

Chapter 1 Nature Humanity and the First River Valley Societies to 1500 B.C.E.

Multiple Choice

1. Which of these distinctively human characteristics was the first to appear in early hominids?

- a. A large brain
- b. A larynx positioned low in the neck
- c. The ability to walk upright
- d. Opposable thumbs
- e. The ability to use language

ANSWER: c

2. Homo sapiens first evolved in:

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

ANSWER: b

3. What cultural activity extends as far back in time as the earliest human remains?

- a. Rug weaving
- b. Cave painting
- c. Toolmaking
- d. Written language
- e. Hearth building

ANSWER: c

4. What was the primary source of food for early foragers?

- a. Crops
- b. Wild game
- c. Domesticated animals
- d. Fish
- e. Wild plants

ANSWER: e

5. Early foragers probably spent how many hours per day, on average, obtaining food, clothing and shelter?

- a. 1 to 3
- b. 3 to 5
- c. 5 to 8
- d. 8 to 12
- e. 12 to 15

ANSWER: b

6. Cave art is generally representative of
- a. religious or mythological stories.
 - b. population counts.
 - c. an inventory of hunting and gathering.
 - d. early graffiti.
 - e. We don't know for sure.

ANSWER: e

7. The Agricultural Revolutions occurred in which era?
- a. Megalithic
 - b. Ostrolithic
 - c. Neolithic
 - d. Paleolithic
 - e. Monolithic

ANSWER: c

Which factor do scholars now think was most important in causing the Agricultural Revolutions?

8. Which factor do scholars think was most important in causing...
- a. Climate change
 - b. The development of metalworking
 - c. Desire for luxury goods
 - d. The need to marshal resources for warfare
 - e. Religious beliefs

ANSWER: a

9. Which of the following was not a result of the transition to agriculture?
- a. A more dependable food supply.
 - b. The establishment of permanent settlements.
 - c. Population growth.
 - d. A more varied and nutritious diet.
 - e. Increased reliance on domestic animals.

ANSWER: d

10. Pastoralism differed from farming because
- a. pastoralists led less stressful lives.
 - b. pastoralists were mobile populations without many material goods.
 - c. herds were used for transportation only.
 - d. the diet was entirely based on meat, with no vegetables.
 - e. farmers did not practice animal husbandry.

ANSWER: b

11. The religions of pastoralist communities tended to focus on
- a. a male sky-god.
 - b. an Earth Mother.
 - c. a variety of important gods.
 - d. sacred groves and springs.
 - e. moon worship.

ANSWER: a

What is the primary evidence that religion at Çatal Hüyük centered on worship of a fertility goddess?

12. What is the primary evidence that religion at Catal Huyuk...
- a. Megaliths
 - b. Sacred texts
 - c. Temples
 - d. Shrine sculpture
 - e. Traces of offerings

ANSWER: a

13. Metalworking in the late Neolithic period was used for
- a. making metal-tipped weapons.
 - b. objects representing status and power.
 - c. agricultural purposes.
 - d. making cooking implements.
 - e. making coins.

ANSWER: b

14. Why did the earliest civilizations emerge in Mesopotamia, Egypt, the Indus Valley, and China?

- a. These areas were easily defended from invaders.
- b. In each location, environmental stability provided a means for survival.
- c. These areas were connected to one another through crossroads.
- d. They were all in river flood plains that provided good land for agriculture.
- e. They were good sites for hunting and gathering.

ANSWER: d

15. Agriculture in Mesopotamia depended on
- a. artificial canals and irrigation.
 - b. the region's high annual rainfall.
 - c. the introduction of wheat crops.
 - d. large numbers of animals for fertilizer.
 - e. a highly motivated work force.

ANSWER: a

16. The earliest historically documented people of Mesopotamia were the

- a. Sumerians.
- b. Egyptians.
- c. Hyksos.
- d. Hittites.
- e. Medes.

ANSWER: a

17. The Mesopotamian writing system is called

- a. Linear A.
- b. Linear B.
- c. phonetic.
- d. hieroglyphics.
- e. cuneiform.

ANSWER: e

Which recent discovery has led archaeologists to question the old idea that complex societies arose in Mesopotamia in order to organize labor on irrigation projects?

18. Which recent discovery has led archaeologists to question...

- a. That Mesopotamian societies did not actually coordinate labor on such a scale.
- b. That complex societies appeared at the same time in nearby areas with agriculture sustained by rainfall.
- c. That irrigation was not as important to Mesopotamian societies as previously thought.
- d. That agriculture is less important than bureaucracy in sustaining a complex civilization.
- e. None of these.

ANSWER: b

19. The term city-state refers to

- a. a large city surrounded by a protective wall.
- b. the political institution that ruled over ancient kingdoms.
- c. an urban center and the agricultural hinterlands it controlled.
- d. an association of mutually dependent cities.
- e. any number of small states that engaged in long-distance trade.

ANSWER: c

20. The two centers of power in Mesopotamian city-states were

- a. the barracks and the royal palace.
- b. the marketplace and the barracks.
- c. the courthouse and the royal palace.
- d. the temple and the barracks.
- e. the temple and the royal palace.

ANSWER: e

21. In the third millennium B.C.E., the political ruler in Sumer was a(n)

- a. pharaoh.

- b. vizier.
- c. lugal.
- d. kniaz.
- e. emperor.

ANSWER: c

22. Mesopotamian gods were anthropomorphic; that is, they

- a. took form as the elements of nature.
- b. were humanlike in form and conduct.
- c. appeared in the bodies of kings while on earth.
- d. were divine and perfect beings.
- e. were omniscient.

ANSWER: b

23. The abundance of amulets in Mesopotamia suggests

- a. that the society was extremely materialistic.
- b. a large quantity of semiprecious stones was available.
- c. that Mesopotamian artisans were very skilled.
- d. a belief in the value of magic.
- e. the egalitarian nature of Mesopotamian religion.

ANSWER: d

24. The kings of the Third Dynasty of Ur did all of the following except

- a. organize a system of standardized weights and measures.
- b. establish a uniform writing system.
- c. build a great wall to protect against invaders.
- d. attack Egypt.
- e. establish a network of messengers and road stations.

ANSWER: d

25. The Babylonian leader Hammurabi is best known for his

- a. religious reforms.
- b. modern political organization.
- c. expansion of the Mesopotamian economy.
- d. physical strength.
- e. law code.

ANSWER: e

26. Historians can infer that Mesopotamian society consisted of

- a. two classes.
- b. three classes.
- c. five classes.
- d. seven classes.
- e. no classes.

ANSWER: b

27. What motivated Mesopotamian city-states to conquer neighboring territories?

- a. The desire to spread the religion of Baal.
- b. The search for new trade goods.
- c. The need for vital resources like metal and wood.
- d. The search for living space for the burgeoning population.
- e. The desire to capture slaves.

ANSWER: c

The most important social consequence of long-distance trade in the Old Babylonian period was

28. The most important social consequence of long-distance trade...

- a. a decrease in the amount of land in private hands.
- b. a tendency for the rich to covet exotic goods.
- c. a love of foods from distant lands.
- d. the emergence of an independent merchant class.
- e. an increase in the number of enslaved people.

ANSWER: d

29. Women in Mesopotamian society had a lower status than they did in a hunter-gatherer society because of

- a. the requirement to serve as temple prostitutes.
- b. their role as primary agricultural producers.
- c. their role in the military.
- d. the loss of their role as the community's major providers of food.
- e. the requirement that they not leave the house.

ANSWER: d

30. Which of the following about women in Mesopotamia was probably not true?

- a. They manufactured textiles.
- b. They brewed beer and ran taverns.
- c. They worked as prostitutes and fortune tellers.
- d. They could own property.
- e. They could be appointed to government positions.

ANSWER: e

31. Mesopotamia's most abundant resource was

- a. stone.
- b. wood.
- c. clay.
- d. lamp oil.
- e. bronze.

ANSWER: c

32. Improvements in the Mesopotamian military technology included all of the following except

- a. bronze weapons.
- b. chariots.
- c. metal-tipped arrows used by squads of archers.
- d. siege machinery.
- e. incendiary devices.

ANSWER: e

33. The culture that developed in Egypt was unique largely because of

- a. Egypt's interaction with other civilizations.
- b. Egypt's natural isolation and material self-sufficiency.
- c. Egyptian dominance in metalworking.
- d. The crops grown in Egypt and Egyptians' desire to undertake foreign trade.
- e. Egypt's large population.

ANSWER: b

34. Crucial to Egypt's agriculture was

- a. a complex system of aqueducts.
- b. regular rainfall south of the delta.
- c. the regular and predictable flooding of the Nile.
- d. favor of the gods.
- e. its desert, which meant that there was almost no agriculture in Egypt.

ANSWER: c

35. Egyptians viewed the universe as an orderly and beneficent place because

- a. their gods protected them from danger.
- b. their environment was largely stable and predictable, unlike Mesopotamia's.
- c. they thought they were alone in the world.
- d. they had nilometers by which they could measure the river.
- e. they had clear borders between red land and black land.

ANSWER: b

36. According to Egyptian belief, the function assigned by the gods to the Egyptian kings was to maintain ma'at, or the

- a. separation of the divine and natural spheres.
- b. divinely authorized order of the universe.
- c. subservience of the people to the king.
- d. welfare and prosperity of the country.
- e. accumulation of royal wealth.

ANSWER: b

37. The first great pyramid was constructed

- a. by Djoser, to serve as his tomb.
- b. out of mud bricks.
- c. by Hebrew slaves.
- d. to demonstrate the pharaoh's military power.
- e. by Menes after unifying Upper and Lower Egypt.

ANSWER: a

38. Economic activity in Egypt was marked by
- a. the role it gave to a strong and independent merchant class.
 - b. urban production of goods in artisanal workshops.
 - c. extensive government involvement in production and trade.
 - d. an emphasis on low taxes.
 - e. All of these.

ANSWER: c

39. Egyptians used writing for
- a. instruction manuals.
 - b. hymns to the gods.
 - c. love poems.
 - d. administrative matters.
 - e. All of these.

ANSWER: e

40. Egyptian history was characterized by a tension between
- a. civilian and military power.
 - b. a centralizing monarchy and a decentralizing bureaucracy.
 - c. aristocrats and commoners.
 - d. slaves and freemen.
 - e. commercial interests and the interests of the state.

ANSWER: b

41. The majority of the Egyptian population was comprised of
- a. farmers who lived in villages.
 - b. scribes and bureaucrats.
 - c. urban craftsmen.
 - d. nomadic pastoralists.
 - e. settlers pushed out of the Sahara by climate change.

ANSWER: a

42. Women in Egypt seemed to have
- a. rights of divorce.
 - b. rights to property.
 - c. more status than women in Mesopotamia.
 - d. subordinate status to men.
 - e. All of these

ANSWER: e

43. Fundamental concepts of Egyptian religion were based on
- a. the desires of the pharaohs.
 - b. extending Egyptian control over competing cultures.
 - c. the vision of a cosmic order that the physical environment of the Nile Valley evoked.
 - d. ideas brought to Egypt from Mesopotamia.
 - e. each person's individual reflection on what god is like.

ANSWER: c

44. Much of our knowledge of daily life in Egypt comes from
- a. ancient papyrus scrolls.
 - b. hieroglyphic inscriptions on temples and monuments.
 - c. objects found in tombs.
 - d. archaeological evidence of urban settlements.
 - e. All of these.

ANSWER: c

Subjective Short Answer

45. Instructions: Explain/Define the following terms. civilization

ANSWER: Answer not provided.

46. Instructions: Explain/Define the following terms. culture

ANSWER: Answer not provided.

47. Instructions: Explain/Define the following terms. history

ANSWER: Answer not provided.

48. Instructions: Explain/Define the following terms. Stone Age

ANSWER: Answer not provided.

49. Instructions: Explain/Define the following terms. Paleolithic

ANSWER: Answer not provided.

50. Instructions: Explain/Define the following terms. Neolithic

ANSWER: Answer not provided.

51. Instructions: Explain/Define the following terms. forager

ANSWER: Answer not provided.

52. Instructions: Explain/Define the following terms. Agricultural Revolution
ANSWER: Answer not provided.

53. Instructions: Explain/Define the following terms. megalith
ANSWER: Answer not provided.

54. Instructions: Explain/Define the following terms. Babylon
ANSWER: Answer not provided.

55. Instructions: Explain/Define the following terms. Sumerians
ANSWER: Answer not provided.

56. Instructions: Explain/Define the following terms. Semitic
ANSWER: Answer not provided.

57. Instructions: Explain/Define the following terms. city-state
ANSWER: Answer not provided.

58. Instructions: Explain/Define the following terms. Hammurabi
ANSWER: Answer not provided.

59. Instructions: Explain/Define the following terms. scribe
ANSWER: Answer not provided.

60. Instructions: Explain/Define the following terms. ziggurat
ANSWER: Answer not provided.

61. Instructions: Explain/Define the following terms. amulet
ANSWER: Answer not provided.

62. Instructions: Explain/Define the following terms. cuneiform
ANSWER: Answer not provided.

63. Instructions: Explain/Define the following terms. pharaoh
ANSWER: Answer not provided.

64. Instructions: Explain/Define the following terms. ma'at

ANSWER: Answer not provided.

65. Instructions: Explain/Define the following terms. pyramid

ANSWER: Answer not provided.

66. Instructions: Explain/Define the following terms. Memphis

ANSWER: Answer not provided.

67. Instructions: Explain/Define the following terms. Thebes

ANSWER: Answer not provided.

68. Instructions: Explain/Define the following terms. hieroglyphics

ANSWER: Answer not provided.

69. Instructions: Explain/Define the following terms. papyrus

ANSWER: Answer not provided.

70. Instructions: Explain/Define the following terms. mummy

ANSWER: Answer not provided.

71. evolution

ANSWER: Answer not provided.

72. hominid

ANSWER: Answer not provided.

73. australopithecines

ANSWER: Answer not provided.

74. bipedalism

ANSWER: Answer not provided.

75. Great Ice Age

ANSWER: Answer not provided.

76. Homo habilis

ANSWER: Answer not provided.

77. Homo erectus

ANSWER: Answer not provided.

78. Homo sapiens

ANSWER: Answer not provided.

79. bronze

ANSWER: Answer not provided.

80. Instructions: Answer the following questions using Map 1.1 on page 14 in your textbook. Examine Map 1.1 and indicate the locations of the river-valley civilizations known to exist between 3500 and 1500 B.C.

E. Discuss the common geographical elements of these civilizations. What geographical elements are important to the development of civilization?

ANSWER: Answer not provided.

81. Instructions: Answer the following questions using Map 1.1 on page 14 in your textbook. Look at Map 1.1. Show the extent of the trading networks developed by ancient civilizations, and list the most important goods imported and exported. Can you draw any conclusions about how a civilization emerges by examining geography and the goods it trades? Is it influenced by other regions, or does it emerge independently?

ANSWER: Answer not provided.

82. Instructions: Answer the following questions using Map 1.1 on page 14 in your textbook. Examine Map 1.1 and discuss the formation of cities as central to the building of a civilization. Why were these areas ideal for the formation of cities and city-states?

ANSWER: Answer not provided.

83. Instructions: Answer the following questions using Map 1.2 on page 21 in your textbook. Examine Map 1.2 and discuss the extent of Egyptian civilization during the Old, Middle, and New Kingdom periods. Is there a connection between the resources of an area and the location of these kingdoms? Are there recognizable patterns?

ANSWER: Answer not provided.

84. Instructions: Answer the following questions using Map 1.2 on page 21 in your textbook. Examine Map 1.2 and explain why Egypt remained relatively isolated until the end of the New Kingdom expansion.

ANSWER: Answer not provided.

Essay

85. What effect did geography and climate have on the development of early civilizations?

Choose a civilization and explain its development based on geography and climate.

ANSWER: Students should be able to explain that the dependence on natural geographic conditions and resources shapes the development of society. Before the Agricultural Revolution, the mobility of hunter-gatherer societies led to a lack of traditional "civilizing" factors such as written language and infrastructure elements like complex legal systems, economies, technology, and political structures. Students should be able to determine why certain geographic conditions yield different forms of civilization: more trade, technology, and religion will be found among settled populations with more control over their natural environment.

86. Prehistoric cultures of Old Stone Age and New Stone Age both used stone tools. What distinguishes the two?

ANSWER: Paleolithic civilizations existed long before the Agricultural Revolution, and archaeological evidence demonstrates that they used tools and technology, 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 place a value on it. Because of the labor involved, it also led to a more complex social hierarchy.

87. What can researchers discover about foragers by studying present-day foragers and nonhuman primates?

ANSWER: Students should remember the important aspects of the foraging lifestyle and understand how the study of present-day foragers is a window into the life of the past. Researchers have found that foragers lived in groups that were large enough for defense but small enough to prevent food scarcity. These groups were also migratory, moving to stay close to herds and ripening plants. Although sexual unions took place, they were not "marriages" in the modern sense. The strongest bonds were between females and children and among siblings. The two-parent family likely evolved with larger brain size and the need for longer nurturing of offspring. The human reproductive cycle became unique as well, with monthly, rather than seasonal or annual, fertility. Researchers also conclude that forager women did most of the gathering and cooking, while men were more suited to hunting.

88. 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.

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 both 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 it was unknown in other parts of the world.

89. People began to settle into permanent communities (what we call Neolithic culture) around 10,000 B.C.E. What were the advantages and disadvantages?

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 items such 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 did.

90. There is common agreement on what defines civilization. Describe the development of early civilizations using an agreed-upon definition of civilization.

ANSWER: Students should be able to discuss law, religion, military defense, economy, writing, social hierarchy, labor systems, technology, and other elements that contribute to the creation of a civilization. These factors can be influenced by the geography or natural resources of an area. Once survival is ensured, society becomes more complex as it obtains those elements that organize and shape it, giving it a distinct individuality. When leisure time becomes possible, society can move beyond adapting for survival to creating a unique culture. The most critical factor is centralization, or the creation of a fixed focal point, notably a city, around which all other elements may develop. After cities, the chapter lists seven other criteria for a civilization: a political system defined by territory, specialization of labor activities in nonfood production, a method of recordkeeping, monumental buildings, a social hierarchy and status groups, long-distance trade, and intellectual development.

91. Describe the process by which the main framework of civilization was created in Mesopotamia.

ANSWER: Because Mesopotamian civilization was based on villages and cities, it relied on a large agricultural sector to supply its urban areas with food. An agricultural surplus makes possible the existence of merchants, artisans, government officials, scribes, and religious specialists, none of whom are directly engaged in producing food. The cities supplied markets for foodstuffs and craft items, as well as military protection for the agriculturalists. As political leadership in Sumerian Mesopotamia grew, leaders were able to organize and coerce labor to build an irrigation system, dikes, canals, and roads, which contributed to further agricultural expansion. As cities grew, political, social, religious, educational, judicial, and economic institutions expanded as well.

92. Social divisions (or class/status) is a feature of most civilizations. Describe those divisions in early Mesopotamia.

ANSWER: Divisions arise among groups of people because of differences in economic, social, or religious functions and legal and political rights. Social classes are formed when a society grants or acknowledges status and privilege because of these imbalances. Wealthy and middle classes were formed in Mesopotamia with the establishment of a royal class, a religious hierarchy, large landholdings, and long-distance trade. There were three distinct classes: (a) the large landholders, royalty, priests, and merchants; (b) dependent farmers and most artisans and workers; and (c) slaves. Slavery was not economically crucial to Mesopotamian society, and it was not an inherited condition.

93. How did the status and experience of women change as Mesopotamian society developed into a civilization?

ANSWER: Because of their primary role in procuring much of the family's food, women had relatively high status in hunter-gatherer societies. In the transition to food production, women's status suffered, as more of the heavy cultivating work was done by men. As increased food supplies encouraged larger family size, raising children occupied greater portions of women's time, further detracting from their social status. When Mesopotamia developed an urban middle class and private wealth, women were used to enhance family status and privilege through arranged marriages and family alliances. It is possible that women also began to wear veils at this time. New laws granted more control to male family members. Although women had no political role, some women worked outside the home in occupations such as textile weaving, brewing, prostitution, tavern keeping, baking, and fortune telling, in addition to carrying out the ever-present domestic duties, preserving families, and raising children.

94. Explain how the first Egyptian civilization was shaped by its natural environment.

ANSWER: The imposing natural barriers of desert and harborless seacoast surrounding Egypt protected it from outside influences and threats. Egypt was also well endowed with the natural resources necessary for forming a civilization. Those barriers and resources allowed it to develop a unique culture in isolation and security. Except for a narrow stretch of fertile land along the Nile River, Egypt is almost entirely desert. Without adequate rainfall, agriculture was made possible only because of the yearly flooding of the Nile, which carried rich deposits of silt along with it. The Nile was also the primary means of communication and transportation. Reeds growing in marshy areas along the river were used for making papyrus (paper), as well as items such as sails and ropes. Egyptians had plenty of stone and clay for building materials; they also had access to metals, from which they could fashion tools and decorative objects. Because of the need to predict the Nile floods and survey taxable agricultural land, mathematics and astronomy became advanced sciences in Egypt. Egyptian religion was rooted in the physical landscape of the Nile Valley and the recurrent cycles and periodic renewal caused by the environment.

95. What is the importance of technology in shaping a civilization's environment?

ANSWER: Students should be able to bring in elements from Chapter 1 to differentiate

between Paleolithic and Neolithic eras and historical progress, but they should also be able to discuss the manner in which technology subsequently evolves while a civilization becomes more complex. Early technology enabled humans to adapt to an environment, whereas later mastery of technology and resources allowed them to shape their environment. The more developed civilizations included cities, a defined territory, nonfood production, status groups, recordkeeping, monumental buildings, long-distance trade, and intellectual development. All of these characteristics require some degree of technology beyond adaptation to the environment. The beginnings of metallurgy, for example, allowed people to take advantage of metal, rather than stone, tools for better agricultural production. Metal also made better weaponry in Mesopotamia, where resources were in competition; in contrast, Egypt used metal more for trade and aesthetics. The use of technology is also reflected in the labor divisions and economic classes within a social hierarchy: those who control resources are empowered and ultimately control labor. Finally, technology can help people master the environment by building monuments or cities or by enhancing agriculture through canals and irrigation.

96. Discuss Egyptian religious beliefs and death rituals.

ANSWER: Students should explain Egyptians' connection to the geography of the Nile Valley and their vision of the cosmic order that this geography supported. The abundance and benevolence of the Nile Valley gave them a vision of the cosmos that emphasized renewal and bounty. Students should explain the importance of the monarchy in religious belief as well. The king was a chief priest as well as political leader. Egypt had many gods, many of whom were depicted with animal heads, others with human form. Students should understand the important temples and festivals held for the gods. Egyptians believed that the afterlife was a journey beset with hazards. Students should describe the extensive preparations of the tomb and the body for the journey to the afterlife.

97. Compare the Egyptian hieroglyphic and Mesopotamian cuneiform writing systems.

ANSWER: The earliest form of Egyptian writing, a system of hieroglyphics, developed at the beginning of the Old Kingdom. Hieroglyphics were picture symbols, made with a brush, that stood for words, syllables, or sounds. The writing system was developed for government administration, but Egyptians used it for purposes beyond recordkeeping. Tales of adventure, magic, and love, as well as religious hymns and instruction manuals, were recorded in hieroglyphics and the simplified systems descending from them. The Egyptians also developed the writing material called papyrus, which was made from the stems of the papyrus reed. The plant grew only in Egypt but was in high demand throughout the ancient world. The Mesopotamians wrote on moist clay tablets with a pointed stylus, producing wedge-shaped symbols. Both systems of writing were highly specialized activities that required long training and practice. Literacy afforded individuals prestige and status, as well as administrative qualifications.

98. What sources do archaeologists use to study religious beliefs in prehistoric societies, and how do they use them?

ANSWER: Students should note that in the absence of written evidence, the religious beliefs of prehistoric people can only be reconstructed on a speculative basis. The primary evidence for the content of those beliefs is whatever fragmentary material might remain in the archaeological record today; efforts to make sense of such evidence

necessarily take the form of theories, rather than definitive answers. The varied and highly speculative interpretations of cave paintings and their significance provide an example of this mode of explanation. In the case of the earliest humans, burial sites have also proved to be rich sources of clues for the development of theories about early religious beliefs. In the early city of Çatal Hüyük, household shrines, images painted on walls, statuary and traces of offerings provide further material for interpretation.

99. What new things does it become possible to know about a particular society if it has developed writing and left behind written evidence? Support your answer to this question with a comparison between what scholars know about Çatal Hüyük and what they know about Egypt.

ANSWER: Students should indicate their understanding of why the presence of writing is the marker that distinguishes between "pre-history" and "history." Written documentation provides evidence for a whole range of facts, ideas and cultural practices that would be impossible to reconstruct on the basis of archaeological findings alone. With writing, such things as the names of rulers, legal systems, and religious ideas cease being the object of theoretical speculation, and become objects of direct historical study. In the case of Çatal Hüyük, a society without writing, we have a clear sense of the material layout of the city and the economic activities that sustained it, but the specifics of its religion, cultural life, social and governmental structure all remain impossible to know with certainty. In contrast, we know considerably more about Egyptian religion, culture, social structure and government, because written documentation provides us with evidence. Even so, however, there are aspects of Egyptian life that remain unknowable to us today because they left no trace in the written record.