

World Civilizations: The Global Experience, AP Edition, 6e (Stearns)
Chapter 4 Classical Civilization in the Mediterranean: Greece and Rome

Multiple-Choice Questions

1) If the Greek genius was politics, the Roman genius was

- A) engineering.
- B) poetry.
- C) science.
- D) agriculture.

Answer: A

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Topic: Introduction

Skill: Conceptual

2) The two Mediterranean powers fighting in the Punic Wars were

- A) Athens and Sparta.
- B) Egypt and the Persian Empire.
- C) Macedonia and Crete.
- D) Carthage and Rome.

Answer: D

Page Ref: 87

Topic: Patterns of Greek and Roman History

Skill: Factual

3) Compared to modern American ideas of democracy, Athenian democracy was distinctive in

- A) urging that the state adopt policies to benefit ordinary citizens.
- B) separating foreign residents from citizens.
- C) naming experienced leaders as military generals.
- D) urging that all citizens participate directly in lawmaking and policymaking.

Answer: D

Page Ref: 90

Topic: Greek and Roman Political Institutions

Skill: Conceptual

- 4) Greek politics resembled Indian politics in
- A) the wide interest in diverse political theory.
 - B) the inclusion of women as political leaders.
 - C) the tendency of regional fragmentation.
 - D) the use of military rulers.

Answer: C

Page Ref: 88

Topic: Greek and Roman Political Institutions

Skill: Conceptual

- 5) Unlike most Greek city-states, Republican Rome
- A) developed a balanced government that experienced fewer domestic tensions.
 - B) had no aristocratic class.
 - C) preferred a monarchical form of government.
 - D) granted women and foreigners the right to vote and citizenship.

Answer: A

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Topic: Greek and Roman Political Institutions

Skill: Conceptual

- 6) Republican Romans and democratic Athenians would have agreed that all of the following were politically important EXCEPT
- A) proper worship of the gods.
 - B) a strong military.
 - C) division of powers within the state.
 - D) an involved citizenry.

Answer: C

Page Ref: 88-92

Topic: Greek and Roman Political Institutions

Skill: Conceptual

- 7) The Senate of republican Rome particularly represented
- A) the landed aristocracy.
 - B) the emperors.
 - C) the urban workers.
 - D) the merchants and businessmen.

Answer: A

Page Ref: 90

Topic: Greek and Roman Political Institutions

Skill: Factual

- 8) Roman emperors tried to prevent popular disorder by
- A) dividing the great landed estates.
 - B) granting the vote to lower-class citizens.
 - C) abolishing slavery in Rome and the provinces.
 - D) organizing food supplies and distribution.

Answer: D

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Topic: Economy and Society in the Mediterranean

Skill: Conceptual

- 9) The Roman Empire
- A) tolerated local political and religious diversity.
 - B) insisted that all inhabitants become Roman citizens.
 - C) prevented foreigners from trading within the empire.
 - D) allowed no political participation from its citizens.

Answer: A

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Topic: Greek and Roman Political Institutions

Skill: Factual

- 10) The philosopher Socrates emphasized the importance of
- A) faith in authority.
 - B) laboratory experiment.
 - C) questioning.
 - D) respect for elders.

Answer: C

Page Ref: 93

Topic: Religion and Culture

Skill: Conceptual

- 11) The Greek and Hellenistic approach in science
- A) stressed the importance of practical applications.
 - B) used mathematics to try and explain nature's patterns.
 - C) heavily influenced China's scientific approach.
 - D) was purely theoretical.

Answer: B

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Topic: Religion and Culture

Skill: Conceptual

12) Hellenistic society was known for its advances in

- A) medicine and geometry.
- B) Latin literature.
- C) democracy.
- D) religious thought.

Answer: A

Page Ref: 93

Topic: Religion and Culture

Skill: Factual

13) Compared to Chinese architecture, Greek and Roman architecture

- A) was particularly devoted to government buildings.
- B) featured monumental styles.
- C) emphasized tall towers and steeples.
- D) avoided the use of color and decoration.

Answer: B

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Topic: Religion and Culture

Skill: Factual

14) Greek and Roman agriculture

- A) exported grain to Asia.
- B) concentrated on vegetables and dairy products.
- C) employed only a minority of the population.
- D) tended to develop large, commercial estates.

Answer: D

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Topic: Economy and Society in the Mediterranean

Skill: Conceptual

15) Roman slaves were used for all of the following EXCEPT

- A) agricultural labor.
- B) household care and tutoring.
- C) military service.
- D) entertainment.

Answer: C

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Topic: Economy and Society in the Mediterranean

Skill: Factual

- 16) Both ancient Rome and Greece depended on slavery. One result of this dependence was
- A) both groups lagged in technological advances compared to the Chinese or the Indians.
 - B) many wars between the Romans and nomadic groups broke out when the Romans attempted to capture slaves.
 - C) the development of the idea of democracy, which led to the eventual fall of Rome.
 - D) the rise of a new social class known as the "metics" in Roman society.

Answer: A

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Topic: Economy and Society in the Mediterranean

Skill: Conceptual

Essay Questions

- 1) What were the main similarities and differences between Greek and Roman political structures?

Answer: Similarities: emphasis on aristocratic principles with some democratic elements, localism, and city-state units. Differences: Rome had more emphasis on unifying laws and more success in developing institutions for empire. Students could be assigned some additional reading on this topic.

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Topic: Greek and Roman Political Institutions

Skill: Conceptual

- 2) What is the significance of the Hellenistic period in Middle Eastern and Mediterranean history?

Answer: This period saw the spread of Greek cultural forms as well as mergers with other cultural elements in the Middle East and North Africa; important new cultural contacts extending to India were established.

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Topic: Economy and Society in the Mediterranean

Skill: Conceptual

- 3) Assign through further reading an "intellectual biography" essay on one of the following: Socrates, Plato, Sophocles, Aristotle, Vergil, Cicero.

Answer: Evaluation will assess students' analysis of the chosen figure's main contributions to political, philosophical and/or literary culture.

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Topic: Religion and Culture

Skill: Conceptual

4) Compare the main features of the social structures of the classical civilizations in the Mediterranean, China, and India.

Answer: Student essays should address which social groups sat atop the social hierarchy (aristocrat versus bureaucrat versus priest), and groups at the bottom. Essays should also touch on degrees of mobility and inter-group contact, while noting all three systems' extensive social inequality and cultural justifications, and the strong positions of merchants in each society.

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Topic: Classical Civilizations

Skill: Conceptual

5) In which society-India, China, or the Mediterranean, would you have wanted to be a merchant in the classical period? Explain your choice.

Answer: While there's no right answer, this question is designed to encourage students to think about the merchant's roles in India, where they enjoyed cultural support via applicable features of dharma in the Mediterranean. Students may position this idea as an intermediate case needing careful treatment, especially with regard to foreigners and some differences between Greece and Rome. For China, emphasize cultural stigma.

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Topic: Classical Civilizations

Skill: Conceptual

6) What were the main similarities and differences between the empires of Rome and Han China? Why did Rome's empire prove less durable?

Answer: Similarities include timeframe and chronologies; geographical extent, the need to integrate large territories, the use of central bureaucracy, and the army. Differences helping to explain Rome's earlier demise: cultural support for imperialism despite law, no equivalent to Confucianism; more tolerance of local rule; more dependence on expansion for labor supply, etc. Also, Rome suffered some bad luck, perhaps, in the form of invasions.

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Topic: Classical Civilizations

Skill: Conceptual

7) Early in the classical period, both Greece and India exhibited religions with many gods and goddesses. Why and how did India go on to form a major, durable religion around such a phenomenon while Greece did not?

Answer: Students should show knowledge of Greece and India's initially similar religious ideas and stories, allude to India's evolution toward more elaborate, spiritual religion in the Vedic period, and its development of a stronger and more influential priesthood in contrast to Greece's more political, civic, and religious emphasis.

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Topic: Classical Religions

Skill: Conceptual

8) Compare the scientific achievements and approaches of classical India, China, and the Mediterranean.

Answer: While science was important in all three cases, the Mediterranean tended to be more philosophically abstract and rationalistic, while China, and to a degree, India, was more practical and empirical.

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Topic: Classical Science

Skill: Conceptual

9) Compare Greek, Roman, and Confucian ideals.

Answer: All three share common political emphases such as the importance of loyalty, service, and hierarchy. Greek and Roman ideals were more aristocratic, though, where Confucian ideals stressed training and responsibility. Confucianism focused more on political order and imperial hierarchy. Greece and Rome were similar to each other, but Rome emphasized law and experienced tension between local and imperial orientations from the late Republic onward as a result.

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Topic: Classical Ethics

Skill: Conceptual

Document-based Questions

1) What activity did Cicero love?

- A) Banqueting
- B) Going to festivals
- C) Reading literature
- D) Pursuing material gain

Answer: C

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Topic: Rome and a Values Crisis

Skill: Factual

2) Which item according to Cicero is not an end of reading?

- A) Entertainment
- B) Adds charm to success
- C) Is an unfailing companion
- D) Leads to wealth

Answer: D

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Topic: Rome and a Values Crisis

Skill: Factual