

Unit 2: Chapter End Questions & Exam Outline

The unit end exam is made up of three parts: part one presents students with a series of objective questions (multiple choice, true/false, ordering, matching, map work) and part two consists of various written questions and tasks (these are used to create written questions on tests). Part three requires students complete some map work related work or more complicated task.

Part One: The Glossary

Write down definitions for all the terms listed in the table below. Students are tested on these terms in part 1 of the unit end exam. Mastering these terms is achieved by making use of the review activities on the course website at www.vcanada2.com. You can use Google Docs to store the definitions for your glossary terms and the answers to your section end questions (see part 2).

Terms				
Section 1	Section 2	Section 3	Section 4	
Fertile Crescent (p.29)	Delta (p.36)	Subcontinent (p.44)	Loess (p.50)	
Mesopotamia (p.29)	Narmer (p.37)	Monsoons (p.45)	Middle Kingdom (p.52)	
City-state (p.31)	Pharaohs (p.37)	Harappan civilization (p.46)	Oracle Bones (p.53)	
Dynasty (p.31)	Theocracy (p.37)		Mandate of Heaven (p.54)	
Cultural Diffusion (p.31)	Pyramid (p.37)		Dynastic Struggle (p.54)	
Polytheism (p.31)	Mummification (p.38)		Feudalism (p.54)	
Sargon of Akkad (p.33)	Hieroglyphics (p.40)			
Empire (p.33)	Papyrus (p.40)			
Hammurabi (p.33)				

Part Two: Written Questions & Tasks

Be prepared to answer questions related to the following questions. Also, there isn't near enough room to answer these questions by just writing underneath them. Put in the work required to compose a meaningful and detailed answer.

Section 1: City-States in Mesopotamia

- 1.1. What were the three disadvantages the Sumerians faced when they first settled the southern swampy waters of Mesopotamia (p.29)?
- 1.2. How did the people of Sumer effectively deal with the problems of settling the southern part of Mesopotamia (p. 30)?
- 1.3. Why did priests play such an important role in early Sumerian societies (p.31)?
- 1.4. The gods of the Sumerians were immortal and all-powerful; however, they were quite "human" in many respects. Explain how these gods resembled human beings (p.31)?
- 1.5. Explain what the Sumerians believed about the afterlife (p.32)?
- 1.6. When human beings practiced hunting and gathering there was no such thing as social class; however, with the development of civilization social classes emerged. Why (critical thinking)?

- 1.7. What privileges did women enjoy in Sumerian society (p.32)?
- 1.8. The prologue of *Hammurabi's Code* states that the purpose of the law is to "bring about the rule of righteousness in the land, to destroy the wicked and the evil-doers; so that the strong should not harm the weak." What purpose does the law serve for a society (critical thinking)?

Section 2: Pyramids on the Nile

- 2.1. What was the name of the river upon which Egyptian civilization was established upon (p.35)?
- 2.2. Why was the Nile such a gift to the Egyptians (p.35)?
- 2.3. What role did geography play in Egypt to prevent it from the constant warfare and invasion plaguing the city-states of the Fertile Crescent (p.36)?
- 2.4. Approximately how long ago did Egyptians start living in villages (p.37)?
- 2.5. Why did Narmer establish his capital city of the newly unified Egypt at Memphis (p.37 and critical thinking)?
- 2.6. What were the various roles and responsibilities of the Pharaoh (p.37)?
- 2.7. The Egyptian worldview was much more optimistic than the Sumerian. For example, the Egyptians believed life continued much as before after death. By contrast the Sumerians believed life after death was dreary and dark. What is a possible reason why the Egyptian worldview was optimistic while the Sumerian was pessimistic (p.38 and critical thinking)?
- 2.8. Egyptian society was stratified (literally meaning people belonged to different social classes). Explain how Egyptians were not locked into their social classes (p.40).
- 2.9. Explain how women held many of the same rights as men in Egypt (p.40).

Section 3: Planned Cities on the Indus

- 3.1. What role did the world's tallest mounts north the Indian subcontinent play (p.44)?
- 3.2. What are the two rivers called where the Indus Valley civilization developed (p.44)?
- 3.3. The civilization emerging along the Indus River faced many of the same challenges as the ancient Mesopotamian and Egyptian civilizations. What were three of these challenges (p.45)?
- 3.4. How early did human start settling the Indian subcontinent (p.46)?
- 3.5. Early civil engineers created sophisticated plumbing and sewage systems. The people of the Indus laid out their cities on a precise grid system. Buildings were constructed of oven-baked bricks cut in standard sizes (unlike the simpler, irregular, sun-dried mud bricks used in Mesopotamia). The uniformity in the cities' planning and construction suggests that the Indus peoples had developed a strong central government. Why (critical thinking and p.46)?
- 3.6. What are two potential reasons explaining why Indus civilization went into decline (p.49)?

Section 4: River Dynasties in China

- 4.1. What are the names of the two rivers upon which Chinese civilization took root (p.50)?
- 4.2. Explain how the group seems to have been more important than the individual in the time of ancient China (p.52).
- 4.3. What role did women play in Chinese society (p.52)?
- 4.4. How was the Mandate of Heaven central to the Chinese view of government (p.54)?
- 4.5. What three innovations did the Zhou Dynasty introduce to China (p.55)?
- 4.6. The Zhou ruled from around 1027 to 256 BCE. This period was generally peaceful and prosperous; however, nomadic raiders destabilized the Zhou dynasty around the 8th century BCE. The Zhou kings never fully recovered. Thus, lower lords started to push for greater independence. During this period of struggle Chinese traditional values (emphasizing "love of order, harmony, and respect for authority") collapsed. What replaced these traditional values (p.55)?