***A History of Modern Europe* 4e, Test Bank**

**Chapter 1: Medieval Legacies and Transforming Discoveries**

**Multiple Choice**

1. Approximately how much of its population did Europe lose as a result of the Black Death?
   1. 33%
   2. 50%
   3. 25%
   4. 20%
   5. 66%

Ans: a

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Bloom’s Level: Remembering

1. The term “burgher” referred to a person who
   1. lived in the countryside.
   2. lived in a town or city.
   3. was a foreigner that lives in a town.
   4. was a landowner who spent part of the year in the city.
   5. was a serf who escaped to the city.

Ans: b

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Bloom’s Level: Understanding

1. In the 1500s, city-states and trading towns throughout Europe used law courts, armies, and tax collectors to
   1. maintain their status as composite states.
   2. maintain their control over expanding territories.
   3. maintain their independence from emerging sovereign kingdoms.
   4. continue receiving medieval privileges from expanding dynasties.
   5. return political power to commoners.

Ans: c

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Bloom’s Level: Understanding

1. What was the system of law established by the pope for the Western Church that affirmed the authority of spiritual rulers?
   1. Canon Law
   2. Civil Law
   3. Customary Law
   4. Feudalism
   5. Manorialism

Ans: a

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Bloom’s Level: Remembering

1. Differing languages and long travel distances at the end of the medieval period
   1. contributed to the Church’s call for crusades to the Holy Land.
   2. contributed to the continuing fragmentation of Europe.
   3. caused the continuation of the Hundred Years’ War.
   4. led to the delay in the Renaissance spreading throughout Italy.
   5. contributed to the common recovery from the plague in Europe.

Ans: b

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Bloom’s Level: Understanding

1. The final act in the fall of the Byzantine Empire was
   1. the capture of Constantinople by the Ottoman Turks.
   2. the capture of Constantinople by the crusading forces of France.
   3. Constantinople’s annexation to Russia.
   4. a claim made by the pope that Constantinople would henceforth be his personal property.
   5. utter annihilation on the battlefield by the Persian Empire.

Ans: a

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Bloom’s Level: Remembering

1. Who were the janissaries?
   1. Christian mercenaries who fought for the Ottoman Empire
   2. Muslim diplomats who lived and worked in Christian Europe
   3. Christian merchants who lived in the Ottoman Empire
   4. newly converted Muslims who fought for the Ottoman Turks
   5. Jewish scholars who taught in Islamic schools

Ans: d

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Bloom’s Level: Understanding

1. Muslims and Jews were systematically persecuted and expelled from which area during the sixteenth to eighteenth centuries?
   1. Central Europe
   2. Eastern Europe
   3. Western Europe
   4. the Ottoman Empire
   5. the Mediterranean

Ans: c

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Bloom’s Level: Understanding

1. Feudalism resulted from
   1. an increase in royal power.
   2. an increase in the Church’s power.
   3. an increase in violence and political instability after the end of Roman Empire.
   4. an increase in Islamic invasions in Western Europe.
   5. an increase in immigration to the Ottoman Empire.

Ans: c

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Bloom’s Level: Understanding

1. What was a significant reason that rulers encouraged the end of serfdom during the twelfth century onwards?
   1. It freed peasants and allowed them to be taxed.
   2. It meant that peasants would remain unfree for decades.
   3. It allowed rulers to force peasants to relocate to unpopulated parts of the kingdom.
   4. It allowed rulers to force peasants to convert to their religion.
   5. It allowed peasants to stay on land even if it was sold to another peasant.

Ans: a

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Bloom’s Level: Understanding

1. The three-field system left a third of the land unplanted in order to
   1. be rented to another landowner.
   2. be given to the Church to grow crops.
   3. rest and increase its fertility for the next growing season.
   4. be used as a plague burial ground.
   5. be used for grazing livestock.

Ans: c

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Bloom’s Level: Remembering

1. During the medieval period, Jewish and Muslim heritage remained strong in
   1. England.
   2. France.
   3. Italy.
   4. German lands.
   5. Spain.

Ans: e

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Bloom’s Level: Remembering

1. The marriage of Isabella of Castile and Ferdinand of Aragon united
   1. Spain.
   2. France.
   3. England.
   4. Germany.
   5. Italy.

Ans: a

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Bloom’s Level: Remembering

1. In the medieval period, what were the organizations that facilitated a hierarchical and structured craft production system called?
   1. cottages
   2. domestic networks
   3. guilds
   4. industrial clubs
   5. mercantile unions

Ans: c

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Bloom’s Level: Understanding

1. In Western Europe, towns used charters to
   1. expand their boundaries.
   2. limit the rights of the townspeople.
   3. ensure that townspeople attended church.
   4. limit the control of nobles and rulers over the town.
   5. allow for the founding of a university within the town.

Ans: d

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Bloom’s Level: Understanding

1. The Hundred Years’ War was fought between
   1. England and France.
   2. France and Spain.
   3. Spain and Portugal.
   4. Italy and Spain.
   5. France and Norway.

Ans: a

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Bloom’s Level: Remembering

1. Where was gunpowder invented?
   1. the Ottoman Empire
   2. the Iberian Peninsula
   3. China
   4. the Arabian Peninsula
   5. Venice

Ans: c

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Bloom’s Level: Remembering

1. Which medieval weapon remained important even after the introduction of gunpowder?
   1. the crossbow
   2. the longbow
   3. the sword
   4. the pike
   5. the lance

Ans: d

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Bloom’s Level: Understanding

1. Soldiers in the new armies of the early modern period were most likely to die
   1. in battle.
   2. from starvation.
   3. from discipline.
   4. from faulty equipment.
   5. from disease.

Ans: e

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Bloom’s Level: Understanding

1. Johannes Gutenberg was one of the first
   1. printers.
   2. bankers.
   3. diplomats.
   4. bishops of Mainz.
   5. merchants to trade with the Ottoman Empire.

Ans: a

Pages: 34-35

Bloom’s Level: Remembering

1. \_\_\_\_\_\_\_\_\_\_ were the first Europeans to begin exploring the west coast of Africa in the early fifteenth century.
   1. The Spanish
   2. The English
   3. The Dutch
   4. The Portuguese
   5. The French

Ans: d

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Bloom’s Level: Remembering

1. Finding no gold on his explorations, Christopher Columbus suggested that Ferdinand and Isabella could use the islands he discovered by selling
   1. the crops to passing ships.
   2. the people as slaves.
   3. the lumber to build ships.
   4. the tobacco to Europeans.
   5. passage from the islands to the Far East.

Ans: b

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Bloom’s Level: Understanding

1. The Treaty of Tordesillas (1494), which divided the world into exploration zones for the Spanish and the Portuguese, also
   1. allowed England to colonize North America.
   2. allowed the Dutch to settle India.
   3. sanctioned conquest and conversion of the native populations by the pope.
   4. allowed the pope to remain in control of Venice.
   5. allowed the pope to annex the Ottoman Empire at a future date.

Ans: c

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Bloom’s Level: Understanding

1. Why was Cortés able to defeat the Aztec Empire with only 600 soldiers?
   1. He was aided by an alliance with Montezuma’s non-Aztec peoples.
   2. The Aztec leader, Montezuma, died right before Cortés’s invasion.
   3. Cortés’s soldiers’ swords were stone-bladed, which was superior to the Aztecs’ steel-bladed swords.
   4. Cortés tricked the Aztecs into leaving their empire undefended.
   5. The Aztecs had already been defeated by Pizzaro.

Ans: a

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Bloom’s Level: Understanding

1. The practice of *encomienda* meant that
   1. Indians were forced to attend Christian services.
   2. Indians were forced to go to Spain to work.
   3. Indians and the Spanish could not intermarry.
   4. Indians were forced to work for the Spanish.
   5. the Spanish were forced to pay native workers a fair wage.

Ans: d

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Bloom’s Level: Understanding

**Short Essay**

1. What was feudalism, and how did it create bonds and obligations between different social groups?

Ans:

A strong answer would include

* a discussion of how the collapse of authority led to the development of feudalism.
* a discussion of the social structure that allowed for feudalism.
* an explanation of the importance of the agricultural system to feudalism.
* an explanation of the obligation of vassal to lord and lord to vassal.

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Bloom’s Level: Analyzing

1. How did the development of gunpowder change European warfare and social structures?

Ans:

A strong answer would include

* a discussion of how gunpowder reached Europe.
* an explanation of how the use of gunpowder brought about the end of common medieval practices in warfare.
* an explanation of how gunpowder influenced the weapons used in warfare.
* a discussion of how the heavily armored noble knight became a liability in the new warfare.
* an explanation of how bombardments that relied on gunpowder increased the number of casualties and deaths in battle.

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Bloom’s Level: Analyzing