

## **DATA: / / 2015**

## **PROFESSOR (A): DEURIVAN**

**RECUPERAÇÃO DE HISTÓRIA**

# SÉRIE: 7º ANO

**ALUNO (A): Nº:**

### TURMA:

**NOTA:**

# 3º BIMESTRE

1 – Explique as razões que levaram os colonos a utilizar escravos negros ao invés de índios como mão de obra.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 – Explique as razões da implantação do Governo-Geral.

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3 – Leia e responda ao que se pede.

Em sua viagem ao Brasil, seus geógrafos, cartógrafos e astrônomos verificaram que a região do rio da Prata pertencia à Espanha. Fundou uma vila, em São Paulo, recebeu uma capitania hereditária de seu amigo de infância, D. João III, e foi governador das Índias Orientais.

Quem é o personagem em questão?

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4 – O que foi o sistema de capitanias hereditárias?

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5 – Quais foram as razões do fracasso das capitanias hereditárias?

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6 – Quais eram as características gerais do *plantation*?

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7 – Da cana-de-açúcar, os colonos extraíam dois subprodutos largamente utilizados no Brasil colonial. Quais eram esses produtos?

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8 – Explique as razões de a pecuária ter-se desenvolvido no Sertão Nordestino.

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9 – Explique: Qual a diferença entre colégios e missões?

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10 – Leia a afirmação: “Repreendê-los é chegar-lhes com um cipó às costas é o que se lhes pode e deve permitir para o ensino”. A qual tipo de ensino se refere o autor?

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11 – Com o tempo, o termo engenho passou a abranger toda a unidade produtiva e sobre essa organização econômica foi moldada a sociedade colonial. Quais eram as características dessa sociedade?

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12 – A sociedade açucareira era patriarcal, isto é, o senhor de engenho detinha todos os poderes sobre a terra, os escravos, a família e sobre a vida. Além dessa característica, a sociedade colonial brasileira também era **estratificada**. O que significa o termo em negrito?

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13 – O que representava um quilombo para os negros e para os senhores?

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14 – A sociedade colonial brasileira foi resultado das adaptações que índios, brancos e negros fizeram e sofreram. Explique esse pensamento.

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15 – Contra a escravidão, os negros reagiram de várias formas. Explique a afirmação.

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16 - Qual era o papel dos holandeses na cultura canavieira?

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17 – Leia o texto e responda ao que se pede.

No ano de 1649, partiram os moradores de São Paulo para o sertão, em demanda de uma nação de índios distante daquela capitania muitas léguas pela terra adentro, com a intenção de os arrancarem de suas terras e os trazerem às de São Paulo, e aí se servirem deles como costumam.

Pe. Antônio Vieira – *Carta ao padre provincial*, 1653, Maranhão.

Quem eram “os moradores de São Paulo” que se dirigiam ao sertão?

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18 – Leia o texto:

[...] a partir da segunda metade do século XVI, questões próprias à vida da colônia e outras relacionadas à metrópole contribuíram para levar a colonização ao interior.

Cite os fatores que “contribuíram para levar a colonização ao interior”.

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19 – Explique as razões que levaram Portugal e Espanha a anularem o Tratado de Tordesilhas e a estabelecerem novas fronteiras.

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20 – Explique o momento histórico em que ocorreu o desenvolvimento mais acentuado das bandeiras de apresamento.

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21 – Estabeleça a diferença entre **entrada** e **bandeira**.

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22 – Aproveitando os cursos fluviais, embarcações transportando mercadorias do litoral para o interior tornaram-se comuns e provocaram o surgimento de vilas e cidades ao longo dos rios. Como eram conhecidas essas expedições?

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23 – Com a decadência das bandeiras de preação, em conseqüência do restabelecimento do tráfico negreiro, os paulistas passaram a investir nas bandeiras de pesquisa mineral, acabando por descobrir ouro e diamante nas regiões das “Gerais”. Como eram chamadas as bandeiras de procura de metal precioso?

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24 – O movimento bandeirante assumiu características próprias, de acordo com sua finalidade. Assim, surgiram as bandeiras de apresamento, as de prospecção e as de contrato. A partir do século XVIII, impulsionadas pelo desenvolvimento da exploração aurodiamantífera, começaram a surgir as bandeiras denominadas monções. Explique a finalidade dessas bandeiras.

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25 - Durante o século XVIII principalmente, surgiu, na Europa, uma filosofia e uma ideologia liberal burguesa que contestavam o absolutismo e o mercantilismo. Estamos nos referindo a quê?

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26 – Em que medida a filosofia iluminista defendia os interesses da burguesia?

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27 – Durante o século XVI, a burguesia lutou para fortalecer o poder real. No século XVIII, a burguesia voltou à cena para diminuir o poder real. Explique.

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28 – Qual a origem do Estado, segundo Rousseau?

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29 – Em relação ao contrato social, quais as diferenças entre a teoria de Locke e a de Rousseau?

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30 – Dê a função de cada um desses poderes: Executivo, Legislativo e Judiciário.

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31 – Em que medida Rousseau se difere dos demais iluministas?

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32 – A *Enciclopédia*, elaborada no século XVIII, reuniu a totalidade dos conhecimentos da época e também foi um dos grandes instrumentos de divulgação do pensamento iluminista. Quem idealizou e organizou essa obra?

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