

CHAPTER 1 – THE BIRTH OF CIVILIZATION

MULTIPLE CHOICE QUESTIONS

1. Anthropologists designate early human cultures by their
- writing.
 - clothing.
 - tools.
 - food.

Answer: c

Learning Objective: 1.1

Topic/Concept: Early Humans and Their Culture

Difficulty Level: Easy

Skill Level: Remember the Facts

2. The Paleolithic Age is characterized by
- domestication of animals.
 - the beginning of agriculture.
 - a hunting and gathering existence.
 - d. the invention of writing.

Answer: c

Learning Objective: 1.1

Topic/Concept: Early Humans and Their Culture

Difficulty Level: Moderate

Skill Level: Understand the Concepts

3. In the Paleolithic Age's division of labor, women were probably involved in
- gathering wild grain and berries.
 - making tools.
 - hunting and fishing.
 - d. protecting the family with war skills.

Answer: a

Learning Objective: 1.1

Topic/Concept: Early Humans and Their Culture

Difficulty Level: Moderate

Skill Level: Remember the Facts

4. The Neolithic Revolution is characterized by
- the development of urban-based civilizations.
 - the domestication of animals and the start of agriculture.
 - dependence on hunting and gathering techniques.
 - d. the manufacture and use of iron tools.

Answer: b

Learning Objective: 1.4

Topic/Concept: Early Indian Civilizations

Difficulty Level: Difficult

Skill Level: Understand the Concepts

5. In which area did the earliest Neolithic societies appear?
- Middle East
 - China
 - India
 - d. Mexico

Answer: a

Learning Objective: 1.1

Topic/Concept: Early Humans and Their Culture

Difficulty Level: Easy
Skill Level: Remember the Facts

6. The development of writing first occurred during the
- Paleolithic Era.
 - Neolithic Era.
 - Bronze Age.
 - Iron Age.

Answer: c

Learning Objective: 1.1

Topic/Concept: Early Humans and Their Culture

Difficulty Level: Moderate

Skill Level: Understand the Concepts

7. The first metal alloy developed by humans was
- bronze.
 - iron.
 - aluminum.
 - tin.

Answer: a

Learning Objective: 1.1

Topic/Concept: Early Humans and Their Culture

Difficulty Level: Moderate

Skill Level: Understand the Concepts

8. Which of the following shows the correct chronological sequence of historical eras?
- Neolithic, Bronze, Paleolithic, Iron
 - Bronze, Iron, Paleolithic, Neolithic
 - Paleolithic, Neolithic, Bronze, Iron
 - Paleolithic, Neolithic, Iron, Bronze

Answer: c

Learning Objective: 1.1

Topic/Concept: Early Humans and Their Culture

Difficulty Level: Moderate

Skill Level: Analyze It

9. Who developed the form of writing called cuneiform?
- the Assyrians
 - the Egyptians
 - the Babylonians
 - the Sumerians

Answer: d

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Easy

Skill Level: Remember the Facts

10. Recently, archaeologists have shown that large-scale irrigation in early civilizations in the Middle East
- led to the growth of urban life and centralized government.
 - conflicted with the needs of early urban life.
 - developed as a result of urbanism.
 - None of these answers are correct.

Answer: c

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Easy

Skill Level: Remember the Facts

11. What does the Babylonian World Map shown in your text tell us about how Babylonians viewed their place in the world?
- They believed that the earth was round.
 - They believed that their progress was inhibited by geographical barriers.
 - They believed that their destinies were controlled by the gods.
 - They believed that they were the most important civilization on earth.

Answer: d

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Moderate

Skill Level: Analyze It

12. Which group was the first to unify much of Mesopotamia and create a true empire?
- the Akkadians
 - the Egyptians
 - the Sumerians
 - the Eridu

Answer: a

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Moderate

Skill Level: Understand the Concepts

13. The first civilization was established in Mesopotamia by the
- Babylonians.
 - Hebrews.
 - Semites.
 - Sumerians.

Answer: d

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Moderate

Skill Level: Remember the Facts

14. Mesopotamians constructed lofty towers, perhaps symbolizing mountains, called
- pyramids.
 - ziggurats.
 - basilicas.
 - temples.

Answer: b

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Easy

Skill Level: Remember the Facts

15. Mathematics could not develop until
- the Sumerian sexagesimal system was adopted.
 - the time of Hammurabi, when mathematics developed alongside astronomy.
 - an independent concept of number was established.
 - All of these answers are correct.

Answer: c

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Easy

Skill Level: Remember the Facts

16. The Epic of Gilgamesh includes the story of
- a hero-king's search for eternal life.
 - a young noble's search for love.
 - a great victory of the Egyptians over the Hittites.
 - the travels of an ambassador through Mesopotamia.

Answer: a

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Moderate

Skill Level: Understand the Concepts

17. According to the excerpt from the Code of Hammurabi, women in Babylonian society
- were primarily supposed to procreate and raise children.
 - were eligible to own their own businesses.
 - were used as collateral for loans.
 - All of these answers are correct.

Answer: d

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Difficult

Skill Level: Analyze It

18. In the Sumerian religion, gods
- were worshiped in temples that were run like great households.
 - did not resemble humans in their appearance or actions.
 - represented emotional concepts such as evil, hope, or envy.
 - All of these answers are correct.

Answer: a

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Moderate

Skill Level: Understand the Concepts

19. Mesopotamian debt slaves
- were usually prisoners of war.
 - were prohibited from marrying.
 - generally worked alongside their masters.
 - were bought and sold in special marketplaces.

Answer: c

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Moderate

Skill Level: Understand the Concepts

20. Looking at Map 1–3, what area or areas do you think were most likely to be fought over between the four Near Eastern empires around 1400 B.C.E.?
- The towns near the Mediterranean coast, such as Kadesh and Tyre
 - The deserts of southern Arabia, especially near the Red Sea
 - The islands near Greece, including Crete and Cyprus
 - The mountainous plateaus of Armenia, with trade links to the east

Answer: a

Learning Objective: 1.3

Topic/Concept: Antient Near Eastern Empires

Difficulty Level: Moderate

Skill Level: Analyze It

21. Egyptian hieroglyphs were used for all of the following except
- business documents.
 - literary texts.
 - carving bones and shells.
 - religious texts.

Answer: c

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Moderate

Skill Level: Understand the Concepts

22. The Old Kingdom of Egypt collapsed amidst
- the invasion of the Hyksos from Western Asia.
 - internal turmoil and political decentralization.
 - the Exodus of Hebrew slaves.
 - attacks by Nubian nomads who destroyed irrigation canals.

Answer: b

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Moderate

Skill Level: Remember the Facts

23. The New Kingdom was different from earlier periods of Egyptian history because
- Egypt was ruled by foreign-born pharaohs.
 - Egypt shrank in size and was limited mainly to Upper Egypt.
 - Egyptian rulers pursued foreign expansion and created a large empire.
 - Egyptians abandoned their old gods for new ones from Greece.

Answer: c

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Moderate

Skill Level: Understand the Concepts

24. In ancient Egypt, *maat* was
- the legendary creator god who had blessed Egypt.
 - the pharaoh's chief advisor.
 - the highest virtue combining the ideas of truth, justice, and order.
 - the name for all areas outside of Egypt.

Answer: c

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Easy

Skill Level: Remember the Facts

25. What does the scene from the *Book of the Dead* shown in your text say about Egyptian views of the afterlife?
- The afterworld was a gloomy and dark place.
 - The path to the afterlife was filled with trials and tests.
 - Everyone passed into the afterlife forever.
 - The gods of the dead resembled humans.

Answer: b

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Moderate

Skill Level: Analyze It

26. How was the worship of the god Aten (sun disc) different from customary religious practice in ancient Egypt?

- a. Aten was a universal creator God to be worshipped above all others.
- b. Aten took the form of a circle, or disc.
- c. Aten had a special relationship with the ruler Amunhotep IV and his wife Nefertiti.
- d. All of these answers are correct.

Answer: d

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Moderate

Skill Level: Understand the Concepts

27. A significant difference between the early government of the Hittites and that of Mesopotamia was that

- a. the Hittite kings did not claim to represent the divine.
- b. succession to the Hittite throne had to be ratified by an assembled army.
- c. a council of nobles limited the Hittite king's power.
- d. All of these answers are correct.

Answer: d

Learning Objective: 1.3

Topic/Concept: Antient Near Eastern Empires

Difficulty Level: Easy

Skill Level: Remember the Facts

28. The Assyrians were famous for their

- a. fierce and well-disciplined military.
- b. delicate bronze and copper artwork.
- c. mathematical and astronomical skills.
- d. limitation on the power of their kings.

Answer: a

Learning Objective: 1.3

Topic/Concept: Antient Near Eastern Empires

Difficulty Level: Moderate

Skill Level: Understand the Concepts

29. Compare Maps 1–2, 1–3, 1–4, 1–6, and 1–8. What geographic characteristics do the regions of all four of the earliest civilizations have in common?

- a. rivers, which provide fertile land for agriculture
- b. mountains, which provide natural barriers against invasion
- c. deserts, which provide isolation from hostile neighbors
- d. All of these answers are correct.

Answer: d

Learning Objective: 1.2, 1.4, 1.5, 1.6

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E., Early Indian Civilizations, Early Chinese Civilizations, The Rise of Civilization in the Americas

Difficulty Level: Difficult

Skill Level: Analyze It

30. The earliest literate, urban civilization in the Indus valley is known as

- a. Punjab.
- b. Kashmir.
- c. Harappan.
- d. Aryan.

Answer: c

Learning Objective: 1.4
Topic/Concept: Early Indian Civilizations
Difficulty Level: Easy
Skill Level: Remember the Facts

31. According to the Hymn to Indra, water was important to Aryan civilization for all of the following reasons except
- a. control over the water was critical for tax collection.
 - b. removing obstacles (such as dams) increased the fertility of the river valleys.
 - c. drinking water from bowls was an essential part of ritual sacrifices.
 - d. water symbolized masculinity and sexual power.

Answer: a

Learning Objective: 1.4
Topic/Concept: Early Indian Civilizations
Difficulty Level: Moderate
Skill Level: Analyze It

32. Which of the following was not a contribution of the Aryans to Indian civilization?
- a. Sanskrit language
 - b. the sacred Vedic literature
 - c. sophisticated agricultural techniques
 - d. the foundations of the caste system

Answer: c

Learning Objective: 1.4
Topic/Concept: Early Indian Civilizations
Difficulty Level: Moderate
Skill Level: Understand the Concepts

33. Not much is known about the Indus River Valley civilization because
- a. modern political upheaval hinders archaeological excavation.
 - b. the culture was destroyed around 1800 B.C.E.
 - c. they did not develop a system of writing.
 - d. it disappeared before 1500 B.C.E. and its writing is still undeciphered.

Answer: d

Learning Objective: 1.4
Topic/Concept: Early Indian Civilizations
Difficulty Level: Moderate
Skill Level: Understand the Concepts

34. The Vedas contain the earliest beliefs of Hinduism and originated with
- a. Harrappan priests at Mohenjo-Daro.
 - b. Davidian mystics who migrated from southern India.
 - c. Aryans who moved into the Ganges area.
 - d. Alexander the Great, who introduced Greek philosophy.

Answer: c

Learning Objective: 1.4
Topic/Concept: Early Indian Civilizations
Difficulty Level: Moderate
Skill Level: Understand the Concepts

35. Looking at Map 1–7, which political and geographic features are typical of Iron Age China?
- a. China was a large, unified empire.
 - b. China consisted of many independent kingdoms by the sea.
 - c. China consisted of several independent kingdoms along rivers.
 - d. China was a powerful state divided into many provinces.

Answer: c

Learning Objective: 1.5
Topic/Concept: Early Chinese Civilizations
Difficulty Level: Moderate
Skill Level: Analyze It

36. Bronze Age China lacked the type of monumental architecture common in the ancient Near East because
- no stone is found in the area.
 - the Chinese were technologically inferior.
 - the Shang capital moved frequently.
 - the Chinese lacked the manpower to erect such structures.

Answer: c

Learning Objective: 1.5
Topic/Concept: Early Chinese Civilizations
Difficulty Level: Easy
Skill Level: Remember the Facts

37. Which of the following was not a characteristic of Shang civilization?
- Inscriptions on oracle bones
 - Use of iron weapons
 - A rigidly stratified society
 - A mastery of bronze technology

Answer: b

Learning Objective: 1.5
Topic/Concept: Early Chinese Civilizations
Difficulty Level: Moderate
Skill Level: Understand the Concepts

38. What characterized the later phase of the Eastern Zhou (401–256 B.C.E.)?
- Political fragmentation and frequent warfare between rival states
 - The establishment of strong centralized authority
 - The beginnings of a primitive democracy as indicated by evidence from religious texts
 - None of these answers are correct.

Answer: a

Learning Objective: 1.5
Topic/Concept: Early Chinese Civilizations
Difficulty Level: Moderate
Skill Level: Understand the Concepts

39. The religious endorsement for political rule in China was known as
- Mandate of Heaven.
 - Shi*.
 - hegemony.
 - Brahman.

Answer: a

Learning Objective: 1.5
Topic/Concept: Early Chinese Civilizations
Difficulty Level: Easy
Skill Level: Understand the Concepts

40. The characters in Chinese writing represent
- sounds (a phonetic alphabet).
 - ideas (an ideographic alphabet).
 - words (a logographic alphabet).
 - All of these answers are correct.

Answer: d

Learning Objective: 1.5
Topic/Concept: Early Chinese Civilizations
Difficulty Level: Moderate
Skill Level: Understand the Concepts

41. In the Americas, relatively dense Neolithic settlements emerged in all of the following areas except
- a. the Great Plains.
 - b. the Mississippi Valley.
 - c. Puget Sound.
 - d. Mesoamerica and South America.

Answer: a

Learning Objective: 1.6
Topic/Concept: The Rise of Civilization in the Americas
Difficulty Level: Moderate
Skill Level: Understand the Concepts

42. The first society in the Andes to exert regional cultural influence was that of
- a. Monte Alban.
 - b. Chavín.
 - c. Nazca.
 - d. Moche.

Answer: b

Learning Objective: 1.6
Topic/Concept: The Rise of Civilization in the Americas
Difficulty Level: Moderate
Skill Level: Understand the Concepts

43. The most important staple food crop for early American cultures was
- a. potatoes.
 - b. maize.
 - c. rice.
 - d. peppers.

Answer: b

Learning Objective: 1.6
Topic/Concept: The Rise of Civilization in the Americas
Difficulty Level: Easy
Skill Level: Remember the Facts

44. Mesoamerica is located
- a. in modern Peru and parts of eastern South America.
 - b. in modern Mexico and parts of Central America.
 - c. in the modern United States between California and the Mississippi River.
 - d. in modern Brazil near the Amazon River Basin.

Answer: b

Learning Objective: 1.6
Topic/Concept: The Rise of Civilization in the Americas
Difficulty Level: Easy
Skill Level: Remember the Facts

45. The agricultural surplus necessary to emerging civilizations in the Andes valleys was based
- a. primarily on the cultivation of maize (corn).
 - b. on a combination of agriculture and marine resources.
 - c. on large-scale irrigation coordinated by a centralized government.
 - d. All of these answers are correct.

Answer: b

Learning Objective: 1.6

Topic/Concept: The Rise of Civilization in the Americas
Difficulty Level: Easy
Skill Level: Remember the Facts

ESSAY AND DISCUSSION QUESTIONS

1. What influence did the Neolithic Revolution have upon the development of world civilization? What caused the primary changes between the Paleolithic and the Neolithic ages? What is the nature of the evidence we have for these changes?
Answers will vary but may include: Beginning in 10,000 B.C.E., there was a shift from a hunter-gatherer way of life to one marked by settled agriculture and the domestication of animals—a shift known as the Neolithic Revolution. Between 4000 and 3000 B.C.E., civilization began to appear in the Tigris and Euphrates valleys in Mesopotamia, then along the Nile River in Egypt, and somewhat later in the Indus valley in India and the Yellow River basin in China. Each of these early civilizations developed urban centers, monumental architecture, a hierarchical society, and a system of writing. Answers should also include information about the evidence of the changes discussed.
Learning Objective: 1.1
Topic/Concept: Early Humans and Their Culture
Difficulty Level: Difficult
Skill Level: Analyze It
2. The Code of Hammurabi reflected the Mesopotamian society of his time. Indicate the major features of this society as they are reflected in the code. What were the advantages and disadvantages of such a code? What do you think the average Babylonian citizen thought of the code?
Answers will vary but may include: The Code of Hammurabi reflected the social structures and culture of the society that produced them. A disadvantage of the Code is that it prescribed different rights, responsibilities, and punishments, depending on gender, class, and whether a person was enslaved or free. An advantage of the Code is that it was an enormous advance in legal thought because it codified and standardized laws and punishments, which made the legal process less dependent on the whims or favoritism of rulers or judges. Student's opinions about what the average Babylonian citizen thought of the Code will vary.
Learning Objective: 1.2
Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.
Difficulty Level: Difficult
Skill Level: Analyze It
3. Beginning in the Paleolithic Age, a division of labor emerged between men and women. What were the typical responsibilities of women in the Paleolithic, Neolithic, and later ages? How did the different civilizations that emerged view the respective roles of men and women?
Answers will vary but may include: Paleolithic society was probably characterized by a division of labor by sex. Men most likely hunted, fished, and fought other families, clans, and tribes. Women, less mobile because of childbearing, most likely gathered nuts, berries, and wild grains, wove baskets, and made clothing. Women gathering food probably discovered how to plant and care for seeds, knowledge that eventually led to agriculture and the Neolithic Revolution. Answers will vary regarding the views of the roles of men and women in the different civilizations.
Learning Objective: 1.1
Topic/Concept: Early Humans and Their Culture
Difficulty Level: Difficult
Skill Level: Analyze It
4. Compare and contrast the Sumerian and Egyptian concepts of the afterlife. What aspects of their respective civilizations influenced the development of these religious views? Why did Akhenaten try to change Egyptian religion? Why did it fail?
Answers will vary but may include: For the Sumerians there was no preferential treatment in the afterlife for those who had led religious or virtuous lives—everyone was in equal misery. The Egyptians thought that the

afterlife was full of dangers, which could be overcome by magical means, among them the spells in the *Book of the Dead*. Student answers will vary regarding the aspects of the civilizations that influenced the development of these views. Akhenaten tried to change Egyptian religion to set himself and his queen up as the sole mediators between Aten (the creator god) and the people. Students' opinions on why this failed will vary.

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Difficult

Skill Level: Analyze It

5. What were the major contributions of the small nations of the Middle East (i.e., Kassites, Hittites, etc.) to world civilization before the development of the Assyrian Empire? What were the most important factors in their development?

Answers will vary but may include: The development of the small nations of the Middle East brought about the change from a nomadic hunter-gatherer culture to a more settled agricultural one. Answers should include some specific contributions from two or more of these societies. Answers will vary concerning the most important factors in their development.

Learning Objective: 1.3

Topic/Concept: Ancient Near Eastern Empires

Difficulty Level: Difficult

Skill Level: Analyze It

6. Why is little known about the early Indus River valley civilization in relation to other major civilizations of the ancient world? What explanations can you give for the fall of this civilization? What influence did this civilization have on the later Aryan civilizations?

Answers will vary but may include: The early Indus River valley civilization lasted only a few centuries—which left many unanswered questions about its history and culture. Because the Indus culture disappeared before 1700 B.C.E. and its “script” remains undeciphered, it is still the least understood of the early river valley civilizations. Some scholars think the Indus civilization was destroyed by abnormal flooding (perhaps from careless damming of the Indus), changes in the course of the Indus, collapse of military power, or a long period of desiccation even before the Aryans arrived. Answers will vary regarding the influence of this civilization on later Aryan civilizations.

Learning Objective: 1.4

Topic/Concept: Early Indian Civilizations

Difficulty Level: Difficult

Skill Level: Analyze It

7. Discuss how the concept of the Mandate of Heaven became part of the political rationale for every dynasty from the Zhou to the 21st century in China. How did the Mandate of Heaven contribute to other social and cultural changes?

Answers will vary but may include: The Zhou, having conquered the Shang, needed a rationale for why they, and not the Shang, were now the rightful rulers. Their argument was that Heaven (the name for the supreme being that gradually replaced the Deity Above during the early Zhou), appalled by the wickedness of the last Shang king, had withdrawn its mandate to rule from the Shang, awarding it instead to the Zhou. This concept of the Mandate of Heaven was subsequently invoked by every dynasty in China down to the twenty-first century. Answers will vary regarding how this contributed to other social and cultural changes.

Learning Objective: 1.5

Topic/Concept: Early Chinese Civilizations

Difficulty Level: Difficult

Skill Level: Analyze It

8. Imagine that you are an urban citizen living in one of the following cities at the time indicated: Memphis, 2500 B.C.E.; Babylon, 1750 B.C.E.; Harappa, 2000 B.C.E.; Luoyang, 600 B.C.E.

Describe your society, your government, and your religious beliefs. Why would you have wanted to live in this city instead of one of the others listed?

Answers will vary but may include: Answers will vary, depending upon the city/time period chosen. Answers

should include details about the society, government, and religious beliefs. Opinions will vary regarding why the specific city was chosen over the other cities listed.

Learning Objective: 1.1, 1.2, 1.4, 1.5

Topic/Concept: Early Humans and Their Culture, Early Civilizations in the Middle East to about 1000 B.C.E., Early Chinese Civilizations, Early Chinese Civilizations

Difficulty Level: Difficult

Skill Level: Analyze It

9. Compare and contrast the geography of the four major river valley civilizations: Tigris/Euphrates, Indus, Nile, and Yellow. How do geographic factors explain the development of their unique political, economic, social, and cultural characteristics?

Answers will vary but may include: Between 4000 and 3000 B.C.E., civilization began to appear in the Tigris and Euphrates valleys in Mesopotamia, then along the Nile River in Egypt, and somewhat later in the Indus valley in India and the Yellow River basin in China. Each of these early civilizations developed urban centers, monumental architecture, a hierarchical society, and a system of writing. The period is known as the Bronze Age because it coincided with the discovery of the technique for making bronze tools and weapons. Answers should also include details about the geography of each civilization and how those are related to specific characteristics of the civilization.

Learning Objective: 1.1, 1.2, 1.4, 1.5

Topic/Concept: Early Humans and Their Culture, Early Civilizations in the Middle East to about 1000 B.C.E., Early Indian Civilizations, Early Chinese Civilizations

Difficulty Level: Difficult

Skill Level: Analyze It

10. How did the cuneiform writing system affect the development and advancement of Sumerian society, especially the lives of common people?

Answers will vary but may include: Hundreds of thousands of cuneiform texts from the early third millennium B.C.E. until the third century B.C.E. reveal a full and detailed picture of how peoples in ancient Mesopotamia conducted their lives and of the social conditions in which they lived. From the time of Hammurabi, for example, there are many royal letters to and from the various rulers of the age, letters from the king to his subordinates, administrative records from many different cities, and numerous letters and documents belonging to private families. The Sumerians passed much of their civilization down to their successors through cuneiform.

Learning Objective: 1.6

Topic/Concept: The Rise of Civilization in the Americas

Difficulty Level: Difficult

Skill Level: Analyze It

11. Discuss the role of slavery in Babylonian society. How vital were slaves to the economy and how accepted was the practice? Describe the life of a typical slave.

Answers will vary but may include: There were two main types of slavery in Mesopotamia: chattel and debt slavery. Chattel slaves were bought like any other piece of property and had no legal rights. They had to wear their hair in a certain way and were sometimes branded or tattooed on their hands. Debt slavery was more common than chattel slavery. Rates of interest were high, as much as $33\frac{1}{3}$ percent, so people often defaulted on loans. One reason the interest rates were so high was that the government periodically canceled certain types of debts, debt slavery, and obligations, so lenders ran the risk of losing their money. If debtors had pledged themselves or members of their families as surety for a loan, they became the slave of the creditor; their labor went to pay the interest on the loan. Debt slaves could not be sold but could redeem their freedom by paying off the loan. True chattel slavery did not become common until the Neo-Babylonian period. Answers should also include information about the life of a typical slave.

Learning Objective: 1.2

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E.

Difficulty Level: Difficult

Skill Level: Analyze It

12. In the Iron Age, what three basic changes contributed to the rise of large territorial states in the Eastern Zhou? Which was most important? Why?
 Answers will vary but may include: Three basic changes in Chinese society contributed to the rise of large territorial states. One was the expansion of population and agricultural lands. A second development, which would continue for several centuries, was the rise of commerce. A third change that doomed the city-state was the rise of a new kind of army. The war chariots of the old aristocracy, practical only on level terrain, gave way to cavalry armed with crossbows. Answers will vary regarding which was the most important and why.
 Learning Objective: 1.5
 Topic/Concept: Early Chinese Civilizations
 Difficulty Level: Difficult
 Skill Level: Analyze It
13. Compare and contrast the religious practices and beliefs about the afterlife in Egypt to those of India and Shang China.
 Answers will vary but may include: Answers will vary, but should include the following information: The Egyptians thought that the afterlife was full of dangers, which could be overcome by magical means, among them the spells in the Book of the Dead. The goals were to join and be identified with the gods, especially Osiris, or to sail in the “boat of millions.” Originally, only the king could hope to enjoy immortality with the gods, but gradually this became available to all. The elaborate bath facilities of Indus civilizations suggest that ritual bathing and water purification rites were important, as they are still in India today. The many images of male animals such as the humped bull might be symbols of power and fertility or of deities, or possibly indications of animal worship. Also found in Indus artifacts are the pipal tree and the left-handed swastika, both symbols of later importance to Hindus. The Shang believed in a supreme “Deity Above,” who had authority over the human world. Also serving at the court of the Deity Above were lesser natural deities—the sun, moon, earth, rain, wind, and the six clouds. Even the Shang king sacrificed not to the Deity Above but to his ancestors, who interceded with the Deity Above on the king’s behalf. In Shang times, as later, religion in China was closely associated with cosmology. The Shang people observed the movements of the planets and stars and reported eclipses. Celestial happenings were seen as omens from the gods.
 Learning Objective: 1.2, 1.4, 1.5
 Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E., Early Indian Civilizations, Early Chinese Civilizations
 Difficulty Level: Difficult
 Skill Level: Analyze It
14. Compare and contrast the role of women in Mesopotamian societies to their roles in Egypt, India, and China.
 Answers will vary but may include: Answers will vary, but should include information from each of the societies, such as: In Egypt, women’s prime roles were connected with the management of the household. They could not hold office, go to scribal schools, or become artisans. Nevertheless, women could own and control property, sue for divorce, and, at least in theory, enjoy equal legal protection.
 Learning Objective: 1.2, 1.3, 1.4, 1.5
 Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E., Antient Near Eastern Empires, Early Indian Civilizations, Early Chinese Civilizations
 Difficulty Level: Difficult
 Skill Level: Analyze It
15. Compare and contrast monumental architecture in Egypt and the Mesoamerican civilizations. What were the features of and the role played by the pyramids and other structures in each culture?
 Answers will vary but may include: Answers will vary but could include the following information. Beginning in the Early Dynastic period, kings constructed increasingly elaborate burial complexes in Upper Egypt. Djoser, a Third Dynasty king, was the first to erect a monumental six-step pyramid of hard stone. Subsequent pharaohs built other stepped pyramids until Snefru, the founder of the Fourth Dynasty, converted a stepped pyramid to a true pyramid over the course of putting up three monuments. The pyramids are remarkable not only for the great technical skill they demonstrate, but also for the concentration of resources they represent. They are evidence that the pharaohs controlled vast wealth and had the power to focus and organize enormous human effort over the years it took to build each pyramid. The earliest monumental architecture in

the Andean region, built on the coast at the site of Aspero by people who depended on a combination of agriculture and the Pacific's rich marine resources, dates to about 2750 B.C.E., contemporary with the Great Pyramids of Egypt's Old Kingdom.

Learning Objective: 1.2, 1.6

Topic/Concept: Early Civilizations in the Middle East to about 1000 B.C.E., The Rise of Civilization in the Americas

Difficulty Level: Difficult

Skill Level: Analyze It