This document mimics the test you will see in the testing center. The format is essentially the same. In each section I have designated the number of questions that will appear on the exam. The selection of questions is representative of type of questions. Some questions on this document that will also appear on either Mideterm 1 or 2 as the range of questions here are drawn from both exams.
Instructions:
All questions on this exam are designed to assess your ability to remember or recall basic historical facts related to this course. Please read each question carefully before reading the answer options. Be aware that some multiple choice questions may seem to have more than one right answer, but you are to look for the one that makes the most sense and is the most correct. When you have a clear idea of the question, find your answer and mark your selection on the answer sheet.

There are three sections for this exam: Section 1 is Multiple Choice, Section 2 is Identification, Section 3 is Short Answer. Answer all questions.

Important: Fill out your name especially at the top of each page for Sections 2 and 3 to ensure your answers are not misfiled or lost.

Section 1: Multiple Choice – Choose the letter of the best answer. (Questions are ordered in the general order of the chapters.)

***On Midterm 1 there will be 20 questions in this section.
***On Midterm 2 & 3 there will be 25 questions in this section.
***On the Final, there will be 25 questions focused on the last section of chapters, plus additional questions drawn from the entirety of the course.

1. Scholars have noted that Paleolithic humans played a role in shaping their environment in which of the following ways?
   A) by deliberately setting fires to encourage the growth of particular plants
   B) by regulating their hunting to avoid the extinction of various large animals
   C) by driving wild animals into new regions to increase their numbers
   D) all of the above

2. Scholars estimate that the population of humans on the planet around 10,000 years ago was
   A) 20 million.       B) 6 million.       C) 500,000.       D) 17 million.

3. Which of the following did not support kingship in the First Civilizations?
   A) belief that the office of king was divinely ordained
   B) physical force
   C) the authority of a written constitution
   D) needs of defense
4. Which of the First Civilizations experienced the greatest cultural continuity from its earliest formation into modern times?
A) Indus Valley  
B) Mesopotamia  
C) Norte Chico  
D) China

5. The territory of ancient Mesopotamia is presently occupied by which country?
A) Iran  
B) Afghanistan  
C) Iraq  
D) India

6. The region that, because of its heavy Greek settlement, sparked the fifth-century B.C.E. wars between Greece and Persia was
A) Egypt.  
B) the Black Sea.  
C) Ionia.  
D) the Persian Gulf.

7. Which of the following was not true of both the Roman and the Chinese empires?
A) Both empires defined themselves in universal terms.  
B) Both empires invested heavily in public works.  
C) Both empires invoked supernatural sanctions to support their rule.  
D) Both empires evolved from republican traditions.

8. What city was the largest city established in the Greek empire during the Hellenistic period and contained a library of some 700,000 volumes?
A) Alexandria  
B) Athens  
C) Thebes  
D) Ionia

9. Confucius is most closely associated with which of the following concepts?
A) dao  
B) karma  
C) ren  
D) yin
10. The cosmic struggle between Ahura Mazda and Angra Mainyu lies at the heart of which religion?
A) Buddhism
B) Hinduism
C) the Isis Cult
D) Zoroastrianism

11. Which of the following historical figures lived most recently?
A) Jesus
B) the Buddha
C) Confucius
D) Zarathustra

12. Which of the following philosophies and religions proved the most useful to those intent on challenging the social hierarchy?
A) Hinduism
B) Confucianism
C) Daoism
D) none of the above

13. Helots were
A) slaves in Athens.
B) the priestly class in India.
C) the semi-enslaved class of ancient Sparta.
D) the artisan class of ancient Rome.

14. The varna with the highest status in Indian society was the
A) Brahmin class.
B) Sudra class.
C) Vaisya class.
D) Ksatriya class.

15. Which of the following regions did not produce a classical civilization?
A) South Africa
B) the Andes
C) the Yucatán peninsula
D) the Niger River valley
16. Which of the following cultures did not produce a written language?
A) Maya  
B) Axumite  
C) Meroë  
D) Ancestral Pueblo

17. Deforestation was a major reason behind the collapse of which of the following states?
A) Chavín  
B) Axum  
C) Meroë  
D) both B and C

Section 2: Identification -- Write the word or phrase that best completes the sentence.

***On Midterm 1, 2 & 3 there will be 5 questions in this section.  
***On the Final, there will be 5 questions focused on the last section of chapters, plus additional questions drawn from the entirety of the course.

20. _________ is the term given to the institutions and values of male dominance that emerged in the First Civilizations.

21. A _________ is a Mesopotamian stepped pyramid with a temple on the top.

22. _________ was the Athenian statesman whose reforms, beginning in 594 B.C.E., paved the way to a more democratic government.

23. The Macedonian king _________ completed the conquest of the Persian Empire before his death in 323 B.C.E.

24. In Hindu religious belief, the law of _________ governs the human soul's migration from body to body over many lifetimes, depending on one's actions.

25. The popular Hindu movement known as the _________ movement involved the intense adoration of and identification with a particular deity through songs, prayers, and rituals.

Section 3: Short Answer -- Answer each question in five or six detailed sentences. Your responses will be evaluated on the depth of detail and breadth of the response.

***On Midterm 1, 2 & 3 there will be 3 questions in this section.  
***On the Final, there will be 3 questions focused on the last section of chapters, plus 3 additional questions drawn from the entirety of the course.
31. What were the most revolutionary aspects of the age of agriculture?

32. Explain how agricultural village societies were governed and how order was kept in these societies.

-- Name at least three elements that a civilization must have in order to produce monumental works on the scale of Mesopotamian ziggurats or Egyptian pyramids.

-- What civilizations provided the most important influences on Egypt, and what did these civilizations contribute to Egypt?

-- Name at least three features typical of a king in one of the First Civilizations.

-- How did Rome grow from a single city to the center of a huge empire?

-- What changes did Alexander's conquests bring in their wake?

-- Compare and contrast the social hierarchies of China and India.

-- How would you describe the social hierarchy of classical China?

-- What was the impact of Africa's warm climate on the development of civilizations on that continent?

-- How did the history of Meroë and Axum reflect interaction with neighboring civilizations?

Example Answers for 31 and 32  Also note that some of these questions come from the Margin Review questions in the book!!!

For Question 31. A good answer will include the following.
  • It created a new relationship between humankind and other living things. Men and women no longer simply used what they found in nature but actively changed it.
  • Humans secured more food resources from a much smaller area of land than was possible in gathering and hunting societies, starting a process of “intensification.”
  • The possibility of economic surplus opened the door to growing populations, specialization, and inequality.

For Question 32. A good answer should include all of the following.
  • Agricultural villages conducted their affairs without full-time rulers.
  • They often organized themselves in terms of kinship groups or lineages.
  • The lineage system provided the framework within which large numbers of people could make and enforce rules, maintain order, and settle disputes.
  • Agricultural villages did develop modest social and economic inequalities, but they were not as well defined as those of chiefdoms and were not hereditary.
1. A
2. B
3. C
4. D
5. C
6. C
7. D
8. A
9. C
10. D
11. A
12. C
13. C
14. A
15. A
16. D
17. D
18. Patriarchy
19. ziggurat
20. Solon
21. Alexander
22. karma
23. bhakti
24. jatis
25. Spartacus
26. Cahokia
27. Axum

30. A good answer should include the following.
   • a large labor force
   • a leader with the power and authority to compel labor
   • an assured food supply for the workers, who cannot produce their own food while working
   • building materials
   • an ideology that makes monumental architecture desirable, with emphasis on grandeur and the belief that gods are entitled to or may demand such structures

31. A good answer should include the following.
   • Mesopotamia (wheat, barley, the pyramids, its system of writing)
   • Sudan (gourds, watermelon, domesticated donkeys, the practice of “divine kingship”)
   • Hyksos (chariots, new armor and weapons, new textile production techniques, new musical instruments, olive and pomegranate trees)

32. A good answer should include the following.
   • gave authority to the state
   • monumental architecture
magnificent burials
claim of divinity or divine approval

33. The values of the Roman republic, including rule of law, the rights of citizens, absence of pretension, upright moral behavior, and keeping one's word—along with a political system that offered some protection to the lower classes—provided a basis for Rome's empire-building enterprise.

- Victory in the Punic Wars with Carthage (264–146 B.C.E.) extended Roman control over the western Mediterranean and made Rome a naval power.
- As the empire grew, each addition of territory created new vulnerabilities that drove further conquests.
- Poor soldiers hoped for land, loot, or salaries.
- The well-to-do or well-connected gained great estates, earned promotion, and sometimes achieved public acclaim and high political office by participating in empire building.
- The wealth of long-established societies in the eastern Mediterranean spurred Roman conquests, as did the resources and food supplies of the less developed western Mediterranean.
- Rome’s central location in the Mediterranean basin made empire building easier.
- Rome's army was a key to its success. It was drawn from the growing population of Italy and was renowned for being well trained, well fed, and well rewarded.
- As the empire grew, so did political support in Rome for its continued expansion. This ensured that the necessary manpower and resources were committed to empire building.

34. Alexander's conquests led to the widespread dissemination of Greek culture into Egypt, Mesopotamia, and India. The major avenue for this spread lay in the many cities established by the Greeks throughout the Hellenistic world.

35. A good answer should include most of the following.

In terms of similarities:
- Both systems were based on inequality and social hierarchy.
- In both systems, birth determined status for most people.
- Cultural or religious traditions in both systems defined inequalities as natural, eternal, and ordained by the gods.
- Little social mobility was available for the vast majority in both systems.
- Slaves were not present in large numbers in either society.

In terms of differences:
- The Indian caste system gave priority to religious status and ritual purity, while China's class system elevated political officials to the highest of elite positions.
- Indian society was divided into vast numbers of distinct social groups, compared to the fewer, but broader, categories of Chinese society.
- India's social groups were defined far more rigidly and with even less opportunity for social mobility than in China.

36. At the top of the social hierarchy in China were the emperor's officials, who represented the cultural and social elite.
- Officials were in large part drawn from wealthy landowning families. Despite the efforts of Chinese emperors, landowners remained a central feature of Chinese society, especially since many members of this group also served the emperor as his officials.
- Peasants made up the largest part of the Chinese population. By the first century B.C.E.,
tenant farmers rather than farmers who owned their own land. There was significant differentiation between peasant families; some worked or owned enough land to feed themselves and perhaps sell something at the local market, while others could barely survive.

- The elite in Chinese society possessed a largely negative view of merchants, who were viewed as unproductive people who made a shameful profit by selling the work of others. The authorities made periodic efforts to rein in merchant activity, but despite active discrimination, merchants frequently became quite wealthy, and some tried to achieve respectable elite status by purchasing landed estates and educating their sons to become civil servants.

37. A good answer should touch on most of the following elements.
- the rapid decomposition of humus, leading to poorer and less fertile soils
- less productive agriculture
- the prevalence of disease-carrying insects and parasites

38. Both Meroë and Axum traded extensively with neighboring civilizations. Meroë's wealth and military power were in part derived from this trade. The formation of a substantial state in Axum was at least in part stimulated by Axum's participation in Red Sea and Indian Ocean commerce and the taxes that flowed from this commerce.
- Both Meroë and Axum developed their own distinct writing scripts. A Meroitic script eventually took the place of Egyptian-style writing, while Axum's script, Geez, was derived from South Arabian models.
- Axum adopted Christianity from the Roman world in the fourth century C.E., primarily through Egyptian influence, and the region once controlled by Meroë also adopted Christianity in the 340s C.E. following the decline of Meroë.