

[begin page 21]

Read this passage about the Sumerians and then answer multiple-choice questions 1 through 8 and open response question A.

The Sumerians

Mesopotamia is a region in Southwest Asia located between the Tigris and Euphrates rivers. The Sumerians – one of the world’s first civilizations – developed here.

The region’s rich soil and rivers drew people to settle there. The rivers flooded the plains with rich mountain topsoil brought down by melting snow. Farmers used the fertile soil to grow crops. The rivers also brought fish, clay, and reeds, which provided food and building supplies. The floods were unpredictable though. Sometimes they would come without warning, and people, houses, animals, and crops were destroyed. Survivors rebuilt their lives and hoped the next flood would not be so devastating.

Sumerian developments in farming, education, language, politics, and social, religious, and cultural life had a profound influence on future civilizations.

Farming developed	Sumerians learned to grow crops in the fertile land. Communities began creating surpluses of food. These available sources of food helped cities grow and develop.
Written language developed	The Sumerian language is the oldest known written language.
Schools and recordkeeping developed	The first known schools were in the land of Sumer. Scribes were professional writers that graduated from these schools. They kept records for the kings and priests. Today, these writings provide a record of this early civilization.
Social and cultural life developed	Sumerians created and played musical instruments, such as the lyre and the harp, for entertainment. Their active public squares were filled with shoppers, merchants, and entertainers. Some Sumerians expressed themselves by writing poetry and writing about their experiences.
Religion formed	Sumerians were polytheistic – they believed in many gods. In their cities, they built ziggurats – big brick pyramids that were the sites of temples dedicated to the main god or goddess of the city. Temples were used for religious, economic, and social activities.
Cities formed	Sumerians formed cities. Instead of a single ruler controlling all cities, each city had its own government. Each city was a separate, independent state called a city-state.

As some Sumerian city-states became wealthier and more established, they began to fight each other for control of land and the use of river water. Sumer became less and less stable as fighting continued and rulers won and lost control over Sumer. Around 2300 B.C., armies from nearby Akkadia conquered Sumer. Akkadia’s King Sargon united Sumerian city-states, but this unity only lasted about 100 years. After 2000 B.C., Sumer was no longer a major power. Babylonia conquered Sumer in the 1700s B.C.

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Sumerian influence, however, was not lost. Future civilizations learned from and built upon many Sumerian achievements.

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1. Why were people drawn to settle in Mesopotamia?
 - A. the area between the rivers could be dammed to prevent floods
 - B. the area between the rivers was safe from floods and was fertile
 - C. the rivers made the land fertile and provided needed supplies
 - D. the rivers made the land fertile and protected them from floods

2. Which of the following are Sumerians responsible for?
 - A. the first known spoken language and musical instrument
 - B. the first known written language and schools
 - C. the first known transportation system and musical instrument
 - D. the first known musical instrument and schools

3. How did the choice to create surpluses of food impact Sumerian civilization?
 - A. it provided jobs for people so they could support their families
 - B. it encouraged other civilizations to create surpluses
 - C. it led to their development of advanced farming equipment
 - D. it helped their communities grow and develop into cities

4. The Sumerians' written language was an important contribution to human civilization because
 - A. it was the easiest model of writing to understand, so everyone easily learned to read and write it.
 - B. it was a necessary model of writing that allowed them to communicate with other civilizations.
 - C. it was the first model of writing and is one of the earliest sources of recorded history.
 - D. it was a new model of writing and recorded information in a more advanced way.

5. People settling in Mesopotamia had to adapt to the positive and negative side of
 - A. desert dryness.
 - B. lack of food.
 - C. floods.
 - D. isolation.

6. How did wealth lead to Sumer's downfall?
 - A. Sumer became overcrowded as new people moved to the area.
 - B. Sumer became unstable as rulers of wealthy city-states fought each other.
 - C. Wealthy city-state rulers sold Sumer to Akkadia's King Sargon.
 - D. Wealthy city-states wanted to fight for their independence.

7. What did Sumerians use ziggurats for?
 - A. religious purposes
 - B. food storage
 - C. farming purposes

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- D. flood prevention

- 8. How did Sumerians contribute to the development of arts and literature?
 - A. teaching music and writing in city schools
 - B. building ziggurats to house their temples
 - C. using writing and music as forms of entertainment and expression
 - D. increasing trade with surrounding areas by hiring merchants

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[begin page 23]

Reading Open-Response Item A

Describe two ways the Sumerians contributed to human civilization. Use specific details from the passage to support your response.

Rubric for Reading Open-Response Item A

Score	Description
4	The student thoroughly describes two ways the Sumerians contributed to human civilization. The response uses specific details and accurate information from the passage for support. The response exhibits full comprehension.
3	The student adequately describes two ways the Sumerians contributed to human civilization. The response uses details and information from the passage for support. The response may include minor errors; it exhibits general comprehension.
2	The student describes two ways the Sumerians contributed to human civilization. The response may include major errors; it exhibits limited comprehension.
1	The student does not provide a sufficient response to the question but does show some understanding of the content covered. Explanations lack important supporting evidence and inferences are not reasonable.
0	The student does not attempt to answer the question. While an essay is written, it does not relate to the question.
NR	No Response – the student does not attempt to produce an essay.

[end page 23]

[begin page 24]

Read this passage about trade routes and advancements and then answer multiple-choice questions 9 through 16 and open response question B.

Ancient Egyptian Trade Routes

Trade routes had been established for thousands of years in Ancient Egypt before developing in other places like China. The major routes ran along the Nile River from Lower Egypt north to Syria and Sumer. These routes were also used to transport goods. By 1450 B.C., Egypt's major trade routes were both on land and on water – along the Nile River, across the Mediterranean Sea to Greece, and down the Tigris and Euphrates Rivers in Mesopotamia.

China's Silk Road

In 138 B.C., the Chinese Emperor Wudi organized expeditions to explore lands to the west of China. As a result, China came in contact with people in Central Asia. Each culture exposed the other to new foods, goods, and ideas. These cultural exchanges led to the development of a major trade route – the Silk Road – that eventually ran from China to Europe. This system of trade routes covered more than 4,000 miles. It opened up the sharing of goods, ideas, cultures, and religions between the many countries and peoples along its path.

The Silk Road got its name from the valuable cloth that was made only in China. Chinese silk became extremely popular in Rome and was delivered by way of this route. Items such as glass, horses, ivory, woolens, and linen cloths also came from Rome to China.

New Religion from India

The primary religion in India is Hinduism. Hindus believe that there is more than one path to the truth. They believe that since people are different, they need many different ways to approach god. A young Hindu prince started the religion that is known as Buddhism. His followers called him Buddha, which means “enlightened one.” He taught them the Eightfold Path – specific steps that lead to a balanced life. The teachings of Buddhism include being unselfish, treating people fairly, being truthful, and avoiding violence and killing any living thing. Hindus shared many of these beliefs.

Buddhism had already spread to other places before it lost popularity in India. Missionaries from India traveled to China bringing the teachings of Buddhism. Millions of Chinese eventually became Buddhists.

Civilization Advances in China

For thousands of years, China was ruled by dynasties – a series of rulers from the same family. Chinese believed that a ruler came to power because it was their destiny, or fate. They called this idea the Mandate of Heaven.

Major advances were made during the Han dynasty, which began around 200 B.C. and lasted for about 400 years. Trade along the Silk Road brought an abundance of new, inspiring ideas. The arts, scholarship, medicine, and technology all advanced. The Chinese mastered silk weaving, bronze working, and architecture. They developed acupuncture, herbal remedies, and discovered the circulatory system. They learned to make paper, developed the iron plow, the compass, the wheelbarrow, and developed

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devices to steer ships and measure earthquakes. The scholar Sima Qian wrote a history of China. For the first time, people could get a solid understanding of their own history. Chinese scholars also wrote the first dictionary of the Chinese language. During this dynasty, China became the most advanced civilization in the world.

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9. Where is the Nile River located?
 - A. India
 - B. China
 - C. Egypt
 - D. Sumer

10. How did Sima Qian contribute to the advancement of Chinese civilization?
 - A. He developed China's connection with Central Asia.
 - B. He explored and conquered lands to the west of China.
 - C. He developed the most powerful dynasty in China's history.
 - D. He gave people an opportunity to learn about their cultural heritage.

11. Which of the following is an example of cultural exchange?
 - A. Buddhism coming to China from India
 - B. Hinduism belief that there is more than one path to the truth
 - C. following of Buddhism's Eightfold Path
 - D. an emperor's belief in the Mandate of Heaven

12. Based on the passage, what did ancient Egyptians achieve?
 - A. conquered Greece
 - B. discovered the circulatory system
 - C. developed trade routes
 - D. established the country of Africa

13. Based on the passage, which is true about Hinduism and Buddhism?
 - A. Hinduism is more popular in China than it is in India.
 - B. Buddhism is more popular in India than Hinduism.
 - C. Hindus have fought Buddhists for thousands of years.
 - D. Hinduism was established before Buddhism.

14. The Silk Road ran from China to
 - A. the United States.
 - B. Europe.
 - C. India.
 - D. Egypt.

15. How have trade routes benefited civilizations?
 - A. they have connected people with their heritage
 - B. they have helped people travel faster
 - C. they have prevented crime and wars
 - D. they have led to cultural advancements

16. According to the Mandate of Heaven, why did a ruler come to power?
 - A. it was their privilege
 - B. it was their duty

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- C. it was their destiny
- D. it was their right

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[begin page 26]

Reading Open-Response Item B

B. Describe at least two ways trade routes have helped civilizations. Use details from the passage to support your answer.

Rubric for Reading Open-Response Item B

Score	Description
4	The student thoroughly describes at least two ways trade routes have helped civilizations. The response uses specific details and accurate information from the passage for support. The response exhibits full comprehension.
3	The student adequately describes two ways trade routes have helped civilizations. The response uses details and information from the passage for support. The response may include minor errors; it exhibits general comprehension.
2	The student describes two ways trade routes have helped civilizations. The response may include major errors; it exhibits limited comprehension.
1	The student does not provide a sufficient response to the question but does show some understanding of the content covered. Explanations lack important supporting evidence and inferences are not reasonable.
0	The student does not attempt to answer the question. While an essay is written, it does not relate to the question.
NR	No Response – the student does not attempt to produce an essay.

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[begin page 27]

Read this passage about the Golden Age of Athens and then answer multiple-choice questions 17 through 24 and open response question C.

The Golden Age of Athens

Democracy, philosophy, theater, and architecture flourished in ancient Greece, and the Greek ideas and ideals have impacted Western civilizations. The years from 479 B.C. to 431 B.C. are called the Golden Age of Athens.

What would life have been like during this period? If you were a boy and your parents could afford it, you went to school. In physical education, boys learned running, boxing, wrestling, and javelin throwing. They learned how to read and write by studying the epics about the Trojan War, written by Homer. The *Iliad* describes how the Greeks conquered Troy. The *Odyssey* describes the journey home to Greece of the war hero Odysseus. These epics were told and retold through the generations to teach Greeks the cultural values of honor and courage and respect for the Greek gods.

Higher education included schools that taught philosophy. The three most important Greek philosophers were Socrates, Plato, and Aristotle. Socrates taught Plato, who in turn taught Aristotle. From Socrates came a method of questioning to find what people actually knew and whether there were contradictions in their thinking. Socrates showed people that they knew much less than they thought they did. “Know thyself” was his most basic teaching.

Plato was Socrates’ student. Plato believed in reason. He argued that through reason and thinking people would discover values and the best way to organize society. In his book *The Republic*, Plato described an ideal government. He rejected democracy and favored a state ruled by a philosopher king. Plato wrote, “In setting up an [ideal] country, we should not focus on giving any one group an especially good life, but on giving the greatest possible life for the community as whole.”

Aristotle also addressed the question of how people ought to live. He did not believe that democracy was the best government. He feared that democracy would result in mob rule. Instead, he thought a country should be led by a single strong and moral leader.

Democracy in Greece had a different meaning than it does for us today. Only about one in five Athenians was a citizen and most positions were held by the wealthy. The thousands of slaves whose labor built Athens lacked political rights. Still, many basic principles of democracy originated in Athens—including majority rule, civic debate, impartial juries, and the rule of law.

Architecture thrived in ancient Greece. The Parthenon, a temple built to honor the goddess Athena, reflects the Greek ideals of balance and order. Its widely spaced columns add dignity and grace. Public buildings throughout the world have incorporated Greek columns in their designs.

Greek plays were performed in outdoor theaters. Greek tragedies were often based on myths and legends. Through these dramas, playwrights discussed moral and social issues or explored the relationship between people and the gods. A chorus commented on the action, gave background information, or praised the gods. Greeks believed that the purpose of tragedy was to stir up and then relieve the emotions of pity and fear.

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The Greeks also wrote comedies that made fun of well-known citizens and made jokes about customs of the day. The playwrights used humor to criticize society.

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17. What was the **most** important purpose of epic poems like the *Iliad* and *Odyssey*?

- A. to provide oral histories of battles
- B. to entertain people with amusing stories
- C. to stir up feelings of rebellion
- D. to teach Greeks about their culture and values

18. Plato taught the importance of reason. What does the word *reason* mean in this context?

- A. a statement offered as an explanation
- B. the cause of something
- C. the power of thinking in an orderly, rational way
- D. a motive for acting in a certain way

19. What was the purpose of Socrates' method of questioning people?

- A. to use questioning to help people arrive at understanding
- B. to teach people how to ask and answer questions
- C. to find out why people have certain beliefs
- D. to explain how answering questions is a good way to discuss issues

20. **“In setting up an [ideal] country, we should not focus on giving any one group an especially good life, but on giving the greatest possible life for the community as whole.”**

What principle does Plato's view express?

- A. mob rule
- B. rule of the majority
- C. natural rights
- D. rights of the individual

21. What was the role of the chorus in Greek drama?

- A. to comment on events and key points
- B. to describe the plot
- C. to entertain the audience during scene changes
- D. to stir up the audience and hold their interest

22. Which of the following is **not** an example of how Greeks enriched other civilizations?

- A. methods of warfare
- B. educational philosophies
- C. architectural elements such as columns
- D. themes expressed in tragedies and comedies

23. What purpose did Greek comedies serve?

- A. Comedies helped people to accept the rules of society.

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- B. Comedies made people think about their society.
- C. People obeyed rules to avoid being ridiculed in the comedies.
- D. Comedies made people discontent with their government.

24. What was one intended effect of Greek tragedies on the audience?

- A. to make people cry in order to develop compassion
- B. to make people angry at the tyranny of rulers
- C. to make people feel relief when the tragedies ended
- D. to let people experience feelings and then release them

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[begin page 29]

Reading Open-Response Item C

C. Compare and contrast the meaning of democracy today with the democracy of ancient Greece. Use information from the passage to support your response.

Rubric for Reading Open-Response Item C

Score	Description
4	The student thoroughly compares and contrasts the meaning of democracy today with the democracy of ancient Greece. The response uses specific details and accurate information from the passage for support. The response exhibits full comprehension.
3	The student adequately compares and contrasts the meaning of democracy today with the democracy of ancient Greece. The response uses details and information from the passage for support. The response may include minor errors; it exhibits general comprehension.
2	The student compares and contrasts the meaning of democracy today with the democracy of ancient Greece. The response may include major errors; it exhibits limited comprehension.
1	The student does not provide a sufficient response to the question but does show some understanding of the content covered. Explanations lack important supporting evidence and inferences are not reasonable.
0	The student does not attempt to answer the question. While an essay is written, it does not relate to the question.
NR	No Response – the student does not attempt to produce an essay.

[begin page 30]

Read this passage and then answer multiple-choice questions 25 through 32 and open response question D.

The ancient Roman Empire at one time controlled parts of northern Europe, the lands surrounding the Mediterranean Sea, and the region now called the Middle East. As Rome's power faded, Christian Byzantines and Muslim Arabs and Turks fought for control over these lands.

The Roman Empire's Capital Moves

In A.D. 306, the emperor Constantine began to rule the successful Roman Empire. Two important things happened during his reign. He became a Christian – ending the persecution of Christians in the empire. He also built a new imperial capital in Byzantium, which was renamed Constantinople. This city was built at a major crossroads of land and sea trade routes, so it was a major center of international trade. This brought wealth to the empire.

A Split Among Christians

Byzantine Christians practiced Christianity differently than the rest of the Roman Empire in the west. The two branches of Christianity grew apart. Disputes led to a schism, or split, in the Christian church – the Eastern (Greek) Orthodox Church in the east and the Roman Catholic Church in the west.

East	Language of church was Greek; rejected authority of the pope (leader of the church in Rome); outlawed the use of icons; believed pope did not have authority to banish the emperor; became known as the Eastern (Greek) Orthodox Church
West	Language of church was Latin; prayed to saints or holy people represented by icons, or paintings; pope banished Byzantine emperor from church after he outlawed icons; became known as the Roman Catholic Church

This internal conflict was one factor that contributed to the fall of Constantinople. Another factor was that Muslims were gaining power. In 1453, Muslim Turks conquered Constantinople. They rebuilt the city, renamed it Istanbul, and it became the capital of the Ottoman Empire and a center of Muslim culture.

A Split Among Muslims

Islam is a religion based upon the belief that there is only one God and Muhammad is God's messenger. The Five Pillars of Islam – statement of faith, prayer five times a day, donations to the poor, fasting during the holy month of Ramadan, and pilgrimage to Mecca – outline the basic beliefs of the religion. Followers of Islam are called Muslims.

In 656, the leader of the Muslim community was assassinated. Muslims disagreed on who should lead them. This caused a split between them. Two groups formed – Shiites and Sunnis. Today about 85 percent of all Muslims are Sunnis.

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Shiites – smaller group	Believed the ruler should be a direct descendent of Muhammad; believed their leader should explain the Quran.
Sunnis- larger group	Believed a religious Muslim of Muhammad’s tribe could be their leader; believed that a group of Muslim scholars should explain the Quran.

The Mediterranean Sea made it easier to for Islam to spread west to North Africa and what is now known as Spain. It also spread north and east into Persia, India, and China. The Battle of Tours in what is now known as France stopped the Muslim advance into Christian Europe.

During the golden age of Muslim culture – from about 800 to 1100 A.D – Muslim scholars studied history and ideas from other cultures, and made major advances in mathematics, science, literature, and architecture.

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25. Which of the following actions would fulfill one of the Five Pillars of Islam?
- A. not eating meat on Fridays
 - B. reserving Saturday as a holy day
 - C. giving money to people in need
 - D. praying only in Mecca
26. Which of the following did the Muslim Empire accomplish?
- A. converted Christian Europe to Islam
 - B. increased the percentage of Shiite Muslims
 - C. appointed one unifying leader of Islam
 - D. advanced in areas including mathematics and science
27. Why did the Christian church split?
- A. Christians in the east and west practiced their religion differently, which led to disagreements
 - B. Christians in the east believed in the tolerance of Muslims, and the west firmly disagreed
 - C. The pope was the leader of Christians in the east, and the west believed the pope had no authority
 - D. Christians in the east and west spoke different languages, which led to misunderstanding
28. What was one reason Muslims split into two groups?
- A. Shiites believed Muslim scholars should interpret the Quran, and Sunnis disagreed.
 - B. Shiites believed their leader should be a direct descendant of Muhammad, and Sunnis disagreed.
 - C. Sunnis believed Muslims did not need a leader, and Shiites disagreed.
 - D. Sunnis believed their leader should interpret the Quran, and Shiites disagreed.
29. What made Constantinople a crossroads for trade?
- A. its location
 - B. its wealth
 - C. its rulers
 - D. its name
30. What internal problem contributed to the fall of Constantinople?
- A. conflicts between Sunni and Shiite Muslims
 - B. conflicts between Muslims and Christians
 - C. disputes about religion within the Ottoman Empire
 - D. disputes about religion within the Roman Empire
31. What geographical factor helped Islam spread?
- A. the mountains
 - B. the sea

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- C. the desert
- D. the jungle

32. How did Constantine help bring wealth to the Roman Empire?

- A. by becoming a Christian
- B. by splitting the Christian church
- C. by moving the capital city to Byzantium
- D. by mending relationships between Christians and Muslims

[end page 31]

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[begin page 32]

Reading Open-Response Item D

The emperor Constantine moved the Roman Empire’s capital to Byzantium. What is one positive and one negative consequence of this move? Explain your answer using details from the passage for support.

Rubric for Reading Open-Response Item D

Score	Description
4	The student thoroughly explains one positive and one negative consequence of the Roman Empire’s move to Byzantium. The response uses specific details and accurate information from the passage for support. The response exhibits full comprehension.
3	The student adequately explains one positive and one negative consequence of the Roman Empire’s move to Byzantium. The response uses details and information from the passage for support. The response may include minor errors; it exhibits general comprehension.
2	The student explains one positive and one negative consequence of the Roman Empire’s move to Byzantium. The response may include major errors; it exhibits limited comprehension.
1	The student does not provide a sufficient response to the question but does show some understanding of the content covered. Explanations lack important supporting evidence and inferences are not reasonable.
0	The student does not attempt to answer the question. While an essay is written, it does not relate to the question.
NR	No Response – the student does not attempt to produce an essay.

[end page 32]

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[begin page 33]

Prompt 1

Someone you know is planning to move to another part of the world but they have not decided where they want to go. Write a letter to this person suggesting at least two possibilities and explain why.

Before you write, think about ways civilizations from the past adapted to and modified their environment. What are the advantages and disadvantages to different climates such as the desert or the jungle? geographical terrain such as mountains or rivers? location such as a city or rural area?

Now write your letter to this person discussing the possibilities. Give specific positive and negative aspects of each possibility and explain why they are positive or negative. Give enough detail so the person can make a better decision about where to move.

Prompt 2

A website explains the difference between separate branches of a religion. It explains what the branches have in common with each other, and what is unique about each one. You decide to write a letter to your friend describing some of the reasons religions split into different branches.

Before you write, think about the reasons why religions have split in the past. What is the viewpoint of each new branch? What do the branches still agree upon? Explain these similarities and differences.

Now write a letter to your friend listing possible reasons that cause religions to split. Describe the reasons and the changes that come from the split. Explain your answer.

Writer's Checklist

1. Look at the ideas in your response.
 - Do the ideas relate to the prompt or question?
 - Have you focused on one main idea?
 - Have you used enough details to explain yourself?
 - Have you put your thoughts in logical order?
 - Can a reader easily follow your arguments, or relate to your ideas?
2. Think about what you want others to know and feel after reading your paper.
 - Will others understand how you think or feel about the idea?
 - Will your reader feel the same way that you do? (Hint: Change the tone or add details to encourage your reader to feel this way.)
 - Do you have sentences of different lengths? (Hint: Be sure you have variety in sentence lengths.)
 - Are your sentences alike? (Hint: Use different kinds of sentences.)
3. Look at the words you have used.

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Have you described things, places, and people the way that they are? (Hint: Use enough detail.)

Have you used a consistent word tense? (Hint: Check your verbs.)

Have you used the right words in the right places?

4. Look at your handwriting.
Can others read your handwriting with no trouble?

[end page 33]

[begin page 34]

1. “No one suffers a penalty for what he thinks. No one may be forcibly removed from his own house. The burden of proof is upon the person who accuses. In inflicting penalties, the age and inexperience of the guilty party must be taken into account.”

-Code of Justinian

What can you tell about emperor Justinian by the code of laws he created?

- A. He wanted to expand government control over individual rights.
- B. He was interested in protecting individual rights.
- C. He believed people of all ages should fight in wars.
- D. He wanted to punish anyone accused of a crime in the empire.

2. In ancient India, the Aryans divided their society into four groups. The highest group was made up of Aryan priests. The second group was warriors and nobles. The third group was artisans and merchants. The fourth was a low-ranking group of farm workers, laborers, and servants. These divisions became known as castes.

A caste is a

- A. Hindu god or goddess.
- B. strict law.
- C. military rank.
- D. social class.

3. The Greek prefix *mono* is used in many words. When one company is the only provider of a particular product or service, they are called a *monopoly*. A sound is *monotone* if it stays at one pitch and does not change to other pitches.

The word *monotheism* is a combination of two Greek words *mono* and *theos*. If *theos* means “god,” then what does *monotheism* mean?

- A. the belief in one god
- B. the belief in no god
- C. the belief in two gods
- D. the belief in many gods

4. The Plains Indians were diverse groups of Native Americans. They lived in the flat, grassy region west of the Mississippi River and east of the Rocky Mountains called the Great Plains. These individual groups had their own traditions and languages. When European settlers came to the east coast, eastern Native Americans were forced west.

This changed the population in the Great Plains. Plains Indians had to

- A. move west.
- B. move closer to the Mississippi river.

- C. share their land with eastern Native Americans.
- D. adapt to the new climate of the Rocky Mountains.

5. Athens and Sparta fought each other during the Peloponnesian War. Athens was easier to attack than Sparta. Also, overcrowding within Athens' city walls led to a plague – widespread disease – that killed about one third of the people of Athens. Sparta also allied with their former enemy, Persia, and had the advantage of their navy. Athens would never again dominate the Greek world.

What happened to Athens during the Peloponnesian War?

- A. Athens was attacked by sea and lost power.
- B. Athens faced several disadvantages and lost power.
- C. Athens fought with Sparta against their common enemy, Persia.
- D. Sparta spread disease in Athens, which killed one third of Athens' population.

6. Alexander the Great's conquests led to the spread of Greek, or Hellenistic, history and culture. Hellenistic cities were centers of learning. Archimedes, a great scientist of the time, discovered the use of pulleys and levers to lift very heavy objects. He once said: "Give me a lever long enough and a place to stand on, and I will move the Earth."

Archimedes was most likely

- A. right.
- B. serious.
- C. exaggerating.
- D. angry.

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7. Which would **most likely** be the topic of a Japanese haiku?
- A. a government leader who breaks the law
 - B. a tow truck
 - C. a bird chirping
 - D. a person looking for a job

8. **“If the Tiber River reaches the walls, if the Nile fails to rise to the fields, if the sky doesn’t move or the Earth does, if there is famine or plague, the cry is at once: ‘The Christians to the Lions.’”**

-quote from a Roman citizen

What is the mood of this quote? What was the general Roman attitude towards Christians?

- A. excited; Romans loved Christians
- B. content; Romans were supportive of Christians
- C. sad; Romans were indebted to Christians
- D. angry; Romans hated Christians

9. **Romans removed the last Etruscan king, and vowed that they would never put so much trust in kings again. Their new government would better _____ the interests of its citizens.**

- A. remove
- B. represent
- C. protest
- D. deny

10. **“When I was a child, I sometimes went to a teacher. And sometimes I taught myself, but eventually I learned the limits to all knowledge: we come into this world upon the waters, we leave it on the wind.”**

-Omar Khayyam

Although Khayyam was a skilled Muslim astronomer, mathematician, and poet, he writes of the

- A. limits to knowledge
- B. endlessness of knowledge
- C. nonsense of knowledge
- D. gentleness of knowledge

11. **An artisan is a worker who has a specialized skill used to craft certain items. Which of the following words has the same root as specialized?**

- A. spice
- B. spending
- C. specific
- D. sprawl

12. “When your wares came from the seas, you satisfied many peoples. With your great wealth and merchandise, you enriched the kings of the earth.”

-the Bible

This quote refers to Phoenician marketplaces. _____ brought valuable goods from places around the Mediterranean Sea.

- A. War
- B. Fishing
- C. Slavery
- D. Trade

[end page 35]