Smith test bank: Chapter 10

**What common beliefs and social and political patterns did the various local societies of Mesoamerica’s classical age share?**

1. What united Mesoamerica as a regional society was a common \_\_\_\_\_\_\_\_\_\_\_\_\_ that produced similar patterns of elite status, political power, and economic control.
   1. language
   2. ideology\*
   3. religion
   4. ancestry

(p. 342)

1. During the classical era in Mesoamerica,
   1. both bronze and iron metallurgy were in use
   2. bronze, but not iron, metallurgy was in use
   3. iron, but not bronze, metallurgy was in use
   4. neither bronze nor iron metallurgy were in use\*

(p. 342)

1. Scholars have traced the origins of Mesoamerican cultural and political traditions to the ancient \_\_\_\_\_\_\_ civilization.
   1. Olmec\*
   2. Inca
   3. Maya
   4. Aztec

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1. As a tool for agricultural production, \_\_\_\_\_\_\_\_\_\_ was essential.
   1. obsidian\*
   2. iron
   3. the horse
   4. the donkey

(p. 342)

1. In Mesoamerican myths, Tollan is
   1. an otherworldly garden where the gods were brought into being
   2. the place where the gods created human beings\*
   3. the equivalent of heaven
   4. the equivalent of hell

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1. Most scholars believe that in its formative stages, Teotihuacán was ruled by
   1. an elected government
   2. a single hereditary king
   3. a cadre of priests\*
   4. a military elite

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1. In Mayan culture, ch’ulel was
   1. the title given by the Maya to the rulers of their city-states
   2. “Book of Council,” later written down in the Latin alphabet after the Spanish conquest
   3. the sacred essence contained in human blood that made it a potent offering to the gods\*
   4. the ballgame played as a solemn restaging of the mythical contest in which the Hero Twins triumphed over the lords of the underworld

(p. 347)

1. According to the accounts of Spanish conquerors, Mayan
   1. women could not inherit property
   2. sons inherited from fathers and daughters inherited from mothers\*
   3. women could inherit property, but only as widows
   4. women could inherit items of value, but not land

(p. 350-351)

**How did environmental settings and natural resources shape livelihoods, social organization, and state building in the Andean region?**

1. Communication between North and South America in this period was hampered by
   1. thick tropical forests covering the Isthmus of Panama\*
   2. an apparently impenetrable language barrier
   3. religious disagreements
   4. near-constant warfare

(p. 353)

1. The Andean region did not develop the tradition of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ seen in Mesoamerica.
   1. metalworking
   2. irrigation
   3. animal husbandry
   4. writing and record keeping\*

(p. 353)

1. Scholars have determined that the Moche society suffered through a drought lasting more than thirty years in the late sixth century on the basis of
   1. evidence from tree rings\*
   2. geological evidence
   3. written testimony collected by the Spanish
   4. pottery findings

(p. 355)

1. In the thirteenth and fourteenth centuries the Chimú state expanded into neighboring valleys to
   1. obtain victims for blood sacrifice
   2. tap additional land and water supplies\*
   3. escape the harsh weather caused by El Niño
   4. trade with the Maya

(p. 355)

1. Local groups of farmers known to the Inca as ayllu typically owned lands in different locations and ecological zones
   1. to grow different types of crops
   2. so they could rotate their fields and leave some fallow
   3. to minimize risk of crop failures\*
   4. to take advantage of uneven weather patterns

(p. 358)

1. The collapse of Tiwanaku around 1000 seems to have been caused by
   1. conquest by Wari
   2. prolonged drought\*
   3. civil unrest
   4. the arrival of the Spanish

(p. 359)

**How did the introduction of Mesoamerican crops transform North American peoples?**

1. Agriculture emerged as a way of life in North America after \_\_\_\_\_\_\_\_ was introduced from Mesoamerica around 1000 B.C.E.
   1. the potato
   2. maize\*
   3. raised-field agriculture
   4. the llama

(p. 359)

1. The eventual adoption of maize as a staple food northern Mexico and the southwestern United States was made possible in part by
   1. the domestication of beasts of burden
   2. changing climate
   3. the difficulty of obtaining salt
   4. the introduction of the bow and arrow\*

(p. 359-360)

1. The dwelling spaces in the pueblos in Chaco Canyon were arranged in
   1. semicircular arcs\*
   2. concentric circles
   3. a rectangular grid
   4. along spokes radiating from a central point

(p. 361)

1. Which of the following was **NOT** one of the revolutionary technologies introduced to the eastern woodland societies in North America beginning around 700 CE?
   1. irrigation\*
   2. the bow and arrow
   3. maize farming
   4. the flint hoe

(p. 362)

1. The term \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ describes the spread of common technologies, cultural practices, and forms of social and political organization among Mississippi Valley farming societies from the eighth century onward.
   1. Mississippian evolution
   2. Mississippian emergence\*
   3. Northeastern emergence
   4. Northeastern epidemic

(p. 362)

1. Many of Cahokia’s mounds served as platforms for buildings and \_\_\_\_\_\_\_\_ was an index of prestige.
   1. proximity to the central mound
   2. complexity
   3. width
   4. height\*

(p. 363)

1. The scale and complexity of the settlements and ritual complexes at Cahokia were \_\_\_\_\_\_\_\_\_\_\_\_\_ in North America.
   1. found only west of the Mississippi
   2. nonexistent
   3. absent after around 1000 CE
   4. unique\*

(p. 363)

**In what ways did the habitats and resources of the Pacific Islands promote both cultural unity and cultural diversity?**

1. The second wave of migrations across the Pacific islands was different from the first in that
   1. it fostered a culturally unified set of islands known as Polynesia\*
   2. the people did not modify their livelihoods and social and political institutions to suit the resources of their island habitats
   3. it took place in much smaller vessels
   4. it was contained to the area of the Pacific around Samoa

(p. 366)

1. Of the Polynesian islands, only Fiji
   1. lost contact with Tonga
   2. maintained contact with Melanesia\*
   3. participated in trade
   4. developed a highly stratified society

(p. 367)

1. Before humans arrived, the islands of Remote Oceania
   1. lacked plant and animal species suitable for human food consumption\*
   2. lacked plant species suitable for human food consumption, but were populated by pigs and chickens
   3. lacked animal species suitable for human food consumption, but were home to yams, taro, bananas and other edible plants
   4. were pristine natural worlds with abundant plant and animal life suitable for human food consumption

(p. 370)

1. On many islands, \_\_\_\_\_\_\_\_\_\_\_\_\_ began to strain resources after 1100.
   1. the arrival of Europeans
   2. persistent drought
   3. population pressure\*
   4. crop failures

(p. 370)

1. After Easter Island’s ecology was devastated by the clearing of the island’s forests, the remaining people subsisted mainly on
   1. irrigation farming
   2. cassava
   3. fishing\*
   4. trade

(p. 370

**Why did the historical development of the Melanesian island of Bougainville depart so sharply from that of contemporaneous societies in the Americas and the Pacific?**

1. The formation of separate ethnic groups from common ancestors is known as
   1. evolution
   2. ethnogenesis\*
   3. ethnology
   4. endogamy

(p. 371)

1. The languages spoken on Bougainville are
   1. Papuan or Austronesian
   2. Lapita
   3. mostly Papuan or Austronesia, with a few that linguists struggle to classify\*
   4. unlike anything spoken elsewhere in the Pacific Islands

(p. 371)

1. The pattern of isolated village life on Bougainville was probably reinforced by traditions of matrilineal descent and marriage within the group, also known as
   1. evolution
   2. ethnogenesis
   3. ethnology
   4. endogamy\*

(p. 372)

1. The role of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is to redistribute wealth among members of the community to ensure the well-being of all, but he does not hold a position above the rest of society.
   1. Polynesian chief
   2. Papuan leader
   3. Buin chief
   4. Melanesian big man\*

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