

TEST BANK



HOWARD SPODEK

THE WORLD'S HISTORY

COMBINED VOLUME

FOURTH EDITION



Instructor's Manual

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Test Item File

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INTRODUCTION

To the instructor:

This Instructor's Manual was designed to accompany the fourth edition of *The World's History* by Howard Spodek. The textbook is strongly thematic and analytical in nature, which gives it exciting potential for use in world civilizations courses. At the same time, however, using *The World's History* in the classroom can be more challenging than following a more traditional text. Thus we hope that this manual will be of use to you.

Teaching any course is a very personal enterprise, and efforts to reproduce somebody else's approach can be awkward or even foolish. That is not the purpose of this manual. Instead, I have attempted to provide several conceptual aids to help instructors, especially those new to the joy of teaching world civilizations, tackle the material:

- an overview of each chapter that highlights the major themes
- an outline of the material in each chapter, so that the structure is clear at a glance
- a “bite-size” division of the text into the amounts you're likely to assign to a class per day
- possible teaching topics: suggestions of discussion approaches and supplemental lectures for each small subdivision. Please take these in the spirit they are offered, as an attempt to prime the pump of your own imagination and pedagogical style.

In addition, each chapter includes several tools intended to help with course organization and presentation:

- a list of key terms, with pronunciation key
- ideas for class discussion or essay questions
- supplemental resources, including websites, videos, and primary sources.

PART ONE: HUMAN ORIGINS AND HUMAN CULTURES TO 10,000 B.C.E.

Building and Interpretive Framework: What Do We Know and How Do We Know It?

CHAPTER 1 THE DRY BONES SPEAK TO 10,000 B.C.E.

Overview: This chapter is important in setting the stage in two ways: 1) by examining the development of the human species and 2) by examining how scholars have approached the question of human origins. It presents the linked concepts of **scientific method** and **paradigm shift**, which together inform the question of “how we know” throughout the book. The chapter presents scientific accumulation of knowledge about early hominids in an approach that emphasizes *excavation*—digging ever deeper and uncovering earlier evidence that expands the pattern that palaeoanthropologists have created to explain the evolution of human life.

This is a sophisticated, subtle chapter. The author weaves together three lessons—the history of discovery, the biological changes of early hominids, and the cultural changes that accompanied them. The result is a serious effort to find a productive way to discuss the issue of human evolution. The chapter was clearly formed by debates on “creationism” vs. evolution. It begins with a discussion of **myth** as a means to teach moral and metaphorical truths that transcend in some ways the physical truths of scientists. Proceeding to great anthropological discoveries, the author tries to bring students to understand the pattern of evidence that underlies the theory of evolution. But the final section, on cultural evolution, redirects the student to the great issues of human consciousness and creativity.

Certainly the most important (and difficult to deal with) issue of this chapter is creationism versus evolutionary theory. Beyond that, the fundamental questions are:

1. How were the stages of human evolution discovered and pieced together?
2. What *were* the stages of human evolution?
3. What makes *Homo sapiens* different?

OUTLINE OF KEY POINTS WITH SUGGESTIONS FOR TEACHING:

- I. Explanations for human origins (pp. 5–10)
 - A. Mythic explanations
 1. The *Enuma Elish*
 2. Indian myths of origin
 3. Genesis
 - B. Evolution
 1. Role of scientific method
 2. Theory of the evolution of species
 - a. Charles Darwin (1809–82)
 - b. Alfred Russel Wallace (1823–1913)
 - C. Conflict between “creationism” and “evolutionism”
 1. Threat to the idea of a divine plan

2. The challenge of the idea that humans may not be God's last word

Possible Teaching Topics:

1. Expand the author’s presentation of myth as a useful way to accommodate both scientific and religious truth. Christian students tend to bristle at the idea that the Bible is “myth,” so this needs to be explained carefully in the anthropological sense of explanations of why the world works as it does that teach deeper moral lessons instead of as “stories that aren’t true.” Consider bringing a myth to class (e.g., the Mesopotamian creation myth Enuma Elish, the Greek myth of Arachne, or the Norse myth of the Midgard Serpent) and getting the students to discuss what the authors of these tales were hoping to accomplish.

2. If you feel brave, encourage a class discussion of the modern “creationist” lobby in the United States. Bring up such issues as whether evolution should be taught in schools—why and why not—and move from there to issues of freedom of scientific inquiry and how what can be perceived as attacks on faith can be a tool for deeper, more sophisticated belief. Two very useful resources are:

Berra, Tim M. *Evolution and the Myth of Creationism: A Basic Guide to the Facts in the Evolution Debate*. Stanford: Stanford University Press, 1990.

Larson, Edward J. *Trial and Error: The American Controversy over Creation and Evolution*. 3rd ed. Oxford: Oxford University Press, 2003.

3. Expand on the information the text gives about the development of the theory of evolution. It is useful to compare Darwin’s explanation for species diversity to that of the biologist Jean-Baptiste Lamarck (1744–1829), who argued that acquired traits can be inherited.

II. Search for the “missing link” (pp. 10–15)

A. Discovery of Neanderthal 1856

1. Radical change over time in artistic reconstructions

B. Homo sapiens sapiens: product of hominid interbreeding

1. No clear “family tree,” but rather a “bush” of hominids

C. Discovery of Homo Erectus (upright hominid)

1. Java Man discovered 1891

2. Peking Man discovered 1929

3. Evidence of wide migration

D. Spread of the search to Africa

1. Homo habilis

a. Evidence of tool-use

2. Australopithecus

a. “Lucy”

b. “Toumai”

Possible Teaching Topics:

1. Spodek has chosen to lay out the story of hominid development in an order that emphasizes discovery and interpretation of fossil remains. Give a lecture that develops how discoveries are made and interpreted, such as focusing on the many finds of the Leakey family. Very readable sources for palaeoanthropologists at work are:

Johanson, Donald, Lenora Johanson, and Blake Edgar. *Ancestors: In Search of Human Origins*. New York: Villard Books, 1994.

Johanson, Donald, and Maitland Edey. *Lucy: The Beginnings of Humankind*. New York: Simon and Schuster, 1981.

2. Ask the class to examine the map on p. 8. Encourage a discussion of the distribution of hominid finds, bringing in the role of soil types that preserve human remains, density of modern populations, the role of one significant find leading to an intensive hunt in the surrounding area for more evidence, and the possible significance of where remains of the various hominid species have been found.

3. Lay out for the class the line of hominid development from Australopithecus to Homo sapiens sapiens, with relative age of fossils, height, cranial capacity, and when distinctive features appeared, such as bipedalism, ability to use tools, and use of fire.

III. Out of Africa (pp. 15–19)

- A. General agreement that Homo erectus first evolved in Africa
- B. “Multiregional” and “out of Africa” theories of further evolution
- C. DNA studies as an aid to uncovering the pattern of hominid migration

Possible Teaching Topics:

1. Discuss assumptions or prejudices that can help inform scientific and historical theories. For example, why might scientists have preferred a multiregional explanation of hominid development to a model that stresses the unique evolution of Homo sapiens in Africa?

2. Discuss the many uses of DNA studies in the modern world and how they work.

IV. Why emphasize hominid development in a world *civilization* class? (pp. 19–22)

- A. How we know things as an important element of the text
 - 1. The importance of patterns in interpreting data
- B. The problem of challenging an existing paradigm
- C. Cultural evolution, aided by biological evolution
 - 1. Increasing brain size
 - 2. *Homo sapiens sapiens* appeared c. 100,000 years B.P.
 - a. New spurt of creativity
 - b. Symbolic expression, e.g., burial and art

V. Creative behaviors of *Homo sapiens sapiens* (pp. 22–33)

- A. Survival
 - 1. Coexistence with other *Homo sapiens* varieties
 - 2. Debate on why coexistence ended
- B. Spread around the world
 - 1. Role of the ice age
- C. Beginnings of settlement—base camps for gatherer-hunters
 - 1. Evidence of modern hunting and gathering societies
- D. Growing tool sophistication
 - 1. Most of development comes from Palaeolithic era (ended c. 10,000 B.C.E.)
- E. Language
 - 1. Communication and improvement in internal thought

2. Difficulties in studying development
- F. Art
1. “Venus” statues
 2. Cave painting
- G. Domestication of animals and plants, starting c. 10,000 B.C.E.

Possible Teaching Topics:

1. The “How Do We Know?” section on p. 26 includes excellent discussion questions on the issue of gathering vs. hunting in early societies.

2. Use the illustrations of early stone tools on pp. 27–28 or bring in images of other early tools as a starting point for discussion of human solutions to needs. Also discuss the problem of surviving evidence: what less durable tools might have existed side by side with stones?

3. Bring in some images of cave painting, such as the magnificent paintings of Chauvet (see illustration on p. 31 for an example). Discuss theories for why they were made, and bring up facts that complicate the issue—such as that most of the Chauvet paintings are found in deep caverns that appear never to have been inhabited, and that many of the animals depicted were not part of the cave-dwellers’ regular diet.

KEY TERMS:

Australopithecus
evolution
Homo erectus
Homo habilis
Homo neanderthalensis (Neanderthals)
Homo sapiens
ice age myth
palaeoanthropologist
paradigm

QUESTIONS FOR DISCUSSION OR ESSAYS:

1. While out hiking, you discover a skeleton hidden deep in a cave. What do you do? Once the police have determined that it is not the remains of a recent murder victim, how do scientists discover the bones’ age? What besides the bones themselves could help scholars uncover information?

2. In what ways is the debate over the theory of evolution continuing today?

3. What were the decisive steps in human evolution?

4. Why was the discovery that our current species wasn’t descended directly from Neanderthals such a big issue?

5. Pick a single work of prehistoric art and come up with three explanations for its purpose, presenting arguments to support each explanation. How can we move from theory to *knowing* what an artwork's purpose was and what the artist who created it had in mind?

RESOURCES FOR CLASSROOM USE AND LECTURE PREPARATION

Maps in Prentice Hall World Atlas

Early Hominids (pp. 6-7)

Emergence of Modern Humans (pp. 8-9)

World: Prehistory–10,000 B.C.E. (pp. 10-11)

World: 10,000–5000 B.C.E. (pp. 16-17)

Websites

The Cave of Chauvet-Pont-d'Arc:

<http://www.culture.gouv.fr/culture/arcnat/chaudet/en/index.html>

This magnificent site includes information about the discovery of the Chauvet Cave, research, and a “tour” of the cave with high-quality images.

Art History Resources on the Web: Prehistoric Art:

<http://witcombe.sbc.edu/ARTHprehistoric.html>

Links to a large number of works of art, Palaeolithic, Mesolithic, and Neolithic.

The Prehistoric Web Index of Ancient Sites in Europe:

<http://easyweb.easynet.co.uk/~aburnham/database/index.htm>

An impressive guide to prehistoric sites throughout Europe.

Understanding Evolution: <http://evolution.berkeley.edu/>

This site includes a straightforward discussion of evolution, including the history of the idea, common misconceptions, and suggestions for K-12 teachers on how to teach the subject.

Videos

First Contact. Bob Connolly and Robin Anderson, 1984. [video; 54 minutes, B & W]

This is film footage and commentary of the first contact Australian prospectors made with the Stone Age peoples of Papua New Guinea in 1930.

In Search of Human Origins. NOVA, WGBH Boston, 1994. [3 videos, 60 minutes each, color]

Anthropologist David Johanson examines human evolution from apes to *Homo sapiens*.

Part I: Johanson’s discovery of “Lucy”; Part II: *Homo habilis* and *Homo erectus*; Part III:

Neanderthals and early *Homo sapiens*.

Additional Primary Sources

Documents in Global History DVD

1.1 Margaret Mead, from "Warfare is Only an Invention--Not a Biological Necessity"

1.2 Jane Goodall, from "The Challenge Lies in All of Us"

Test Bank

PART ONE: HUMAN ORIGINS AND HUMAN CULTURES TO 10,000 B.C.E.

1. Humans had established themselves on all the continents of the earth except Antarctica by:

- A. 15,000 B.C.E.
- B. 5,000 B.C.E.
- C. 15,000 C.E.
- D. 250,000 B.C.E.

Answer: A

Difficulty: E

Page: 2

2. To better understand the prehistory of humans, historians must rely heavily upon:

- A. mythology
- B. archaeological evidence
- C. oral histories
- D. religious teachings

Answer: B

Difficulty: M

Page: 2

3. T F Until the mid-nineteenth century, questions about human origins were generally addressed by creation stories.

Answer: T

Difficulty: E

Page: 2

4. T F Human migration is motivated exclusively by the need to find food and shelter.

Answer: F

Difficulty: M

Page: 2

5. According to the text, what characteristics differentiate humans from other animals?

Difficulty: E

Page: 2

6. The era in which village dwellers became adept at grinding and polishing stone tools is called the:

- A. Paleolithic Age
- B. Neolithic Age
- C. Iron Age
- D. Modern Age

Answer: B

Difficulty: E

Page: 36

7. Unlike most early village dwellers, the Jomon people in southern Japan supported themselves by:

- A. cultivating rice
- B. hunting, fishing and gathering
- C. raiding supplies from neighboring villages
- D. manufacturing and trading obsidian tools

Answer: B

Difficulty: M

Page: 38

8. T F Agricultural villages developed as population increases exceeded the ability of groups to safely and reliably procure sufficient food.

Answer: T

Difficulty: M

Page: 36

9. T F The villagers of Çatal Hüyük supported themselves by manufacturing and trading obsidian tools.

Answer: T

Difficulty: E

Page: 39

10. Explain the transition from hunting and gathering to village dwelling. What potential dangers or problems might this transition create?

Difficulty: H

Pages: 36-39

Chapter 1: The Dry Bones Speak to 10,000 B.C.E.

1. Which of the following statements about the *Enuma Elish* is NOT true?

- A. It probably dates to about 2000 B.C.E.
- B. Humans were created by the gods out of earth and water
- C. A rebelling god and goddess were destroyed by Marduk
- D. It is the creation myth of the people of Akkad

Answer: B

Difficulty: M

Pages: 6-7

2. The Purusa-sakta:

- A. is a myth from Akkad culture
- B. sets humans apart from nature
- C. helped justify the caste system in India
- D. holds that humans are not subject to the laws of the universe

Answer: C

Difficulty: M

Page: 7

3. The book of Genesis holds that:

- A. God created the world in seven days
- B. God created man “in his own image”
- C. humans are on an equal footing with animals
- D. there are many gods worthy of worship

Answer: B

Difficulty: M

Page: 7

4. In the mid-1700s, the more astute natural scientists:

- A. had developed the genetic theory of mutation transmission
- B. had provided a substantial body of evidence that the Earth was many millions of years old
- C. had proved the biblical account of creation
- D. had questioned the idea that all plant and animal species had been separately created

Answer: D

Difficulty: M

Page: 8

5. Charles Darwin:

- A. based his ideas on evolution on data he gathered while traveling in southeast Asia
- B. refused to acknowledge that Alfred Russel Wallace had any useful ideas on evolution
- C. acknowledged that there was a “Creator”
- D. argued that teleology was an integral part of all life

Answer: C

Difficulty: M

Page: 10

6. T F According to Hindu thought, the questions about the origin of the world can be answered by observing nature.

Answer: F

Difficulty: H

Page: 7

7. T F According to the theory of natural selection, population pressure can affect the course of the evolution of a species.

Answer: T

Difficulty: M

Page: 9

8. T F By the early 1800s, archeological research had uncovered the definitive “missing link” between humans and apes.

Answer: F

Difficulty: M

Page: 10

9. Compare and contrast the creation myths presented in the text from India and the Hebrew Bible. How does each view the actual creation of the world and the status of humans in it?

Difficulty: M

Page: 7

10. What are the main functions of creation myths?

Difficulty: M

Pages: 5-7

11. T F The use of fire by hominids can be traced to the Pleistocene period.

Answer: T

Difficulty: E

Page: 6

12. T F The cave paintings at Altamira were created by *Australopithecus*.

Answer: F

Difficulty: M

Page: 6

13. Fossil remains of the earliest direct human ancestors, *Australopithecus* and *Homo habilis*, have been found only in:

A. Australia

B. Asia

C. Africa

D. Western Europe

Answer: C

Difficulty: M

Page: 8

14. The remains of *Homo sapiens* have been found throughout:

A. Eurasia

B. Australia

C. Africa

D. Java

Answer: A

Difficulty: M

Page: 8

15. The earliest evidence of hominids controlling fire dates to about:

- A. 5 million years ago
- B. 1 million years ago
- C. 200,000 years ago
- D. 30,000 years ago

Answer: B

Difficulty: E

Page: 13

16. Louis and Mary Leakey selected the name *Homo habilis* because this hominid

- A. had an unusually large jaw bone
- B. utilized stone tools
- C. possessed large, apelike teeth
- D. had a very small skull

Answer: B

Difficulty: M

Page: 13

17. *Homo sapiens*:

- A. means “man with developed brain”
- B. were first discovered in fossils in the late seventeenth century
- C. had the smallest brain capacity of any hominid yet discovered
- D. was a tool user

Answer: D

Difficulty: M

Page: 15

18. Most archaeologists and paleoanthropologists believe:

- A. *Homo erectus* first appeared in western Europe
- B. *Homo erectus* first appeared in Africa
- C. *Homo erectus* evolved into *Homo sapiens* in several regions, with no interbreeding
- D. *Homo erectus* evolved into *Homo sapiens* in several regions

Answer: B

Difficulty: H

Page: 16

19. Regarding the hominid genetic record, it is NOT true that:

- A. the significant study of the record began in the early 1950s
- B. its study requires looking at the amount of similarity in the DNA of different hominids
- C. study of mitochondrial DNA has led to controversial results
- D. DNA studies have led some scientists to postulate that *Homo sapiens* emerged solely from Africa

Answer: A

Difficulty: M

Page: 19

20. T F In general, the farther back a hominid species is on the evolutionary “bush,” the larger the average size of that species’ brain capacity.

Answer: F

Difficulty: M

Page: 13

21. T F Most scientists agree that racial differences among modern humans had little to do with natural selection.

Answer: F

Difficulty: H

Page: 17

22. T F The debate over the “out-of-Africa” theory was finally resolved in 1970 due to DNA research.

Answer: F

Difficulty: E

Page: 19

23. Scientists disagree on the African origins of *Homo sapiens*. Describe the nature of the question, and then present the arguments of the two sides.

Difficulty: M

Pages: 15-19

24. According to Thomas Kuhn, how does science normally progress?

Difficulty: M

Page: 19

25. Which of the following events in evolutionary history happened first?

A. first dinosaurs

B. first reptiles

C. first amphibians

D. first birds

Answer: C

Difficulty: M

Page: 12

26. T F *Homo sapiens* was the product of interacting and interbreeding among a variety of earlier species.

Answer: T

Difficulty: E

Pages: 16-19

27. The “candelabra” model and the “Noah’s Ark” model differ in their assessments of:

A. the geographic location(s) of the evolution of *Homo sapiens*

B. the geographic origin of *Homo erectus*

C. the approximate date that *Homo erectus* left Africa

D. the approximate date of the first appearance of *Homo erectus*

Answer: A

Difficulty: M

Pages 16-17

28. *Homo sapiens*:

A. has not changed anatomically for at least 100,000 years

B. first appeared in the archaeological record about 400,000 years ago

C. did not coexist with Neanderthal man

D. did not create culture until near the end of the last ice age

Answer: A

Difficulty: M

Page: 21

29. Which of the following is NOT a reason put forth in the text for the disappearance of Neanderthals?

A. Neanderthals warred with each other and drove themselves to extinction

B. *Homo sapiens sapiens* destroyed the Neanderthals through violence

C. *Homo sapiens sapiens* out-competed Neanderthals for resources

D. Neanderthals interbred with *Homo sapiens sapiens*

Answer: A

Difficulty: M

Pages: 22-23

30. Global migration of *Homo sapiens sapiens*:

- A. began around 450,000 B.C.E.
- B. was often spurred by major climate changes
- C. first occurred in the Americas
- D. was usually random

Answer: B

Difficulty: M

Page: 23

31. Linguist Noam Chomsky argues that the ability to use language is:

- A. learned from parents
- B. learned from the environment
- C. genetic
- D. a gift of the gods

Answer: C

Difficulty: M

Page: 29

32. The “Venus” figurine pictured in the text:

- A. was made between 5,000 and 7,000 years ago
- B. indicates that the people of that era were on a near-starvation diet
- C. is probably a fertility charm
- D. was found in southern Africa

Answer: C

Difficulty: E

Page: 30

33. T F *Homo sapiens* females are capable of bearing more children than other primates.

Answer: T

Difficulty: E

Page: 21

34. T F Scientists have a good idea of when *Homo* developed speech.

Answer: F

Difficulty: M

Page: 29

35. T F The earliest farmers probably engaged in agriculture in part because they felt it was the most efficient way to gain food.

Answer: T

Difficulty: M

Page: 32

36. What was the major reason behind the global migration of *Homo sapiens sapiens*? How does this tie in to Darwin’s theory of evolution?

Difficulty: M

Pages: 23-24

37. Why was the development of modern language so significant to human development?

Difficulty: H

Page: 29

38. Which of the following stages of human development happened first?

- A. domestication of animals
- B. human migrations to America
- C. development of speech
- D. rapid brain growth

Answer: D

Difficulty: M

Page: 21

39. Explain the differences between radiocarbon dating and thermoluminescence, and give an example to illustrate the most useful application of each method.

Difficulty: H

Page: 22

40. Describe the relationship between the Ice Age and the global migration of humans.

Difficulty: M

Pages: 23-24

41. Of the following regions, which was the last colonized by *Homo sapiens sapiens*?

- A. Africa
- B. Polynesia
- C. Asia
- D. South America

Answer: B

Difficulty: E

Page: 24

42. Anthropologist Sally Slocum:

- A. waited until the 1990s to present her feminist critique of anthropology
- B. thinks that answers are what is important, not the questions the answers are based on
- C. stresses the prime importance of gathering in the evolution of hominids
- D. thought that hunting was of no significant relevance to hominid evolution

Answer: C

Difficulty: H

Page: 26

43. T F Over time, human stone tools became more sophisticated.

Answer: T

Difficulty: E

Page: 27

PART TWO: SETTLING DOWN 10,000 B.C.E.–1000 C.E.

1. When the first cities developed, most of the world's population was:

- A. farmers or merchants
- B. raiders or hunter-gatherers
- C. hunter-gathers or farmers
- D. farmers or raiders

Answer: C

Difficulty: E

Page: 40

2. The world's earliest cities developed:

- A. in fertile Plains regions
- B. along major river systems
- C. exclusively along coastal waters
- D. around large manufacturing facilities

Answer: B

Difficulty: M

Pages: 40-41

3. T F Until the late nineteenth century, most people did NOT live in an urban environment.

Answer: T

Difficulty: M

Page: 40

4. T F Of all the major Mesopotamian cities, only Ur contained a ziggurat dedicated to a deity.

Answer: F

Difficulty: E

Page: 41

5. Explain the connection between spiritual beliefs and early cities.

Difficulty: M

Page: 41

6. The first recorded empire in history was created in:

- A. Egypt
- B. Mesopotamia
- C. West Africa
- D. the Indus valley

Answer: B

Difficulty: E

Page: 118

7. Sargon of Akkad succeeded in creating an empire due to his:

- A. superior weapons technology
- B. opponents' failure to protect their cities with fortifications
- C. advantage in numbers, organization, skill and energy
- D. opponents' lack of an organized army

Answer: C

Difficulty: M

Page: 118

8. T F New immigrant groups introduced two-wheeled chariots and bronze-tipped arrows into the Fertile Crescent region by about 1500 B.C.E.

Answer: T

Difficulty: E

Page: 119

9. T F The Persians invented the steel in the tenth-century C.E.

Answer: F

Difficulty: M

Page: 119

10. Which of the following was used as one of the earliest and most common psychological weapons?

A. horse-drawn chariots

B. sound instruments

C. flaming, bronze-tipped arrows

D. ceramic soldiers

Answer: B

Difficulty: M

Pages: 120-121

11. Why did early armies rely primarily on foot-soldiers?

Difficulty: H

Pages: 118-121

Chapter 2: From Village Community to City-State

1. The Neolithic Age:

- A. preceded the Paleolithic Age
- B. is named for the characteristics of its tools
- C. began substantially prior to the founding of the first cities
- D. was a time in which trade was virtually nonexistent

Answer: B

Difficulty: M

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2. The first animals to be domesticated in the “Fertile Crescent” were:

- A. goats and sheep
- B. pigs and cattle
- C. dogs
- D. llamas and turkeys

Answer: A

Difficulty: E

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3. The use of ceramics is usually an indicator that the owners were:

- A. nomadic
- B. village dwellers
- C. relatively unskilled
- D. traders

Answer: B

Difficulty: M

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4. The earliest staple crops in central India included:

- A. yams
- B. gourds
- C. rice
- D. legumes

Answer: C

Difficulty: M

Page: 45

5. The distinctive characteristics of Neolithic pottery include:

- A. the lack of decorative features
- B. fine designs and colors
- C. simplistic, geometric designs
- D. the lack of vibrant colors

Answer: B

Difficulty: M

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6. T F Ceramics are never found among nomadic populations.

Answer: F

Difficulty: E

Page: 45

7. T F In addition to fishing, the Jomon villagers of Japan hunted gazelles

Answer: F

Difficulty: E

Page: 46

8. T F The Japanese did NOT develop agricultural cultivation until several thousand years after they began to live in villages

Answer: T

Difficulty: E

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9. Compare and contrast the toolkit used by hunter-gatherers with that used by farmers.

Difficulty: M

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10. Describe the connection between the physical environment and the development of the first villages.

Difficulty: H

Pages: 44-45

11. Which of the following empires was organized first?

A. Persian

B. Hittite

C. Neo-Babylonian

D. Assyrian

Answer: B

Difficulty: E

Page: 44

12. Of the following, which is located farthest from the Fertile Crescent?

A. Tigris River

B. Red Sea

C. Mediterranean Sea

D. Iranian plateau

Answer: D

Difficulty: M

Page: 45

13. T F Horses were first domesticated in China.

Answer: F

Diff. M

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14. Most experts think that innovative primary urbanization:

A. could not have happened without diffusive urbanization

B. occurred only in the fertile crescent

C. occurred only in Asia

D. must have begun after the practice of agriculture

Answer: D

Difficulty: H

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15. Urbanization began latest:

- A. in Mesopotamia
- B. along the Nile River
- C. along the Indus River
- D. along the Niger River

Answer: D

Difficulty: M

Pages: 46-47

16. The Bronze Age:

- A. preceded the Paleolithic Age
- B. was a time of significant technological breakthroughs
- C. was a time when little of relevance occurred
- D. occurred before there were written records

Answer: B

Difficulty: E

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17. As cities became more developed:

- A. new class hierarchies emerged
- B. the need for armies diminished
- C. decision making became much more egalitarian
- D. contact with other communities became less common

Answer: A

Difficulty: M

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18. The world's first system of writing evolved in:

- A. the Indus Valley
- B. southeast Asia
- C. Sumer
- D. Khmer

Answer: C

Difficulty: E

Page: 47

19. T F The earliest cities evolved along major river systems as a result of diffusion rather than innovation.

Answer: F

Difficulty: M

Page: 46

20. T F As cities became larger, their organization became more complex.

Answer: T

Difficulty: E

Page: 47

21. T F In the Andes, record keeping was initially accomplished through the use of tokens and pictures.

Answer: F

Difficulty: M

Page: 47

22. Explain the difference between innovation and diffusion in the development of urban centers.

Difficulty: M

Page: 46

23. Explain why written language was one of the most revolutionary inventions in human history.

Difficulty: M

Pages: 47-48

24. T F Most of the earliest civilizations developed in the northern hemisphere.

Answer: T

Difficulty: M

Page: 47

25. Which region witnessed the earliest urban settlement?

A. sub-Saharan Africa

B. Mesopotamia

C. Mesoamerica

D. the Indus plain.

Answer: B

Difficulty: E

Page: 47

26. The Sumerians:

A. originally came from Northern Africa

B. were eventually displaced by the Ubaid peoples

C. dominated Mesopotamia for nearly a millennium

D. were eventually conquered by Alexander the Great

Answer: C

Difficulty: M

Pages: 48-49

27. The Sumerians were finally conquered by:

A. Sargon of Akkad

B. Nefertiti of Egypt

C. Alexander the Great of Macedon

D. Hammurabi of Babylon

Answer: D

Difficulty: M

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28. Around 8,000 B.C.E., the community around Jericho was a pioneer in:

A. cereal domestication only

B. cereal domestication and fortification construction

C. fortification construction only

D. the use of writing a writing system

Answer: B

Difficulty: M

Page: 48

29. Which of the following is NOT a Sumerian city-state?

A. Kish

B. Uruk

C. Akkad

D. Lagash

Answer: C

Difficulty: M

Page: 48

30. The city-states of Mesopotamia were especially vulnerable due to:

- A. inter-urban warfare
- B. powerful external enemies
- C. their lack of organized armies
- D. inability to grow enough food to adequately feed their populations

Answer: A

Difficulty: M

Pages: 48-49

31. T F The city-states of Sumer cooperated peacefully to ensure the economic success of the region.

Answer: F

Difficulty: E

Pages: 48-49

32. T F The cities of Sumer were ruled for about 200 years by the Akkadians.

Answer: T

Difficulty: E

Page: 48

33. T F The Sumerian city-states are notable for their lack of religious meeting places.

Answer: F

Difficulty: M

Page: 50

34. Describe how the Sumerians were able to build long-standing cities in a region subject to unpredictable flooding.

Difficulty: M

Page: 50

35. Explain how the Sumerian cities were able to provide enough food to meet the needs of the cities' growing populations.

Difficulty: M

Page: 50

36. In Sumerian times, the idea of legal identity and loyalty was based most fundamentally on:

- A. religion
- B. class
- C. geography
- D. clan

Answer: C

Difficulty: M

Page: 50

37. In Sumer after about 2800 B.C.E., members of this group ruled in conjunction with kings:

- A. temple priests
- B. large landowners
- C. rich artisans
- D. peasants' representatives

Answer: A

Difficulty: E

Page: 50

38. Sumerian trade:

- A. relied entirely on donkey caravan
- B. never made significant use of the boat
- C. extended as far as the Indus valley
- D. primarily involved trading surplus Sumerian foodstuffs and products for gold and silver

Answer: C

Difficulty: E

Page: 53

39. Which type of writing occurred first?

- A. pictographic writing
- B. Assyrian writing
- C. phonetic writing
- D. cuneiform writing

Answer: A

Difficulty: E

Pages: 54-55

40. Sumerian cuneiform writing was displaced primarily due to the actions of:

- A. Alexander the Great
- B. Hammurabi
- C. Jewish immigrants entering the Mesopotamian region around 1,000 B.C.E.
- D. the Hittites

Answer: A

Difficulty: M

Page: 55

41. T F Most people used in human sacrifice in Sumer were slaves.

Answer: F

Difficulty: M

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42. T F One significant result of metallurgy was the creation of more effective weapons.

Answer: T

Difficulty: M

Page: 53

43. T F Gilgamesh was the legendary ruler of the Sumerian city Uruk.

Answer: T

Difficulty: E

Page: 56

44. Describe the Sumerian priesthood and ziggurats. How much power did the priesthood have? How did it maintain its power?

Difficulty: M

Pages: 50-51

45. Many believe that the agricultural village was more peaceful and more egalitarian than the first cities. Is this true? Support your answer.

Difficulty: M

Pages: 61-62

46. T F The Sumerian trading network extended as far east as modern day Afghanistan.

Answer: T

Difficulty: M

Page: 52

47. T F Alphabetic writing preceded the development of cuneiform.

Answer: F

Difficulty: E

Page: 55

48. Of the following, which has given us the best idea of important Sumerian values?

A. king lists

B. royal correspondence

C. lamentations

D. epics

Answer: D

Difficulty: H

Page: 56

49. Enkidu's attraction to the city most fundamentally illustrates the:

A. decline in importance of the natural world relative to that of the city

B. weakness of religion in Sumerian society

C. irresistible lure of politics

D. value Sumerians placed on friendship

Answer: A

Difficulty: H

Page: 57

50. This people invented writing:

A. Egyptians

B. Akkadians

C. Babylonians

D. Sumerians

Answer: D

Difficulty: E

Page: 54

51. Compare the probable rights and powers of women in the typical pre-urban village with those of women living in the typical urban Sumerian city. Did the establishment of cities help women overall, or did it hurt them? Explain

Difficulty: H

Page: 60

52. Describe the class structure of the typical Sumerian city. Where did the preponderance of power lie? Did the class structure agree with Marxist analysis?

Difficulty: H

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