# **Chapter 1: The Prehistoric Past and the Earliest Civilizations: The River Cultures of the Ancient World**

### Multiple-Choice Questions

1. How does culture manifest itself?

a. in the biology of a people

b. in the geography of a place

c. in the laws, customs, ritual behavior, and artistic production of a group

d. only in architecture

Answer: c

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: The Beginnings of Culture

Skill Level: Remember the Facts

Difficulty Level: Easy

2. What makes the Chauvet paintings stand out from other early works of art?

a. their location

b. their colors

c. their size

d. their naturalism

Answer: d

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: Agency and Ritual: Cave Art

Skill Level: Remember the Facts

Difficulty Level: Easy

3. Where was evidence of the earliest hominins found?

a. Iran

b. France

c. Spain

d. Ethiopia

Answer: d

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: Paleolithic Culture and Its Artifacts

Skill Level: Remember the Facts

Difficulty Level: Easy

4. What sculpture is a famous example of sculpted figures found throughout Paleolithic Europe?

a. *Royal Standard of Ur*

b. *Woman of Çatalhöyük*

c. *Head of an Akkadian Man*

d. *Woman* (*Venus* *of* *Willendorf*)

Answer: d

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: Paleolithic Culture and Its Artifacts

Skill Level: Remember the Facts

Difficulty Level: Easy

5. Which feature on the *Woman* (*Venus* *of* *Willendorf*) was a natural indentation in the stone?

a. the nose

b. the navel

c. the hair

d. the chin

Answer: b

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: Paleolithic Culture and Its Artifacts

Skill Level: Remember the Facts

Difficulty Level: Easy

6. In which of the following regions did an agricultural society develop last?

a. Southern France

b. Fertile Crescent

c. Britain

d. Middle East

Answer: c

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: The Rise of Agriculture

Skill Level: Remember the Facts

Difficulty Level: Easy

7. What type of Neolithic sculpture is exemplified by the work of the so-called Nok people who lived in what is now Nigeria?

a. stone

b. fired clay ceramic

c. unfired clay ceramic

d. wood

Answer: b

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: Neolithic Ceramic Figures

Skill Level: Remember the Facts

Difficulty Level: Easy

8. Which of the following terms refers to one of the “big stones” that were constructed without the use of mortar and represent the most basic form of architectural construction?

a. megalith

b. menhir

c. cairn

d. cromlech

Answer: a

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: The Neolithic Megaliths of Northern Europe

Skill Level: Remember the Facts

Difficulty Level: Easy

9. Which of the following terms refers to the category of circular megalithic structures, including Stonehenge?

a. dolmen

b. menhir

c. cairn

d. cromlech

Answer: d

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: The Neolithic Megaliths of Northern Europe

Skill Level: Remember the Facts

Difficulty Level: Easy

10. In the light of recently discovered evidence, what would be the most likely purpose of Stonehenge?

a. a crop circle

b. an astronomical chart

c. a burial ground

d. a temple

Answer: c

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: The Neolithic Megaliths of Northern Europe

Skill Level: Understand the Concepts

Difficulty Level: Moderate

11. Which of the following best describes *myth*?

a. a religious parable

b. a factual recounting of origin

c. an intentional fabrication

d. embodiment the culture’s views and beliefs about its world

Answer: d

Learning Objective: 1.2 Describe the role of myth in prehistoric culture.

Topic: The Role of Myth in Cultural Life

Skill Level: Understand the Concepts

Difficulty Level: Moderate

12. Which of the following terms refers to what the Zuni Pueblo people consider deified spirits who manifest themselves in performance and dance?

a. kachinas

b. kivas

c. menhirs

d. cairns

Answer: a

Learning Objective: 1.2 Describe the role of myth in prehistoric culture.

Topic: Myth in the Native American Cultures of the Southwest

Skill Level: Remember the Facts

Difficulty Level: Easy

13. Which of the following rivers is associated with ancient Mesopotamia?

a. the Yellow

b. the Nile

c. the Indus

d. the Tigris

Answer: d

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: Mesopotamia: Power and Social Order in the Early Middle East

Skill Level: Remember the Facts

Difficulty Level: Easy

14. In which city was Sin, the god of the moon, the resident deity?

a. Çatalhöyük

b. Nok

c. Babylon

d. Ur

Answer: d

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: Sumerian Ur

Skill Level: Remember the Facts

Difficulty Level: Easy

15. Which of the following terms refers to the pictorial convention in which the most important figures are represented in a larger size than the others?

a. pictogram

b. hieratic scale

c. double entendre

d. phonetic writing

Answer: b

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: Sumerian Ur

Skill Level: Remember the Facts

Difficulty Level: Easy

16. Which of the following is considered the earliest existing monumental work made through the lost-wax casting technique?

a. the dedicatory statues from the Abu Temple

b. the Cylinder Seal of Adda

c. the *Standard of Ur*

d. the *Head of an Akkadian Man*

Answer: d

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: Akkad

Skill Level: Remember the Facts

Difficulty Level: Easy

17. What was the purpose of the stele upon which is inscribed the *Law Code of Hammurabi*?

a. to commemorate a great military victory

b. to celebrate the ruler’s sense of justice and his wisdom

c. to relate a message from the gods

d. to predict future events

Answer: b

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: Babylon

Skill Level: Remember the Facts

Difficulty Level: Easy

18. Which text tells the story of a Sumerian king and predates the *Odyssey* and *Iliad*?

a. *The Adventure of Enkidu*

b. *The Epic of Gilgamesh*

c. *The Palette of Narmer*

d. *The Code of Hammurabi*

Answer: b

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: The Assyrian Empire and the *Epic of Gilgamesh*

Skill Level: Remember the Facts

Difficulty Level: Easy

19. How was the Hebrew belief system different from that of other religious traditions?

a. The Hebrews were monotheistic whereas others in the region tended to have gods for their clans and cities, among other things.

b. The Hebrews blended into the Akkadian culture and resurged later during the Golden Age of Pericles.

c. The Hebrews had defined political leadership, from which a theocratic ruler emerged.

d. The Hebrews were connected to the land through an agricultural tradition supported through animism.

Answer: a

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: The Hebrews

Skill Level: Understand the Concepts

Difficulty Level: Moderate

20. Whose building campaign included the magnificent palace and temple in Jerusalem?

a. Moses

b. Saul

c. Samuel

d. Solomon

Answer: d

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: The Hebrews

Skill Level: Remember the Facts

Difficulty Level: Easy

21. The armies of which city-state captured Jerusalem, destroyed its temple, and deported many of the Hebrews?

a. the Assyrians

b. the Persians

c. the Babylonians

d. the Hittites

Answer: c

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: The Hebrews

Skill Level: Remember the Facts

Difficulty Level: Easy

22. Which of the following terms refers to a state ruled by a god or by the god’s representative?

a. monotheism

b. polytheism

c. henotheism

d. theocracy

Answer: d

Learning Objective: 1.4 Account for the stability of Egyptian culture.

Topic: The Nile and Its Culture

Skill Level: Remember the Facts

Difficulty Level: Easy

23. Which of the following terms describes a religion that includes many gods and goddesses often associated with natural forces and realms?

a. monotheistic

b. theocratic

c. henotheistic

d. polytheistic

Answer: d

Learning Objective: 1.4 Account for the stability of Egyptian culture.

Topic: Egyptian Religion: Cyclical Harmony

Skill Level: Remember the Facts

Difficulty Level: Easy

24. Which of the following ancient Egyptian leaders ruled circa 3000 bce and is credited with unifying both Upper and Lower Egypt?

a. Djoser

b. Khafre

c. Khufu

d. Narmer

Answer: d

Learning Objective: 1.4 Account for the stability of Egyptian culture.

Topic: Pictorial Formulas in Egyptian Art

Skill Level: Remember the Facts

Difficulty Level: Easy

25. In ancient Egyptian religion, which of the following was comparable to an enduring “soul” or “life force,” a concept shared by many other religions?

a. *ba*

b. *ka*

c. *ma’at*

d. cartouche

Answer: b

Learning Objective: 1.4 Account for the stability of Egyptian culture.

Topic: The Old Kingdom

Skill Level: Understand the Concepts

Difficulty Level: Moderate

26. Amenhotep IV relocated the capital of Egypt, changed his own name to Akhenaten, and

a. established a religion in which other gods were considered inferior to Aten and unworthy of worship.

b. limited the priesthood to only twelve members.

c. destroyed all temples at Karnak and established a new religious center.

d. built the step-pyramids of Saqqara in honor of his mother.

Answer: a

Learning Objective: 1.4 Account for the stability of Egyptian culture.

Topic: The New Kingdom and Its Moment of Change

Skill Level: Understand the Concepts

Difficulty Level: Moderate

27. What resulted from Amenhotep IV/Akhenaten moving Egypt’s capital from Thebes to the north?

a. a transformation of Egypt’s political, cultural, and religious life

b. the shift from agricultural practice of farming to construction and stone quarrying

c. the institution of a democratic theocracy

d. the expansion to include the Babylonian-held Ishtar province

Answer: a

Learning Objective: 1.4 Account for the stability of Egyptian culture.

Topic: The New Kingdom and Its Moment of Change

Skill Level: Understand the Concepts

Difficulty Level: Moderate

28. By what name do we know the new style of art that emphasized realism that developed during the rule of Amenhotep IV/Akhenaten?

a. the Hatshepsut style

b. the Karnak style

c. the Hyksos style

d. the Amarna style

Answer: d

Learning Objective: 1.4 Account for the stability of Egyptian culture.

Topic: The New Kingdom and Its Moment of Change

Skill Level: Remember the Facts

Difficulty Level: Easy

### Essay Questions

29. Female figurines outnumber representations of males in the Paleolithic era. Describe these figurines and explain what possible function these sculptures served and what this situation suggests about the role that women played in Paleolithic and Neolithic culture.

Answer: The ideal answer should include:

* A description of the figurines: 4 to 5 inches high, exaggerated breast and bellies, and clearly delineated genitals.
* May have served as a form of nonverbal communication of shared values and ideals.
* Femaleness and the woman’s body was a symbolic of fertility, and their presence in Paleolithic art was believed to perpetuate life-affirming concepts of womanhood and to signify that women played a key role in the culture.
* The frequent use of female imagery suggests that fertility had religious and spiritual significance.
* Paleolithic and Neolithic culture may have been matrilineal, and the female figures bridged the hunter/gather cultures with later farming practices through fertility and sustaining life.
* Recent findings have also suggested that the Neolithic female figures were more than fertility goddesses, and perhaps symbolized the transition from life to death.

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: The Beginnings of Culture

Skill Level: Apply What You Know and Analyze It

Difficulty Level: Difficult

30. Discuss the tradition of Japanese Shinto.

Answer: The ideal answer should include:

* Shinto is the indigenous Japanese religion.
* Their tumultuous origins stems from fragmented regional dispute.
* There is shared mythology wherein the gods formed the land (islands).
* Amaterasu Omikami is the principle deity of early Shinto, with myths mirroring the Pueblo religions.
* The natural world is filled with *kami* or spirits that are to be treated with respect and reverence due to a god.

Learning Objective: 1.2 Describe the role of myth in prehistoric culture.

Topic: Japan and the Role of Myth in the Shinto Religion

Skill Level: Apply What You Know and Analyze It

Difficulty Level: Difficult

31. Discuss the scenes and their significance within the *Royal Standard of Ur.*

Answer: The ideal answer should include:

* The *Standard* depicts both “War” and “Peace” scenes, depicting a military victory and the subsequent banquet celebrating the event, or perhaps a cult ritual, respectively.
* The *Standard* was created with social perspective or hieratic scale; the most important figures are larger.
* The display of goods and consumption in the “Peace” panel implies the king’s power to control the trade routes.
* The inclusion of nonindigenous animals demonstrates the importation of luxury goods.
* The war chariots reveal the status of such technology during that era.
* The *Standard* is one of the earliest examples of a historical narrative.

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: Sumerian Ur

Skill Level: Apply What You Know and Analyze It

Difficulty Level: Difficult

32. Discuss the context and content of the Law Code of Hammurabi and what the text tells us about family relations and class division in Mesopotamian society.

Answer: The ideal answer should include:

* Hammurabi imposed order over a chaotic Mesopotamia in which various independent city-states had been thriving.
* Though not the first of its kind, the Law Code of Hammurabi is by far the most complete set of laws from the period and was intended to continue as law after the ruler’s death.
* As it appears on the stele, the Law Code of Hammurabi is a record of decisions and decrees made by Hammurabi over the course of some 40 years of his reign.
* It introduced the principle of *talion* (an eye for an eye, a tooth for a tooth).
* The code reinforced the legal interpretation of gender roles, in which women were subject to men, as though they were slaves.
* The greatest concern was the maintenance and protection of the family.
* It included a relief that depicts Hammurabi receiving the blessings of Shamash, the sun god.

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: Babylon

Skill Level: Apply What You Know and Analyze It

Difficulty Level: Difficult

33. Discuss the ethical implications of the body of laws outlined in the Torah.

Answer: The ideal answer should include:

* The centerpiece of the law was the Ten Commandments; the Torah consisted of the books of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.
* Unlike other law codes, like the Law Code of Hammurabi, the laws in the Torah were more than a list of punishments for offenses.
* The Torah in many ways leveled class distinction among the Hebrews, except slaves.
* It united all for the common good in a common enterprise (serving Yahweh).
* The Torah contains the basis for modern law used today.

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: The Hebrews

Skill Level: Apply What You Know and Analyze It

Difficulty Level: Difficult

34. Discuss the process of the Nile cycle, identifying its importance to agriculture.

Answer: The ideal answer should include:

* The Nile River had a predictable annual cycle of flooding and receding.
* The agriculture of Egypt depended on this flood process to enhance the soil with silt.
* Because of this silt, Egypt became known as the “Black Land.”
* The ancient Egyptians connected the Nile marshes with the creation of their world.

Learning Objective: 1.4 Account for the stability of Egyptian culture.

Topic: The Nile and Its Culture

Skill Level: Apply What You Know and Analyze It

Difficulty Level: Difficult

### Revel Quizzes

### Quiz: The Beginnings of Culture

#### EOM Q1.1.1

The term “culture” refers to \_\_\_\_\_\_\_\_\_\_.

1. passed down over time
2. works of fine art produced by identified artists
Consider This: The evidence of culture can take many forms. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.
3. written records of people and events
Consider This: The evidence of culture can take many forms. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.
4. studies of the human mind and its perceptions
Consider This: The evidence of culture can take many forms. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Answer: a

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: The Beginnings of Culture

Skill Level: Remember

Difficulty Level: Easy

#### EOM Q1.1.2

Which unique feature of the earliest cave paintings created surprisingly naturalistic depictions of animals?

1. Modeling to create a sense of volume
2. Outlining of figures
Consider This: This technique appears only in the Chauvet cave, the oldest discovered so far. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.
3. Application of color
Consider This: This technique appears only in the Chauvet cave, the oldest discovered so far. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.
4. Manipulation of scale
Consider This: This technique appears only in the Chauvet cave, the oldest discovered so far. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Answer: a

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: The Beginnings of Culture

Skill Level: Understand

Difficulty Level: Difficult

#### EOM Q1.1.3

The hominid species *Homo sapiens* evolved approximately \_\_\_\_\_\_\_\_\_\_.

1. 100,000 to 120,000 years ago
2. 200,000 to 250,000 years ago
Consider This: This species was the first to evolve as a culture with stone artifacts. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.
3. 50,000 to 70,000 years ago
Consider This: This species was the first to evolve as a culture with stone artifacts. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.
4. 25,000 to 30,000 years ago
Consider This: This species was the first to evolve as a culture with stone artifacts. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Answer: a

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: The Beginnings of Culture

Skill Level: Remember

Difficulty Level: Easy

#### EOM Q1.1.4

The cultural sophistication of *Homo sapiens* is evidenced by \_\_\_\_\_\_\_\_\_\_.

a. a carved five-hole flute creating a pentatonic scale

b. the adoption of animal skins for clothing
Consider This: Popular culture today is connected to this. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

c. an ability to carve meat with tools
Consider This: Popular culture today is connected to this. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

1. the ritualized burial of the dead
Consider This: Popular culture today is connected to this. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Answer: a

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: The Beginnings of Culture

Skill Level: Understand

Difficulty Level: Moderate

#### EOM Q1.1.5

Figural details on both the front and back of this artifact reinforce which theme?

1. The duality of life and death embodied by the female
2. The controlling force of animal spirits in human life
Consider This: A skeleton may be discerned on the back. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.
3. Idealized female beauty
Consider This: A skeleton may be discerned on the back. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.
4. The warrior nature of a female god
Consider This: A skeleton may be discerned on the back. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Answer: a

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: The Beginnings of Culture

Skill Level: Apply

Difficulty Level: Difficult

### Quiz: The Role of Myth in Cultural Life

#### EOM Q1.2.1

An oral culture exists without \_\_\_\_\_\_\_\_\_\_.

1. writing
2. myth
Consider This: The San cultures of Zimbabwe traditionally had an oral culture. 1.2 Describe the role of myth in prehistoric culture.
3. Tools
Consider This: The San cultures of Zimbabwe traditionally had an oral culture. 1.2 Describe the role of myth in prehistoric culture.
4. Art
Consider This: The San cultures of Zimbabwe traditionally had an oral culture. 1.2 Describe the role of myth in prehistoric culture.

Answer: a

Learning Objective: 1.2 Describe the role of myth in prehistoric culture.

Topic: The Role of Myth in Cultural Life

Skill Level: Remember

Difficulty Level: Easy

#### EOM Q1.2.2

In the San culture of Zimbabwe, the purpose of ritual dancing is to \_\_\_\_\_\_\_\_\_\_.

1. create communal energy, or *num,* for crossing into the spiritual world
2. worship the divinity of the *shaman*Consider This: A trance-like state may be achieved. 1.2 Describe the role of myth in prehistoric culture.
3. fight off the evil power of the shaman
Consider This: A trance-like state may be achieved. 1.2 Describe the role of myth in prehistoric culture.
4. celebrate a rite of passage from childhood to maturity and warrior status
Consider This: A trance-like state may be achieved. 1.2 Describe the role of myth in prehistoric culture.

Answer: a

Learning Objective: 1.2 Describe the role of myth in prehistoric culture.

Topic: The Role of Myth in Cultural Life

Skill Level: Understand

Difficulty Level: Moderate

#### EOM Q1.2.3

What makes the housing, ceremonial structures, and irrigation works of the Anasazi people in the American Southwest exceptional?

1. They were built without using beasts of burden, the wheel, metal, or a written language.
2. They were decorated with elaborate, abstract, geometric shapes and patterns.
Consider This: They lived at the same time as the late Middle Ages in Europe. 1.2 Describe the role of myth in prehistoric culture.
3. They resemble structures built by Neolithic cultures in the Middle East.
Consider This: They lived at the same time as the late Middle Ages in Europe. 1.2 Describe the role of myth in prehistoric culture.
4. Their ruins have survived thousands of years despite extreme climate changes.
Consider This: They lived at the same time as the late Middle Ages in Europe. 1.2 Describe the role of myth in prehistoric culture.

Answer: a

Learning Objective: 1.2 Describe the role of myth in prehistoric culture.

Topic: The Role of Myth in Cultural Life

Skill Level: Understand

Difficulty Level: Moderate

#### EOM Q1.2.4

The following comes from the Zuni emergence tale, *Talk Concerning the First Beginning*: “Whenever the waters are exhausted and the seeds are exhausted you will send us prayer sticks. Yonder at the place of our first beginning with them we shall bend over to speak to them. Thus there will not fail to be waters.” Who makes this promise?

1. Children’s deified spirits, known as *kachinas*
2. The Sun Father
Consider This: Zuni dance rituals are related to this myth. 1.2 Describe the role of myth in prehistoric culture.
3. Parents of children transformed into water creatures
Consider This: Zuni dance rituals are related to this myth. 1.2 Describe the role of myth in prehistoric culture.
4. The Hero Twins
Consider This: Zuni dance rituals are related to this myth. 1.2 Describe the role of myth in prehistoric culture.

Answer: a

Learning Objective: 1.2 Describe the role of myth in prehistoric culture.

Topic: The Role of Myth in Cultural Life

Skill Level: Apply

Difficulty Level: Difficult

#### EOM Q1.2.5

The cultural belief that forces of nature are inhabited by living spirits is called \_\_\_\_\_\_\_\_\_\_.

1. animism
2. mythology
Consider This: Most Neolithic peoples shared this belief. 1.2 Describe the role of myth in prehistoric culture.
3. Shamanism
Consider This: Most Neolithic peoples shared this belief. 1.2 Describe the role of myth in prehistoric culture.
4. Creationism
Consider This: Most Neolithic peoples shared this belief. 1.2 Describe the role of myth in prehistoric culture.

Answer: a

Learning Objective: 1.2 Describe the role of myth in prehistoric culture.

Topic: The Role of Myth in Cultural Life

Skill Level: Remember

Difficulty Level: Easy

### Quiz: Mesopotamia: Power and Social Order in the Early Middle East

#### EOM Q1.3.1

The wide-eyed appearance of Sumerian dedicatory statues is probably meant to suggest that these figures are \_\_\_\_\_\_\_\_\_\_.

1. gazing in awe at the deity
2. all-seeing gods
Consider This: Statues such as these were placed in temples by worshippers. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
3. warriors seeking blessings before war
Consider This: Statues such as these were placed in temples by worshippers. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
4. priest-kings staring down evil
Consider This: Statues such as these were placed in temples by worshippers. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Answer: a

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: Mesopotamia: Power and Social Order in the Early Middle East

Skill Level: Understand

Difficulty Level: Moderate

#### EOM Q1.3.2

The common language that developed in Mesopotamia was \_\_\_\_\_\_\_\_\_\_.

1. Akkadian
2. Sumerian
Consider This: It shared Semitic roots with Hebrew. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
3. Arabic
Consider This: It shared Semitic roots with Hebrew. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
4. Assyrian
Consider This: It shared Semitic roots with Hebrew. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Answer: a

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: Mesopotamia: Power and Social Order in the Early Middle East

Skill Level: Remember

Difficulty Level: Easy

#### EOM Q1.3.3

A code is engraved on the Stele of Hammurabi because the king wanted to \_\_\_\_\_\_\_\_\_\_.

1. celebrate his sense of justice and the wisdom of his rule
2. assert his own divinity and wealth
Consider This: Imagery on the stele presents Hammurabi as a patriarch to his people. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
3. post a marker at the border of his kingdom
Consider This: Imagery on the stele presents Hammurabi as a patriarch to his people. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
4. celebrate his military feats and victories
Consider This: Imagery on the stele presents Hammurabi as a patriarch to his people. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Answer: a

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: Mesopotamia: Power and Social Order in the Early Middle East

Skill Level: Understand

Difficulty Level: Moderate

#### EOM Q1.3.4

Which of the following excerpts from the *Epic of Gilgamesh* illustrates the technique of metaphor?

1. [You are] a half-door that keeps out neither breeze nor blast
2. Ea, the Clever Prince, was under oath with them
Consider This: Metaphor uses one word in place of another to suggest a similarity. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
3. The…land shattered like a…pot
Consider This: Metaphor uses one word in place of another to suggest a similarity. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
4. Six days and seven nights I mourned over him
Consider This: Metaphor uses one word in place of another to suggest a similarity. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Answer: a

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: Mesopotamia: Power and Social Order in the Early Middle East

Skill Level: Apply

Difficulty Level: Difficult

#### EOM Q1.3.5

The Ark of the Covenant contained \_\_\_\_\_\_\_\_\_\_.

1. the Ten Commandments
2. Noah after the flood
Consider This: The Hebrew religion is a “word” centered faith. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
3. candelabras known as *menorahs*Consider This: The Hebrew religion is a “word” centered faith. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
4. Hammurabi’s laws
Consider This: The Hebrew religion is a “word” centered faith. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Answer: a

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: Mesopotamia: Power and Social Order in the Early Middle East

Skill Level: Remember

Difficulty Level: Easy

### Quiz: The Stability of Ancient Egypt: Flood and Sun

#### EOM Q1.4.1

Nebamun is depicted in a marsh, spearing fish, or hunting fowl. His hurling of a spear is thought to relate to \_\_\_\_\_\_\_\_\_\_.

1. ejaculation, and thus sexual procreation
2. the act of painting, and thus the Book of the Dead
Consider This: The painting can be interpreted as a visual pun. 1.4 Account for the stability of Egyptian culture.
3. the rowing of a boat, and thus the afterlife
Consider This: The painting can be interpreted as a visual pun. 1.4 Account for the stability of Egyptian culture.
4. the rays of the sun shining, and thus to Aten
Consider This: The painting can be interpreted as a visual pun. 1.4 Account for the stability of Egyptian culture.

Answer: a

Learning Objective: 1.4 Account for the stability of Egyptian culture.

Topic: The Stability of Ancient Egypt: Flood and Sun

Skill Level: Apply

Difficulty Level: Difficult

#### EOM Q1.4.2

Which pairing is an example of opposites in a cycle of regeneration, a core belief of Egyptian “being and becoming”?

1. Flood and sun
2. Profile and frontal views
Consider This: The natural world is a fundamental part of the process. 1.4 Account for the stability of Egyptian culture.
3. King and queen
Consider This: The natural world is a fundamental part of the process. 1.4 Account for the stability of Egyptian culture.
4. Thebes and Memphis
Consider This: The natural world is a fundamental part of the process. 1.4 Account for the stability of Egyptian culture.

Answer: a

Learning Objective: 1.4 Account for the stability of Egyptian culture.

Topic: The Stability of Ancient Egypt: Flood and Sun

Skill Level: Understand

Difficulty Level: Moderate

#### EOM Q1.4.3

In Egyptian belief *ka* refers to a person’s \_\_\_\_\_\_\_\_\_\_.

1. soul
2. heart
Consider This: Egyptians believed in an enduring life force. 1.4 Account for the stability of Egyptian culture.
3. Body
Consider This: Egyptians believed in an enduring life force. 1.4 Account for the stability of Egyptian culture.
4. Identity
Consider This: Egyptians believed in an enduring life force. 1.4 Account for the stability of Egyptian culture.

Answer: a

Learning Objective: 1.4 Account for the stability of Egyptian culture.

Topic: The Stability of Ancient Egypt: Flood and Sun

Skill Level: Remember

Difficulty Level: Easy

#### EOM Q1.4.4

A religion that worships a single god, but accepts that other deities might exist, is termed \_\_\_\_\_\_\_\_\_\_.

a. henotheistic

b. polytheistic
Consider This: Amenhotep IV worshiped Aten. 1.4 Account for the stability of Egyptian culture.

c. monotheistic
Consider This: Amenhotep IV worshiped Aten. 1.4 Account for the stability of Egyptian culture.

d. animistic
Consider This: Amenhotep IV worshiped Aten. 1.4 Account for the stability of Egyptian culture.

Answer: a

Learning Objective: 1.4 Account for the stability of Egyptian culture.

Topic: The Stability of Ancient Egypt: Flood and Sun

Skill Level: Remember

Difficulty Level: Easy

#### EOM Q1.4.5

The Amarna style of the New Kingdom is notable for its \_\_\_\_\_\_\_\_\_\_.

1. startling realism
2. traditional proportions
Consider This: A depiction of *Akhenaten and His Family* is an example. 1.4 Account for the stability of Egyptian culture.
3. novel abstraction
Consider This: A depiction of *Akhenaten and His Family* is an example. 1.4 Account for the stability of Egyptian culture.
4. idealized depictions
Consider This: A depiction of *Akhenaten and His Family* is an example. 1.4 Account for the stability of Egyptian culture.

Answer: a

Learning Objective: 1.4 Account for the stability of Egyptian culture.

Topic: The Stability of Ancient Egypt: Flood and Sun

Skill Level: Understand4

Difficulty Level: Moderate

### Chapter Quiz: The Prehistoric Past and the Earliest Civilizations

#### EOC Q1.1

The term “agency” refers to \_\_\_\_\_\_\_\_\_\_.

1. a power or force of authority over the world
2. a cluster of cultures
Consider This: The production of cave paintings may be evidence of this. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.
3. a rite of passage
Consider This: The production of cave paintings may be evidence of this. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.
4. the governing body within a group
Consider This: The production of cave paintings may be evidence of this. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Answer: a

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: The Prehistoric Past and the Earliest Civilizations

Skill Level: Remember

Difficulty Level: Easy

#### EOC Q1.2

What evidence exists to suggest that women played a central role in Paleolithic culture?

1. Female figurines vastly outnumber male figurines.
2. Female figures are often represented in cave paintings.
Consider This: Paleolithic culture may have been matrilineal. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.
3. Female hunter-gatherers practiced agriculture.
Consider This: Paleolithic culture may have been matrilineal. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.
4. Female skeletal remains have been found at cave painting sites.
Consider This: Paleolithic culture may have been matrilineal. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Answer: a

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: The Prehistoric Past and the Earliest Civilizations

Skill Level: Understand

Difficulty Level: Moderate

#### EOC Q1.3

This object reveals specific signs of its maker’s culture through which element?

1. Its animal imagery
2. The shape of the vessel
Consider This: Cultural practices can be understood through visual details. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.
3. Its geometric bands and borders
Consider This: Cultural practices can be understood through visual details. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.
4. The color of the fired clay
Consider This: Cultural practices can be understood through visual details. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Answer: a

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: The Prehistoric Past and the Earliest Civilizations

Skill Level: Apply

Difficulty Level: Difficult

#### EOC Q1.4

In Northern Europe a basic three-part unit of architecture developed from Neolithic post-and-lintel construction associated with \_\_\_\_\_\_\_\_\_\_.

1. dolmens
2. menhirs
Consider This: It is a type of trilithon. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.
3. Cromlechs
Consider This: It is a type of trilithon. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.
4. Henge
Consider This: It is a type of trilithon. 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Answer: a

Learning Objective: 1.1 Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of prehistoric cultures.

Topic: The Prehistoric Past and the Earliest Civilizations

Skill Level: Understand

Difficulty Level: Moderate

#### EOC Q1.5

This surviving rock painting is particularly significant for understanding which feature of Neolithic San culture?

a. Its depiction of a tribal trance dance related to cultural mythology regarding the supernatural

b. Its depiction of specific animals at the center of tribal worship that are now extinct
Consider This: Beliefs and practices of oral culture are transmitted through other means. 1.2 Describe the role of myth in prehistoric culture.

c. Its illustration of a ceremonial hunting scene in which boys earned warrior status in the tribe
Consider This: Beliefs and practices of oral culture are transmitted through other means. 1.2 Describe the role of myth in prehistoric culture.

1. Its visual style of animal and human figures demonstrating the San’s ability to produce abstraction
Consider This: Beliefs and practices of oral culture are transmitted through other means. 1.2 Describe the role of myth in prehistoric culture.

Answer: a

Learning Objective: 1.2 Describe the role of myth in prehistoric culture.

Topic: The Prehistoric Past and the Earliest Civilizations

Skill Level: Apply

Difficulty Level: Difficult

#### EOC Q1.6

Why did the Anasazi make a small hole called a *sipapu* in the floor of the kiva?

1. To symbolize a creation myth related to water
2. To preserve a source of fire for illuminating ritual dances
Consider This: The Anasazi believe that their ancestors came from the depths of the earth. 1.2 Describe the role of myth in prehistoric culture.
3. To symbolize the planting of seed corn that sustains life
Consider This: The Anasazi believe that their ancestors came from the depths of the earth. 1.2 Describe the role of myth in prehistoric culture.
4. To allow sunlight to enter the space
Consider This: The Anasazi believe that their ancestors came from the depths of the earth. 1.2 Describe the role of myth in prehistoric culture.

Answer: a

Learning Objective: 1.2 Describe the role of myth in prehistoric culture.

Topic: The Prehistoric Past and the Earliest Civilizations

Skill Level: Understand

Difficulty Level: Moderate

#### EOC Q1.7

Why is the shrine at Ise, Japan, rebuilt in fresh materials every 20 years?

1. To install the deity in a new shrine in a celebration of ritual renewal
2. To demonstrate a lack of attachment to the natural world
Consider This: In Shinto, natural elements are thought to be manifestations of *kami*. 1.2 Describe the role of myth in prehistoric culture.
3. To assure that Shinto pilgrimages will be made to new sites
Consider This: In Shinto, natural elements are thought to be manifestations of *kami*. 1.2 Describe the role of myth in prehistoric culture.
4. To install a new deity in place of the old goddess
Consider This: In Shinto, natural elements are thought to be manifestations of *kami*. 1.2 Describe the role of myth in prehistoric culture.

Answer: a

Learning Objective: 1.2 Describe the role of myth in prehistoric culture.

Topic: The Prehistoric Past and the Earliest Civilizations

Skill Level: Remember

Difficulty Level: Easy

#### EOC Q1.8

A sword, a mirror, and a jewel necklace are sacred objects connected to \_\_\_\_\_\_\_\_\_\_.

1. Shinto belief
2. Zuni creation myth
Consider This: These objects are considered to be deity-bodies. 1.2 Describe the role of myth in prehistoric culture.
3. San spirit dancing
Consider This: These objects are considered to be deity-bodies. 1.2 Describe the role of myth in prehistoric culture.
4. Navajo storytelling
Consider This: These objects are considered to be deity-bodies. 1.2 Describe the role of myth in prehistoric culture.

Answer: a

Learning Objective: 1.2 Describe the role of myth in prehistoric culture.

Topic: The Prehistoric Past and the Earliest Civilizations

Skill Level: Remember

Difficulty Level: Easy

#### EOC Q1.9

What is revealed about this Sumerian object through attention to hieratic scale?

1. The identity of the king depicted as the tallest figure within the scene.
2. The function of this object as a musical instrument capable of playing a specific set or scale of notes.
Consider This: Social perspective is related to this concept. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
3. The overall size of the object through measurement of its dimensions and weight.
Consider This: Social perspective is related to this concept. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
4. The age of the object based upon an archeological dating process.
Consider This: Social perspective is related to this concept. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Answer: a

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: The Prehistoric Past and the Earliest Civilizations

Skill Level: Understand

Difficulty Level: Moderate

#### EOC Q1.10

Gilgamesh is described as two parts god and one part human, making him both a hero-king and semi-divine. Which of the epic’s events forces him to confront his humanity?

1. The death of Enkidu
2. The warning of the flood
Consider This: Gilgamesh roams the wilderness as a result. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
3. The proposal of Ishtar
Consider This: Gilgamesh roams the wilderness as a result. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
4. The battle with the Bull of Heaven
Consider This: Gilgamesh roams the wilderness as a result. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Answer: a

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: The Prehistoric Past and the Earliest Civilizations

Skill Level: Apply

Difficulty Level: Difficult

#### EOC Q1.11

The Hebrew people differed from other Near Eastern cultures in that \_\_\_\_\_\_\_\_\_\_.

1. their religion was monotheistic
2. a husband could have many wives
Consider This: A consequence of the Great Flood set Hebrews apart from others. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
3. the men wore long hair and beards
Consider This: A consequence of the Great Flood set Hebrews apart from others. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
4. they wrote down their religious beliefs
Consider This: A consequence of the Great Flood set Hebrews apart from others. 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Answer: a

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: The Prehistoric Past and the Earliest Civilizations

Skill Level: Understand

Difficulty Level: Moderate

#### EOC Q1.12

The location of Persepolis is in present-day \_\_\_\_\_\_\_\_\_\_.

1. Iran
2. Syria
Consider This: The name means “city of the Persians.” 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
3. Iraq
Consider This: The name means “city of the Persians.” 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.
4. Egypt
Consider This: The name means “city of the Persians.” 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Answer: a

Learning Objective: 1.3 Distinguish among the ancient civilizations of Mesopotamia, and focus on how they differ from that of the Hebrews.

Topic: The Prehistoric Past and the Earliest Civilizations

Skill Level: Remember

Difficulty Level: Easy

#### EOC Q1.13

“He made their bodies according to their wishes,
Thus the gods entered into their bodies,
Of every wood, every stone, every clay,
Every thing that grows upon him
In which they came to be.”

This passage from “This It Is Said of Ptah” explains which concept term?

1. Polytheism
2. Predynastic
Consider This: Ptah was part of a triad associated with Memphis. 1.4 Account for the stability of Egyptian culture.
3. Composite
Consider This: Ptah was part of a triad associated with Memphis. 1.4 Account for the stability of Egyptian culture.
4. Great Balance
Consider This: Ptah was part of a triad associated with Memphis. 1.4 Account for the stability of Egyptian culture.

Answer: a

Learning Objective: 1.4 Account for the stability of Egyptian culture.

Topic: The Prehistoric Past and the Earliest Civilizations

Skill Level: Apply

Difficulty Level: Difficult

#### EOC Q1.14

The symbolic purpose of funerary sculpture, to ensure the continued existence of a deceased king in the afterlife, is emphasized by the Egyptian word for sculpture, which also meant \_\_\_\_\_\_\_\_\_\_.

1. giving birth or rebirth
2. votive, a devotional object
Consider This: The pyramids are related to this concept. 1.4 Account for the stability of Egyptian culture.
3. starlight, linking the king to the heavens
Consider This: The pyramids are related to this concept. 1.4 Account for the stability of Egyptian culture.
4. ka, the essential life force in Egyptian belief
Consider This: The pyramids are related to this concept. 1.4 Account for the stability of Egyptian culture.

Answer: a

Learning Objective: 1.4 Account for the stability of Egyptian culture.

Topic: The Prehistoric Past and the Earliest Civilizations

Skill Level: Understand

Difficulty Level: Moderate

#### EOC Q1.15

Which statement is true concerning the significance of the heart in the Egyptian ritual of “last judgment”?

1. It encompassed a duality of good and bad aspects of an individual’s life.
2. For the deceased to pass into the afterlife, the heart had to outweigh an ostrich feather to indicate that an abundance of goodness had accumulated in that lifetime.
Consider This: The feather symbolized truth, justice, and order. 1.4 Account for the stability of Egyptian culture.
3. The last judgment tested the balance of emotional life against rationality—a life of the heart versus a life of the mind (symbolized by a feather), so a “heavy” heart would fail.
Consider This: The feather symbolized truth, justice, and order. 1.4 Account for the stability of Egyptian culture.
4. If the deceased failed the last judgment for having lived a “heartless” life, the heart was removed from the body and destroyed before burial.
Consider This: The feather symbolized truth, justice, and order. 1.4 Account for the stability of Egyptian culture.

Answer: a

Learning Objective: 1.4 Account for the stability of Egyptian culture.

Topic: The Prehistoric Past and the Earliest Civilizations

Skill Level: Understand

Difficulty Level: Moderate