

CHAPTER 2 – FOUR GREAT REVOLUTIONS IN THOUGHT AND RELIGION

MULTIPLE CHOICE QUESTIONS

1. Which of the following groupings of world cultural zones developed the earliest?
- Indian, Islamic
 - Chinese, Indian
 - Islamic, Western Christian
 - Chinese, Islamic

Answer: b

Learning Objective: 2.1

Topic/Concept: Comparing the Four Great Revolutions

Difficulty Level: Easy

Skill Level: Remember the Facts

2. Confucius believed that
- good government depends on the appointment to office of good men (gentlemen).
 - the welfare of the common people mattered little in politics.
 - “might made right” so morality was whatever the strong said.
 - politics was unimportant and people should focus on personal salvation.

Answer: a

Learning Objective: 2.2

Topic/Concept: Philosophy in China

Difficulty Level: Easy

Skill Level: Remember the Facts

3. According to Confucius, a *junzi*, or true gentlemen, would respond to an insult by
- vowing revenge.
 - ignoring it.
 - being kind to the insulter.
 - responding in a similar manner.

Answer: b

Learning Objective: 2.2

Topic/Concept: Philosophy in China

Difficulty Level: Moderate

Skill Level: Understand the Concepts

4. Daoists would most likely believe that
- knowledge is a positive force because it shows the way.
 - knowledge is bad because it creates distinctions.
 - knowledge is neutral.
 - knowledge is secret and should be known by only a few.

Answer: b

Learning Objective: 2.2

Topic/Concept: Philosophy in China

Difficulty Level: Easy

Skill Level: Remember the Facts

5. According to Daoists, a good ruler should
- work to ensure a good education for all citizens.
 - set an example by doing and saying as little as possible.
 - use military force to keep borders secure.
 - use philosophical thought to organize the state.

Answer: b

Learning Objective: 2.2

Topic/Concept: Philosophy in China

Difficulty Level: Moderate
Skill Level: Understand the Concepts

6. The Legalists modeled their idea of a strong state on
- traditions from long ago.
 - a heavenly order of values.
 - a system of incentives and punishments.
 - the wisdom of philosophers.

Answer: c

Learning Objective: 2.2

Topic/Concept: Philosophy in China

Difficulty Level: Easy

Skill Level: Understand the Concepts

7. Legalism was the philosophy of the state under
- the Sung.
 - the Qin.
 - the Han.
 - the Zhou.

Answer: b

Learning Objective: 2.2

Topic/Concept: Philosophy in China

Difficulty Level: Easy

Skill Level: Remember the Facts

8. *Samsara* refers to
- the endless and seemingly unbreakable cycle of life and death.
 - the process of freeing oneself from the cycle of life and death.
 - the elimination of evil from the cycle of life and death.
 - the principle that every action influences the cycle of life and death.

Answer: a

Learning Objective: 2.3

Topic/Concept: Religion in India

Difficulty Level: Easy

Skill Level: Remember the Facts

9. *Karma* refers to
- the endless and seemingly unbreakable cycle of life and death.
 - the process of freeing oneself from the cycle of life and death.
 - the elimination of evil from the cycle of life and death.
 - the principle that every action influences the cycle of life and death.

Answer: d

Learning Objective: 2.3

Topic/Concept: Religion in India

Difficulty Level: Easy

Skill Level: Remember the Facts

10. The statement "From the unreal lead me to the Real. . . From death lead me to immortality" is associated with what religious tradition?
- Upanishadic
 - Christian
 - Buddhist
 - Israelite

Answer: a

Learning Objective: 2.3

Topic/Concept: Religion in India

Difficulty Level: Easy
Skill Level: Remember the Facts

11. Muslim and European invaders saw all of these as characteristic Hindu beliefs and behaviors except
- emphasis on the power of sacrifice.
 - the application and explanation of Vedic texts and rites.
 - belief in transmigration.
 - differentiating social groups by caste.

Answer: a

Learning Objective: 2.3

Topic/Concept: Religion in India

Difficulty Level: Moderate

Skill Level: Analyze It

12. Which of the following statements best describes the relationship between the individual (*Atman*) and the absolute universe (*Brahman*) in Upanishadic beliefs?
- It is separate from you but guides you.
 - It is part of you and you are part of it.
 - It works against you, preventing your true freedom.
 - It knows what you are thinking and judges your actions.

Answer: b

Learning Objective: 2.3

Topic/Concept: Religion in India

Difficulty Level: Moderate

Skill Level: Understand the Concepts

13. Buddha's teaching that people should follow the Middle Path primarily refers to
- pursuing moderation in eating and drinking.
 - avoiding the extremes of asceticism and indulgence.
 - worshipping only one god rather than many.
 - the proper placement of objects for achieving spiritual balance.

Answer: b

Learning Objective: 2.3

Topic/Concept: Religion in India

Difficulty Level: Easy

Skill Level: Remember the Facts

14. All of the following are part of Buddha's eightfold path except
- right thought and speech.
 - right effort and action.
 - right livelihood and earnings.
 - right concentration and mindfulness.

Answer: c

Learning Objective: 2.3

Topic/Concept: Religion in India

Difficulty Level: Moderate

Skill Level: Remember the Facts

15. According to the teachings of Buddha,
- pain and suffering stem from selfish desires.
 - heaven is accessible to all who worship him.
 - humans can never know peace or happiness.
 - every great civilization has its own way to God.

Answer: a

Learning Objective: 2.3

Topic/Concept: Religion in India

Difficulty Level: Moderate
Skill Level: Understand the Concepts

16. The Jains are most closely associated with
- Buddha.
 - Rajasthan.
 - Confucius.
 - Mahavira.

Answer: d

Learning Objective: 2.3

Topic/Concept: Religion in India

Difficulty Level: Easy

Skill Level: Remember the Facts

17. Jains differ from Buddhists primarily in their emphasis upon
- stronger forms of self-discipline.
 - liberating themselves from the cycle of *samsara*.
 - their belief in one, rather than many, gods.
 - the importance of compassion.

Answer: a

Learning Objective: 2.3

Topic/Concept: Religion in India

Difficulty Level: Moderate

Skill Level: Understand the Concepts

18. Ethical monotheism was pioneered by the
- Babylonians.
 - Israelites.
 - Egyptians.
 - Chinese.

Answer: c

Learning Objective: 2.4

Topic/Concept: The Religion of the Israelites

Difficulty Level: Easy

Skill Level: Remember the Facts

19. Called the “father of the faithful,” many consider this man to be the symbolic founder of three of the world’s largest religions: Judaism, Christianity, and Islam.
- Moses
 - Mohammed
 - Socrates
 - Abraham

Answer: d

Learning Objective: 2.4

Topic/Concept: The Religion of the Israelites

Difficulty Level: Easy

Skill Level: Remember the Facts

20. The Hebrews of Abraham’s day saw their god as
- the only real god in existence.
 - one god among many.
 - the chosen deity among many divinities who might be worshiped.
 - the same god the Egyptians called Aton.

Answer: c

Learning Objective: 2.4

Topic/Concept: The Religion of the Israelites

Difficulty Level: Moderate
Skill Level: Understand the Concepts

21. The Israelites' shift to the exclusive worship of Yahweh as a single god can best be described as
- happening decisively during Abraham's journey from Mesopotamia to Canaan.
 - solidifying in the centuries after Abraham's and Moses' covenants.
 - occurring around the same time that Solomon built the great temple in Jerusalem.
 - starting with Jesus' teachings.

Answer: b

Learning Objective: 2.4

Topic/Concept: The Religion of the Israelites

Difficulty Level: Moderate

Skill Level: Understand the Concepts

22. The Israelite prophets contributed to all of the following except
- the campaign to turn people against false gods and toward Yahweh.
 - the purification of Jewish faith by demanding righteousness of its followers.
 - the consolidation of the ten lost tribes of Israel.
 - the Biblical interpretation of Israelite national success.

Answer: c

Learning Objective: 2.4

Topic/Concept: The Religion of the Israelites

Difficulty Level: Moderate

Skill Level: Understand the Concepts

23. The *Torah* is
- the primary religious text of the Upanishadic faith.
 - the code of ethics among Ionian Greeks.
 - God's holy Law as part of Hebrew scripture.
 - a Buddhist creator myth.

Answer: c

Learning Objective: 2.4

Topic/Concept: The Religion of the Israelites

Difficulty Level: Easy

Skill Level: Remember the Facts

24. According to the Jewish religion, how should man best serve God?
- through rituals and prayers
 - through heroic deeds
 - through ethical responsibility
 - through fasting and other forms of self-denial

Answer: c

Learning Objective: 2.4

Topic/Concept: The Religion of the Israelites

Difficulty Level: Moderate

Skill Level: Understand the Concepts

25. Which of the following religions emphasized the concern the creator god had for people?
- Jainism
 - Hinduism
 - Judaism
 - Buddhism

Answer: c

Learning Objective: 2.4

Topic/Concept: The Religion of the Israelites

Difficulty Level: Easy

Skill Level: Understand the Concepts

26. The term *sephardim* refers to
- the Jews who lived in Muslim areas, such as Spain.
 - the Jews who perished in the Holocaust.
 - the Jews who were dispersed after the fall of the temple in Jerusalem.
 - the Jews who lived in small scattered communities in Christian Europe.

Answer: a

Learning Objective: 2.4

Topic/Concept: The Religion of the Israelites

Difficulty Level: Easy

Skill Level: Remember the Facts

27. The Talmud is
- the code of ethics among Ionian Greeks.
 - God's holy Law as given to the Hebrews at Sinai.
 - the books of Jewish history and faith in the Bible.
 - commentary and interpretations of Jewish law.

Answer: d

Learning Objective: 2.4

Topic/Concept: The Religion of the Israelites

Difficulty Level: Easy

Skill Level: Remember the Facts

28. The so-called ten lost tribes originally lived in
- Judah.
 - Phoenicia.
 - Jerusalem.
 - Israel.

Answer: d

Learning Objective: 2.4

Topic/Concept: The Religion of the Israelites

Difficulty Level: Easy

Skill Level: Remember the Facts

29. During the classical era, most Greeks believed that laws
- had no connection with the gods.
 - did not apply to everyday life for commoners.
 - were imposed on citizens for their own moral good.
 - None of these answers are correct.

Answer: d

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Moderate

Skill Level: Understand the Concepts

30. Thales is regarded as the first Greek philosopher because he
- demonstrated the existence of gods scientifically.
 - compared Egyptian and Mesopotamian religious beliefs with those of Greece.
 - explained the origins of the world in naturalistic terms.
 - argued for the importance of ethical behavior.

Answer: c

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Moderate

Skill Level: Understand the Concepts

31. One of the primary characteristics of Greek philosophy was its
- emphasis on tradition as a guide to action.
 - belief in the need for strong, authoritarian government.
 - concern with personal salvation through mystical union with God.
 - emphasis on reason as the means of discovering truth.

Answer: d

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Moderate

Skill Level: Understand the Concepts

32. Socrates was sentenced to death by a jury of Athenian citizens mainly because he
- questioned traditional beliefs and urged people to live more moral lives.
 - betrayed Athens in the struggle against Sparta.
 - urged young men to adopt pacifism and renounce warfare.
 - criticized philosophy for not being able to solve human problems.

Answer: a

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Difficult

Skill Level: Understand the Concepts

33. Plato argued that the best and most moral system of government was one ruled by
- a military strongman.
 - a philosopher king.
 - all the citizens working together.
 - leaders chosen randomly.

Answer: b

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Easy

Skill Level: Remember the Facts

34. The Cynics would most likely believe
- in material progress.
 - in the concept of the *polis*.
 - that virtue was a matter of knowledge.
 - None of these answers are correct.

Answer: d

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Difficult

Skill Level: Analyze It

35. At the Lyceum founded by Aristotle, philosophers and scholars stressed
- the mathematical relationships of the universe.
 - creating a utopian state.
 - observing empirical evidence.
 - mastering rhetoric to win intellectual debates.

Answer: c

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Moderate

Skill Level: Understand the Concepts

36. All of the following represent Aristotle's views except the
- importance of empirical observation.
 - teleological and moral purpose of the polis.
 - exercise and application of moderation.
 - desirability of monarchy.

Answer: d

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Moderate

Skill Level: Analyze It

37. The *polis* can best be described as a
- community of scholars and philosophers.
 - moral community of citizens.
 - community of well-trained soldiers.
 - strict religious community.

Answer: b

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Moderate

Skill Level: Understand the Concepts

38. The purpose of the *polis* for Aristotle was
- moral development.
 - military defense.
 - economic survival.
 - social justice.

Answer: a

Page: 68

Factual

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Moderate

Skill Level: Understand the Concepts

39. Because of the revolutionary impact of Greek philosophy, people began to conceive of the world
- in terms of politics and democracy, rather than gods and kings.
 - in abstract, universal terms rather than specific, personal, or mythic terms.
 - in terms of basic elements (such as water or atoms) rather than random, scattered elements.
 - in terms of finding comfort and escape from the stressful world of politics.

Answer: a

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Moderate

Skill Level: Understand the Concepts

40. The first Greek philosopher to deal with political and ethical ideas in a thorough and systematic manner was
- Heraclitus.
 - Sophus.
 - Socrates.
 - Plato.

Answer: d

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Easy

Skill Level: Remember the Facts

41. Which philosopher described himself as a transmitter and a conservator of tradition, not as an innovator?
- Aristotle
 - Confucius
 - Mahavira
 - Socrates

Answer: b

Learning Objective: 2.2

Topic/Concept: Philosophy in China

Difficulty Level: Easy

Skill Level: Remember the Facts

42. According to early Greek philosophers, how did the universe as we know it begin?
- Through natural processes
 - Through the plans of an intelligent being
 - Through the thoughts of several powerful deities
 - Through a clash of chaos and order

Answer: a

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Moderate

Skill Level: Understand the Concepts

43. What crisis threatened the Greek polis and is believed to have led to the revolutionary changes in Greek philosophy?
- The Persian War
 - The Peloponnesian War
 - The fall of Jerusalem
 - The death of Socrates

Answer: b

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Easy

Skill Level: Remember the Facts

44. According to the Sophists, why did mankind need to 'invent' gods?
- To deter anti-social behavior
 - To explain natural phenomena
 - To find peace and strength
 - To seek help in times of crisis

Answer: a

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Moderate

Skill Level: Understand the Concepts

45. In *The Republic*, Plato argues that rationally speaking, women should be treated
- differently than men.
 - equally to men.
 - similarly to men.
 - the same as men, except under some circumstances.

Answer: b

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Easy
Skill Level: Remember the Facts

ESSAY AND DISCUSSION QUESTIONS

1. What are the basic tenets of Confucian thought, and how did they evolve and influence Chinese education? In what manner was Confucian thought different from other major religious and philosophical ideas? Why was there a long delay before this philosophical system became an important part of Chinese society?
Answer: Answers will vary. Answers may include: The five Confucian relationships were ruler–subject, father–son, husband–wife, older brother–younger brother, and friend–friend. If everyone fulfilled the duties of his or her status, then harmony would prevail. Confucius understood the fundamental truth that the well-being of a society depends on the morality of its members. His vision was that of an unbroken social harmony extending from the individual family member to the monarch.
Learning Objective: 2.2
Topic/Concept: Philosophy in China
Difficulty Level: Difficult
Skill Level: Analyze It
2. Explain the central concept of the Dao, or the Way. What do you think attracted some individuals to Dao concepts? How might its teachings have influenced their behavior? Do you see any similarities to the concept of Dao in other religions?
Answer: Answers will vary. Answers may include: The central concept of Daoism is the Dao, or Way. It is mysterious, ineffable, and cannot be named. It is the creator of the universe, the sustainer of the universe, and the process or flux of the universe.
Learning Objective: 2.2
Topic/Concept: Philosophy in China
Difficulty Level: Difficult
Skill Level: Analyze It
3. According to the Upanishadic sages, what is the relationship between the individual and the Universe, or ultimate reality? How did this relationship affect their views on life after death? What were some of the different reactions people had to the prospect of “redeath”?
Page 51 (Document) Conceptual
Answer: Answers will vary. Answers may include: The quest for knowledge by the Upanishadic sages focused on the nature of the individual self (atman) and its relation to ultimate reality (Brahman). The Upanishadic sages conceived of existence as a ceaseless cycle, a never-ending alternation between life and death. The idea of the endless cycle of existence, or samsara, is only superficially similar to our idea of “transmigration” of souls. For Indians, it is the key to understanding reality. Furthermore, it is not a liberating, but a burdensome reality: the terrifying prospect of endless “re-death” as the normal lot of all beings in this world, whether animals, plants, humans, or gods.
Learning Objective: 2.3
Topic/Concept: Religion in India
Difficulty Level: Difficult
Skill Level: Analyze It
4. Choose two Greek philosophers and indicate the manner in which they dealt with the crises in the *polis*. In your opinion, which philosopher developed a better plan for dealing with the issues of his time?
Conceptual
Answer: Answers will vary.
Learning Objective: 2.5
Topic/Concept: Greek Philosophy
Difficulty Level: Difficult
Skill Level: Choose an item.

5. What are the major aspects of Buddhism. Why did Buddhism spread from India? What are the major aspects of the Jain tradition? In what ways are these religious movements similar and different?
 Answer: Answers will vary.
 Learning Objective: 2.3
 Topic/Concept: Religion in India
 Difficulty Level: Moderate
 Skill Level: Analyze It
6. Describe the importance of the Hebrew Bible as a reliable historic source. Give appropriate examples from Hebrew political history to support your major ideas. What is the importance of a written source for a religious belief? How is the Hebrew Bible different from other revealed religious texts?
 Answer: Answers will vary. Answers may include: The history of the Hebrews must be pieced together from various sources. The records of their ancient Near Eastern neighbors mention the Hebrews only rarely, so historians must rely on their own accounts as compiled in the Hebrew Bible. It was not intended as a history in the contemporary sense; rather, it is a complicated collection of historical narrative, wisdom literature, poetry, law, and religious witness.
 Learning Objective: 2.4
 Topic/Concept: The Religion of the Israelites
 Difficulty Level: Difficult
 Skill Level: Analyze It
7. In the “Global Perspective” section at the beginning of this chapter, the author states that each of the four great religious and philosophical revolutions from this time period arose from a crisis or major change. What crisis or change did each one face? How did each one address the crises faced by their respective societies? Compare and contrast the way they “reconnect[ed] ethics to history and restore[d] order to a troubled society.”
 Answer: Answers will vary.
 Learning Objective: 2.1
 Topic/Concept: Comparing the Four Great Revolutions
 Difficulty Level: Difficult
 Skill Level: Analyze It
8. All of the societies covered in this chapter were concerned with creating the best form of government for their states. Compare and contrast how each of the major schools of thought explained the ideal practices and responsibilities of government. What factor or factors do you think most account for the differences between them?
 Answer: Answers will vary.
 Learning Objective: 2.1
 Topic/Concept: Comparing the Four Great Revolutions
 Difficulty Level: Difficult
 Skill Level: Analyze It
9. Ancient Palestine was an important crossroads between Asia and Africa. It was also influential in the spread of religious ideas. Using Map 2-1, discuss how Palestinian geography could have aided in the spreading of religious ideas.
 Answer: Answers will vary.
 Learning Objective: 2.4
 Topic/Concept: The Religion of the Israelites
 Difficulty Level: Difficult
 Skill Level: Analyze It
10. Describe how the history of the Israelites contributed to the development of their religious beliefs. What were the most important aspects of the monotheistic revolution?
 Answer: Answers will vary. Answers may include: Monotheism is the faith in a single, all-powerful God as the sole creator, sustainer, and ruler of the universe. The Hebrews were the first people to emphasize the moral

demands that the one God, Yahweh, placed on individual and community and to see history as the unfolding of a divine plan. The Hebrews, or Jews, were the first people in history to be defined by shared religious faith and practice. Through the Christian and Muslim traditions, Judaic monotheism would change the face of much of the world.

Learning Objective: 2.4

Topic/Concept: The Religion of the Israelites

Difficulty Level: Difficult

Skill Level: Analyze It

11. Analyze the issues related to the use of biblical texts for historical purposes. What do the texts reveal about the evolution of the Israelites' religion?

Answer: Answers will vary. Answers may include: Scholars once tended to discard the Bible as a source for historians, but the trend today is to take it seriously while using it cautiously and critically.

Learning Objective: 2.4

Topic/Concept: The Religion of the Israelites

Difficulty Level: Difficult

Skill Level: Analyze It

12. Compare and contrast the ancient Greek view of the origins of the universe to that of the Israelites, as reflected in the Hebrew Bible.

Answer: Answers will vary.

Learning Objective: 2.4

Topic/Concept: Greek Philosophy

Difficulty Level: Difficult

Skill Level: Analyze It

13. Compare and contrast Buddha's teachings on right conduct to those of Confucius.

Answer: Answers will vary.

Learning Objective: 2.3

Topic/Concept: Religion in India

Difficulty Level: Difficult

Skill Level: Analyze It

14. Compare and contrast the views of Plato and Aristotle on governance of the *polis* to those of the Legalists on ruling the state.

Answer: Answers will vary.

Learning Objective: 2.5

Topic/Concept: Greek Philosophy

Difficulty Level: Difficult

Skill Level: Analyze It

15. Compare and contrast the Upanishadic view of ultimate reality with the ancient Greek view of the nature of reality as seen in the pre-Socratic philosophers.

Answer: Answers will vary.

Learning Objective: 2.3

Topic/Concept: Religion in India

Difficulty Level: Difficult

Skill Level: Analyze It