

TEST ITEM FILE

LIVING RELIGIONS

Tenth Edition

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Chapter 2 – Indigenous Sacred Ways

Multiple Choice

1. Indigenous groups, such as the Hopi, tie their sacred ritual calendars to
 - a. the yearly farming cycle.
 - b. the Gregorian calendar.
 - c. the solar calendar.
 - d. their own holy days and rituals.

Answer: a

Learning Objective: 2.2 Explain the cultural diversity of indigenous groups.

Topic: Cultural diversity

Difficulty Level: Easy

Skill Level: Remember the Facts

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2. What is the religious term for models of the origins of the universe?
 - a. phenomenology
 - b. cosmogonies
 - c. epiphanies
 - d. soteriology

Answer: b

Learning Objective: 2.2 Explain the cultural diversity of indigenous groups.

Topic: Cultural diversity

Difficulty Level: Easy

Skill Level: Remember the Facts

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3. Shamanic methods are estimated to be approximately
 - a. 50,000 to 60,000 years old.
 - b. 5,000 to 10,000 years old.
 - c. 20,000 to 30,000 years old.
 - d. 2,000 to 5,000 years old.

Answer: c

Learning Objective: 2.4 Identify the different spiritual specialists in indigenous sacred ways.

Topic: Spiritual specialists

Difficulty Level: Easy

Skill Level: Remember the Facts

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4. Shamans should not be confused with people who use black magic to hurt others, who are known as
- sorcerers.
 - witches.
 - medicine men.
 - voodoo queens.

Answer: a

Learning Objective: 2.4 Identify the different spiritual specialists in indigenous sacred ways.

Topic: Spiritual specialists

Difficulty Level: Easy

Skill Level: Remember the Facts

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5. Why are the collective rites of indigenous groups important to their identity?
- They cannot be broken up by external forces.
 - They are more effective.
 - They help a group experience personal connection with the spirits.
 - They give a group cohesive power.

Answer: d

Learning Objective: 2.5 Summarize group and individual observances in indigenous sacred ways.

Topic: Group observances

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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6. After a ritual purification, an individual who is sent alone to a sacred spot to experience a personal connection with the spirits is said to undergo a(n)
- experience of the divine.
 - ecstatic trance.
 - vision quest.
 - rite of passage.

Answer: c

Learning Objective: 2.5 Summarize group and individual observances in indigenous sacred ways.

Topic: Group observances

Difficulty Level: Easy

Skill Level: Remember the Facts

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7. How have the elders of indigenous people attempted to influence contemporary society?

- a. by proclaiming that ancestral spirits should be worshiped
- b. by promoting respect for all life
- c. by attempting to convert people to their path
- d. by preaching that respectful treatment of others will dictate prosperity

Answer: b

Learning Objective: 2.7 Discuss how development projects have affected indigenous peoples and how they have responded.

Topic: Development issues

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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8. Because of their interactions with missionaries, what is the greatest change in modern indigenous religious practices?

- a. They are conducted in secret.
- b. They are conducted in temples.
- c. They were given up in favor of other religions.
- d. They are conducted exclusively in European languages.

Answer: a

Learning Objective: 2.1 Outline the challenges faced by scholars in understanding indigenous sacred ways.

Topic: Understanding indigenous sacred ways

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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9. What is meant when indigenous spirituality is described as a lifeway?

- a. It is the way to the divine.
- b. It is the way to a better life.
- c. It pervades all of life, not a separate experience.
- d. It is relegated to particular times and places.

Answer: c

Learning Objective: 2.1 Outline the challenges faced by scholars in understanding indigenous sacred ways.

Topic: Understanding indigenous sacred ways

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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10. The Dahomey tradition from West Africa was carried to Haiti by African slaves and called

- a. Diaspora.
- b. Vodou.
- c. Tsalagi.
- d. Ainu.

Answer: b

Learning Objective: 2.2 Explain the cultural diversity of indigenous groups.

Topic: Cultural diversity

Difficulty Level: Easy

Skill Level: Remember the Facts

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11. A symbol for the unity of all things that many indigenous cultures use is the

- a. dream.
- b. arrow.
- c. dove.
- d. circle.

Answer: d

Learning Objective: 2.3 Describe the circle of right relationships.

Topic: The circle of right relationships

Difficulty Level: Easy

Skill Level: Remember the Facts

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12. To Australian aboriginals, the sacred era of creation before time began, called “Dreamtime,”

- a. is a shamanic vision that directs their actions.
- b. connects them to the cosmos through the origin of their land.
- c. exists as a parallel universe occupied by ancestral spirits who protect the tribes.
- d. demonstrates the illusory nature of all reality.

Answer: b

Learning Objective: 2.3 Describe the circle of right relationships.

Topic: The circle of right relationships

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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13. Why do the Yup'ik of southwestern Alaska treat all animal populations as guests?
- a. because they are more in touch with nature
 - b. because they are more easily hunted this way
 - c. because they view them as thinking, feeling fellow beings
 - d. because they see them as incarnations of the gods

Answer: c

Learning Objective: 2.3 Describe the circle of right relationships.

Topic: The circle of right relationships

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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14. Why is “drumming” spiritually important to the Yoruba?
- a. It draws people close to unseen powers.
 - b. It enables the Yoruba to use sacred music to worship and pacify the gods.
 - c. It gives workers a break from the tedium of daily chores.
 - d. It keeps animals away from people as they pray.

Answer: a

Learning Objective: 2.4 Identify the different spiritual specialists in indigenous sacred ways.

Topic: Spiritual specialists

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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15. How is the power of a mystical intermediary different from the power of a sorcerer?
- a. The mystical intermediary's power is never hereditary.
 - b. The mystical intermediary's power promotes selfish desires.
 - c. The mystical intermediary's power interferes with the cosmic order.
 - d. The mystical intermediary's power is spiritually neutral.

Answer: d

Learning Objective: 2.4 Identify the different spiritual specialists in indigenous sacred ways.

Topic: Spiritual specialists

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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16. Similarities found among myths and symbols of people from different geographical locations can be partly accounted for through all of the following EXCEPT

- a. shared human experience.
- b. global diffusion through trade and travel.
- c. all religions coming from the same source.
- d. land bridges that no longer exist.

Answer: c

Learning Objective: 2.2 Explain the cultural diversity of indigenous groups.

Topic: Cultural diversity

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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17. In the world's populations, indigenous peoples constitute at least

- a. 7 percent.
- b. 4 percent.
- c. 10 percent.
- d. 1 percent.

Answer: b

Learning Objective: 2.1 Outline the challenges faced by scholars in understanding indigenous sacred ways.

Topic: Chapter Introduction

Difficulty Level: Easy

Skill Level: Remember the Facts

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18. In most native cultures, spiritual lifeways are shared

- a. orally.
- b. on written papyrus.
- c. through parables.
- d. rhetorically.

Answer: a

Learning Objective: 2.1 Outline the challenges faced by scholars in understanding indigenous sacred ways.

Topic: Understanding indigenous sacred ways

Difficulty Level: Easy

Skill Level: Remember the Facts

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19. Among many indigenous religions, the cosmos is thought to contain and be affected by

- a. numerous gods and spirits who manipulate nature.
- b. billions of stars, gases, and planets.
- c. numerous divinities, spirits, and ancestors.
- d. the forces of nature, including the sun, moon, water, and plants.

Answer: c

Learning Objective: 2.3 Describe the circle of right relationships.

Topic: The circle of right relationships

Difficulty Level: Easy

Skill Level: Remember the Facts

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20. A striking geological feature, such as a mountain or canyon, that is considered to be the center of creation demonstrates

- a. that all people originally lived in either mountains or canyons.
- b. how indigenous peoples view mapmaking differently than others do.
- c. that indigenous understandings of the cosmos are extremely primitive.
- d. how natural environment plays an important role in indigenous peoples' kinship with creation.

Answer: d

Learning Objective: 2.3 Describe the circle of right relationships.

Topic: The circle of right relationships

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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21. How do indigenous community-centered, group rituals affirm bonds with all creation?

- a. by listening to new revelations from the divine
- b. by retelling stories of original creation
- c. by honoring the sacred and reinforcing connections with the environment
- d. by mimicking creation through the construction of totems

Answer: c

Learning Objective: 2.5 Summarize group and individual observances in indigenous sacred ways.

Topic: Group observances

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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22. How does the phrase “Respect is always due to all creatures” illustrate the indigenous worldview?

- a. It demonstrates their stance on the interdependent state of humans and nonhuman beings.
- b. It demonstrates their relationship of loving dominion over nonhuman beings.
- c. It reflects their submission to former colonizers.
- d. It reflects the history of indigenous peoples in which there was no war.

Answer: a

Learning Objective: 2.3 Describe the circle of right relationships.

Topic: The circle of right relationships

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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23. Why might someone from an indigenous community seek the aid of a shaman or mystical intermediary?

- a. to bring misfortune to a rival
- b. to ensure a successful hunt or cure illnesses
- c. to attain wealth
- d. to achieve enlightenment

Answer: b

Learning Objective: 2.4 Identify the different spiritual specialists in indigenous sacred ways.

Topic: Spiritual specialists

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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24. American colonizers forced the native peoples of the Americas from their indigenous lands onto reservations along the frontier. This is an example of

- a. commonality of human experience.
- b. indigenous peoples’ respect for all creatures.
- c. the concept of lifeway.
- d. the effects of globalization.

Answer: d

Learning Objective: 2.6 Illustrate how the process of globalization are affecting indigenous peoples.

Topic: Globalization

Difficulty Level: Difficult

Skill Level: Apply What You Know and Analyze It

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25. Indigenous beliefs and practices have recently been important for environmental preservation. How?
- The myths and taboos that protect the lands are being recognized by others.
 - People have been converting to indigenous religions.
 - Indigenous communities have placed many people in legislative and legal positions to protect the land.
 - It has brought increased spiritual tourism to the lands of indigenous peoples.

Answer: a

Learning Objective: 2.6 Illustrate how the processes of globalization are affecting indigenous peoples.

Topic: Globalization

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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26. In the 1980s, the Three Rivers Dam was constructed on the Oldman River in Alberta, Canada, despite the indigenous Peigan people's claim of rights to the river. This is an example of

- the inadequacy of shamanic power.
- the ill effects of development projects on indigenous people.
- the concept of lifeway.
- the appropriation of indigenous spirituality by outsiders.

Answer: b

Learning Objective: 2.7 Discuss how development projects have affected indigenous peoples and how they have responded.

Topic: Development issues

Difficulty Level: Difficult

Skill Level: Apply What You Know and Analyze It

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27. Why are some indigenous peoples leery of outsiders adopting their beliefs and practices?

- The outsiders do not value the practices.
- The outsiders disrupt and alter the practices.
- The outsiders do not understand the practices.
- The outsiders only offer money in return for services.

Answer: b

Learning Objective: 2.6 Illustrate how the processes of globalization are affecting indigenous peoples.

Topic: Globalization

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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28. After the *Exxon Valdez* spill in 1989, the Eyak Preservation Council was created as a grassroots movement that argued for indigenous beliefs and practices in response to the environmental catastrophe. This is an example of how indigenous peoples feel that their traditional sacred ways

- a. are giving way to the modern mechanical world.
- b. are to be exclusively used by indigenous people.
- c. are essential for the future of the world.
- d. are irrelevant to large environmental problems.

Answer: c

Learning Objective: 2.7 Discuss how development projects have affected indigenous peoples and how they have responded.

Topic: Development issues

Difficulty Level: Difficult

Skill Level: Apply What You Know and Analyze It

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29. Globalization affected many of indigenous people around the world in all of following ways EXCEPT

- a. it taught them the value of life.
- b. it devalued their belief system.
- c. it systematically acculturated them to Western life.
- d. it caused many to be forced into slavery.

Answer: a

Learning Objective: 2.6 Illustrate how the processes of globalization are affecting indigenous peoples.

Topic: Globalization

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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30. For the Lakota Indians, the cosmos are re-created through the marking out and praying toward the cardinal directions, heaven, and Unci-Maka. This illustrates how group ritual observances

- a. continue ancient practices.
- b. curse their enemies.
- c. save their forests.
- d. maintain the harmony of the universe.

Answer: d

Learning Objective: 2.5 Summarize group and individual observances in indigenous sacred ways.

Topic: Group observances

Difficulty Level: Difficult

Skill Level: Apply What You Know and Analyze It

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Essay

31. In many indigenous cultures, spiritual energy and power are important. How is this power manifested and controlled? Give specific examples.

Answer: The ideal answer should include:

1. A discussion of the vital force (*mana*) or spirit power
2. A discussion of sacred sites and rituals
3. A discussion about a woman's natural power, which is considered to be mysterious, dangerous, and uncontrolled, especially during her period
4. A discussion of the mystical intermediary

Learning Objective: 2.3 Describe the circle of right relationships.

Topic: The circle of right relationships; Spiritual specialists

Difficulty Level: Difficult

Skill Level: Apply What You Know and Analyze It

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32. Compare any two indigenous cultures discussed in this chapter. What beliefs and practices do they share? How are they different? Is it possible, based on these two examples, to develop a general description of indigenous lifeways?

Answer: The ideal answer should include examples from throughout the chapter, illustrating all salient points of similarity and difference. Students may also be invited to do additional research on their case studies.

Learning Objective: 2.1 Outline the challenges faced by scholars in understanding indigenous sacred ways.

Topic: Understanding indigenous sacred ways

Difficulty Level: Difficult

Skill Level: Apply What You Know and Analyze It

Page: 34–36

33. As indigenous peoples mingle with industrialized nations in an increasingly globalized world, indigenous elders seek to convert others to a respect for life rather than to convert to their religious traditions. What strategies might they use to maintain and share their values with people from very different contexts?

Answer: The ideal answer should include students expressing creative and constructive thinking as they imagine strategies for preserving and sharing the values of indigenous peoples.

Learning Objective: 2.6 Illustrate how the processes of globalization are affecting indigenous peoples.

Topic: Globalization

Difficulty Level: Difficult

Skill Level: Apply What You Know and Analyze It

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