

## Test 1: Paleolithic to Early Civilizations

Choose the best answer

1. During the Paleolithic era,
  - (A) the first writing systems in human history developed.
  - (B) people developed rituals and cave paintings to help them deal with human existence.
  - (C) some people survived by gathering and hunting while many others produced food.
  - (D) slavery was very common with perhaps half the population in some regions enslaved.
  - (E) stone tools were largely abandoned in favor of metal tools.
  
2. The last Ice Age may have helped early gatherer-hunters in which of the following ways?
  - (A) The heavier rainfall of the Ice Age's weather fluctuations made it possible for them to grow crops.
  - (B) Ice served as an important preservative for food, making it possible for them to settle in the same place for extended periods.
  - (C) The cold weather killed off most large mammals that had been predatory on early human beings.
  - (D) Humankind had originated in cold climates and so as the glaciers advanced humans could easily move into new regions on snow skis.
  - (E) The lower sea levels associated with the Ice Age created land bridges, allowing human beings to travel to many regions of the earth.
  
3. Which of the following is generally true of Paleolithic peoples?
  - (A) Paleolithic societies are surprisingly slow to innovate, rarely changing in response to new situations or environments.
  - (B) Paleolithic societies regularly rely on trade to secure items needed to survive.
  - (C) Paleolithic societies often develop elaborate and complex outlooks on the world, and had valid and meaningful lives.
  - (D) Paleolithic societies are technologically complex, relying on a surprisingly wide array of tools and weapons made from both stone and metal.
  - (E) Paleolithic societies are almost universally sedentary, rarely moving around instead waiting for wild game to migrate.

4. The Paleolithic period is important for which of the following reasons?

- (A) Humankind became food producers rather than collectors.
- (B) Humankind spread to inhabit all parts of the globe.
- (C) A majority of all the humans in the history of earth lived during the Paleolithic era.
- (D) The First Civilizations appeared during the Paleolithic period.
- (E) Humankind developed iron working technologies.

5. Where do humans first emerge on the planet?

- (A) North America
- (B) South America
- (C) Eurasia
- (D) Africa
- (E) Australia

6. The end of the last Ice Age laid the foundation for the Agricultural Revolution by

- (A) breaking the land bridge that connected the Americas to Siberia.
- (B) creating a warmer, wetter, and more stable climate.
- (C) increasing population density by forcing humans to move toward the equator.
- (D) contributing to the flourishing of large mammals upon which Paleolithic peoples depended.
- (E) leading to a sharp decline in the human population, thereby decreasing pressures on the environment.

7. The spread of agriculture through diffusion and migration

- (A) resulted in the spread of language groups.
- (B) always benefited the gather-hunter peoples with whom migrants came into contact.
- (C) resulted in India receiving crops only from Southwest Asia.
- (D) resulted in the widespread dissemination of crops from New Guinea.
- (E) led to the decline and ultimate disappearance of farming societies.

8. The first human societies were

- (A) large and evenly spaced
- (B) difficult to maintain and quickly died out
- (C) composed of small groups between 25-50
- (D) collected and hoarded treasures
- (E) were highly stratified

9. Civilizations become possible due to

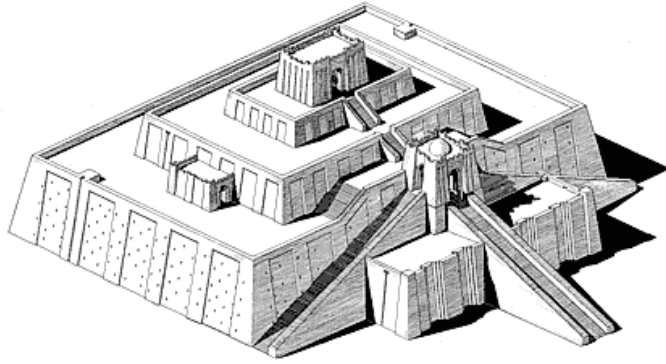
- (A) the huge population growth
- (B) the desire for conquest
- (C) the creation of new gods that demand massive temples
- (D) the surplus of food due the Agricultural Revolution
- (E) scientific achievement and mathematical successes

10. Which of these is NOT a feature of a city.

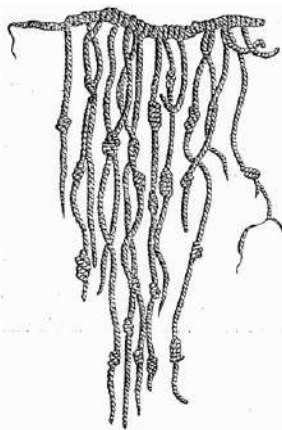
- (A) Monumental architecture
- (B) Large population
- (C) a well maintained theocracy
- (D) the ability to compel citizens behavior
- (E) increased inequality

11. Hammurabi is most well-known for

- (A) His dedication to law and order
- (B) the Hanging Gardens of Babylon
- (C) his love of music and wine
- (D) his corruption and disgrace
- (E) the use of giant war beasts in his conquest of Harappa



12. This exact structure would be found in
- (A) Sumer
  - (B) Egypt
  - (C) Mesoamerica
  - (D) China
  - (E) Indus Valley



13. This is used for
- (A) Ritualized hair braiding training
  - (B) writing
  - (C) Counting and record keeping
  - (D) the construction of bridges
  - (E) the tying of livestock
14. The Chinese civilization chose its rulers based on
- (A) The mandate of heaven
  - (B) Democracy
  - (C) The will of the oracle bones
  - (D) The seasons
  - (E) karma



15. The early civilization found in this region is
- (A) Sumer
  - (B) Harappa
  - (C) Egypt
  - (D) Zhou dynasty
  - (E) Olmec
16. China was isolated and unknown to other civilizations mostly due to its
- (A) racism
  - (B) snobbishness
  - (C) geography
  - (D) philosophy
  - (E) religion
17. Women in early Chinese civilization
- (A) had an easy life
  - (B) were thanked for discovering agriculture
  - (C) were mostly ignored
  - (D) ruled with an iron fist
  - (E) were treated as inferiors
18. All early civilizations were
- (A) patriarchal
  - (B) matriarchal
  - (C) ascetic
  - (D) dysfunctional
  - (E) polytheistic

19. Early Chinese civilization technological advancements included
- (A) flying buttresses
  - (B) cultivation of red pandas
  - (C) Confucianism
  - (D) ziggurats
  - (E) bronze bells



20. This illustration indicates
- (A) the farmers were the most powerful group
  - (B) the highly stratified nature of this society
  - (C) that Egypt was polytheistic
  - (D) social class was not important
  - (E) society had not yet developed specialization
21. The Olmec left behind
- (A) weird stone babies and giant stone faces
  - (B) huge mass graves
  - (C) a calendar that predicts the end of the universe
  - (D) an easily translated system of writing
  - (E) bronze bells

22. In all early civilizations the wealthy were distinguishable by

- (A) their homes and dress
- (B) the whips they carried
- (C) nothing. They were basically the same
- (D) gold headdresses and ritual daggers
- (E) the tattoos below their eyes

23. Which of the following classical religions and philosophies focused more on affairs of this world than on the realm of the divine and its relationship to human life?

- (A) Confucianism
- (B) Buddhism
- (C) Judaism
- (D) Zoroastrianism
- (E) Christianity

24. Zoroastrianism most probably influenced which of the following philosophical or religious traditions?

- (A) Greek rationalism
- (B) Daoism
- (C) Confucianism
- (D) Judaism
- (E) Hinduism

25. Buddhism and Hinduism are similar in that they both

- (A) rejected the religious authority of the Brahmins.
- (B) rejected the concept of karma.
- (C) offered hope for final release from the cycle of rebirth.
- (D) promoted the idea that Ahura Mazda was in a cosmic struggle with Angra Mainyu.
- (E) focused on the *dao*, that is, the elusive notion that refers to the way of the nature.

26. The cosmic struggle between Ahura Mazda and the chaos lies at the heart of which religion?

- (A) Buddhism
- (B) Hinduism
- (C) The Isis cult
- (D) Judaism
- (E) Zoroastrianism

27. Confucianism had a long-term effect on Chinese culture in which of the following ways?

- (A) Thanks to Confucianism, elite Chinese culture was primarily religious in character.
- (B) The Confucian-based examination system allowed some social mobility for talented young men who were able to afford an education.
- (C) Confucianism reinforced the absolute authority of emperors to do as they pleased.
- (D) Confucianism encouraged individualistic and natural behavior among the elite.
- (E) Confucianism spread the idea of reincarnation among the general population.

28. Early Hindus believe that

- (A) the caste system should be loosely followed
- (B) Karma is more important than Dharma
- (C) your caste is a direct result of your karma/dharma
- (D) Lord Vishnu is the most important god
- (E) Shiva is the creator and protector of the universe

29. Buddhism core beliefs reside in

- (A) the four noble truths
- (B) the ten commandments
- (C) the Theravada manuscript
- (D) the Rig Veda
- (E) the Upanishads



30. In Hindu tradition Atman is
- (A) time
  - (B) before Brahman
  - (C) the evil side of Brahman who engages in constant battle with Brahman
  - (D) the path to Brahman
  - (E) artificial separation from Brahman; y

31. What are the common patterns that led to the Agricultural Revolution
- a. Developed tools
  - b. Extinction of large animals
  - c. Developed techniques for food storage
  - d. All of the above

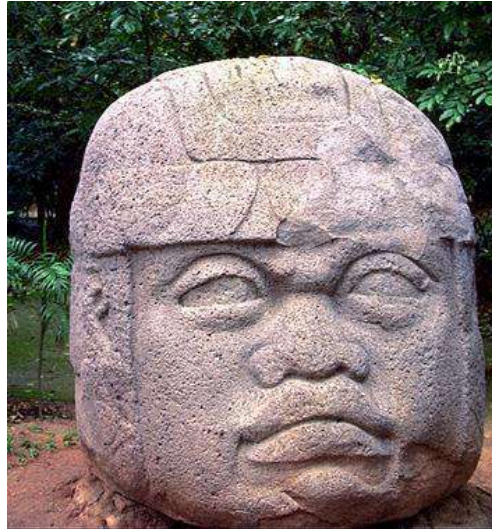
Alignment with Curriculum Framework		
Key Concept	Theme	Skill
	Interaction with the environment	Causation

32. Mesoamericans did not develop pastoral communities like other regions in the world because
- a. They had domesticated wheat and barley
  - b. They outstripped their natural resources which led to drought
  - c. They developed terrace farming
  - d. They lacked large domesticated animals for protein and power

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.2	Interaction with the Environment	Patterns of continuity and change

33. Globally common effects of the transition from hunter/gather communities to agricultural communities were
- a. Increased life-expectancy
  - b. Cures for epidemics and disease
  - c. Religion developing
  - d. Patriarchal social structures develop

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.1	Cultural Interaction with the Environment	Causation



34. The Olmec Head above is one of seventeen found in the territory the Ancient Olmecs were thought to have established their civilization. The heads, which are believed to be the faces of individual rulers, and other art of this magnitude can be used to
- Display the power of emerging states
  - Act as offerings to the gods
  - Clearly reiterate the social structure of ancient civilizations
  - Illustrate man's conquest over their environment

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.3	Cultural Political	Use of evidence Contextualization

35. Generally most human societies transitioned from hunter/gathers to agricultural communities why did some hunter/gathers communities persist
- The had violent military cultures
  - They had harsh ecological regions or naturally abundant regions
  - Prevalence of intermarriage amongst many hunter/gathers
  - Religious values led them to cling more to their culture

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.1	Social Interaction with the Environment	Comparison

36. All of the following, **except** \_\_\_\_\_, were key innovations discovered in societies, indicating that it transitioned to settled agriculture.
- Appearance of mounds or shrine-like buildings
  - Sickles, polished axes & awls
  - elaborate human burials
  - Stone tools

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.2	All	Contextualization

<b>The Paleolithic Era in Perspective</b>			
	<b>Paleolithic Era (from 250,000 to 10,000 yrs ago)</b>	<b>Agricultural Era (from 10,000 to 200 yrs ago)</b>	<b>Modern Industrial Era (since 1800)</b>
<b>Duration of each era, as a percentage of 250,000 years</b>	96%	4%	.08%
<b>Percent of people who lived, out of 80 billion total</b>	12%	68%	20%
<b>Percent of years lived in each era (reflects changing life expectancies)</b>	9%	62%	29%

37. What can you infer about the relationship between the Agricultural Era and the number of people living and their life expectancies?

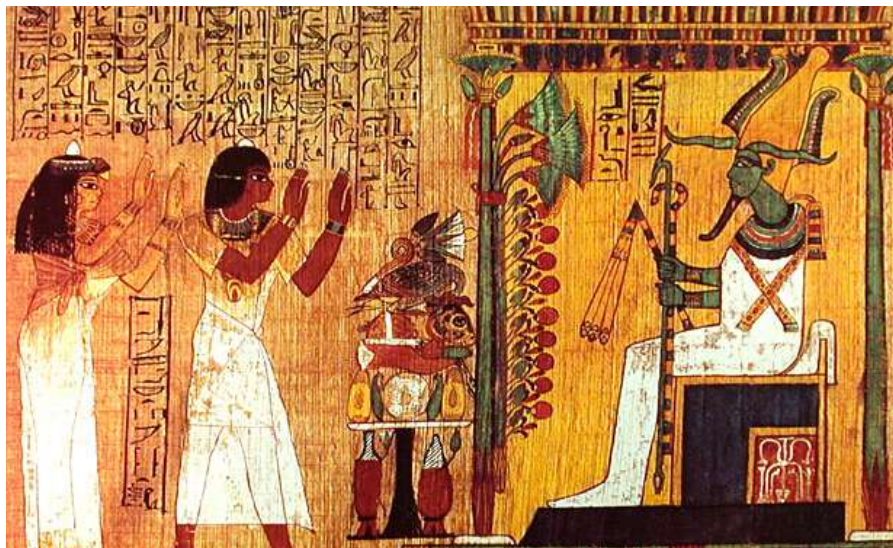
- Pastoral and settled agriculture allowed for a food source that allowed for population growth and longer life.
- The advent of warfare between nomadic tribes had a huge effect on population size and life expectancy.
- A combination of settled agriculture and hunting gathering was the key in increasing population and life expectancy during the Paleolithic Era.
- Nomadic villages were key in increasing the percent of people who lived as well as increasing their life expectancies.

<b>Alignment with Curriculum Framework</b>		
<b>Key Concept</b>	<b>Theme</b>	<b>Skill</b>
1.2	All	Interpretation Synthesis

“If a noble man puts out the eye of another noble man, his eye shall be put out.  
 If he breaks another noble man’s bone, his bone shall be broken.  
 If he puts out the eye of a commoner or breaks the bone of a commoner, he shall pay one silver mina.  
 If he puts out the eye of another man’s slave or breaks the bone of a man’s slave, he shall pay one-half of its value.”

38. The excerpt above from the Code of Hammurabi illustrates which of the following about Babylonian society?
- It made provisions for all people in society to be employed
  - It suffered from rampant criminal activity, resulting in large populations of vision-impaired subjects.
  - It possessed a formalized social hierarchy.
  - It suggests that the population was mostly literate and thus could read the government’s laws.

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.3	Cultural Political	Use of Evidence Contextualization





39. Compare the images above: What do the images suggest about Egyptian and Mesopotamian civilization?
- They had an organized political system with a divine king at the head of power.
  - They lacked a system of writing.
  - There was widespread warfare amongst the two civilizations.
  - Both had rituals centered on human sacrifice.

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.3	All	Comparison

40. Early states were often led by a ruler whose source of power was
- Related to his/her agricultural knowledge
  - Proven in battle
  - Related to his/her knowledge of new technology
  - Thought to be divinely supported

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.3	State-building	CCOT

41. The legal codes developed during this time period, such as the Code of Hammurabi

- a. Dissolved existing social hierarchies
- b. Contained new religious beliefs
- c. Helped unify the region under a central political state
- d. Were considered to be literature and therefore were open to interpretation

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.3	Culture Stat-building	Contextualization

42. Most early civilizations before 6000 BCE shared which of the following characteristics?

- a. Animal herds and portable houses
- b. Large standing armies and elected governments
- c. Urban centers, growing populations, systems of writing
- d. Caravan trade, underground cities, and large ships

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.3	Environment	Comparison



43. The image above depicts a key development in history from 10,000 BCE-3000 BCE
- The development of the plow
  - The development of pastoral and agricultural societies
  - The development of sophisticated weaponry
  - The development of settled agricultural villages

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.2	All	Interpretation

44. What are the political systems in a Village Society
- Relied on force to impose rule of law in a community
  - Lacked a central government and relied on kinship or lineage
  - Had written laws and social customs to rule the community
  - Relied on religious customs to rule the community

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.3		Contextualization Interpretation



45. In Ancient Civilizations how did the state use writing to enforce their authority?

- a. Used writing as propaganda
- b. Used writing to collect taxes
- c. Used writing and literacy to define class
- d. All of the above

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.3	Cultural Political	Contextualization

46. How did religion enforce gender inequalities in ancient civilizations

- a. Gender inequalities were ordained by god/gods
- b. Women participated in religious rituals
- c. Men and Women built temples, ziggurats, and statues
- d. Many ancient civilizations participated in human sacrifice

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.3	Cultural	Continuity and change

47. Systems of recordkeeping such as cuneiform, hieroglyphs, pictographs, and alphabets

- a. Arose independently of each other
- b. Provided civilizations with economic and cultural ways to disseminate information
- c. Were only used for a short amount of time
- d. Are relied upon to organize social structure

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.3	Cultural Political	Continuity and change Comparison

<i>Epic of Gilgamesh</i>	<i>Book of Exodus</i>
“who had stood in the place of gods like Anu [King of the gods] and Enlil [God of the sky], stood now like servants to fetch baked meats in the house of dust, to carry cooked meat and cold water from the waterskin.’	“And God spoke all these words, saying, ‘I am the Lord your God, who brought you out of the land of Egypt, out of the house of bondage. You shall have no other gods before me.”

48. After reading the excerpts from Mesopotamia (Gilgamesh) in 2000 BCE and the Egyptian Hebrews (Book of Exodus) in 900 BCE what can you infer about the two societies and their belief systems?

- a. Mesopotamian society put more emphasis on the belief in many gods, whereas the Egyptian Hebrew’s focus was on a single god.
- b. Both societies developed belief systems focused on the worship of one single god.
- c. The Hebrews in Egypt put more emphasis on the belief in many gods, whereas the Mesopotamian’s focus was on a single god.
- d. Both societies rejected the notion of any spiritual higher power.

<b>Alignment with Curriculum Framework</b>		
<b>Key Concept</b>	<b>Theme</b>	<b>Skill</b>
1.3	Culture	Comparison

49. Examples such as the Chavin people’s trading with coastal tribes, or Mesopotamian merchants travelling to the Indus River Valley to exchange goods

- a. Proves that trade dissolved from local to non-existent
- b. Displays trade going from local to regional
- c. Act as a continued irritation sparking warfare between states
- d. Prove that early trade involved only the exchange of agricultural products

<b>Alignment with Curriculum Framework</b>		
<b>Key Concept</b>	<b>Theme</b>	<b>Skill</b>
1.3	Economic	Comparison Contextualization

50. Which of the following was the major effect of the Neolithic Revolution?

- a. Establishment of sedentary village communities
- b. The spread of a migratory way of life
- c. A decline in total population
- d. An increase in the use of bronze tools

<b>Alignment with Curriculum Framework</b>		
<b>Key Concept</b>	<b>Theme</b>	<b>Skill</b>
1.2	Interaction with environment	Causation