's proclamation seemed to give him greater strength and power.

34. What did the Northwest Ordinance of 1787 not do?
   a. banned all slavery in territory west of the Appalachians after 1800
   b. provided rules and regulations for the sale of land
   c. supported public education
   d. provided ways for the area to form states and come into the union

35. 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.

36. What compromise was made over the Atlantic slave trade in the Constitution?
   a. It was immediately abolished, although southerners were allowed to keep the slaves they had.
   b. It was gradually abolished over the next 20 years.
   c. No compromise was made over the Atlantic slave trade. The Constitution outlawed the domestic slave trade.
   d. The Constitution limited the Atlantic slave trade to a small number of ships per year, until a constitutional amendment after the Civil War banned it altogether.

37. 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.

38. 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.

39. Why did freemasonry especially appeal to blacks?
   a. Black freemasons were allowed greater access to jobs and political power than other blacks.
   b. White freemasons traced their roots to Egypt, which blacks associated with their African heritage.
   c. Freemasons held many large, wild parties, which attracted many blacks who had no other forms of public entertainment.
   d. Freemasons allowed a chance for black men and women to socialize.

40. 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.
41. 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.

42. What groups of blacks emerged as leaders after the American Revolution?
   a. slaves who led violent rebellions
   b. clergy and businessmen
   c. uneducated men
   d. the new class of black millionaires

43. 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.

44. 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

45. Which of the following was not an effect of Gabriel's Rebellion?
   a. Fearing for their lives, more whites began to liberate their slaves.
   b. Gabriel's networks continued to exist and be influential after his death.
   c. His message of liberation was spread westward with the slave trade.
   d. Divisions within the slave community were revealed as some slaves were against him.

46. Which state experienced the highest growth rate in slaves between 1820 and 1860?
   a. Alabama
   b. Mississippi
   c. Louisiana
   d. Virginia

47. 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

48. Kentucky raised a significant quantity of hemp, a plant related to marijuana. What was hemp used for?
   a. medicine and painkillers
   b. helping to start fires for iron production
   c. feeding cows
   d. rope and bagging for cotton bales

49. Why did slaves prefer even dirty, menial industrial labor to plantation work?
   a. They were paid steady high wages.
   b. There was less freedom in industrial work, but they could socialize more with friends.
   c. Generally, they had more autonomy on the job.
   d. They could enjoy the repetition of the work and not worry about advancement.

50. What health problem did Europeans have to worry about, but African Americans were generally immune to?
   a. food poisoning
   b. lactose intolerance
   c. dysentery
   d. malaria