|  |
| --- |
| Which of these is an example of a culture trait? |
| 1. [sleeping](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=&nWrong=&dotest=4&questionid=74&answerid=281&nextQuestion=1&timestamp=1430999920) 2. [eating a meal](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=&nWrong=&dotest=4&questionid=74&answerid=282&nextQuestion=1&timestamp=1430999920) 3. [**wearing a turban**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=&nWrong=&dotest=4&questionid=74&answerid=283&nextQuestion=1&timestamp=1430999920) 4. [taking a morning walk](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=&nWrong=&dotest=4&questionid=74&answerid=284&nextQuestion=1&timestamp=1430999920) 5. [parenting](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=&nWrong=&dotest=4&questionid=74&answerid=285&nextQuestion=1&timestamp=1430999920) |
| Which of these is an example of a cultural landscape? |
| 1. [**a park area off an interstate**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=1&nWrong=&dotest=4&questionid=75&answerid=286&nextQuestion=2&timestamp=1430999943) 2. [a coastal wetland](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=1&nWrong=&dotest=4&questionid=75&answerid=287&nextQuestion=2&timestamp=1430999943) 3. [wadis in a sandy desert](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=1&nWrong=&dotest=4&questionid=75&answerid=288&nextQuestion=2&timestamp=1430999943) 4. [a stand of mangrove trees](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=1&nWrong=&dotest=4&questionid=75&answerid=289&nextQuestion=2&timestamp=1430999943) 5. [a cloud forest](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=1&nWrong=&dotest=4&questionid=75&answerid=290&nextQuestion=2&timestamp=1430999943) |
| A people who are a part of a culture that does not have a written language are said to be: |
| 1. [illiterate](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=2&nWrong=&dotest=4&questionid=76&answerid=291&nextQuestion=3&timestamp=1430999965) 2. [**preliterate**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=2&nWrong=&dotest=4&questionid=76&answerid=292&nextQuestion=3&timestamp=1430999965) 3. [symbolic](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=2&nWrong=&dotest=4&questionid=76&answerid=293&nextQuestion=3&timestamp=1430999965) 4. [derivative](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=2&nWrong=&dotest=4&questionid=76&answerid=294&nextQuestion=3&timestamp=1430999965) 5. [prehistoric](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=2&nWrong=&dotest=4&questionid=76&answerid=295&nextQuestion=3&timestamp=1430999965) |
| Which of these characteristics is shared by all languages? |
| 1. [static and constant](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=3&nWrong=&dotest=4&questionid=77&answerid=301&nextQuestion=4&timestamp=1430999989) 2. [distinct and separate](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=3&nWrong=&dotest=4&questionid=77&answerid=302&nextQuestion=4&timestamp=1430999989) 3. [non-symbolic](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=3&nWrong=&dotest=4&questionid=77&answerid=303&nextQuestion=4&timestamp=1430999989) 4. [**changing and mutable**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=3&nWrong=&dotest=4&questionid=77&answerid=304&nextQuestion=4&timestamp=1430999989) 5. [based on a written alphabet](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=3&nWrong=&dotest=4&questionid=77&answerid=305&nextQuestion=4&timestamp=1430999989) |
| Which of these inventions had the greatest impact on standardizing languages worldwide? |
| 1. [moldboard plow](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=4&nWrong=&dotest=4&questionid=78&answerid=306&nextQuestion=5&timestamp=1431000014) 2. [**printing press**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=4&nWrong=&dotest=4&questionid=78&answerid=307&nextQuestion=5&timestamp=1431000014) 3. [cathode ray tube](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=4&nWrong=&dotest=4&questionid=78&answerid=308&nextQuestion=5&timestamp=1431000014) 4. [smallpox vaccine](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=4&nWrong=&dotest=4&questionid=78&answerid=309&nextQuestion=5&timestamp=1431000014) 5. [internal combustion engine](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=4&nWrong=&dotest=4&questionid=78&answerid=310&nextQuestion=5&timestamp=1431000014) |
| Which of these statements about gender and religion is true? |
| 1. [All religions promote a division of labor based on gender.](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=5&nWrong=&dotest=4&questionid=79&answerid=311&nextQuestion=6&timestamp=1431000038) 2. [There is little evidence on any cultural landscape of differences between the sexes.](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=5&nWrong=&dotest=4&questionid=79&answerid=312&nextQuestion=6&timestamp=1431000038) 3. [**In many societies, religion has relegated women to an inferior status.**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=5&nWrong=&dotest=4&questionid=79&answerid=313&nextQuestion=6&timestamp=1431000038) 4. [Most of the world's religions encourage gender equity.](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=5&nWrong=&dotest=4&questionid=79&answerid=314&nextQuestion=6&timestamp=1431000038) 5. [Social roles based on gender exist only in animistic religions.](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=5&nWrong=&dotest=4&questionid=79&answerid=315&nextQuestion=6&timestamp=1431000038) |
| All of the following are indicators of a group's culture except their: |
| 1. [land-use practices](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=6&nWrong=&dotest=4&questionid=80&answerid=316&nextQuestion=7&timestamp=1431000075) 2. [patterns of speech](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=6&nWrong=&dotest=4&questionid=80&answerid=317&nextQuestion=7&timestamp=1431000075) 3. [methods of conflict resolution](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=6&nWrong=&dotest=4&questionid=80&answerid=318&nextQuestion=7&timestamp=1431000075) 4. [systems of trade](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=6&nWrong=&dotest=4&questionid=80&answerid=319&nextQuestion=7&timestamp=1431000075) 5. [**ability to speak a language**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=6&nWrong=&dotest=4&questionid=80&answerid=320&nextQuestion=7&timestamp=1431000075) |
| Which is an example of sequent occupance? |
| 1. [Mount Everest](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=7&nWrong=3&dotest=4&questionid=81&answerid=321&nextQuestion=8&timestamp=1431000114) 2. [South African veld](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=7&nWrong=3&dotest=4&questionid=81&answerid=322&nextQuestion=8&timestamp=1431000114) 3. [Indonesian rainforest](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=7&nWrong=3&dotest=4&questionid=81&answerid=323&nextQuestion=8&timestamp=1431000114) 4. [**Montana cattle ranch**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=7&nWrong=3&dotest=4&questionid=81&answerid=324&nextQuestion=8&timestamp=1431000114) 5. [North Atlantic Drift](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=7&nWrong=3&dotest=4&questionid=81&answerid=325&nextQuestion=8&timestamp=1431000114) |
| Which was the major result of the journeys and voyages of Marco Polo and Christopher Columbus? |
| 1. [the development of an international organization to resolve conflicts](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=8&nWrong=6&dotest=4&questionid=82&answerid=326&nextQuestion=9&timestamp=1431000150) 2. [the discovery of many new medicines and herbal remedies](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=8&nWrong=6&dotest=4&questionid=82&answerid=327&nextQuestion=9&timestamp=1431000150) 3. [an introduction of representative systems of government to areas beyond Europe](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=8&nWrong=6&dotest=4&questionid=82&answerid=328&nextQuestion=9&timestamp=1431000150) 4. [decrease in poverty and disease in the world](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=8&nWrong=6&dotest=4&questionid=82&answerid=329&nextQuestion=9&timestamp=1431000150) 5. [**increase in trade among the world's regions**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=8&nWrong=6&dotest=4&questionid=82&answerid=330&nextQuestion=9&timestamp=1431000150) |
| Which of these provides the best description of a culture region? |
| 1. [an area with similar physical characteristics](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=9&nWrong=7&dotest=4&questionid=83&answerid=331&nextQuestion=10&timestamp=1431000198) 2. [a section of the world with countries where people of the same race live](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=9&nWrong=7&dotest=4&questionid=83&answerid=332&nextQuestion=10&timestamp=1431000198) 3. [an area where the people who live there have been environmentally responsible](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=9&nWrong=7&dotest=4&questionid=83&answerid=333&nextQuestion=10&timestamp=1431000198) 4. [**a collection of countries whose people practice the same religion and speak a common language**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=9&nWrong=7&dotest=4&questionid=83&answerid=334&nextQuestion=10&timestamp=1431000198) 5. [an area historically marked by religious and ethnic conflict](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=9&nWrong=7&dotest=4&questionid=83&answerid=335&nextQuestion=10&timestamp=1431000198) |
| The imprint of cultures on the land creates distinct and characteristic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| 1. [**cultural landscapes**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=10&nWrong=7&dotest=4&questionid=84&answerid=591&nextQuestion=11&timestamp=1431000349) 2. [culture hearths](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=10&nWrong=7&dotest=4&questionid=84&answerid=592&nextQuestion=11&timestamp=1431000349) 3. [cultural diffusion](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=10&nWrong=7&dotest=4&questionid=84&answerid=593&nextQuestion=11&timestamp=1431000349) 4. [cultural perception](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=10&nWrong=7&dotest=4&questionid=84&answerid=594&nextQuestion=11&timestamp=1431000349) 5. [cultural environments](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=10&nWrong=7&dotest=4&questionid=84&answerid=595&nextQuestion=11&timestamp=1431000349) |
| Culture groups have varying ideas and attitudes about space, place, and territory. This is called: |
| 1. [cultural landscape](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=11&nWrong=7&dotest=4&questionid=85&answerid=596&nextQuestion=12&timestamp=1431000371) 2. [culture hearth](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=11&nWrong=7&dotest=4&questionid=85&answerid=597&nextQuestion=12&timestamp=1431000371) 3. [cultural diffusion](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=11&nWrong=7&dotest=4&questionid=85&answerid=598&nextQuestion=12&timestamp=1431000371) 4. [**cultural perception**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=11&nWrong=7&dotest=4&questionid=85&answerid=599&nextQuestion=12&timestamp=1431000371) 5. [cultural environment](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=11&nWrong=7&dotest=4&questionid=85&answerid=600&nextQuestion=12&timestamp=1431000371) |
| From their sources, cultural innovations and ideas spread to other areas. This process is called: |
| 1. [cultural landscapes](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=12&nWrong=8&dotest=4&questionid=86&answerid=601&nextQuestion=13&timestamp=1431000405) 2. [**cultural diffusion**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=12&nWrong=8&dotest=4&questionid=86&answerid=602&nextQuestion=13&timestamp=1431000405) 3. [cultural hearthing](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=12&nWrong=8&dotest=4&questionid=86&answerid=603&nextQuestion=13&timestamp=1431000405) 4. [cultural perception](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=12&nWrong=8&dotest=4&questionid=86&answerid=604&nextQuestion=13&timestamp=1431000405) 5. [cultural environments](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=12&nWrong=8&dotest=4&questionid=86&answerid=605&nextQuestion=13&timestamp=1431000405) |
| This area deals with the role of culture in human understanding, use and alteration of the environment. |
| 1. [cultural landscape](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=13&nWrong=8&dotest=4&questionid=87&answerid=606&nextQuestion=14&timestamp=1431000425) 2. [culture hearth](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=13&nWrong=8&dotest=4&questionid=87&answerid=607&nextQuestion=14&timestamp=1431000425) 3. [**cultural environments**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=13&nWrong=8&dotest=4&questionid=87&answerid=608&nextQuestion=14&timestamp=1431000425) 4. [cultural diffusion](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=13&nWrong=8&dotest=4&questionid=87&answerid=609&nextQuestion=14&timestamp=1431000425) 5. [cultural perception](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=13&nWrong=8&dotest=4&questionid=87&answerid=610&nextQuestion=14&timestamp=1431000425) |
| These are sources, or crucibles, of cultural growth and achievement that developed in Eurasia, Africa, and America. |
| 1. [cultural landscapes](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=14&nWrong=8&dotest=4&questionid=88&answerid=611&nextQuestion=15&timestamp=1431000471) 2. [culture traits](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=14&nWrong=8&dotest=4&questionid=88&answerid=612&nextQuestion=15&timestamp=1431000471) 3. [culture complexes](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=14&nWrong=8&dotest=4&questionid=88&answerid=613&nextQuestion=15&timestamp=1431000471) 4. [culture systems](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=14&nWrong=8&dotest=4&questionid=88&answerid=614&nextQuestion=15&timestamp=1431000471) 5. [**culture hearths**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=14&nWrong=8&dotest=4&questionid=88&answerid=615&nextQuestion=15&timestamp=1431000471) |
| A single attribute of a culture is a: |
| 1. [culture region](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=15&nWrong=8&dotest=4&questionid=89&answerid=616&nextQuestion=16&timestamp=1431000502) 2. [culture complex](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=15&nWrong=8&dotest=4&questionid=89&answerid=617&nextQuestion=16&timestamp=1431000502) 3. [**culture trait**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=15&nWrong=8&dotest=4&questionid=89&answerid=618&nextQuestion=16&timestamp=1431000502) 4. [culture system](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=15&nWrong=8&dotest=4&questionid=89&answerid=619&nextQuestion=16&timestamp=1431000502) 5. [culture realm](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=15&nWrong=8&dotest=4&questionid=89&answerid=620&nextQuestion=16&timestamp=1431000502) |
| An assemblage of culture regions forms the most highly generalized regionalization of culture and geography on the world map, a: |
| 1. [**culture realm**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=16&nWrong=8&dotest=4&questionid=90&answerid=621&nextQuestion=17&timestamp=1431000520) 2. [culture trait](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=16&nWrong=8&dotest=4&questionid=90&answerid=622&nextQuestion=17&timestamp=1431000520) 3. [culture hearth](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=16&nWrong=8&dotest=4&questionid=90&answerid=623&nextQuestion=17&timestamp=1431000520) 4. [culture system](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=16&nWrong=8&dotest=4&questionid=90&answerid=624&nextQuestion=17&timestamp=1431000520) 5. [culture complex](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=16&nWrong=8&dotest=4&questionid=90&answerid=625&nextQuestion=17&timestamp=1431000520) |
| Culture complexes have traits in common, so it is possible to group certain complexes together as: |
| 1. [culture regions](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=17&nWrong=8&dotest=4&questionid=91&answerid=626&nextQuestion=18&timestamp=1431000532) 2. [culture hearths](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=17&nWrong=8&dotest=4&questionid=91&answerid=627&nextQuestion=18&timestamp=1431000532) 3. [culture realms](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=17&nWrong=8&dotest=4&questionid=91&answerid=628&nextQuestion=18&timestamp=1431000532) 4. [**culture systems**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=17&nWrong=8&dotest=4&questionid=91&answerid=629&nextQuestion=18&timestamp=1431000532) 5. [cultural environments](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=17&nWrong=8&dotest=4&questionid=91&answerid=630&nextQuestion=18&timestamp=1431000532) |
| More than one culture may exhibit a particular culture trait, but each will consist of a discrete combination of traits. This is referred to as a: |
| 1. [culture system](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=18&nWrong=8&dotest=4&questionid=92&answerid=631&nextQuestion=19&timestamp=1431000563) 2. [culture realm](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=18&nWrong=8&dotest=4&questionid=92&answerid=632&nextQuestion=19&timestamp=1431000563) 3. [cultural environment](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=18&nWrong=8&dotest=4&questionid=92&answerid=633&nextQuestion=19&timestamp=1431000563) 4. [culture region](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=18&nWrong=8&dotest=4&questionid=92&answerid=634&nextQuestion=19&timestamp=1431000563) 5. [**culture complex**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=18&nWrong=8&dotest=4&questionid=92&answerid=635&nextQuestion=19&timestamp=1431000563) |
| Sub Saharan Africa is an example of a: |
| 1. [culture system](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=19&nWrong=9&dotest=4&questionid=93&answerid=636&nextQuestion=20&timestamp=1431000598) 2. [**culture realm**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=19&nWrong=9&dotest=4&questionid=93&answerid=637&nextQuestion=20&timestamp=1431000598) 3. [culture complex](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=19&nWrong=9&dotest=4&questionid=93&answerid=638&nextQuestion=20&timestamp=1431000598) 4. [culture environment](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=19&nWrong=9&dotest=4&questionid=93&answerid=639&nextQuestion=20&timestamp=1431000598) 5. [culture region](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=19&nWrong=9&dotest=4&questionid=93&answerid=640&nextQuestion=20&timestamp=1431000598) |
| The wearing of a turban in Muslim society is an example of a: |
| 1. [culture system](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=20&nWrong=10&dotest=4&questionid=150&answerid=641&nextQuestion=21&timestamp=1431000624) 2. [culture hearth](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=20&nWrong=10&dotest=4&questionid=150&answerid=642&nextQuestion=21&timestamp=1431000624) 3. [**culture trait**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=20&nWrong=10&dotest=4&questionid=150&answerid=643&nextQuestion=21&timestamp=1431000624) 4. [culture complex](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=20&nWrong=10&dotest=4&questionid=150&answerid=644&nextQuestion=21&timestamp=1431000624) 5. [culture region](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=20&nWrong=10&dotest=4&questionid=150&answerid=645&nextQuestion=21&timestamp=1431000624) |
| All of the following are examples of ancient culture hearths except: |
| 1. [Indus Valley](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=21&nWrong=10&dotest=4&questionid=151&answerid=646&nextQuestion=22&timestamp=1431000660) 2. [Mesoamerica](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=21&nWrong=10&dotest=4&questionid=151&answerid=647&nextQuestion=22&timestamp=1431000660) 3. [Andean America](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=21&nWrong=10&dotest=4&questionid=151&answerid=648&nextQuestion=22&timestamp=1431000660) 4. [**Western Europe**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=21&nWrong=10&dotest=4&questionid=151&answerid=649&nextQuestion=22&timestamp=1431000660) 5. [West Africa](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=21&nWrong=10&dotest=4&questionid=151&answerid=650&nextQuestion=22&timestamp=1431000660) |
| The ancient culture hearths all achieved breakthroughs in: |
| 1. [transportation](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=22&nWrong=11&dotest=4&questionid=152&answerid=651&nextQuestion=23&timestamp=1431000682) 2. [communication](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=22&nWrong=11&dotest=4&questionid=152&answerid=652&nextQuestion=23&timestamp=1431000682) 3. [science](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=22&nWrong=11&dotest=4&questionid=152&answerid=653&nextQuestion=23&timestamp=1431000682) 4. [technology](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=22&nWrong=11&dotest=4&questionid=152&answerid=654&nextQuestion=23&timestamp=1431000682) 5. [**agriculture**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=22&nWrong=11&dotest=4&questionid=152&answerid=655&nextQuestion=23&timestamp=1431000682) |
| The spread of Islam is an example of: |
| 1. [contagious diffusion](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=23&nWrong=13&dotest=4&questionid=153&answerid=656&nextQuestion=24&timestamp=1431000712) 2. [expansion diffusion](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=23&nWrong=13&dotest=4&questionid=153&answerid=657&nextQuestion=24&timestamp=1431000712) 3. [hierarchical diffusion](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=23&nWrong=13&dotest=4&questionid=153&answerid=658&nextQuestion=24&timestamp=1431000712) 4. [stimulus diffusion](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=23&nWrong=13&dotest=4&questionid=153&answerid=659&nextQuestion=24&timestamp=1431000712) 5. [**both contagious and expansion diffusion**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=23&nWrong=13&dotest=4&questionid=153&answerid=660&nextQuestion=24&timestamp=1431000712) |
| This type of diffusion takes place through populations that are stable and fixed, so that the innovation, idea or disease does the moving: |
| 1. [migrant](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=24&nWrong=15&dotest=4&questionid=154&answerid=661&nextQuestion=25&timestamp=1431000735) 2. [acculturation](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=24&nWrong=15&dotest=4&questionid=154&answerid=662&nextQuestion=25&timestamp=1431000735) 3. [**expansion**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=24&nWrong=15&dotest=4&questionid=154&answerid=663&nextQuestion=25&timestamp=1431000735) 4. [relocation](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=24&nWrong=15&dotest=4&questionid=154&answerid=664&nextQuestion=25&timestamp=1431000735) 5. [distance](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=24&nWrong=15&dotest=4&questionid=154&answerid=665&nextQuestion=25&timestamp=1431000735) |
| The process by which a culture is substantially changed through interaction with another culture is called: |
| 1. [transculturation](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=25&nWrong=15&dotest=4&questionid=155&answerid=666&nextQuestion=26&timestamp=1431000771) 2. [**acculturation**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=25&nWrong=15&dotest=4&questionid=155&answerid=667&nextQuestion=26&timestamp=1431000771) 3. [culturation](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=25&nWrong=15&dotest=4&questionid=155&answerid=668&nextQuestion=26&timestamp=1431000771) 4. [transhumance](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=25&nWrong=15&dotest=4&questionid=155&answerid=669&nextQuestion=26&timestamp=1431000771) 5. [sequent occupance](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=25&nWrong=15&dotest=4&questionid=155&answerid=670&nextQuestion=26&timestamp=1431000771) |
| Occasionally, there is contact between culture complexes that are more nearly equal in numbers, strength and complexity. In such cases a genuine exchange follows, in which both cultures function as sources and adopters. This process is referred to as: |
| 1. [diffusion](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=26&nWrong=16&dotest=4&questionid=156&answerid=671&nextQuestion=27&timestamp=1431000799) 2. [acculturation](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=26&nWrong=16&dotest=4&questionid=156&answerid=672&nextQuestion=27&timestamp=1431000799) 3. [sequent occupance](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=26&nWrong=16&dotest=4&questionid=156&answerid=673&nextQuestion=27&timestamp=1431000799) 4. [**transculturation**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=26&nWrong=16&dotest=4&questionid=156&answerid=674&nextQuestion=27&timestamp=1431000799) 5. [cultural determinism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=26&nWrong=16&dotest=4&questionid=156&answerid=675&nextQuestion=27&timestamp=1431000799) |
| A region of North America in which the culture region represents a highly emotional commitment and continues to carry imprints of material culture long past is: |
| 1. [New England](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=27&nWrong=17&dotest=4&questionid=157&answerid=676&nextQuestion=28&timestamp=1431000832) 2. [Pacific](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=27&nWrong=17&dotest=4&questionid=157&answerid=677&nextQuestion=28&timestamp=1431000832) 3. [Northwest](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=27&nWrong=17&dotest=4&questionid=157&answerid=678&nextQuestion=28&timestamp=1431000832) 4. [**South**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=27&nWrong=17&dotest=4&questionid=157&answerid=679&nextQuestion=28&timestamp=1431000832) 5. [Acadia](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=27&nWrong=17&dotest=4&questionid=157&answerid=680&nextQuestion=28&timestamp=1431000832) |
| Regional variants of a standard language are: |
| 1. [**dialects**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=28&nWrong=17&dotest=4&questionid=158&answerid=681&nextQuestion=29&timestamp=1431000850) 2. [accents](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=28&nWrong=17&dotest=4&questionid=158&answerid=682&nextQuestion=29&timestamp=1431000850) 3. [vocalizations](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=28&nWrong=17&dotest=4&questionid=158&answerid=683&nextQuestion=29&timestamp=1431000850) 4. [sound shifts](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=28&nWrong=17&dotest=4&questionid=158&answerid=684&nextQuestion=29&timestamp=1431000850) 5. [reconstructions](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=28&nWrong=17&dotest=4&questionid=158&answerid=685&nextQuestion=29&timestamp=1431000850) |
| This term refers to denote any common language spoken by peoples with different native tongues: |
| 1. [pidgin](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=29&nWrong=17&dotest=4&questionid=159&answerid=686&nextQuestion=30&timestamp=1431000865) 2. [dialect](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=29&nWrong=17&dotest=4&questionid=159&answerid=687&nextQuestion=30&timestamp=1431000865) 3. [**lingua franca**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=29&nWrong=17&dotest=4&questionid=159&answerid=688&nextQuestion=30&timestamp=1431000865) 4. [regionalization](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=29&nWrong=17&dotest=4&questionid=159&answerid=689&nextQuestion=30&timestamp=1431000865) 5. [standard language](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=29&nWrong=17&dotest=4&questionid=159&answerid=690&nextQuestion=30&timestamp=1431000865) |
| African languages here in the Caribbean in the years following the first involuntary migration faded away and were replaced by an ever more complex pidgin. This important form of language replacement is referred to as: |
| 1. [lingua franca](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=30&nWrong=17&dotest=4&questionid=160&answerid=691&nextQuestion=31&timestamp=1431001729) 2. [**creolization**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=30&nWrong=17&dotest=4&questionid=160&answerid=692&nextQuestion=31&timestamp=1431001729) 3. [Esperanto](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=30&nWrong=17&dotest=4&questionid=160&answerid=693&nextQuestion=31&timestamp=1431001729) 4. [vocalization](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=30&nWrong=17&dotest=4&questionid=160&answerid=694&nextQuestion=31&timestamp=1431001729) 5. [language replacement](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=30&nWrong=17&dotest=4&questionid=160&answerid=695&nextQuestion=31&timestamp=1431001729) |
| A country is considered \_\_\_\_\_\_\_\_\_ if only one language is spoken: |
| 1. [multilingual](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=31&nWrong=17&dotest=4&questionid=161&answerid=696&nextQuestion=32&timestamp=1431001836) 2. [many-lingual](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=31&nWrong=17&dotest=4&questionid=161&answerid=697&nextQuestion=32&timestamp=1431001836) 3. [lingua franca](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=31&nWrong=17&dotest=4&questionid=161&answerid=698&nextQuestion=32&timestamp=1431001836) 4. [**monolingual**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=31&nWrong=17&dotest=4&questionid=161&answerid=699&nextQuestion=32&timestamp=1431001836) 5. [nostratic](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=31&nWrong=17&dotest=4&questionid=161&answerid=700&nextQuestion=32&timestamp=1431001836) |
| This was an invented language based on Latin and a combination of words from modern European languages. It was meant to create a world language that would eventually become the first or second language of all peoples everywhere: |
| 1. [creole](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=32&nWrong=17&dotest=4&questionid=162&answerid=701&nextQuestion=33&timestamp=1431001880) 2. [nostratic](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=32&nWrong=17&dotest=4&questionid=162&answerid=702&nextQuestion=33&timestamp=1431001880) 3. [mother tongue](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=32&nWrong=17&dotest=4&questionid=162&answerid=703&nextQuestion=33&timestamp=1431001880) 4. [pidgin](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=32&nWrong=17&dotest=4&questionid=162&answerid=704&nextQuestion=33&timestamp=1431001880) 5. [**Esperanto**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=32&nWrong=17&dotest=4&questionid=162&answerid=705&nextQuestion=33&timestamp=1431001880) |
| Spanish, Italian and French all derived from what language? |
| 1. [Baltic](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=33&nWrong=17&dotest=4&questionid=163&answerid=706&nextQuestion=34&timestamp=1431001912) 2. [**Latin**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=33&nWrong=17&dotest=4&questionid=163&answerid=707&nextQuestion=34&timestamp=1431001912) 3. [Sanskrit](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=33&nWrong=17&dotest=4&questionid=163&answerid=708&nextQuestion=34&timestamp=1431001912) 4. [Greek](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=33&nWrong=17&dotest=4&questionid=163&answerid=709&nextQuestion=34&timestamp=1431001912) 5. [Anatolian](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=33&nWrong=17&dotest=4&questionid=163&answerid=710&nextQuestion=34&timestamp=1431001912) |
| English can be classified as a/an: |
| 1. [mother language](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=34&nWrong=17&dotest=4&questionid=164&answerid=1061&nextQuestion=35&timestamp=1431001948) 2. [creole language](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=34&nWrong=17&dotest=4&questionid=164&answerid=1062&nextQuestion=35&timestamp=1431001948) 3. [**Indo European language**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=34&nWrong=17&dotest=4&questionid=164&answerid=1063&nextQuestion=35&timestamp=1431001948) 4. [dialect](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=34&nWrong=17&dotest=4&questionid=164&answerid=1064&nextQuestion=35&timestamp=1431001948) 5. [creole](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=34&nWrong=17&dotest=4&questionid=164&answerid=1065&nextQuestion=35&timestamp=1431001948) |
| This involved the analysis of discrete stages of settlement at a given location, the differences between stages representing geographic change through time: |
| 1. [stimulus diffusion](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=35&nWrong=17&dotest=4&questionid=165&answerid=1066&nextQuestion=36&timestamp=1431001962) 2. [hierarchical diffusion](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=35&nWrong=17&dotest=4&questionid=165&answerid=1067&nextQuestion=36&timestamp=1431001962) 3. [cultural ecology](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=35&nWrong=17&dotest=4&questionid=165&answerid=1068&nextQuestion=36&timestamp=1431001962) 4. [**sequent occupance**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=35&nWrong=17&dotest=4&questionid=165&answerid=1069&nextQuestion=36&timestamp=1431001962) 5. [gentrification](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=35&nWrong=17&dotest=4&questionid=165&answerid=1070&nextQuestion=36&timestamp=1431001962) |
| The youngest world religion is: |
| 1. [**Islam**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=36&nWrong=17&dotest=4&questionid=166&answerid=1071&nextQuestion=37&timestamp=1431001980) 2. [Judaism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=36&nWrong=17&dotest=4&questionid=166&answerid=1072&nextQuestion=37&timestamp=1431001980) 3. [Hinduism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=36&nWrong=17&dotest=4&questionid=166&answerid=1073&nextQuestion=37&timestamp=1431001980) 4. [Christianity](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=36&nWrong=17&dotest=4&questionid=166&answerid=1074&nextQuestion=37&timestamp=1431001980) 5. [Buddhism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=36&nWrong=17&dotest=4&questionid=166&answerid=1075&nextQuestion=37&timestamp=1431001980) |
| An overwhelmingly predominant Romal Catholic influence is seen in the Canadian province of: |
| 1. [New Brunswick](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=37&nWrong=17&dotest=4&questionid=167&answerid=1076&nextQuestion=38&timestamp=1431002004) 2. [Yukon Territory](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=37&nWrong=17&dotest=4&questionid=167&answerid=1077&nextQuestion=38&timestamp=1431002004) 3. [British Colombia](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=37&nWrong=17&dotest=4&questionid=167&answerid=1078&nextQuestion=38&timestamp=1431002004) 4. [Alberta](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=37&nWrong=17&dotest=4&questionid=167&answerid=1079&nextQuestion=38&timestamp=1431002004) 5. [**Quebec**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=37&nWrong=17&dotest=4&questionid=167&answerid=1080&nextQuestion=38&timestamp=1431002004) |
| The predominant Baptist region of the United States is found: |
| 1. [west of the Mississippi](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=38&nWrong=17&dotest=4&questionid=168&answerid=1081&nextQuestion=39&timestamp=1431002017) 2. [west of the Rocky Mountains](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=38&nWrong=17&dotest=4&questionid=168&answerid=1082&nextQuestion=39&timestamp=1431002017) 3. [east of the Appalachians](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=38&nWrong=17&dotest=4&questionid=168&answerid=1083&nextQuestion=39&timestamp=1431002017) 4. [in the Great Plains](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=38&nWrong=17&dotest=4&questionid=168&answerid=1084&nextQuestion=39&timestamp=1431002017) 5. [**in the deep South**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=38&nWrong=17&dotest=4&questionid=168&answerid=1085&nextQuestion=39&timestamp=1431002017) |
| Buddhism was born in: |
| 1. [Japan](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=39&nWrong=17&dotest=4&questionid=169&answerid=1086&nextQuestion=40&timestamp=1431002040) 2. [**northern India**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=39&nWrong=17&dotest=4&questionid=169&answerid=1087&nextQuestion=40&timestamp=1431002040) 3. [Iran](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=39&nWrong=17&dotest=4&questionid=169&answerid=1088&nextQuestion=40&timestamp=1431002040) 4. [Indonesia](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=39&nWrong=17&dotest=4&questionid=169&answerid=1089&nextQuestion=40&timestamp=1431002040) 5. [Thailand](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=39&nWrong=17&dotest=4&questionid=169&answerid=1090&nextQuestion=40&timestamp=1431002040) |
| The spread of Islam from its Arabian source area is a classic example of: |
| 1. [contagious diffusion](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=40&nWrong=17&dotest=4&questionid=237&answerid=1091&nextQuestion=41&timestamp=1431002055) 2. [relocation diffusion](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=40&nWrong=17&dotest=4&questionid=237&answerid=1092&nextQuestion=41&timestamp=1431002055) 3. [expansion diffusion](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=40&nWrong=17&dotest=4&questionid=237&answerid=1093&nextQuestion=41&timestamp=1431002055) 4. [hierarchical diffusion](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=40&nWrong=17&dotest=4&questionid=237&answerid=1094&nextQuestion=41&timestamp=1431002055) 5. [**both expansion and contagious**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=40&nWrong=17&dotest=4&questionid=237&answerid=1095&nextQuestion=41&timestamp=1431002055) |
| A country experiencing serious conflict involving interfaith boundaries is: |
| 1. [**Sri Lanka**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=41&nWrong=17&dotest=4&questionid=239&answerid=1101&nextQuestion=42&timestamp=1431002071) 2. [United States](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=41&nWrong=17&dotest=4&questionid=239&answerid=1102&nextQuestion=42&timestamp=1431002071) 3. [Brazil](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=41&nWrong=17&dotest=4&questionid=239&answerid=1103&nextQuestion=42&timestamp=1431002071) 4. [Egypt](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=41&nWrong=17&dotest=4&questionid=239&answerid=1104&nextQuestion=42&timestamp=1431002071) 5. [Iran](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=41&nWrong=17&dotest=4&questionid=239&answerid=1105&nextQuestion=42&timestamp=1431002071) |
| The world's most populous Muslim nation is: |
| 1. [Iran](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=42&nWrong=17&dotest=4&questionid=240&answerid=1106&nextQuestion=43&timestamp=1431002094) 2. [Pakistan](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=42&nWrong=17&dotest=4&questionid=240&answerid=1107&nextQuestion=43&timestamp=1431002094) 3. [Saudi Arabia](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=42&nWrong=17&dotest=4&questionid=240&answerid=1108&nextQuestion=43&timestamp=1431002094) 4. [**Indonesia**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=42&nWrong=17&dotest=4&questionid=240&answerid=1109&nextQuestion=43&timestamp=1431002094) 5. [Afghanistan](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=42&nWrong=17&dotest=4&questionid=240&answerid=1110&nextQuestion=43&timestamp=1431002094) |
| The idea of a homeland for the Jewish people developed into the ideology of: |
| 1. [Sephardim](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=43&nWrong=17&dotest=4&questionid=241&answerid=1113&nextQuestion=44&timestamp=1431002117) 2. [Zoroastrianism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=43&nWrong=17&dotest=4&questionid=241&answerid=1112&nextQuestion=44&timestamp=1431002117) 3. [**Zionism**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=43&nWrong=17&dotest=4&questionid=241&answerid=1111&nextQuestion=44&timestamp=1431002117) 4. [Askenazim](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=43&nWrong=17&dotest=4&questionid=241&answerid=1114&nextQuestion=44&timestamp=1431002117) 5. [Judaism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=43&nWrong=17&dotest=4&questionid=241&answerid=1115&nextQuestion=44&timestamp=1431002117) |
| The two sects of Islam are: |
| 1. [Taoism and Confucianism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=44&nWrong=17&dotest=4&questionid=242&answerid=1116&nextQuestion=45&timestamp=1431002139) 2. [Sikhism and Brahman](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=44&nWrong=17&dotest=4&questionid=242&answerid=1117&nextQuestion=45&timestamp=1431002139) 3. [Roman Catholic and Lutheran](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=44&nWrong=17&dotest=4&questionid=242&answerid=1118&nextQuestion=45&timestamp=1431002139) 4. [**Sunni and Shiite**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=44&nWrong=17&dotest=4&questionid=242&answerid=1119&nextQuestion=45&timestamp=1431002139) 5. [Sunni and Sikhism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=44&nWrong=17&dotest=4&questionid=242&answerid=1120&nextQuestion=45&timestamp=1431002139) |
| The sharia religious laws impose harsh punishment to people who don't abide by the laws. A harsh punishment may include: |
| 1. [amputation of limbs](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=45&nWrong=17&dotest=4&questionid=243&answerid=1121&nextQuestion=46&timestamp=1431002159) 2. [beheading](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=45&nWrong=17&dotest=4&questionid=243&answerid=1122&nextQuestion=46&timestamp=1431002159) 3. [house arrest for life](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=45&nWrong=17&dotest=4&questionid=243&answerid=1123&nextQuestion=46&timestamp=1431002159) 4. [public hanging](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=45&nWrong=17&dotest=4&questionid=243&answerid=1124&nextQuestion=46&timestamp=1431002159) 5. [**all of the above**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=45&nWrong=17&dotest=4&questionid=243&answerid=1125&nextQuestion=46&timestamp=1431002159) |
| The first language ever spoken by Homo sapiens was called: |
| 1. [German](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=46&nWrong=17&dotest=4&questionid=244&answerid=1126&nextQuestion=47&timestamp=1431002175) 2. [**the Mother Tongue**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=46&nWrong=17&dotest=4&questionid=244&answerid=1127&nextQuestion=47&timestamp=1431002175) 3. [Proto-Indo-European](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=46&nWrong=17&dotest=4&questionid=244&answerid=1128&nextQuestion=47&timestamp=1431002175) 4. [Ebonics](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=46&nWrong=17&dotest=4&questionid=244&answerid=1129&nextQuestion=47&timestamp=1431002175) 5. [English](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=46&nWrong=17&dotest=4&questionid=244&answerid=1130&nextQuestion=47&timestamp=1431002175) |
| According to the agricultural theory, the proposed source of the Proto-Indo-European language is located where? |
| 1. [Mesopotamia](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=47&nWrong=17&dotest=4&questionid=245&answerid=1131&nextQuestion=48&timestamp=1431002192) 2. [east of the Caspian Sea](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=47&nWrong=17&dotest=4&questionid=245&answerid=1132&nextQuestion=48&timestamp=1431002192) 3. [west of the Black Sea](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=47&nWrong=17&dotest=4&questionid=245&answerid=1133&nextQuestion=48&timestamp=1431002192) 4. [**Anatolia**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=47&nWrong=17&dotest=4&questionid=245&answerid=1134&nextQuestion=48&timestamp=1431002192) 5. [Eurasia](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=47&nWrong=17&dotest=4&questionid=245&answerid=1135&nextQuestion=48&timestamp=1431002192) |
| Anatolia is modern day: |
| 1. [**Turkey**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=48&nWrong=20&dotest=4&questionid=246&answerid=1136&nextQuestion=49&timestamp=1431002212) 2. [Britain](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=48&nWrong=20&dotest=4&questionid=246&answerid=1137&nextQuestion=49&timestamp=1431002212) 3. [Iraq](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=48&nWrong=20&dotest=4&questionid=246&answerid=1138&nextQuestion=49&timestamp=1431002212) 4. [Greece](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=48&nWrong=20&dotest=4&questionid=246&answerid=1139&nextQuestion=49&timestamp=1431002212) 5. [Afghanistan](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=48&nWrong=20&dotest=4&questionid=246&answerid=1140&nextQuestion=49&timestamp=1431002212) |
| What is the core of the Proto-Indo-European language? |
| 1. [**Nostratic**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=49&nWrong=20&dotest=4&questionid=247&answerid=1141&nextQuestion=50&timestamp=1431002233) 2. [Latin](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=49&nWrong=20&dotest=4&questionid=247&answerid=1142&nextQuestion=50&timestamp=1431002233) 3. [Greek](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=49&nWrong=20&dotest=4&questionid=247&answerid=1143&nextQuestion=50&timestamp=1431002233) 4. [Slavic](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=49&nWrong=20&dotest=4&questionid=247&answerid=1144&nextQuestion=50&timestamp=1431002233) 5. [Basque](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=49&nWrong=20&dotest=4&questionid=247&answerid=1145&nextQuestion=50&timestamp=1431002233) |
| Animistic religions are centered on the belief that: |
| 1. [animals are gods](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=50&nWrong=20&dotest=4&questionid=248&answerid=1146&nextQuestion=51&timestamp=1431002246) 2. [**inanimate objects possess spirits**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=50&nWrong=20&dotest=4&questionid=248&answerid=1147&nextQuestion=51&timestamp=1431002246) 3. [there is only one god](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=50&nWrong=20&dotest=4&questionid=248&answerid=1148&nextQuestion=51&timestamp=1431002246) 4. [Allah is the Supreme Being](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=50&nWrong=20&dotest=4&questionid=248&answerid=1149&nextQuestion=51&timestamp=1431002246) 5. [Hercules split the Strait of Gibraltar](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=50&nWrong=20&dotest=4&questionid=248&answerid=1150&nextQuestion=51&timestamp=1431002246) |
| The caste system is a part of which religion? |
| 1. [Buddhism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=51&nWrong=20&dotest=4&questionid=250&answerid=1156&nextQuestion=52&timestamp=1431002268) 2. [Islam](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=51&nWrong=20&dotest=4&questionid=250&answerid=1157&nextQuestion=52&timestamp=1431002268) 3. [**Hinduism**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=51&nWrong=20&dotest=4&questionid=250&answerid=1158&nextQuestion=52&timestamp=1431002268) 4. [Christianity](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=51&nWrong=20&dotest=4&questionid=250&answerid=1159&nextQuestion=52&timestamp=1431002268) 5. [Animism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=51&nWrong=20&dotest=4&questionid=250&answerid=1160&nextQuestion=52&timestamp=1431002268) |
| Which of the following statements best describe Northern Ireland? |
| 1. [**Protestants and Catholics are scattered throughout the region**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=52&nWrong=20&dotest=4&questionid=251&answerid=1161&nextQuestion=53&timestamp=1431002281) 2. [the majority is Catholic, minority Protestant](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=52&nWrong=20&dotest=4&questionid=251&answerid=1162&nextQuestion=53&timestamp=1431002281) 3. [Protestant majority is mainly in the west](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=52&nWrong=20&dotest=4&questionid=251&answerid=1163&nextQuestion=53&timestamp=1431002281) 4. [Catholics make up 1/8 of the population](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=52&nWrong=20&dotest=4&questionid=251&answerid=1164&nextQuestion=53&timestamp=1431002281) 5. [Protestants feel discriminated against and repressed](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=52&nWrong=20&dotest=4&questionid=251&answerid=1165&nextQuestion=53&timestamp=1431002281) |
| In the Philippines, what percentage of the population is Muslim? |
| 1. [35%](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=53&nWrong=21&dotest=4&questionid=252&answerid=1166&nextQuestion=54&timestamp=1431002304) 2. [41%](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=53&nWrong=21&dotest=4&questionid=252&answerid=1167&nextQuestion=54&timestamp=1431002304) 3. [**5%**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=53&nWrong=21&dotest=4&questionid=252&answerid=1168&nextQuestion=54&timestamp=1431002304) 4. [50%](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=53&nWrong=21&dotest=4&questionid=252&answerid=1169&nextQuestion=54&timestamp=1431002304) 5. [85%](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=53&nWrong=21&dotest=4&questionid=252&answerid=1170&nextQuestion=54&timestamp=1431002304) |
| Which statement best characterizes Shiite Muslims? |
| 1. [Approximately 40% of Muslims are Shiite.](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=54&nWrong=23&dotest=4&questionid=253&answerid=1171&nextQuestion=55&timestamp=1431002330) 2. [Shiite's believe in the effectiveness of family and community in solving life's problems.](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=54&nWrong=23&dotest=4&questionid=253&answerid=1172&nextQuestion=55&timestamp=1431002330) 3. [**Shiite's believe that imam are the sole source of true knowledge.**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=54&nWrong=23&dotest=4&questionid=253&answerid=1173&nextQuestion=55&timestamp=1431002330) 4. [All other Muslims consider the Shiite a cult.](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=54&nWrong=23&dotest=4&questionid=253&answerid=1174&nextQuestion=55&timestamp=1431002330) 5. [Shiite Muslims are only located in remote parts of Africa.](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=54&nWrong=23&dotest=4&questionid=253&answerid=1175&nextQuestion=55&timestamp=1431002330) |
| This theory said that early speakers of Proto-Indo-European spread westward on horseback, overpowering earlier inhabitants and beginning the diffusion and differentiation of Latin, Germanic, and Slovonic languages: |
| 1. [Agriculture Theory](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=55&nWrong=23&dotest=4&questionid=254&answerid=1176&nextQuestion=56&timestamp=1431002374) 2. [Divergence Theory](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=55&nWrong=23&dotest=4&questionid=254&answerid=1177&nextQuestion=56&timestamp=1431002374) 3. [Global Theory](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=55&nWrong=23&dotest=4&questionid=254&answerid=1178&nextQuestion=56&timestamp=1431002374) 4. [**Conquest Theory**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=55&nWrong=23&dotest=4&questionid=254&answerid=1179&nextQuestion=56&timestamp=1431002374) 5. [Dispersal Theory](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=55&nWrong=23&dotest=4&questionid=254&answerid=1180&nextQuestion=56&timestamp=1431002374) |
| The Proto-language had words for certain landforms, trees and other features of the natural landscape. Such information: |
| 1. [is useless today](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=56&nWrong=23&dotest=4&questionid=255&answerid=1181&nextQuestion=57&timestamp=1431002406) 2. [teaches us about culture](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=56&nWrong=23&dotest=4&questionid=255&answerid=1182&nextQuestion=57&timestamp=1431002406) 3. [**helps reveal the environment in which a language may have developed**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=56&nWrong=23&dotest=4&questionid=255&answerid=1183&nextQuestion=57&timestamp=1431002406) 4. [tells us about the people who lived in a certain environment](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=56&nWrong=23&dotest=4&questionid=255&answerid=1184&nextQuestion=57&timestamp=1431002406) 5. [cannot be accurately confirmed](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=56&nWrong=23&dotest=4&questionid=255&answerid=1185&nextQuestion=57&timestamp=1431002406) |
| Long ago, people speaking different languages were forced to find ways to communicate for trade. This need resulted in the emergence of: |
| 1. [Esperanto](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=57&nWrong=26&dotest=4&questionid=256&answerid=1186&nextQuestion=58&timestamp=1431002456) 2. [**a lingua franca**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=57&nWrong=26&dotest=4&questionid=256&answerid=1187&nextQuestion=58&timestamp=1431002456) 3. [pidgin](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=57&nWrong=26&dotest=4&questionid=256&answerid=1188&nextQuestion=58&timestamp=1431002456) 4. [English](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=57&nWrong=26&dotest=4&questionid=256&answerid=1189&nextQuestion=58&timestamp=1431002456) 5. [creole](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=57&nWrong=26&dotest=4&questionid=256&answerid=1190&nextQuestion=58&timestamp=1431002456) |
| The term meaning indifference to or rejection of religious ideas is: |
| 1. [animism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=58&nWrong=26&dotest=4&questionid=257&answerid=1191&nextQuestion=59&timestamp=1431002491) 2. [creolization](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=58&nWrong=26&dotest=4&questionid=257&answerid=1192&nextQuestion=59&timestamp=1431002491) 3. [polytheism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=58&nWrong=26&dotest=4&questionid=257&answerid=1193&nextQuestion=59&timestamp=1431002491) 4. [**secularism**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=58&nWrong=26&dotest=4&questionid=257&answerid=1194&nextQuestion=59&timestamp=1431002491) 5. [monotheism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=58&nWrong=26&dotest=4&questionid=257&answerid=1195&nextQuestion=59&timestamp=1431002491) |
| All of the following are cultural/ethnic religions except: |
| 1. [Hinduism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=59&nWrong=26&dotest=4&questionid=258&answerid=1196&nextQuestion=60&timestamp=1431002513) 2. [Confucianism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=59&nWrong=26&dotest=4&questionid=258&answerid=1197&nextQuestion=60&timestamp=1431002513) 3. [Taoism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=59&nWrong=26&dotest=4&questionid=258&answerid=1198&nextQuestion=60&timestamp=1431002513) 4. [**Buddhism**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=59&nWrong=26&dotest=4&questionid=258&answerid=1199&nextQuestion=60&timestamp=1431002513) 5. [Shintoism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=59&nWrong=26&dotest=4&questionid=258&answerid=1200&nextQuestion=60&timestamp=1431002513) |
| Which language is changing the cultural composition of the United States? |
| 1. [French](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=60&nWrong=26&dotest=4&questionid=259&answerid=1201&nextQuestion=61&timestamp=1431002528) 2. [German](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=60&nWrong=26&dotest=4&questionid=259&answerid=1202&nextQuestion=61&timestamp=1431002528) 3. [English](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=60&nWrong=26&dotest=4&questionid=259&answerid=1203&nextQuestion=61&timestamp=1431002528) 4. [**Spanish**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=60&nWrong=26&dotest=4&questionid=259&answerid=1204&nextQuestion=61&timestamp=1431002528) 5. [Chinese](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=60&nWrong=26&dotest=4&questionid=259&answerid=1205&nextQuestion=61&timestamp=1431002528) |
| Where do the majority of the world's Hindu's live? |
| 1. [**India**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=61&nWrong=26&dotest=4&questionid=260&answerid=1206&nextQuestion=62&timestamp=1431002546) 2. [China](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=61&nWrong=26&dotest=4&questionid=260&answerid=1207&nextQuestion=62&timestamp=1431002546) 3. [Japan](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=61&nWrong=26&dotest=4&questionid=260&answerid=1208&nextQuestion=62&timestamp=1431002546) 4. [Russia](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=61&nWrong=26&dotest=4&questionid=260&answerid=1209&nextQuestion=62&timestamp=1431002546) 5. [Pakistan](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=61&nWrong=26&dotest=4&questionid=260&answerid=1210&nextQuestion=62&timestamp=1431002546) |
| What belief system did the Soviet Union try to force upon its people? |
| 1. [Catholocism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=62&nWrong=26&dotest=4&questionid=261&answerid=1211&nextQuestion=63&timestamp=1431002575) 2. [Orthodoxy](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=62&nWrong=26&dotest=4&questionid=261&answerid=1212&nextQuestion=63&timestamp=1431002575) 3. [Islam](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=62&nWrong=26&dotest=4&questionid=261&answerid=1213&nextQuestion=63&timestamp=1431002575) 4. [**Atheism**](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=62&nWrong=26&dotest=4&questionid=261&answerid=1214&nextQuestion=63&timestamp=1431002575) 5. [Protestantism](http://litchfield.mn.schoolwebpages.com/education/components/testbank/dotest.php?sectiondetailid=737&nCorrect=62&nWrong=26&dotest=4&questionid=261&answerid=1215&nextQuestion=63&timestamp=1431002575) |