# *Matrix of Race Social Construction Intersectionality and Inequality 1st edition Coates Test Bank*

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# Chapter 2: The Shaping of a Nation: The Social Construction of Race in America

## Test Bank

### Multiple Choice

1. Which of the following is true regarding the U.S. population over the next 40 years?
a. It is projected to grow from 422 to 458 million.
b. People over 65 years old will increase to 20% of the population.
c. Total births will reach its highest level.
d. all of these
Ans: D
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: Changing Demographics
Difficulty Level: Easy

2. What is the fastest growing voting group in the United States?
a. generation X
b. millennials
c. baby boomers
d. generation Z
Ans: C
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: Changing Demographics
Difficulty Level: Medium

3. Changes in population demographics impact _____.
a. political voting blocks
b. need for medical services
c. college admission
d. all of these
Ans: D
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Analysis
Answer Location: Changing Demographics
Difficulty Level: Medium

4. Which of the following states has the highest percentage of minority population within the state?

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a. California
b. Hawaii
c. Texas
d. Georgia
Ans: B
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Comprehension
Answer Location: Changing Demographics
Difficulty Level: Hard

5. _____ refers to large-scale, systematic destruction of a people or nation.
a. Genocide
b. Discrimination
c. Ethnic bias
d. none of these
Ans: A
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: The Influence of a Changing World
Difficulty Level: Easy

6. Which of the following is an example of genocide?
a. Tutsis and Hutus in Rwanda
b. Holocaust
c. Civil Rights Movement
d. both “Tutsis and Hutus in Rwanda” and “Holocaust”
Ans: D
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: The Influence of a Changing World
Difficulty Level: Easy

7. _____ happens when one racial group is pitted against another.
a. Racial violence
b. Ethnic cleansing
c. Apartheid
d. none of these
Ans: A
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: The Influence of a Changing World
Difficulty Level: Easy

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8. Which of the following phrases illustrates the social focus put on difference?
a. racial profiling
b. subprime loans
c. dining while black
d. all of these
Ans: D
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Application
Answer Location: The Influence of a Changing World
Difficulty Level: Easy

9. _____ is another name for the three-pronged workplace discrimination based on race, gender, and class.
a. Triple glass ceiling
b. Glass escalator
c. Brick escalator
d. Double-down ceiling
Ans: A
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: Revising the Experience of Work, Gender, and Race
Difficulty Level: Easy

10. The largest in-group gender wage disparity is between _____.
a. Hispanic men and women
b. African American men and women
c. white men and women
d. Asian men and women
Ans: C
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: Revising the Experience of Work, Gender, and Race
Difficulty Level: Hard

11. Which group of women led all other women in earnings?
a. African American
b. Asian
c. Native Hawaiian
d. American Indian
Ans: B
Learning Objective: 2.1: Explore how recent events have affected how we experience race.

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Cognitive Domain: Knowledge
Answer Location: Revising the Experience of Work, Gender, and Race
Difficulty Level: Easy

12. How many Americans now use social media networks?
a. 5 out of 10
b. 9 out of 10
c. 3 out of 10
d. 7 out of 10
Ans: D
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: The Impact of Social Media and Technology
Difficulty Level: Medium

13. In recent years, black college enrollment has _____.
a. leveled off
b. surged
c. shrunk
d. surpassed Latino enrollment rates
Ans: B
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: Sources of Change and Diversity
Difficulty Level: Medium

14. How many languages are spoken in the United States?
a. more than 50
b. more than 100
c. more than 200
d. more than 300
Ans: D
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: The Impact of Social Media and Technology
Difficulty Level: Hard

15. _____ is a set of hierarchical relationships where groups are defined culturally, ethnically, and/or racially, and where these relationships serve to guarantee the political, social, and economic interests of the dominant group.
a. Imperialism
b. Colonialism
c. Structured discrimination

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d. Genocide
Ans: B
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Understanding Colonialism
Difficulty Level: Medium

16. Which of the following was discussed as a lens through which colonialism can be viewed?
a. structure of domination
b. internal or domestic colonialism
c. “colonialism of the mind”
d. all of these
Ans: D
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Application
Answer Location: Understanding Colonialism
Difficulty Level: Medium

17. In this lens of colonialism, the colonized are institutionally, pedagogically, linguistically, and cognitively conquered by the colonizer.
a. structure of domination
b. internal or domestic colonialism
c. “colonialism of the mind”
d. all of these
Ans: C
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Comprehension
Answer Location: Understanding Colonialism
Difficulty Level: Medium

18. This lens of colonialism includes the subjugation of one group of people to another across political entities.
a. structure of domination
b. internal or domestic colonialism
c. “colonialism of the mind”
d. all of these
Ans: A
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Comprehension
Answer Location: Understanding Colonialism
Difficulty Level: Medium

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19. _____ is the name given to the colonies that developed within the Americas.
a. Settler colonies
b. Satellite colonies
c. Monarch colonies
d. both “satellite colonies” and “monarch colonies”
Ans: A
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Understanding Colonialism
Difficulty Level: Easy

20. What is the contemporary name for the place that Columbus landed in 1492?
a. Cuba
b. Florida
c. Gulf of Mexico
d. Mississippi
Ans: A
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Discovery and Encounters: The Shaping of our Storied Past
Difficulty Level: Easy

21. The Black Code of France did all of the following except _____.
a. legislated life
b. legislated marriage
c. legislated the number of children a slave could have
d. legislated the treatment of slaves by their masters
Ans: C
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Labor Crisis and Slavery
Difficulty Level: Medium

22. The Black Code of France did what?
a. legislated life
b. legislated marriage
c. legislated the number of children a slave could have
d. both “legislated life” and “legislated marriage”
Ans: D
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge

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Answer Location: Labor Crisis and Slavery
Difficulty Level: Medium

23. The Black Code of France did what?
a. required slaves to be baptized in the Catholic faith
b. prohibited masters from requiring slaves to work on Sundays
c. prohibited masters from requiring slaves to work on religious holidays
d. all of these
Ans: D
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Labor Crisis and Slavery
Difficulty Level: Easy

24. The Black Codes of France did what?
a. established who slaves could marry
b. established where slaves could be buried
c. established the conditions under which they could be freed
d. all of these
Ans: D
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Labor Crisis and Slavery
Difficulty Level: Easy

25. Which of the following is true about the Black Codes of France?
a. It prohibited whites and free-blacks from having sexual relations with slaves.
b. A slave's status could be altered by marrying a free-black.
c. Children born to slave mothers were considered slaves.
d. both "it prohibited whites and free-blacks from having sexual relations with slaves" and "children born to slave mothers were considered slaves"
Ans: D
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Labor Crisis and Slavery
Difficulty Level: Medium

26. What group of women did French men often form alliances with that were termed left-handed marriages?
a. Hispanic
b. Native American
c. Creole
d. African American

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Ans: C
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Left-Handed Marriages and Plaçage
Difficulty Level: Medium

27. What benefit did Creole women receive from entering into left-handed marriages?
a. They were given a household.
b. They gained social status.
c. They did not receive any social benefits.
d. both "they were given a household" and "they gained social status"
Ans: D
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Comprehension
Answer Location: Left-Handed Marriages and Plaçage
Difficulty Level: Easy

28. What view did both the French and British colonists share about the Native Americans that they encountered?
a. the Native Americans were savages
b. the Native Americans needed to be Christianized
c. the Native Americans had functional social systems in place
d. both "the Native Americans were savages" and "the Native Americans needed to be Christianized"
Ans: D
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Analysis
Answer Location: British Colonialism
Difficulty Level: Easy

29. In which year did the Plymouth Company's *Mayflower* reach the New World?
a. 1492
b. 1504
c. 1589
d. 1620
Ans: D
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: British Colonialism
Difficulty Level: Medium

30. Which country had colonies in the New World?

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a. France
b. Spain
c. Great Britain
d. all of these
Ans: D
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Comprehension
Answer Location: Discovery and Encounters: The Shaping of our Storied Past
Difficulty Level: Easy

31. Left-handed marriages were referred to as _____ among free people of color.
a. sexual exploitation
b. luck
c. indentured servitude
d. Plaçage
Ans: D
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Left-Handed Marriages and Plaçage
Difficulty Level: Medium

32. In 2016 what percentage of the U.S. population was foreign born?
a. 5
b. 14
c. 21
d. 25
Ans: B
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: Changing Demographics
Difficulty Level: Hard

33. Which of the following is true about the demographics of 19 of the 25 largest counties by population in the United States?
a. whites are the majority
b. whites made up less than half of the population
c. blacks are the majority
d. both “whites made up less than half of the population” and “blacks are the majority”
Ans: B
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: Changing Demographics

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Difficulty Level: Hard

34. Demographic changes in a county influence _____.
a. work and the economy
b. family structures
c. sports
d. all of these
Ans: D
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Application
Answer Location: Changing Demographics
Difficulty Level: Easy

35. Racial violence has occurred in _____.
a. Australia
b. India
c. Rwanda
d. all of these
Ans: D
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: Changing Demographics
Difficulty Level: Easy

36. Within the concept of the triple glass ceiling discrimination is based on _____.
a. race
b. gender
c. class
d. all of these
Ans: D
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: Revising the Experience of Work, Gender, and Race
Difficulty Level: Easy

37. Which court case marked the desegregation of schools?
a. *Brown vs. the Board of Education of Topeka, Kansas*
b. *Plessy vs. Ferguson*
c. *Loving and Loving vs. the State of Virginia*
d. none of these
Ans: A
Learning Objective: 2.1: Explore how recent events have affected how we experience race.

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Cognitive Domain: Knowledge
Answer Location: Sources of Change and Diversity
Difficulty Level: Medium

38. The court case *Brown vs. the Board of Education* was fought in which state?
a. Pennsylvania
b. Kansas
c. Virginia
d. Massachusetts
Ans: B
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: Changing Demographics
Difficulty Level: Medium

39. _____ was applied in French colonies to people that were one-fourth black by descent.
a. Quadroon
b. Creole
c. Hispanic
d. Mulatto
Ans: A
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Left-Handed Marriages and Placage
Difficulty Level: Medium

40. In New Orleans this type of “ball” was held to celebrate the relationships in high society.
a. creole
b. quadroon
c. slave
d. none of these
Ans: B
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Left-Handed Marriages and Placage
Difficulty Level: Medium

41. _____ refers to the contested spaces or borders between Spanish, French, and English colonies.
a. Frontiers
b. Borderlands

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c. Savage country
d. Free space
Ans: A
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Borderlands and Frontiers
Difficulty Level: Easy

42. Which of the following is a counter-narrative to the Turner thesis?
a. that the frontier was made up of sovereign lands controlled by other nations
b. that the frontier was a blank slate of free land
c. that the frontier was just waiting to be settled
d. both "that the frontier was a blank slate of free land" and "that the frontier was just waiting to be settled"
Ans: A
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Comprehension
Answer Location: The Turner Thesis—Our First Stock Story
Difficulty Level: Hard

43. Which group of people participated in Bacon's Rebellion of 1676?
a. blacks
b. Irish Scots
c. English bond servants
d. all of these
Ans: D
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Slave Rebellions
Difficulty Level: Medium

44. Where did Bacon's Rebellion of 1676 take place?
a. Virginia
b. Massachusetts
c. New York
d. Florida
Ans: A
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Slave Rebellions
Difficulty Level: Medium

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45. Where did the first significant slave rebellion against the English occur?
a. Gloucester County, Virginia
b. Jamestown, New York
c. Plymouth, Massachusetts
d. none of these
Ans: A
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Slave Rebellions
Difficulty Level: Medium

46. The Colonial Ordinance of 1685 is also known as _____.
a. Black Code
b. African Rules of Behavior
c. French Slave Rules
d. African Codes
Ans: A
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Labor Crisis and Slavery
Difficulty Level: Hard

47. Which of the following was true about the lives of African slaves in the French colonies?
a. they were able to purchase their freedom
b. they had legal recourse through the French courts
c. both “they were able to purchase their freedom” and “they had legal recourse through the French courts”
d. they did not have the same rights as slaves in the Spanish colonies
Ans: D
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: French Colonialism
Difficulty Level: Medium

48. What was the precipitating social cause for the Spanish to use African slave labor?
a. impact of disease on the Native American population
b. impact of warfare on the Native American population
c. impact of overwork on the Native American population
d. all of these
Ans: D

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Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Analysis
Answer Location: Spanish Colonialism (1492)
Difficulty Level: Easy

49. Which group was the first to work as slaves in the Spanish colonies?
a. African Americans
b. Native Americans
c. Hispanics
d. Germans
Ans: B
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Constructing a Racial Ideology
Difficulty Level: Medium

50. Which of the following is true about the rights of slaves in the Spanish colonies?
a. slaves could purchase their own freedom
b. slaves had legal recourse through the Spanish courts
c. the freeing of slaves did not require approval from the Crown
d. all of these
Ans: D
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Comprehension
Answer Location: Spanish Colonialism (1492)
Difficulty Level: Easy

51. _____ are governments or social structures that grant political power based on hierarchies of skin tones, regardless of race or social status.
a. Plutocracies
b. Meritocracy
c. Pigmentocracies
d. Democracies
Ans: C
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Comprehension
Answer Location: Spanish Colonialism (1492)
Difficulty Level: Easy

52. In what way were the bodies of women controlled by the racial caste system?
a. the wombs of white women were considered sacred
b. European men had access to all women's bodies

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c. sexual relationships were regulated
d. all of these
Ans: D
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Comprehension
Answer Location: Constructing a Racial Ideology
Difficulty Level: Medium

53. _____ was the permanent hierarchy based on race that developed in Spanish America.
a. Racial caste system
b. Phenotypic caste system
c. Social caste system
d. both “racial caste system” and “social caste system”
Ans: A
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Constructing a Racial Ideology
Difficulty Level: Medium

54. Which of the following is true about gender systems among Native American tribes?
a. they were all egalitarian
b. they were unequal in all tribes
c. they varied across tribal groups
d. none of these
Ans: C
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Constructing a Racial Ideology
Difficulty Level: Easy

55. In this Native American tribe, women were able to own property, served as religious leaders, and organized most of the subsistence work.
a. Taino
b. Cherokee
c. Pueblo
d. Nez Pierce
Ans: A
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Knowledge
Answer Location: Constructing a Racial Ideology
Difficulty Level: Hard

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**True/False**

1. Riots and civil unrest stemming from race have disrupted a number of U.S. cities, including Cincinnati, Oakland, and Baltimore.
Ans: T
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: The Influence of a Changing World
Difficulty Level: Easy

2. Asian women lead all other women in annual earnings.
Ans: T
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: Revising the Experience of Work, Gender, and Race
Difficulty Level: Easy

3. Some researchers have documented that American primary and secondary schools are even more segregated by race and class today than they were in the late 1950s.
Ans: T
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: Sources of Change and Diversity
Difficulty Level: Medium

4. Research show that our online experiences are NOT structured by race, class, and gender.
Ans: F
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Knowledge
Answer Location: The Impact of Social Media and Technology
Difficulty Level: Easy

5. Hundreds of years before Columbus, North America was home to millions of people, and hundreds of population groups, tribes, linguistic, and cultural systems.
Ans: F
Learning Objective: 2.2: Describe the Americas before Columbus.
Cognitive Domain: Knowledge
Answer Location: The Earliest Americans

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Difficulty Level: Medium

6. All Native American communities were small and scattered.
Ans: F
Learning Objective: 2.2: Describe the Americas before Columbus.
Cognitive Domain: Knowledge
Answer Location: The Earliest Americans
Difficulty Level: Medium

7. A popular theory explains that Native Americans originally came on foot across a glacial bridge between Siberia and Alaska.
Ans: T
Learning Objective: 2.2: Describe the Americas before Columbus.
Cognitive Domain: Knowledge
Answer Location: The Earliest Americans
Difficulty Level: Medium

8. Many early Native American communities had populations reaching tens of thousands.
Ans: T
Learning Objective: 2.2: Describe the Americas before Columbus.
Cognitive Domain: Knowledge
Answer Location: The Earliest Americans
Difficulty Level: Medium

9. The American matrix of race is a byproduct of European colonialism.
Ans: T
Learning Objective: 2.4: Evaluate the intersections of race, identities, institutions, and resistance.
Cognitive Domain: Knowledge
Answer Location: The U.S. Matrix of Intersectionality—Where Do We Go From Here?
Difficulty Level: Medium

10. American institutions, including the family, the military, and the legal system, have been shaped by the matrix of race.
Ans: T
Learning Objective: 2.4: Evaluate the intersections of race, identities, institutions, and resistance.
Cognitive Domain: Knowledge
Answer Location: The U.S. Matrix of Intersectionality—Where Do We Go From Here?
Difficulty Level: Medium

**Essay**

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1. Discuss the Turner thesis.
Ans: Historian Frederick J. Turner's thesis was that the American identity, which included democratic governance, rugged individualism, innovative thinking, and egalitarian viewpoints, was forged in its American frontier experience. According to Turner, the American frontier provided not only the encouragement but also the spaces to unleash the progressive spirit of freedom envisioned by various European revolutionary systems.
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Comprehension
Answer Location: The Turner Thesis—Our First Stock Story
Difficulty Level: Medium

2. Identify and discuss two contemporary examples of racial tensions in the United States.
Ans: Answer will vary but may include the aftermath of Hurricane Katrina, the racial tension surrounding the election of President Barrack Obama, various cases of police brutality, and violence targeting African Americans.
Learning Objective: 2.1: Explore how recent events have affected how we experience race.
Cognitive Domain: Comprehension
Answer Location: The Influence of a Changing World
Difficulty Level: Medium

3. Slaves were governed differently by the French and the Spanish. Discuss two specific differences in the ways that slaves were governed.
Ans: In the Spanish colonies all slaves were accorded legal protections and they could purchase their freedom. In the French colonies the Black Codes outlined all aspects of slave life, including but not limited to the legislation of life, death, purchase, marriage, religion, and the treatment of slaves by their masters.
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Comprehension
Answer Location: French colonialism
Difficulty Level: Medium

4. How did British colonists build a tradition of slavery?
Ans: Slavery in the British colonies began with the forced deportation of nearly 50,000 Irish to the Americas. In 1661 black indentured servants were legislated servants for life and in 1620 slavery was linked to maternity.
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Comprehension
Answer Location: Building a Tradition of Slavery
Difficulty Level: Medium

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5. Discuss the counter-narrative to the Turner thesis.
Ans: In reality the “frontier” was not a blank slate of free land that was just waiting to be settled, developed, and occupied. It was made up of sovereign lands that were controlled by other nations and were protected by treaties. The true story of the frontier is one of deceit, corruption, broken treaties, and forgotten promises.
Learning Objective: 2.3: Examine the patterns of Spanish, French, and British colonialism in the Americas.
Cognitive Domain: Comprehension
Answer Location: The Turner Thesis—Our First Stock Story
Difficulty Level: Medium

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