

Section

3

The Growth of Judaism

Guide to Reading

Looking Back, Looking Ahead

In Section 2, you learned that the Chaldeans forced thousands of Jews to go to Babylon. Life in Babylon was very difficult. Many of Judah's people looked to their religion for hope and strength.

Focusing on the Main Ideas

- The Jews continued their religion during their exile in Babylon. (page 214)
- Jews spread their beliefs to the Greek world and regained control of Judah. (page 215)
- Religion shaped the Jewish way of life. (page 217)
- Under Roman rule, the Jews were divided and rebellious. In response, the Romans destroyed the temple and exiled the Jews. (page 220)

Locating Places

Babylon (BA•buh•luhn)

Meeting People

Judas Maccabeus

(JOO•duhs MAK•uh•BEE•uhs)

Herod (HEHR•uhd)

Zealot (ZEH•luht)

Yohanan ben Zaccai

(YOH•kah•nahn behn zah•KY)

Content Vocabulary

exile (EHG•zyl)

Sabbath (SA•buhth)

synagogue (SIH•nuh•GAHG)

Diaspora (dy•AS•pruh)

messiah (muh•SY•uh)

rabbi (RA•by)

Academic Vocabulary

series (SIHR•eez)

version (VUHR•zhuhn)

trace (TRAYS)

Reading Strategy

Summarizing Information Use a diagram to describe the Maccabees.



History Social Science Standards

WH.6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

NATIONAL GEOGRAPHIC

Where & When?



600 B.C.

538 B.C.

Cyrus allows Jews to return to Judah

250 B.C.

168 B.C.

Judas Maccabeus rebels against Antiochus

A.D. 100

A.D. 66

Jews revolt against Romans



WH6.3.2 Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.

Exile and Return

Main Idea The Jews continued their religion during their exile in Babylon.

Reading Connection Have you ever learned something important by experiencing a hardship? Read on to find out what lessons the Jews learned from hard times.

The Jews called their time in Babylon an **exile** (EHG•zvl). This means they were forced to leave their homeland. During their exile, the Israelite religion became what we call Judaism.

While in **Babylon** (BA•buh•luhn), small groups of Jews met on the **Sabbath** (SA•buhth). This was their weekly day of worship and rest. The Jewish Sabbath goes from sundown Friday to sundown Saturday. These weekly meetings took place at **synagogues** (SIH•nuh•GAHGS), or Jewish houses of worship. The synagogue meetings gave the people hope.

Why Did Jews Return to Judah? During the 500s B.C., a group of people called Persians swept across southwest Asia. The Persians defeated the Chaldeans and took over Babylon. In 538 B.C. the Persian king Cyrus permitted Jews to return to Judah.

Some Jews stayed in Babylon, but many went home. They rebuilt Jerusalem and the temple. Cyrus appointed officials to rule the country and collected taxes from the people. The Persians did not allow the Jews to have their own government or king, so the Jews depended mainly on their religious leaders—the temple priests and scribes—to run their society.

Many scribes became religious scholars. Under a scribe named Ezra, the Jews wrote the five books of the Torah on pieces of parchment. They sewed the pieces together to make long scrolls. The Torah and writings that were added later made up the Hebrew Bible.



◀ Torah scrolls are carried in decorated cases such as this one from the main synagogue in Jerusalem. **What larger text is made up of the Torah and other important writings?**



▲ A rabbi reads from the Torah.

▼ Torah scrolls





WH6.3.4 Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.

Walker Art Gallery, Liverpool, Merseyside, UK, National Museums Liverpool/Bridgeman Art Library

What Is in the Hebrew Bible? The Hebrew Bible is really a **series** of 34 books collected together. The Torah, the Prophets, and the Writings that were added later make up the Hebrew Bible. Some of these books describe events in Jewish history, others are books of poetry, literature, and proverbs.

For example, Genesis, the first book of the Torah, tells how God created the earth in six days and rested on the seventh day. He also created the first man and woman, Adam and Eve. Genesis also tells how God punished the world for its bad behavior. In Genesis, God tells Noah to build an ark, or large boat. Noah, his family, and two of every animal on Earth boarded the ark. Then a great flood covered the land, and only those on the ark escaped drowning. After the flood, God promised to never again destroy the world with a flood.

Genesis also explains why the world has many languages. It tells how the people in the city of Babel tried to build a tower to heaven. God disapproved and made the people speak in different languages, then scattered them across the earth.

The Jews Look to the Future Parts of the Hebrew Bible describe God's plan for a peaceful future. The book of Daniel addresses this issue. Daniel lived in Babylon and was a trusted adviser of the king. However, he refused to worship Babylonian gods. The Chaldeans threw Daniel into a lion's den, but God protected Daniel from the lions. The story was meant to remind Jews that God would rescue them.

The Jews believed that evil and suffering would eventually be replaced by goodness. Christians and Muslims share this idea of good triumphing over evil.

Reading Check Identify Who allowed the Jews to return to Judah?

The Jews and the Greeks

Main Idea Jews spread their beliefs to the Greek world and regained control of Judah.

Reading Connection How do you show loyalty to friends and family? Read to learn how Jews showed loyalty to their religion and country.

In 334 B.C. a Greek king named Alexander the Great began taking over kingdoms around the Mediterranean. In 331 B.C. his armies defeated the Persians, so Judah came under his control. Alexander allowed the Jews to stay in Judah. However, Alexander, who loved all things Greek, introduced the Greek language and Greek ways to Judah.

What Was the Diaspora? At the time, Jews were living throughout Alexander's empire. Many still lived in Babylon. Some lived in Egypt and other lands around the Mediterranean Sea. The scattering of the Jews outside of Israel and Judah became known as the **Diaspora** (dy•AS•pruh).



▲ According to the Hebrew Bible, Daniel is thrown into a lion's den for refusing to worship the Babylonian gods. God, however, kept Daniel safe from the lions. **What lesson did this story present to the Jews?**



Diaspora is a Greek word that means “scattered.”

Many Jews of the Diaspora learned the Greek language and Greek ways but remained loyal to Judaism. A group of them copied the Hebrew Bible into Greek. This Greek **version** helped people who were not Jews to read and understand the Hebrew Bible. As a result, Jewish ideas spread throughout the Mediterranean world.

Who Were the Maccabees? In 168 B.C. a Greek ruler named Antiochus (an•TY•uh kuhs) controlled Judah. He decided to make the Jews of Judah worship Greek gods and goddesses. A priest named **Judas Maccabeus**

(JOO•duhs MAK•uh•BEE•uhs) and his followers rebelled. They fled to the hills and formed an army known as the Maccabees.

After many battles, the Maccabees drove the Greeks out of Judah. They destroyed all **traces** of Greek gods and goddesses in their temple and rededicated it to the worship of God. Each year Jews recall the cleansing of the temple when they celebrate Hanukkah (HAH•nuh•kuh).

Priests from Judas Maccabeus’s family became the new rulers of Judah. Under their leadership, Judah took over land that had been part of the kingdom of Israel.

Reading Check Analyze How did Alexander the Great affect the Israelites?

Major Jewish Holy Days

Name	Time of Year	Length	Reason for the Holy Day	Customs
Passover	April	8 days (7 in Israel)	to celebrate the escape of the Jews from slavery in Egypt and their return to the Promised Land	foods with leavening are not eaten to remember the haste of the flight from slavery to freedom when there was not time for the bread to rise
Rosh Hoshana	September or October	2 days	to celebrate the Jewish New Year	plan changes for the new year; no work; synagogue services; a shofar (horn) is blown in synagogues
Yom Kippur	September or October	25 hours	to make amends for sins of the past year	no work; synagogue services; pray; fast; apologize for wrongs during the past year
Hanukkah	December	8 days	to celebrate religious freedom and the rededication of the temple in Jerusalem	light candles each night; eat fried foods; play a game called dreidel; give gifts



◀ A menorah is an eight-branched candle stand used by Jews to celebrate Hanukkah.



WH6.3.2 Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.

The Jewish Way of Life

Main Idea Religion shaped the Jewish way of life.

Reading Connection What types of things influence the way you live? Read to find out how religion influenced Jewish life.

Jewish law set out many rules for Jews to follow that affected their daily life. These laws influenced their education, the foods they ate, and even the clothes they wore. The laws emphasized self-control and reminded Jews of their religion. This became important when they no longer had their own land and king.

Jewish Clothing Jewish law forbade mixing some fabrics. So women used flax or wool to make cloth but did not combine the two.

Jewish men wore tunics made of linen next to their skin. Some men layered another tunic on top of the first. In cold weather, they added wool or sheepskin cloaks. On their heads, they wore caps or turbans. On their feet, they wore sandals.

Women draped themselves in long, simple dresses. They covered their heads with shawls. Only wealthy women could afford leather shoes. They also wore makeup and jewelry.

Linking Past & Present

Head Coverings

PAST Under Greek rule, Jewish leaders began covering their heads to distinguish themselves from the Greeks and to remind themselves to think about God. Gradually, all Jewish men started wearing turbans or skull caps. Jewish women always kept their heads covered because a woman's hair was considered very private.

▼ Jews in modern-day head coverings



▲ Ancient Jewish head covering



PRESENT Jews still wear head coverings, but only the most conservative—Orthodox Jews—wear them at all times. Most Jewish men wear skull caps called yarmulkes. Jewish women wear scarves or skull caps. **Why do you think Jews of the Diaspora are more reluctant to wear head coverings than Jews in Israel?**

The Way It Was

Young People In...

Education in Ancient Israel and Judah

Early Israelites placed a high value on education. Rabbis—Jewish religious teachers—taught their followers, “If you have knowledge, you have everything.”

Fathers taught their young sons the commandments. They also taught them about the meanings of Jewish traditions and holy feasts. At age five, boys went to a school that was connected with the synagogue. There, the hazan, a special teacher of the synagogue, taught them the Torah. Everything the students learned—from the alphabet to Jewish history—they learned from the Torah.

Jewish laws decided the stages of students’ education. Different subjects were introduced at the ages of 5, 10, and 13. Most Jewish boys finished their education at age 13. At that age, boys became adults.



▲ Children studying the Torah today

Connecting to the Past

1. Why was education important to the ancient Israelites?
2. What was a father’s role in his son’s education?

Family Life The Jews placed great importance on family. Sons were especially valued because they carried on the family name. Upon a father’s death, the son became head of the family.

Education was also important. Jewish children’s first teachers were their mothers. When sons grew old enough, fathers taught them how to earn an income and to worship God. Later, elders took over the religious education of boys and taught them the Torah. Because reading the Torah was central to Jewish life, religious teachers became important community leaders.

Mothers educated their daughters at home. The girls learned to be good wives, mothers, and housekeepers. This included learning Jewish laws about food and clothing. They also learned about the courageous women of ancient Israel. One of these women was named Ruth. Her biography appears on the next page. Her courage and devotion to her family provided an example for Jewish girls to follow.

The Jewish Diet Under Jewish law, Jews could eat only certain animals. For example, they could eat beef and lamb but not pork. They could eat scaly fish, like salmon, but not shellfish or smooth-skinned fish, like eels. Laws about food are known as kashrut, which means “that which is proper.”

Today, food that is prepared according to Jewish dietary laws is called kosher. Animals used for kosher meat must be killed in a special way. The meat must be inspected, salted, and soaked. To be kosher, Jews must not cook or eat milk products with meat.

In ancient times, everyday meals were made up of fish, fruit, vegetables, and barley bread. Beverages included mainly milk, water, wine, and beer.

Reading Check Analyze Why were sons especially valued in ancient Jewish society?



WH6.3.3 Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.

RUTH AND NAOMI

To show the importance of family love and devotion, Jewish girls learned about the relationship between Ruth and Naomi. The Book of Ruth in the Hebrew Bible tells about Ruth's life and of her dedication to her mother-in-law, Naomi. Years before, there was so little food in Bethlehem that Naomi, her husband, and their two sons moved to the kingdom of Moab. There, one of their sons met Ruth and married her. Tragically, Naomi's husband and both of her sons died. Naomi wanted to return to Bethlehem, but she urged Ruth to stay in Moab with her parents and friends. Ruth refused to leave Naomi by herself. She insisted on traveling with her to Bethlehem. Ruth said to Naomi, "Wherever you go, I will go; wherever you lodge; I will lodge; your people shall be my people, and your God my God."



▲ Naomi and Ruth

Naomi and Ruth arrived in Bethlehem at the beginning of the barley harvest. Because Ruth was from Moab, she was considered an outsider by the Israelites. Furthermore, because Ruth was a widow and did not have children, she did not have any property rights. To survive in Bethlehem, she had to rely upon her mother-in-law's advice and the kindness of a wealthy landowner named Boaz.

During the harvest, Ruth worked in Boaz's fields, gathering grain left behind on the ground by the reapers. It was hard work that began at dawn and ended at dusk, but Ruth never complained. She soon earned the respect and admiration of her new people. In time, Ruth married Boaz. They had a son named Obed. In the Hebrew Bible, at the end of the Book of Ruth, Obed is named as the grandfather of David, the future king of Israel.

Then and Now

To survive in Bethlehem, Ruth had to rely on Naomi and Boaz. If a present-day woman moved to a new city, what resources would she use to help her find work, shelter, and other necessities?



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The Jews and the Romans

Main Idea Under Roman rule, the Jews were divided and rebellious. In response, the Romans destroyed the temple and exiled the Jews.

Reading Connection Do you consider freedom worth fighting for? Read to find out what happened to the Jews after they fought for their freedom.

In 63 B.C. a people known as the Romans conquered Judah. Led by powerful generals, the Romans were intent on expanding their empire. The Roman capital was far to the west in what is today the country of Italy. When the Romans conquered Judah, they renamed it Judaea (joo•DEE•uh). At first, the Romans allowed Jewish rulers to run Judaea.

The Rule of King Herod The most famous ruler of Judaea during this time was King Herod (HEHR•uhd). He is known for the additions he made to the Jewish temple in Jerusalem. He made the temple one of the most awe-inspiring buildings in the Roman world.

Shortly after Herod died, the Romans replaced the Jewish king with Roman officials. The Jews were divided over the best way to deal with the Romans. Different groups had different opinions about the best course of action.

One group of Jews was known as the Pharisees (FAR•uh•seez). They taught the Torah and that people should strictly obey its teachings. They also taught how to apply the Torah's laws to daily life. In doing so, they helped make Judaism a religion of the home and family. The Pharisees also taught in synagogues and were supported by the common people.

One of the main teachings that set the Pharisees apart from other groups was their support of the oral traditions. These were teachings of Jewish leaders and interpretations of Jewish writings that had been passed down over time by word of mouth. The Pharisees believed the oral traditions were very important in helping people obey the commandments.

The Sadducees (SA•juh•seez) also accepted the Torah. However, they were more concerned about how it applied to the priests in the Temple. This was because many of them were priests and scribes. They did not agree with many of the Pharisees' teachings. For example, they did not hold to the oral traditions. Instead, they emphasized the law and commandments.

Dead Sea Scrolls

In A.D. 1947 shepherd boys in the Judaeen desert near the Dead Sea found the first of the Dead Sea Scrolls in a cave. The Dead Sea Scrolls are ancient scrolls of leather, papyrus, and one of copper written between 200 B.C. and A.D. 68. The documents include the oldest complete copy of the book of Isaiah and pieces of many other books of the Hebrew Bible. Most scholars believe that the scrolls were part of a library that belonged to an early Jewish community.



▲ Today Jews come to the Western Wall to pray. **What structure is the Western Wall the remains of?**

A third group was called Essenes (ih•SEENZ). They were priests who broke away from the Temple in Jerusalem. Many Essenes lived together in the desert. They spent their lives praying and waiting for God to deliver the Jews from the Romans. Like the Sadducees, they followed the written law strictly.

In A.D. 1947 ancient scrolls were found in caves near the Dead Sea. Because of this, they became known as the Dead Sea Scrolls. The scrolls have helped historians understand more about Judaism during Roman times.

Jewish Revolts During the A.D. 60s, Jewish hatred of Roman rule was at its peak. Many Jews were waiting for a **messiah** (muh•SY•

uh), or deliverer sent by God. Other Jews known as **Zealots** (ZEH•luhts) wanted to fight the Romans for their freedom.

In A.D. 66 the Zealots revolted against the Romans and drove them out of Jerusalem. Four years later, the Romans retook Jerusalem. They killed thousands of Jews and forced many others to leave. The Romans also destroyed the temple in Jerusalem. The Western Wall is all that remains of it today.

This was a very difficult time for the Jews, but they were able to keep the city of Jerusalem. For a number of years they were able to prosper despite not being able to govern their own lands.

Eventually some Jews decided they were willing to fight for freedom. In



A.D. 132 a military leader named Simon Bar Kochba led the Jews successfully in battle against the Romans. However, three years later, the Romans crushed the revolt. Bar Kochba and many Jewish leaders were killed during the fighting.

This time, the Romans forbade Jews to live in or even visit Jerusalem. The city was destroyed. The Romans began calling the region of Judah by the name of Palestine. This name refers to the Philistines, whom the Israelites had conquered years before.

Jewish Teachers Despite losing their land, the Jews managed to survive. They no longer had priests. Instead, leaders called **rabbis** (RA•BYZ) became important. The primary role of the rabbis was to teach from the Torah to interpret its meanings, and to provide guidance to the people in their care.

One of the most famous rabbis was **Yohanan ben Zaccai** (YOH•kah•nahn behn zah•KY). Zaccai was a Pharisee who had an important political influence during the Roman rule of Judaea. Although the Romans sacked Jerusalem in A.D. 70 because of the Jewish revolt, Zaccai convinced the Romans not to destroy the Jewish city of Yavneh. Instead, they allowed him to settle there and found a school to continue teaching the Jews.

Zaccai helped Judaism survive the destruction and loss of the temple. He placed great emphasis on the study of the Torah. He also emphasized acts of loving kindness. As a result of his efforts, Zaccai's school became a center of Torah studies for hundreds of years. Other rabbis founded Torah schools in places as far away as Babylon and Egypt.

Primary Source

The Talmud

One of the Ten Commandments tells Jews to keep the Sabbath holy. Part of the Talmud declares that most types of work and business are not allowed on the Sabbath, or Jewish day of worship. This passage identifies the only times it is okay to break those rules.

"One is permitted to remove debris on the Sabbath in order to save a life or to act for the benefit of the community; and we may assemble in the synagogue on the Sabbath to conduct public business [i.e., matters of community concern]."

—*The Talmud for Today*,
Rabbi Alexander Feinsilver,
trans. and ed.

▼ Jews reading the Talmud today



DBQ Document-Based Question

Why do you think these exceptions were made for the benefit of the community?



The rabbis wanted to save and pass on teachings about the Torah. They did this by combining their teachings into books called commentaries. The Talmud is the most important book of commentaries. It deals with almost every aspect of daily life, including agricultural activities, feasts, prayer and marriages. To this day, the Talmud remains an important record of Jewish law.

For 2,000 years, most Jews lived outside of Palestine. They lived throughout the Mediterranean world and migrated even farther to Southeast Asia, Central Europe, Russia, and eventually the United States. In these places, they made notable contributions to commerce, the professions, and intellectual life, and they also often faced hatred and persecution. In A.D. 1948 Palestine was divided, and a new Jewish nation called Israel was created.

Reading Check Explain How did the Roman conquest affect the Jews?



◀ Restoration of the Dead Sea Scrolls

▼ The Dead Sea Scrolls were damaged and had to be put together piece by piece.



Section 3 Review

History online
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Reading Summary

Review the Main Ideas

- During their exile in Babylon, the Jews developed their religion, which is based upon the Hebrew Bible.
- Jews spread their ideas to the Greek world. About 168 B.C., they fought the Greeks for control of Judah.
- Religious laws concerning food and clothing affected everyday Jewish life.
- In 63 B.C. Judah was taken over by the Roman Empire.

What Did You Learn?

1. What was the Diaspora?
2. What was education like within a Jewish family?

Critical Thinking

3. **Organizing Information** Draw a table to describe the differences between these three Jewish groups. **CA 6RC2.2**

Pharisees	Sadducees	Essenes

4. **Summarize** How did the Jews practice their religion during the exile in Babylon? **CA 6RC2.0**

5. **Identify** Who was Yohanan ben Zaccai, and why was he important? **CA 6RC2.3**
6. **The Big Ideas** Do you think that Jewish beliefs and values would have spread so widely if Israel and Judah had not been conquered by other peoples? Explain. **CA HI.2**
7. **Persuasive Writing** Imagine you are living in Judaea during the Roman conquest. Write a letter to a friend describing what you think about the Romans and what actions you would like to see taken to make Judaea free again. **CA 6WS1.1; 6WA2.5**

Analyzing Primary Sources

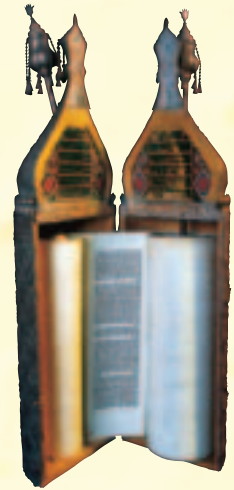


WH.6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

Words to Live By

Most ancient people in the Middle East believed that the deity they worshiped had chosen them for a special relationship. The ancient Israelites believed they had a special relationship with God and that God had given them specific instructions on how to live and act. These instructions were included in the Hebrew Bible.

Read the following passages on pages 224 and 225, and answer the questions that follow.



▲ Torah scrolls

Reader's Dictionary

ark: a ship

covenant (KUHV•nuhnt): in the Hebrew Bible, the solemn promises God made to humans

bow: a rainbow

haughty (HAH•tee): too proud

abomination (uh•BAH•muh•NAY•shuhn): something hateful

humility (hyoo•MIH•luh•tee): modesty

Noah and the Ark

According to the Hebrew Bible, at the time of Noah, people throughout the earth had become wicked. God sent a flood to destroy them, but saved Noah and his family.

And God said to Noah, "I have determined to make an end of all flesh, for the earth is filled with violence through them. Behold, I will destroy them with the earth. Make yourself an **ark**. . . .

For behold, I will bring a flood of waters upon the earth to destroy all flesh in which is the breath of life under heaven. Everything that is on the earth shall die. . . . and you shall come into the ark, you, your sons, your wife, and your sons' wives with you.

And of every living thing of all flesh, you shall bring two of every sort into the ark. . . .

Noah entered the ark with his family and the animals. It then rained for 40 days and nights. Then God commanded them to leave the ark.

Then God said to Noah and to his sons with him, "Behold I establish my **covenant** with you . . . that never again shall all flesh be cut off by the waters of the flood, and never again shall there be a flood to destroy the earth." And God said, "This is the sign of the covenant that I make between me and you. . . . I have set my **bow** in the cloud, and it shall be a sign of the covenant between me and the earth."

—Genesis 6:13, 14, 17, 18, 19;
Genesis 9:8, 9, 11, 12, 13

Proverbs

Proverbs are short sayings that share a truth or observation in a way that is easy to remember. The Book of Proverbs in the Hebrew Bible contains a collection of parables and sayings, some about everyday life and some more spiritual in nature.

Pride goes before destruction,
and a **haughty** spirit before a fall.

—Proverbs 16:18

Whoever gives thought to the word will
discover good,
and blessed is he who trusts in the LORD.

—Proverbs 16:20

He who justifies the wicked and he who
condemns the righteous
are both alike an **abomination** to the LORD.

—Proverbs 17:15

The reward for **humility** and fear of the LORD
is riches and honor and life.

—Proverbs 22:4

A picture of the Ark of the Covenant ►

Singing the Praises of God

The Book of Psalms of the Hebrew Bible contains sacred songs or hymns that were sung in worship in the temple. They tell about the Israelites' relationship with God. Following is a psalm that was attributed to David, the second king of Israel.

Hear my cry, O God,
listen to my prayer;
from the end of the earth I call to you
when my heart is faint.
Lead me to the rock
that is higher than I,
for you have been my refuge,
a strong tower against the enemy.

—Psalm 61:1–3



DBQ Document-Based Questions

Noah and the Ark

1. Why do you think God chose to make a covenant with Noah?
2. Why did God tell Noah to bring two of every living thing, male and female, into the ark?
3. What was the sign God gave that he would not cover the earth with a flood again?

Proverbs

4. Rewrite in your own words what you think each of the proverbs means.

Singing the Praises of God

5. What does it mean to say that God is a strong tower against the enemy?
6. Think about what the rock and tower represent. What do these images tell you about how the writer views God?

Read to Write

7. Reread the passages. Do you think that Noah would agree with the psalm and the proverbs? Explain. What do all of these passages tell you about the relationship the ancient Israelites believed they had with God? **CA HR5**

Chapter 3 Assessment

Standard WH6.3

Review Content Vocabulary

Match the definitions in the second column to the terms in the first column.

- | | |
|---------------|-----------------------------------|
| 1. tribe | a. believed to be inspired by God |
| 2. prophet | b. Jewish house of worship |
| 3. synagogue | c. family group |
| 4. Sabbath | d. holy day of worship and rest |
| 5. messiah | e. forced absence |
| 6. monotheism | f. belief in one god |
| 7. covenant | g. deliverer sent by God |
| 8. exile | h. agreement |

Review the **Main Ideas**

Section 1 • The First Israelites

- Where did the Israelites record their history and religious beliefs?
- Why did the Israelites fight the Canaanites?

Section 2 • The Kingdom of Israel

- Why did the Israelites choose a king?
- Where did David build his capital city?
- What happened when the Israelites were conquered?

Section 3 • The Growth of Judaism

- To where were the Jews exiled?
- How did Jewish ideas spread throughout the Mediterranean world?
- How did religion influence Jewish life?
- How did Romans respond to Jewish rebellions?

Critical Thinking

- Contrast** How was the Jewish religion different from religions of other ancient cultures? **CA 6RC2.2**

- Analyze** Why do you think the Israelites felt so strongly about a Promised Land? **CA 6RC2.0**

- Compare and Contrast** How were Saul and David similar, and how were they different? **CA HI.2**

- Explain** How did the Jewish religion survive during the exile of the Jews? **CA HI.1**

- Describe** What is celebrated on the Jewish holiday Hanukkah? **CA 6RC2.0**

Geography Skills

Study the map below and answer the following questions.

- Location** Which kingdom—Israel or Judah—had an advantage when it came to trade? Why? **CA CS3**
- Identify** About how far is Jerusalem from Damascus? **CA CS3**
- Analyze** Which kingdom had the most access to the Mediterranean? **CA CS3**



Read to Write

26. The Big Ideas: Understanding Perspective

Write a letter to a friend describing the things Solomon is doing as leader. Mention which of these things the people like and which they do not like. Also discuss whether Solomon's policies were successful in helping the kingdom. **CA 6WS1.1**

CA HR5.

27. Summarize Choose three events in this chapter that you think were the most important to the history of the Israelites. Write a headline that might have appeared in a newspaper of that time. **CA HI1.**

28. Using Your FOLDABLES Use the information you wrote in your three-pocket foldable to create a fill-in-the-blank quiz for a classmate. Write a paragraph about one of the sections, leaving blanks for your classmate to fill in. **CA HRI.**

Using Academic Vocabulary

29. Match the words from column A with the correct word or phrase in column B.

A	B
trace	sign
focus	to be in a location of
instruct	build
symbol	concentrate
occupy	evidence
create	teach

Linking Past and Present

30. Making Comparisons Trace the route of one of the journeys of the Israelites on a map of ancient times. Then trace the route again on a map showing that region as it is today. Identify the current nations and landmarks in that region. **CA CS3.**

Building Citizenship

31. Making Connections How are the Ten Commandments reflected in the laws of our own society today? Write an essay explaining the connection between the Israelites "rule of law" and laws in the United States. **CA 6RC2.3**

Reviewing Skills

32. Making Connections The discovery of the Dead Sea Scrolls in 1947 helped scientists to learn about early Jewish people. Research other important discoveries that helped us to understand people and events from long ago. Write a report describing how these discoveries were made and what impact they had. **CA 6WA2.3** **CA HI5.**

33. Understanding Time and Place Create a detailed story about the ancient Israelites. Be sure to describe each important event along the way, including details of where and when they traveled and reasons for their departure. **CA HI1.**



Standards Practice

Read the passage below and answer the following question.

"What you gain by doing evil won't help you at all, but being good can save you from death."

34. This proverb by Solomon reflects what important Jewish teaching?



- A Working hard is all that matters.
- B Doing what is right and good is the best solution.
- C As long as you are happy, it doesn't matter if you are good or evil.
- D Treat others as you would like to be treated.

Unit 1 Review

Making Comparisons

Compare the peoples that you have read about by reviewing the information below. Can you see how these groups helped to build the world we live in today?



	First Civilizations <i>Chapter 1</i>	Ancient Egypt and Kush <i>Chapter 2</i>	Ancient Israelites <i>Chapter 3</i>
Where did these groups develop?	<ul style="list-style-type: none"> Between the Tigris and Euphrates Rivers 	<ul style="list-style-type: none"> Along the banks of the Nile River 	<ul style="list-style-type: none"> In Israel and Judah
Who are some important people?	<ul style="list-style-type: none"> Sargon, c. 2340–2279 B.C. Hammurabi, c. 1792–1750 B.C. Nebuchadnezzar, c. 605–562 B.C. 	<ul style="list-style-type: none"> King Khufu, c. 2540 B.C. Hatshepsut, ruled c. 1470 B.C. Ramses II, c. 1279–1213 B.C. Kashta, c. 750 B.C. 	<ul style="list-style-type: none"> Abraham, c. 1800 B.C. Moses, c. 1250 B.C. King David, ruled c. 1000–970 B.C. The Maccabees, 168 B.C.
Where did most of the people live?	<ul style="list-style-type: none"> Most people lived on farms near walled cities The center of the city was the ziggurat 	<ul style="list-style-type: none"> Some people lived in large cities Most people lived in villages along the Nile 	<ul style="list-style-type: none"> Most people lived in small villages or near the city of Jerusalem

First Civilizations

Chapter 1

Ancient Egypt and Kush

Chapter 2

Ancient Israelites

Chapter 3

What were these people's beliefs?

- Worshipped many different gods
- The gods appointed the rulers



- Worshipped gods and goddesses
- Believed in life after death

- Worshipped one God
- Wrote the Hebrew Bible as a record of their history and religion

What was their government like?

- Early Mesopotamians were ruled by priests
- Later, kings ruled the people; they believed kings had divine approval

- King was a ruler-priest and believed to be a god
- Pharaoh owned all land in Egypt

- Early Israelites were led by prophets
- Later, they were led by judges, then kings



What was their language and writing like?

- Early: cuneiform, or wedge-shaped characters
- Later: a Semitic language

- Hieroglyphics: images that stood for ideas



- Adapted Phoenician characters to form letters and words

What contributions did they make?

- Developed writing
- Created system of mathematics
- Studied systems of time and created calendars
- Introduced iron weapons

- Built machines to move water to crops
- Developed a calendar
- Built large temples and pyramids

- Developed ideas of legal system
- Passed on ideas of justice, fairness, and compassion in society and government

How do these contributions affect me? *Can you add any?*

- Similar measurements are still used in building today
- Our system of time is based on seconds, minutes, and hours

- Pyramids and other structures still amaze people today

- Many religions today are based on ideas similar to those of the early Israelites

