|  |
| --- |
| Multiple Choice |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 1. Charles Darwin argued that over long periods of time species changed mainly as the result of natural selection and genetic mutation. Darwin called this process

|  |  |  |
| --- | --- | --- |
|   | a.  | evolution. |
|   | b.  | biological determinism. |
|   | c.  | human osteology. |
|   | d.  | logical progression. |
|   | e.  | creationism. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 6 |

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| 2. Current archaeological theory supports Louis and Mary Leakey's discovery that the cradle of humanity is located on which continent?

|  |  |  |
| --- | --- | --- |
|   | a.  | Australia. |
|   | b.  | Europe. |
|   | c.  | Asia. |
|   | d.  | Africa. |
|   | e.  | America. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 6 |

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| 3. Which three traits distinguish humans from apes and other primates?

|  |  |  |
| --- | --- | --- |
|   | a.  | foraging, tool-making, bipedalism |
|   | b.  | opposing thumbs, bipedalism, pastoralism |
|   | c.  | larger brain, opposing thumbs, larynx higher in the neck |
|   | d.  | bipedalism, larger brain, larynx lower in the neck |
|   | e.  | pastoralism, bipedalism, larger brain |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 6 |

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| 4. Which of the following people believed that the first humans descended from the sky?

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| --- | --- | --- |
|   | a.  | Yoruba |
|   | b.  | Hopi |
|   | c.  | Maori |
|   | d.  | Deccan |
|   | e.  | Hebrews |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 5 |

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| 5. Modern research has found what percentage of human DNA to be identical to that of apes?

|  |  |  |
| --- | --- | --- |
|   | a.  | 10 percent |
|   | b.  | 25 percent |
|   | c.  | 50 percent |
|   | d.  | 99 percent |
|   | e.  | Humans and apes share physical similarities but no common DNA. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 7 |

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| 6. Austrolepithecine "Lucy" was found where?

|  |  |  |
| --- | --- | --- |
|   | a.  | Australia |
|   | b.  | Ethiopia |
|   | c.  | Peking |
|   | d.  | Java |
|   | e.  | Easter Island |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 7 |

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| 7. The ability to walk upright on two legs, characteristic of hominids, is called

|  |  |  |
| --- | --- | --- |
|   | a.  | upright pedalism. |
|   | b.  | dipedalism. |
|   | c.  | biapendigism. |
|   | d.  | bipedalism. |
|   | e.  | twin pedalism. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 6 |

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| 8. The biological family that includes humans and humanlike primates is

|  |  |  |
| --- | --- | --- |
|   | a.  | humanid. |
|   | b.  | hominid. |
|   | c.  | Homo habilis. |
|   | d.  | Homo erectus. |
|   | e.  | Homo sapiens. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 7 |

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| 9. Which of these the early hominids most closely resembled *Homo sapiens*?

|  |  |  |
| --- | --- | --- |
|   | a.  | australopithicines. |
|   | b.  | *Homo erectus*. |
|   | c.  | *Homo Neanderthal*. |
|   | d.  | *Homo habilis*. |
|   | e.  | *Homo genous*. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 8 |

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| 10. Which of the hominids first developed speech, probably about 50,000 years ago?

|  |  |  |
| --- | --- | --- |
|   | a.  | *Homo neanderthalus* |
|   | b.  | *Homo habilis* |
|   | c.  | australopithicines |
|   | d.  | *Homo sapiens* |
|   | e.  | *Homo erectus* |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 8 |

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| 11. The several extinct species of humanlike primates that existed from about 4.5 million years ago to 1.4 million years ago were

|  |  |  |
| --- | --- | --- |
|   | a.  | australopithecines. |
|   | b.  | Homo sapiens. |
|   | c.  | Homo erectus |
|   | d.  | Peking man. |
|   | e.  | Homo habilis. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 6-7 |

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| 12. The geological era that occurred between about 2 million and 11,000 years ago was the

|  |  |  |
| --- | --- | --- |
|   | a.  | Polar Vortex Age. |
|   | b.  | Lesser Ice Age. |
|   | c.  | Great Ice Age. |
|   | d.  | Great Thawing Age. |
|   | e.  | Polar Incline. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 7 |

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| 13. What is not an aspect of culture?

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| --- | --- | --- |
|   | a.  | shared religious beliefs. |
|   | b.  | learned patterns of expression and action |
|   | c.  | material objects such as dwellings, clothing and tools. |
|   | d.  | shared biological characteristics. |
|   | e.  | similar values. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 11 |

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| 14. The *Neolithic* era is associated with which of the following?

|  |  |  |
| --- | --- | --- |
|   | a.  | making tools out of materials including metal. |
|   | b.  | making large rock formations like Stonehenge for religious purposes. |
|   | c.  | an architectural hallmark when people lived in buildings instead of caves. |
|   | d.  | the rise of agriculture. |
|   | e.  | the start of a bilateral trade system. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 11 |

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| 15. Homo sapiens, the current human species. It evolved in Africa sometime

|  |  |  |
| --- | --- | --- |
|   | a.  | during the Pleistocene Period. |
|   | b.  | between 400,000 and 100,000 years ago. |
|   | c.  | during the Paleolithic Period. |
|   | d.  | with the earliest hominids. |
|   | e.  | during the Great Ice Age. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 7-8 |

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| 16. Travel between continents in early human diasporas - such as between Siberia and Alaska - was accomplished by

|  |  |  |
| --- | --- | --- |
|   | a.  | horses and pack animals. |
|   | b.  | walking at low tide across sand bars. |
|   | c.  | walking across land bridges. |
|   | d.  | swimming. |
|   | e.  | canoes. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 9 |

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| 17. Most early human activity centered on

|  |  |  |
| --- | --- | --- |
|   | a.  | gathering food. |
|   | b.  | acquiring wealth. |
|   | c.  | construction projects. |
|   | d.  | entertainment. |
|   | e.  | warfare with encroaching clans. |

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| --- | --- |
| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 11 |

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| 18. *Homo habilis* got their meat primarily by

|  |  |  |
| --- | --- | --- |
|   | a.  | scavenging from kills made by animals. |
|   | b.  | herding animals off cliffs or into swamps. |
|   | c.  | hunting with bows and arrows. |
|   | d.  | hunting with spears and other thrown weapons. |
|   | e.  | setting traps. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 11 |

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| 19. It is believed that many species of large mammals may have disappeared between 40,000 and 13,000 years ago because of climate change and

|  |  |  |
| --- | --- | --- |
|   | a.  | other natural disasters. |
|   | b.  | human predation. |
|   | c.  | delayed or insufficient genetic adaptation. |
|   | d.  | death from new diseases spread by human migration. |
|   | e.  | predation from nonhuman predators. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 12 |

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| 20. The first regular producers of tools were

|  |  |  |
| --- | --- | --- |
|   | a.  | australopithicenes. |
|   | b.  | *Homo habilis*. |
|   | c.  | *Homo erectus*. |
|   | d.  | *Homo sapiens*. |
|   | e.  | Neolithic Man. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 11 |

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| 21. Since the foraging lifestyle was not particularly unpleasant or hard, foragers had a great deal of time left for

|  |  |  |
| --- | --- | --- |
|   | a.  | finding new hunting grounds. |
|   | b.  | religion. |
|   | c.  | socializing, making tools, and creating art. |
|   | d.  | preparing for war. |
|   | e.  | dancing. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 15 |

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| 22. Cave art is generally understood to represent

|  |  |  |
| --- | --- | --- |
|   | a.  | religious or mythological stories. |
|   | b.  | population counts. |
|   | c.  | an inventory of hunting and gathering. |
|   | d.  | early graffiti. |
|   | e.  | a wide range of possible explanations. |

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| *ANSWER:* | e |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 16 |

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| 23. The earliest representation of cave art was discovered in:

|  |  |  |
| --- | --- | --- |
|   | a.  | from Blombos Cave east of Cape Town, South Africa. |
|   | b.  | the Great Rift Valley of eastern Africa. |
|   | c.  | the Chauvet Cave, in southeastern France |
|   | d.  | Altamira in Spain |
|   | e.  | the Ardèche River Gorge in the Netherlands |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 12 |

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| 24. The change from food gathering to food production that occurred between about 8000 and 2000 B.C.E. was called:

|  |  |  |
| --- | --- | --- |
|   | a.  | the Sedentary Revolution |
|   | b.  | the Industrial Revolutions |
|   | c.  | the Agricultural Revolutions |
|   | d.  | the Neolithic Revolution. |
|   | e.  | both c and d. |

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| *ANSWER:* | e |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 16-17 |

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| 25. Women played a major role in the transition to crop cultivation because

|  |  |  |
| --- | --- | --- |
|   | a.  | they were unsuited for heavier work. |
|   | b.  | they were the primary gatherers of wild plant foods. |
|   | c.  | only women lived very long in farming settlements. |
|   | d.  | since women did the cooking, it was natural for them to grow the plants. |
|   | e.  | it's easy to do agriculture and raise children at the same time. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 17 |

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| 26. The earliest transition to agriculture was characterized by

|  |  |  |
| --- | --- | --- |
|   | a.  | the advent of specialized tools. |
|   | b.  | an increase in tribal warfare between foraging clans. |
|   | c.  | a decrease in desertification in the Sahara in Africa . |
|   | d.  | increased seed hybridization in the Americas. |
|   | e.  | increased trade routes in the Mediterranean. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 17 |

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| 27. A society where the rule of women prevails is called a

|  |  |  |
| --- | --- | --- |
|   | a.  | matriarchy. |
|   | b.  | patriarchy. |
|   | c.  | maternalism. |
|   | d.  | paternalsim. |
|   | e.  | matrilineality. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 21 |

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| 28. Most early agricultural communities had a staple crop based on

|  |  |  |
| --- | --- | --- |
|   | a.  | grain or rice. |
|   | b.  | sheep and goats. |
|   | c.  | pumpkins, squash, or gourds. |
|   | d.  | oranges and mushrooms. |
|   | e.  | berries and nuts. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 17 |

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| 29. Structures and complexes of very large stones constructed for ceremonial and religious purposes in Neolithic times were called

|  |  |  |
| --- | --- | --- |
|   | a.  | lithograms. |
|   | b.  | monoliths. |
|   | c.  | megaliths. |
|   | d.  | pegaliths. |
|   | e.  | permastructures. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 21 |

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| 30. Scholars feel that earliest domesticated animals were

|  |  |  |
| --- | --- | --- |
|   | a.  | goats. |
|   | b.  | sheep. |
|   | c.  | cats. |
|   | d.  | cattle. |
|   | e.  | dogs. |

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| *ANSWER:* | e |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 19 |

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| 31. The American continents contained very few domesticated animals because

|  |  |  |
| --- | --- | --- |
|   | a.  | agriculture made domesticated animals unnecessary. |
|   | b.  | the environment made raising animals difficult. |
|   | c.  | natives preferred hunting instead. |
|   | d.  | there were few species suitable for domestication. |
|   | e.  | while there were many appropriate wild species, they were difficult to domesticate. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 19 |

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| 32. The greatest change caused by the gradual adoption of agriculture was

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|   | a.  | a major die-off of wild species. |
|   | b.  | major migrations to the temperate zones. |
|   | c.  | a global population increase. |
|   | d.  | a global population decrease. |
|   | e.  | an increase in insect infestation due to monocropping. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 20 |

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| 33. Pastoralists

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|   | a.  | were happier because their lives were less stressful. |
|   | b.  | were mobile populations without many material goods. |
|   | c.  | used herds for transportation. |
|   | d.  | were entirely carnivorous. |
|   | e.  | viewed animals as sacred totems. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 19 |

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| 34. Farming was probably a more difficult way of life than foraging because

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|   | a.  | you had to stay in one location year-round. |
|   | b.  | the diet was less diverse. |
|   | c.  | farmer first worked to clear and cultivate land before a crop was available |
|   | d.  | changes in weather were unpredictable. |
|   | e.  | none of these. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 20 |

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| 35. The religions of farming communities tended to focus on

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|   | a.  | a sky-god or male deity. |
|   | b.  | an earth mother or female deity. |
|   | c.  | a variety of important gods. |
|   | d.  | nature spirits. |
|   | e.  | moon worship. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 21 |

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| 36. Recent discoveries of large stones and burial chambers may indicate

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|   | a.  | an interest in astronomy. |
|   | b.  | an interest in measuring time. |
|   | c.  | increased warfare. |
|   | d.  | ceremonial and religious purposes. |
|   | e.  | a change in religious focus. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 21 |

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| 37. Which of the following is not considered a purpose for building Megaliths?

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|   | a.  | altars for human sacrifice. |
|   | b.  | burial chambers |
|   | c.  | astronomic calendars |
|   | d.  | gathering place for tribal elders |
|   | e.  | marking the rising sun for the summer solstice |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 21 |

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| 38. Matrilineal societies were

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|   | a.  | ruled by women. |
|   | b.  | defined by maternal heritage. |
|   | c.  | ruled by men. |
|   | d.  | defined by paternal heritage. |
|   | e.  | defined by a nuclear family. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 23 |

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| 39. The Indo-European languages include all of the following *except*

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|   | a.  | Romance languages (based on Latin). |
|   | b.  | Germanic languages. |
|   | c.  | Celtic languages. |
|   | d.  | Slavic languages. |
|   | e.  | Sino-Tibetan languages. |

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| *ANSWER:* | e |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 21 |

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| 40. A significant difference between Jericho and Çatal Hüyük was

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|   | a.  | Jericho had no walls around the city |
|   | b.  | Çatal Hüyük had no doors on its buildings. |
|   | c.  | Jericho was made of mud while Çatal Hüyük was made of bricks |
|   | d.  | Çatal Hüyük was much smaller. |
|   | e.  | There is no evidence of trade in Çatal Hüyük. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 22 |

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| 41. Metalworking of gold and silver in the late Neolithic period was used for

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|   | a.  | making metal-tipped weapons. |
|   | b.  | decoration or in ceremonies. |
|   | c.  | agricultural purposes. |
|   | d.  | making cooking implements. |
|   | e.  | royal jewelry only. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 23 |

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| Subjective Short Answer |

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| **Instructions:** Identify the following term(s). |

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| 42. evolution

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 6 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Identifications - Identifications |

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| 43. Louis and Mary Leakey

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 7 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Identifications - Identifications |

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| 44. hominid

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 6 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Identifications - Identifications |

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| 45. bipedalism

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 6 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Identifications - Identifications |

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| 46. Great Ice Age

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 7 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Identifications - Identifications |

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| 47. *Homo habilis*

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 7 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Identifications - Identifications |

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| 48. *Homo erectus*

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 7 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Identifications - Identifications |

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| 49. *Homo sapiens*

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 8 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Identifications - Identifications |

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| 50. culture

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 11 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Identifications - Identifications |

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| 51. Great Rift Valley

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 11 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Identifications - Identifications |

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| 52. Paleolithic

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 11 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Identifications - Identifications |

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| 53. Neolithic

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 11 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Identifications - Identifications |

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| 54. Cave Art

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 12 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Identifications - Identifications |

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| 55. Agricultural Revolution

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 16 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Identifications - Identifications |

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| 56. matrilineal

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 14 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Identifications - Identifications |

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| **Instructions:** Answer the following question(s). |

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| 57. Describe the different ways that people have sought to understand their origins, from the origin or creation myths to the work of natural scientists such as Charles Darwin, the Leakeys, DuBois, Dart, and Pei.

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| *ANSWER:* | Students should demonstrate an understanding of how creation myths and science play a role in understanding the origins of the human identity. Creation myths define the moral principles that people thought should govern their dealings with the supernatural world, each other, and the rest of nature. They also provide insight into how people's way of life, social divisions, and cultural systems arose. Origin or creation myths serve several purposes in human societies, but because they are not based on material evidence, their historical accuracy cannot be tested. In contrast to origin myths, Darwin's hypothesis in On the Origins of Species that humans evolved from primate ancestors is based on physical evidence and can be confirmed or modified by new evidence. Students should understand the importance of the findings of Darwin and the scientists that followed him. Eugene DuBois' discovery of "Java Man" in Southeast Asia, W. C. Pei's discovery of "Peking Man" in China, and Raymond Dart's discovery in Africa were all important parts of the process that have increased the body of information on human origins. Finally, Mary and Louis Leakey, along with their son Richard, confirmed both Dart's and Darwin's idea of the origin of humanity in Africa. |
| *POINTS:* | 1 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Short Answer - Short Answer |

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| 58. Explain the process by which humans migrated from Africa to eventually populate the earth.

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| *ANSWER:* | Students should be able to explain the possible causes and the accepted sequence and patterns of the migrations from Africa.  Early humans first expanded their range in eastern and southern Africa. Then they ventured out of Africa, perhaps following migrating herds of animals or searching for more abundant food supplies in a time of drought. The reasons are uncertain, but the end results are vividly clear: humans successfully colonized diverse environments, including deserts and arctic lands. This dispersal demonstrates early humans’ talent for adaptation. Homo erectus was the first human species to inhabit all parts of Africa and to be found outside Africa. Java man and Peking man were members of this species. DNA and fossil evidence suggest that Homo sapiens also first evolved in Africa. The ancestral group from which all modern humans are descended may have comprised as few as 5,000 individuals. From this population, a band of several hundred people initially moved out of Northeast Africa around 50,000 years ago, and their descendants rapidly spread across the planet. The Great Ice Age enabled modern humans to penetrate into the Americas and even the Arctic. During glacial periods, people would have been able to cross a land bridge from Siberia to Alaska, perhaps beginning around 18,000 b.c.e., though some scholars believe that the first migrations occurred as early as 35,000 to 25,000 b.c.e.  About 46,000 years ago, modern humans, traveling by boat from Java, colonized New Guinea and Australia when both were part of a single landmass, and others crossed the land bridge then existing between the Asian mainland and Japan. |
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| 59. Explain the difference between Stone Age (Paleolithic) and New Stone Age (Neolithic) life. How did the "new technology" affect human development?

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| *ANSWER:* | Paleolithic civilizations existed long before the Agricultural Revolution, and archaeological evidence demonstrates that they used tools and technology to shape their environment, particularly stone, bone, and wood implements for procuring food, fighting, and adapting to their environment as hunter-gatherers. After the Agricultural Revolution, Paleolithic people used tools for farming, digging, planting, and harvesting. Rock carvings and cave paintings are evidence of Paleolithic cultural expression. In the Neolithic era, however, the use of metal was a major step forward, making it possible to increase productivity, build cities, and create weapons, tools, and aesthetic objects such as jewelry. The use of metallurgy also indicates a more advanced technology because people had to obtain ore, refine it, and establish a value on it. Because of the labor involved, it also led to a more complex social hierarchy. |
| *POINTS:* | 1 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Short Answer - Short Answer |

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| 60. How can the cave paintings, stone carvings, and creation myths of ancient civilizations allow us to understand their values?

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| *ANSWER:* | Students should be able to relate cave paintings and rock carvings to the culture of preliterate societies. They should explain how oral tradition, such as creation myths, determined religious values and regional affiliations, as well as how the cultural expressions of specific peoples, such as the Hopi of southwestern America or the Yoruba of West Africa, were based on the geographic characteristics of their location. While explaining the difference between historical accuracy and religious/cultural belief systems, students should display a degree of sensitivity for premodern peoples. Finally, they should see that ancient beliefs contributed to the formative institutions in a given society by guiding people's interactions with one another and the environment. |
| *POINTS:* | 1 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Short Answer - Short Answer |

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| 61. Describe the development of gender roles and social life in the earliest records of human society.

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| *ANSWER:* | Students should be able to trace the early development of gender roles and societal norms as humans transitioned from very early human groups to the early agricultural civilizations. Very early human groups likely exhibited some primate traits, but long before the advent of modern Homo sapiens the two-parent family would have been common. The need of human infants and children for much longer nurturing makes care by mothers, fathers, and other family members a biological imperative. The human reproductive cycle also became unique. In many other species sexual contact is biologically restricted to a special mating season of the year or to the fertile part of the female’s menstrual cycle. Moreover, among other primates the choice of mate is usually not a matter for long deliberation. To a female baboon in heat any male will do, and to a male baboon any receptive female is a suitable sexual partner. In contrast, adult humans can mate at any time and are much choosier about their partners. Once they mate, frequent sexual contact promotes deep emotional ties and long-term bonding. An enduring bond between human parents made it much easier for vulnerable offspring to receive the care they needed during the long period of their childhood. Working together, mothers and fathers could nurture dependent children of different ages at the same time, unlike other large mammals, whose females must raise their offspring nearly to maturity before beginning another reproductive cycle. Spacing births close together also would have enabled humans to multiply more rapidly than other large mammals. Researchers studying present-day foragers infer that Ice Age women would have done most of the gathering and cooking (which they could do while caring for small children). Older women past childbearing age would have been the most knowledgeable and productive food gatherers. Men, with stronger arms, would have been more suited than women to hunting, particularly for large animals. Since the male hunters will only occasionally have succeeded in bringing down their prey, while the women gatherers provided the bulk of the band’s daily diet, it is likely that women held a respected position in early human societies. |
| *POINTS:* | 1 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Short Answer - Short Answer |

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| 62. Describe the conditions leading to the transition from food gathering to food cultivation. Also, briefly describe the differences and similarities in agriculture around the world.

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| *ANSWER:* | Changes in the global climate about ten thousand years ago made increased food supplies necessary, and humans began manipulating native plants to produce more food. As hunter-gatherers returned yearly to the same sites, they deliberately scattered seeds from desirable plants to encourage their growth. Using fire and rudimentary tools, they cleared land for cultivation and discouraged the growth of unwanted plants. Selecting seeds from the highest-yielding plants eventually led to new types of crops. Climate and soil conditions heavily influenced the development of agriculture. Emmer wheat and barley were among the first grains grown in the Middle East but were unsuitable for humid or dry climates. In those areas, root crops or other grains such as sorghum and millet predominated. Agricultural Revolutions developed independently in many different places. Maize, for example, became the most important domesticated crop in the Americas but was unknown in other parts of the world. |
| *POINTS:* | 1 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Short Answer - Short Answer |

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| 63. Why did Neolithic peoples form permanent settled communities? What were the advantages and disadvantages of those communities?

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| *ANSWER:* | Humans formed permanent settled communities to ensure a more dependable food supply. There were also numerous cultural and societal benefits to community life. The religious practices of food producers reflected their lifestyles and differed greatly from those of hunter-gatherers. Neolithic communities helped develop and spread large language families across the globe. Architecture evolved as towns grew. Objects too large and cumbersome for hunter-gatherer peoples became practical and necessary for settled life, creating a demand for such items as pottery. Consequently, trade and craftwork became important. Early metalworking emerged, but mostly for decorative and ceremonial uses. Still, there were drawbacks for agriculturalists and pastoralists. Their diets were not as varied or nutritious as the diets of hunter-gatherers, and farmers had to work longer and harder than foragers. |
| *POINTS:* | 1 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Short Answer - Short Answer |

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| 64. The discovery of the remains of creatures that were both humanlike and apelike was initially upsetting because:

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| *ANSWER:* | it challenged accepted beliefs about human origins. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 5 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Short Answer - Short Answer |

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| 65. What three unique traits do humans possess that apes do not?

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| *ANSWER:* | Bipedalism, location of larynx for vocal speech and larger brains. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 7 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Short Answer - Short Answer |

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| 66. What is the most plausible explanation for the advent of the Agricultural Revolution?

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| *ANSWER:* | Climate change drove people to abandon hunting and gathering in favor of agriculture or pastoralism.  |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 6 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Short Answer - Short Answer |

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| **Instructions:** Answer the following question(s) using Map 1.1 from your textbook (page 10). |

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| 67. According to Map 1.1, at their peak, glaciers covered a third of the earth’s surface and contained so much frozen water that ocean levels were lowered by over 450 feet (140 meters).  Where were land bridges exposed during this period?

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 10 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Map Exercises - Map Exercises |

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| 68. According to Map 1.1, which shows the probable migration routes of humans, why are certain areas devoid of population settlements?

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 10 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Map Exercises - Map Exercises |

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| **Instructions:** Answer the following question(s) using Map 1.2 from your textbook (page 18). |

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| 69. On Map 1.2, find the broad areas where *Homo sapiens sapiens* relied on (a) hunting and (b) pastoralism for their food supply. In addition, indicate the species of animals that were being domesticated.

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 18 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Map Exercises - Map Exercises |

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| 70. Using Map 1.2, relate the areas of farming (cereals and roots) to warmth of climate; contrast such farming with foraging in the more extreme geoclimatic zones.

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| *ANSWER:* | Answer not provided. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 18 |
| *LEARNING OBJECTIVES:* | PCTA.BCHHJ.11 Map Exercises - Map Exercises |

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