

# Chapter

# 3

# The Ancient Israelites

The wall surrounding the old city of Jerusalem ▼

76-77 Anthony Pidgeon/Lonely Planet Images

NATIONAL GEOGRAPHIC

## Where & When?



2000 B.C.

1300 B.C.

600 B.C.

A.D. 100

● c. 1800 B.C.

Abraham leads his people to Canaan

● c. 1290 B.C.

Moses leads Israelites from Egypt

● 722 B.C.

Assyrians conquer Israel

● A.D. 66

Jews revolt against Romans

CONTENTS

# The Big Ideas

## Section 1 The First Israelites

**Religion shapes how culture develops, just as culture shapes how religion develops.** The 12 tribes of Israel in the land of Canaan were descendants of Abraham. The Israelites believed in one God who gave commandments telling people how to live good lives.

## Section 2 The Kingdom of Israel

**All civilizations depend upon leadership for survival.** Under David and Solomon, the people of Israel built a powerful kingdom with a new capital in Jerusalem.

## Section 3 The Growth of Judaism

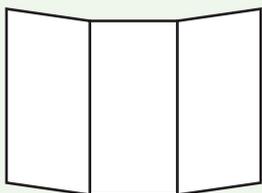
**Religion shapes how culture develops, just as culture shapes how religion develops.** The Jews continued to keep their religion even though other people ruled them. They settled in many places in Asia and Europe.



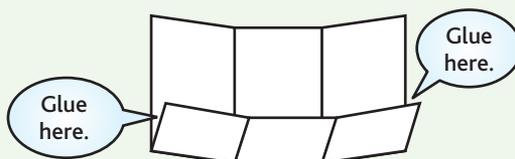
View the Chapter 3 video in the Glencoe Video Program.

### FOLDABLES™ Study Organizer

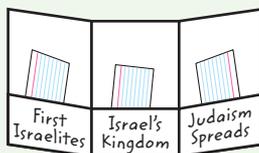
**Step 1** Fold a horizontal sheet of paper (11"x17") into thirds.



**Step 2** Fold the bottom edge up two inches and crease well. Glue the outer edges of the tab to create three pockets.



**Step 3** Label the pockets as shown. Use these pockets to hold notes taken on index cards or quarter sheets of paper.



**Reading and Writing**  
As you read the chapter, summarize key facts on note cards or on quarter sheets of paper about Israel and the growth and spread of Judaism. Organize your notes by placing them in your pocket foldable inside the appropriate pockets.

# Get Ready to Read

## Making Connections



Reading  
Skill

### 1 Learn It!

Make connections between what you read and what you already know. Connections can be based on personal experiences (text-to-self), what you have read before (text-to-text), or events in other places (text-to-world).

As you read, ask connecting questions. Are you reminded of a personal experience? Have you read about the topic before? Did you think of a person, place, or event in another time? Read the excerpt below, and make connections to your own knowledge and experience.

*Text-to-self:*

Do you remember learning the alphabet? Have you tried to learn the alphabet in another language?

*Text-to-text:*

What did you read about cuneiform and hieroglyphics in the earlier chapters?

Through trade, the Phoenicians spread ideas and goods. One of their most important ideas was an **alphabet, or a group of letters** that stood for sounds. The letters could be used to spell out the words in their language.

The alphabet made writing simpler and helped people keep records. The Phoenicians brought the idea of an alphabet to the Greeks, who passed it on to the Romans. Most Western alphabets are based on the Roman alphabet.

— from page 205

### Reading Tip

Make connections with memorable times in your life. The better the connection, the more likely you will remember.

*Text-to-world:*

How do people share ideas?  
What other alphabets exist besides Western alphabets?

## 2 Practice It!

Read the following paragraphs with a partner. Each of you should then list the connections you made to the reading. Compare your lists and discuss your answers. What things in your lives relate to the story of David and Goliath?

Even before he became king of Israel, David was known for his bravery and leadership. The Hebrew Bible describes how he became famous by telling the story of David and Goliath. Before a battle against the Philistines, a giant Philistine named Goliath dared any Israelite to fight him one-on-one. David stepped forward with his shepherd's staff, a slingshot, and five smooth stones.

Goliath roared and rushed forward with a heavy spear. David hurled one stone straight at the giant's forehead, and Goliath dropped dead on the spot.

— from page 209

### Read to Write

Choose a connection you made that was different than your partner's. Write a detailed paragraph explaining why you made it.



▲ David versus Goliath

## 3 Apply It!

As you read this chapter, choose five words or phrases that make a connection to something you already know.

# Section

# 1

# The First Israelites

## Guide to Reading



### History Social Science Standards

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

### Looking Back, Looking Ahead

You have read how the Egyptians built a great civilization. At about the same time, another nation was forming. The Egyptians called the people of this nation *habiru*, or foreigners. The people called themselves Israelites or the Children of Israel.

### Focusing on the Main Ideas

- The Israelites believed in one God who set down moral laws for his people. They recorded their history in the Bible. (page 201)
- The Israelites had to fight the Canaanites to return to their promised land. (page 204)

### Meeting People

Abraham

Jacob

Moses

Deborah

Phoenician (fih•NEE•shuhn)

### Locating Places

Canaan (KAY•nuhn)

Mount Sinai (SY•NY)

### Content Vocabulary

monotheism

(MAH•nuh•thee•IH•zuhl)

tribe

Torah (TOHR•UH)

covenant (KUHV•nuhnt)

alphabet

### Academic Vocabulary

focus (FOH•kuhs)

occupy (AH•kyuh•PY)

create (kree•AYT)

### Reading Strategy

**Sequencing Information** Create a sequence chart to help trace the movement of the Israelites.



## Where & When?



1400 B.C.

c. 1290 B.C.  
Moses leads Israelites from Egypt

1200 B.C.

c. 1125 B.C.  
Deborah defeats Canaanites

1000 B.C.

c. 1000 B.C.  
David makes Jerusalem the capital of Israel



**WH6.3.1** Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity. **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. **WH6.3.3** Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion. **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.

## The Early Israelites

**Main Idea** The Israelites believed in one God who set down moral laws for his people. They recorded their history in the Hebrew Bible.

**Reading Connection** Where do your ideas about right and wrong come from? Read on to find out how the Israelites developed their ideas about right and wrong.

About 1200 B.C., great changes took place around the Mediterranean Sea. Empires fell and new people entered the region. Many set up small kingdoms. Around 1000 B.C., a people called Israelites (IHZ•ruh•LYTS) built a kingdom in **Canaan** (KAY•nuhn). Canaan was a region along the Mediterranean Sea in southwest Asia.

**Who Were the Israelites?** Although the Israelite population was small, the religion they practiced would one day affect much of the world. Most people at this time worshiped many gods and goddesses. The Israelite religion **focused** on only one God. The belief in one God is called **monotheism** (MAH•nuh•thee•IH•zuhl).

The Israelite faith became the religion known today as Judaism (JOO•dee•IH•zuhl). The followers of Judaism were eventually known as Jews. Judaism influenced Christianity and Islam, and also helped shape the beliefs and practices of societies in Europe and America.

The Israelites spoke a language called Hebrew. They wrote down their history and many of their religious beliefs in what later became the Hebrew Bible.

In general, the Hebrew Bible is what Christians call the Old Testament. Through this book, Jewish values and religion later influenced religious beliefs in Europe.

The earliest Israelites were herders and traders. According to the Hebrew Bible, they came from Mesopotamia and settled in Canaan. Today, Lebanon, Israel, and Jordan occupy the land that was once Canaan.

The Israelites believed they were descended from a man named **Abraham**. In the Hebrew Bible, it says that God told Abraham and his followers to leave Mesopotamia and go to Canaan. There, they were to worship the one true God. In return, God promised that Canaan would belong to Abraham and his descendants. According to the Hebrew Bible, this is the reason that the Israelites settled in Canaan.

Abraham had a grandson named **Jacob**. Jacob was also called Israel, which means “one who struggles with God.” Later this name was given to Jacob’s descendants.

According to the Hebrew Bible, Jacob raised 12 sons in Canaan. His family was divided into **tribes**, or separate family groups. These groups later became known as the 12 tribes of Israel. The Israelites resided in Canaan for about 100 years. Then a long drought began. Crops withered and livestock died. To survive, the Israelites went to Egypt.



▲ This photograph of modern-day Israel shows the landscape Abraham led the Israelites through. **Why did the Israelites eventually leave Canaan?**

## Moses and the Ten Commandments



▲ Jews celebrating Passover today

▲ In this painting, Moses watches as the Red Sea closes in on the Egyptian soldiers who were pursuing the Israelites. **What is the Israelites' escape from Egypt called?**

**From Slavery to Freedom** Life was not good in Egypt. The Egyptian pharaoh enslaved the Israelites. To prevent a rebellion he ordered all baby boys born to Israelites thrown into the Nile River.

The Hebrew Bible says that one desperate mother put her baby in a basket and hid it on the riverbank. The pharaoh's daughter found the baby and named him **Moses**.

Around 1290 B.C., while tending sheep in the wilderness outside Egypt, Moses saw a burning bush and heard a voice. He believed that God was telling him to lead the Israelites out of Egypt to freedom.

To get the pharaoh to let the Israelites go, the Hebrew Bible says that God sent 10 plagues to trouble Egypt. The last plague God sent killed all first-born children, except for those of Israelites who marked their doorway with lamb's blood. This plague convinced the pharaoh to let the Israelites leave.

As Israelites headed east out of Egypt, the pharaoh changed his mind and sent his army after the Israelites. According to the Hebrew Bible, God parted the Red Sea to let his people pass. When the Egyptians followed, the water flowed back and drowned the soldiers. The Israelite escape from Egyptian slavery is known as the Exodus. Jews today celebrate a holy day called Passover to remember this event.

**What Are the Ten Commandments?** On their way back to Canaan, the Israelites had to travel through the Sinai desert. The Hebrew Bible says that during this journey, Moses went to the top of **Mount Sinai** (SY•NY). There, he received laws from God. These laws were known as the **Torah** (TOHR•uh). They later became the first part of the Hebrew Bible. The Torah described a **covenant** (KUHV•nuhnt), or agreement, with God in which God promised to return the Israelites to Canaan if they followed his laws.



▲ The Ark of the Covenant was a box, which, according to Jewish beliefs, held the Ten Commandments. **How did the Ten Commandments help shape the basic moral laws of many European nations?**

The Torah explained what God considered to be right and wrong. One important part of the Torah is the Ten Commandments. They are summarized in the box to the right. The Ten Commandments told the Israelites to be loyal only to God, whose name was never to be misused. They must never worship any other gods or images. The belief that there should be only one God became the foundation for both Christianity and Islam.

The Ten Commandments helped shape the basic moral laws of many nations. The Ten Commandments told people not to steal, murder, or tell lies about others. They told people to avoid jealousy and to honor their parents. The Ten Commandments also helped develop a belief that laws should apply to everyone equally.

**Reading Check Identify** What is the Israelite belief in one God called?

## Primary Source The Ten Commandments

According to the Hebrew Bible, Moses received the Ten Commandments and other laws from God on Mount Sinai. Moses and the Israelites promised to follow these laws.

1. Do not worship any god except me.
2. Do not . . . bow down and worship idols.
3. Do not misuse my name.
4. Remember that the Sabbath Day belongs to me.
5. Respect your father and your mother.
6. Do not murder.
7. Be faithful in marriage.
8. Do not steal.
9. Do not tell lies about others.
10. Do not want anything that belongs to someone else.

—Paraphrased from Exodus 20:3-17



◀ Moses with the Ten Commandments



▲ Mount Sinai

### DBQ Document-Based Questions

1. How many of the commandments tell people how to interact with other people?
2. How many tell them how to worship and show respect for God?



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

## The Promised Land

**Main Idea** The Israelites had to fight the Canaanites to return to their promised land.

**Reading Connection** What qualities do you think a good leader should have? Read on to find out about the leaders of the Israelites.

It probably took the Israelites about 40 years to reach Canaan. Moses never lived to see the Promised Land. After Moses died, a leader named Joshua took over and brought the Israelites into Canaan. When they arrived, however, they found other people living there. Most were Canaanites (KAY • nuh • NYTS). The Israelites believed it was God’s will that they conquer the Canaanites, so Joshua led them into battle.

The story of the war is told in the Hebrew Bible. Joshua led the Israelites to the city of Jericho and told them to march around the city’s walls. For six days, they marched while seven priests blew their trumpets. On the seventh day, the trumpets sounded one last time, and Joshua told the Israelites to raise a great shout. According

to the story, the walls of Jericho crumbled, and the Israelites overran the city.

Joshua led the Israelites in three more wars. The land they seized was divided among the 12 tribes.

**Who Were the Judges?** After Joshua died, the Israelites looked to judges for leadership. A judge was usually a military leader. Generally, he or she commanded 1 or 2 tribes, but seldom all 12. The Hebrew Bible tells about Barak, Gideon, Samuel, Eli, Samson, and others, including a woman judge. Her name was **Deborah**.

Deborah told Barak to attack the army of the Canaanite king Jabin. She went along to the battlefield as an adviser. With Deborah’s help, Barak and 10,000 Israelites destroyed King Jabin and his army in about 1125 B.C.

Over time, the Israelites won control of the hilly region in central Canaan. The Canaanites kept the flat, coastal areas. To protect themselves, the Israelites built walled towns. They also **created** an alphabet and a calendar based on Canaanite ideas.

**The Phoenician Alphabet** One group of Canaanites, the **Phoenicians** (fih • NEE • shuhns), lived in cities along the Mediterranean Sea. The Phoenicians were skilled sailors and traders.



▲ According to the Hebrew Bible story, the walls of Jericho came down as the trumpets of the Israelites sounded. **Who led the Israelites in their return to Canaan?**



▲ The town of Jericho today

Their ships carried goods across the Mediterranean to Greece, Spain, and even western Africa.

Through trade, the Phoenicians spread ideas and goods. One of their most important ideas was an **alphabet**, or a group of letters that stood for sounds. The letters could be used to spell out the words in their language.

The alphabet made writing simpler and helped people keep records. The Phoenicians brought the idea of an alphabet to the Greeks, who passed it on to the Romans. Most Western alphabets are based on the Roman alphabet.

**Reading Check Identify** Who led the Israelites into Canaan, and what city did they conquer under his leadership?

## Alphabets

Modern Characters	Ancient Phoenician	Ancient Hebrew	Ancient Greek	Early Roman
A	𐤀 𐤁	א	Α Α Α	Α Λ Α
B	𐤂 𐤃	ב	Β Β	Β Β
G	𐤄 𐤅	ג	Γ Γ Γ	Γ Γ
D	𐤆 𐤇	ד	Δ Δ Δ	Δ Δ
E	𐤈	ה	Ε Ε Ε	Ε
F	𐤉	ו	Ϝ ϝ Ϟ	Ϝ
Z	𐤊	ז	Ζ	Ζ
TH	𐤋		Θ	
I	𐤌 𐤍	י	Ι Ι	Ι

▲ Many ancient alphabets used similar symbols to represent letters. **Which modern letter most closely resembles its Phoenician character?**

## Section 1 Review

### History online

**Study Central** Need help with understanding the history of the Israelites? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the **Main Ideas**

- Led by Abraham, the Israelites settled in Canaan. They later moved to Egypt and were enslaved, but then escaped. The Israelites used the Ten Commandments as rules to live by.
- Joshua and the judges, including Deborah, won back territory in central Canaan for the Israelites.

### What Did You Learn?

1. Why was the religion of Israel unique in the ancient world?
2. What is the Torah, and how did the Israelites obtain it?
5. **Summarize** What problems did the Israelites face when they returned to Canaan? **CA 6RC2.0**

#### Critical Thinking

3. **Summarizing Information** Use a web diagram like the one below to list Jewish ideas that are important in our society. **CA 6RC2.4**



4. **Analyze** What was the importance of the Phoenician alphabet? **CA HI.2**

6. **The Big Ideas** How do the Ten Commandments influence today's society? **CA HI.2**
7. **Reading Making Connections** When the Israelites reached Canaan, they had to fight to settle there. Is there anywhere today where people fight over who owns the land? Using magazines and the Internet, prepare a report about one such place today. **CA 6WA2.3**

# Section

# 2

# The Kingdom of Israel

## Guide to Reading



### History Social Science Standards

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

### Looking Back, Looking Ahead

In Section 1, you read about the constant fighting between the Israelites and the Canaanites. The tribes of Israel longed for peace. Many thought the way to peace was to unite as one nation.

### Focusing on the Main Ideas

- The Israelites chose a king to unite them against their enemies. (page 207)
- King David built an Israelite empire and made Jerusalem his capital city. (page 209)
- The Israelites were conquered and forced to leave Israel and Judah. (page 210)

### Meeting People

- Philistine** (FIH•luh•STEEN)
- Saul** (SAWL)
- David**
- Solomon** (SAHL•uh•muhn)
- Nebuchadnezzar** (NEH•byuh•kuhd•NEH•zuhr)

### Locating Places

- Jerusalem** (juh•ROO•suh•luhm)
- Judah** (JOO•duh)

### Content Vocabulary

- prophet** (PRAH•fuht)
- empire** (EHM•PYR)
- tribute** (TRIH•byoot)
- proverb** (PRAH•VUHRB)

### Academic Vocabulary

- instruct** (ihn•STRUHKT)
- symbol** (SIHM•buhl)

### Reading Strategy

**Categorizing Information** Complete a chart like the one below identifying characteristics of Israel and Judah.

	Israel	Judah
Location		
Capital City		
Date Conquered		
Conquered By		



## Where & When?



1000 B.C.

c. 1000 B.C.  
David becomes king

750 B.C.

722 B.C.  
Assyrians conquer Israel

500 B.C.

597 B.C.  
Nebuchadnezzar captures Jerusalem





## The Israelites Choose a King

**Main Idea** The Israelites chose a king to unite them against their enemies.

**Reading Connection** What does “united we stand, divided we fall” mean to you? Read on to find out what it meant to the 12 tribes of Israel.

Around 1000 B.C., the strongest people living in Canaan were not the Israelites, but the **Philistines** (FIH•luh•STEENS). The Philistines had strong cities, and they knew how to make iron tools and weapons.

According to the Hebrew Bible, some Israelites began copying the Philistine religion. It suggests the Israelites began to think they needed a king of their own to prevent this problem. They probably believed a king would unite the tribes and help them fight off the Philistines.

**History Online**

**Web Activity** Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on *Chapter 3—Student Web Activity* to learn more about the ancient Israelites.

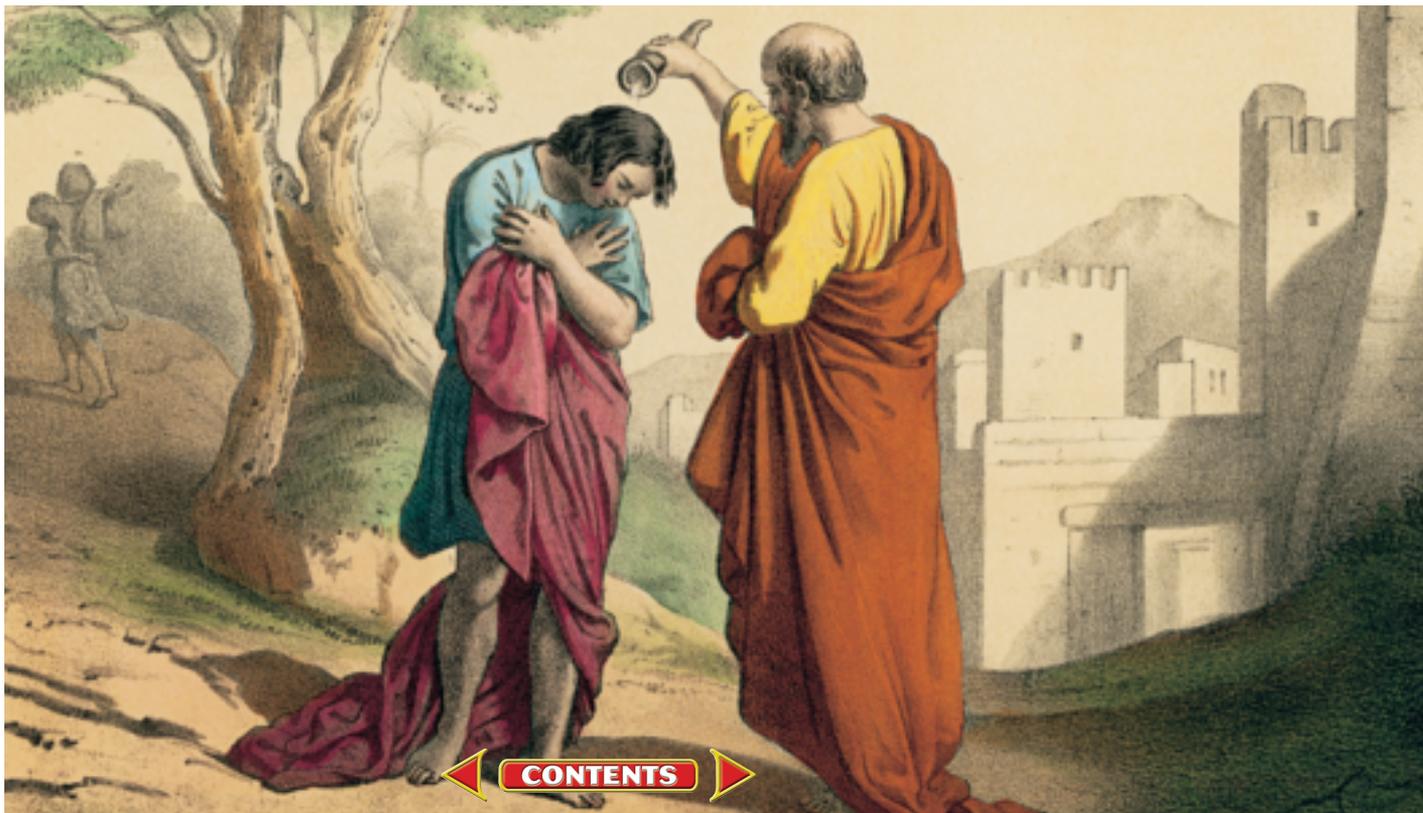
**The Rule of King Saul** In 1020 B.C. the Israelites asked Samuel to choose a king. Samuel was a judge and a **prophet** (PRAH•fuht). A prophet is a person who the ancient Israelites thought was **instructed** by God. Samuel warned that a king would tax the Israelites and make them slaves. The Israelites still demanded a king, so they chose a warrior-farmer named **Saul** (SAWL).

Samuel anointed Saul as king. In other words, he blessed him with oil to show that God had chosen him. Saul was tall and handsome and had won many battles.

Saul defeated the Israelites’ enemies in battle after battle. However, according to the Hebrew Bible, the king displeased God by disobeying some of his commands. God then chose another king and instructed Samuel to anoint him in secret. The new king was a young shepherd named **David**.

**Reading Check Explain** Why did the Israelites want a king?

▼ According to the Hebrew Bible, David had to be called in from the fields where he was tending his sheep when Samuel arrived to anoint him. **Why did God have Samuel anoint David?**



# Biography



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

## DAVID

*Reigned c. 1000–970 B.C.*

The story of David's life is told in several books of the Hebrew Bible, including Samuel I and II and Psalms. During his youth, David worked as an aide in King Saul's court. While at court, he formed a close friendship with the king's son, Jonathan. David fought courageously against the Philistines as a soldier in Saul's army. He also killed the Philistine giant, Goliath, with only a slingshot and stones. The first book of Samuel tells how David's harp playing pleased King Saul. But the king grew jealous of David's growing popularity as a brave soldier. He decided to have David killed.

To save his own life, David fled into the desert. During this time, David led a group of other people who were hiding from the king. David and his band protected people from raiders and returned possessions that had been stolen. By the time David returned to Jerusalem, he was well-known throughout the land.

After the death of King Saul, according to the Hebrew Bible, David became the second king of Israel. David successfully united all the tribes of Israel. He then conquered Jerusalem and made it the kingdom's capital. During his reign, David built Israel into an empire and dominated neighboring kingdoms.

David was not only a brave warrior and successful leader, he was also a talented poet. Many of the hymns in the Hebrew Bible's book of Psalms have been credited to David, including Psalm 23, which begins "The Lord is my shepherd, I shall not want; he makes me lie down in green pastures. He leads me beside still waters; he restores my soul. He leads me in paths of righteousness for his name's sake."



▲ King David

**"The sweet psalmist of Israel"**

—David, 2 Samuel 23:1

### Then and Now

In David's time, kings were expected to excel in battle. Use your research skills to find at least three U.S. presidents who built their reputations in the military.



## David and Solomon

**Main Idea** King David built an Israelite empire and made Jerusalem his capital city.

**Reading Connection** What person do you think was most important in the history of the United States? Read to learn why King David is so important to the history of the Jewish people.

Even before he became king of Israel, David was known for his bravery and leadership. The Hebrew Bible describes how he became famous by telling the story of David and Goliath. Before a battle against the Philistines, a giant Philistine named Goliath dared any Israelite to fight him one-on-one. David stepped forward with his shepherd's staff, a slingshot, and five smooth stones.

Goliath roared and rushed forward with a heavy spear. David hurled one stone straight at the giant's forehead, and Goliath dropped dead on the spot.

Saul put David in charge of the army. As his victories grew, Israelite women sang his praises. "Saul has slain his thousands, and David his ten thousands." Saul grew envious and plotted to kill David.

David hid out in enemy territory until Saul and his three sons were killed in battle. The bitter rivalry was over. David was able to take the throne in about 1000 B.C.

Once in power, according to the Hebrew Bible, David drove the Philistines from the area. He conquered other neighboring nations and created an **empire** (EHM•PYR). An empire is a nation that rules several other nations. Conquered peoples had to pay David **tribute** (TRIH•byoot). Tribute is money or slaves given to a stronger ruler.

David made the Israelites pay heavy taxes. He needed money to expand Israel's capital, **Jerusalem** (juh•ROO•suh•luhm). He wanted a fine temple there so that sacred

## Primary Source

### Proverbs

Solomon's proverbs are recorded in the Hebrew Bible. Read these three, then answer the question.

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

At harvest season it's smart to work hard, but [unwise] to sleep.

You will be safe, if you always do right, but you will get caught, if you are dishonest."

—Proverbs 10: 2, 5, 9



▲ King Solomon

### DBQ Document-Based Question

How would the third proverb above convince people to tell the truth?

religious objects cherished by the Israelites would finally have a permanent home. David died before he built the temple, but the Israelites remembered him as their greatest king, as do Jews today.

**The Rule of King Solomon** When David died, his son **Solomon** (SAHL•uh•muhn) became king. It was Solomon who built a splendid stone temple in Jerusalem. It became the **symbol** and center of the Jewish religion. In the Hebrew Bible, Solomon was known for his wise sayings, or **proverbs** (PRAH•VUHRBS), but many Israelites hated his rule. Solomon taxed the people to pay for his great buildings.



**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. **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.

The Israelites in the north were especially unhappy with Solomon. To get more money, Solomon had made many of their young men work in the mines of a neighboring country.

When Solomon died, the northerners rebelled and fighting broke out. Ten of the 12 tribes set up their own nation in the north. It was called the kingdom of Israel, and its capital was Samaria. In the south, the other two tribes founded the smaller kingdom of **Judah** (JOO•duh). Its capital was Jerusalem, and its people were called Jews.

**Reading Check Explain** What did King David accomplish for Israel?

## A Troubled Time

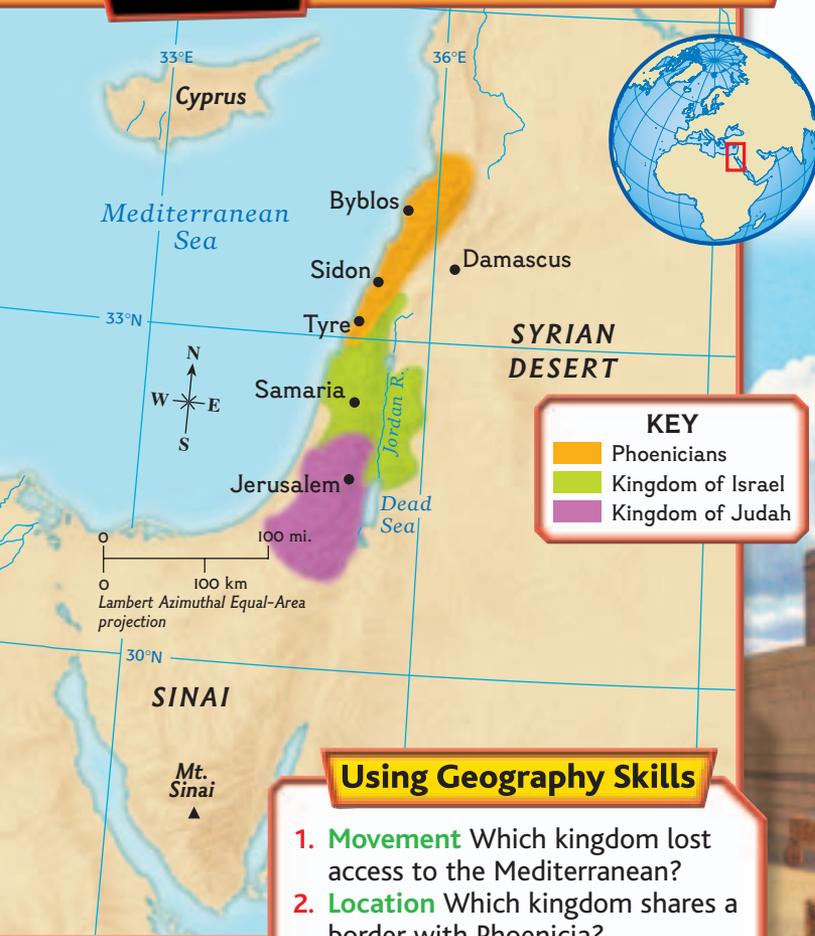
**Main Idea** The Israelites were conquered and forced to leave Israel and Judah.

**Reading Connection** Have you ever moved and left a home you loved? Read to find out why many Israelites were forced to leave their home.

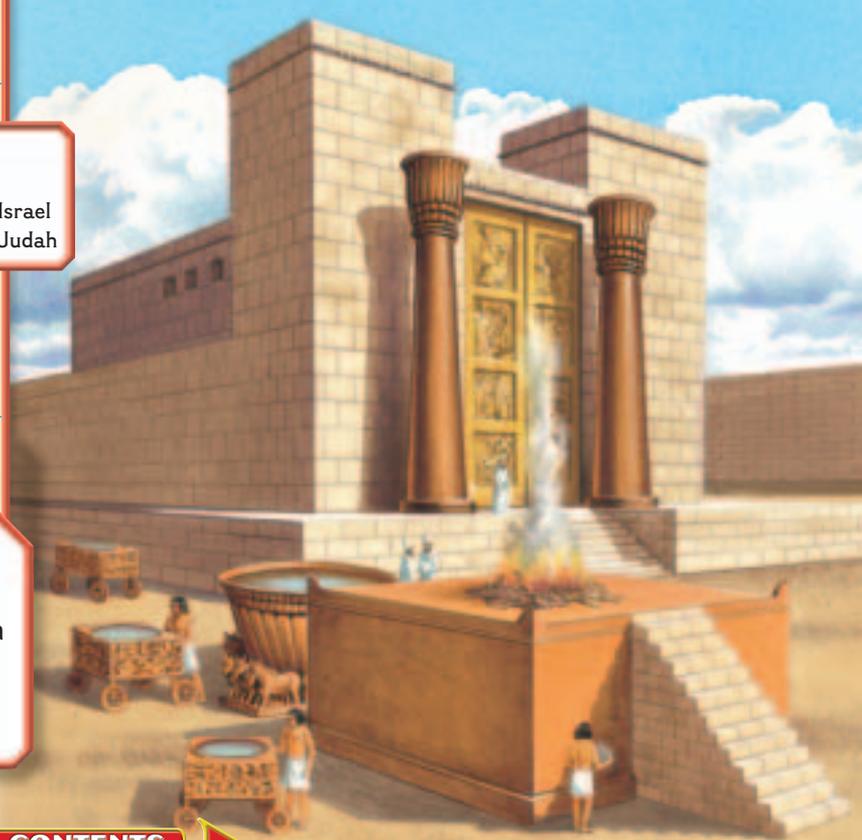
While the Israelites were dividing their kingdom, the Assyrians and Chaldeans (kal•DEE•uhns) were building empires in southwest Asia. These peoples wanted to control the trade routes that ran through the Israelite kingdoms. Small and weak, the kingdoms of Israel and Judah felt threatened by their powerful neighbors.



## Ancient Israel



▼ The temple built by Solomon is thought to have been about 180 feet long. It contained large quantities of imported cedar wood and fine stone. **Why did some Israelites become unhappy with Solomon?**



### Using Geography Skills

- 1. Movement** Which kingdom lost access to the Mediterranean?
- 2. Location** Which kingdom shares a border with Phoenicia?

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

## Hebrew Prophets

Name	Time Period	Teachings
Elijah	874–840 B.C.	Only God should be worshiped—not idols or false gods.
Amos	780–740 B.C.	The kingdom of King David will be restored and will prosper.
Hosea	750–722 B.C.	God is loving and forgiving.
Isaiah	738–700 B.C.	God wants us to help others and promote justice.
Micah	735–700 B.C.	Both rich and poor have to do what is right and follow God.
Jeremiah	626–586 B.C.	God is just and kind—he rewards as well as punishes.
Ezekiel	597–571 B.C.	Someone who has done wrong can choose to change.

### Understanding Charts

The Israelites believed that God shared his word with them through a series of prophets.

1. Which prophet taught that both the rich and the poor needed to obey God's word?
2. **Compare** What do the teachings of Isaiah, Micah, and Ezekiel have in common?

**Who Were the Prophets?** During this troubled time, people who became known as prophets brought hope to the kingdom of Israel. The prophets emphasized religious ideals of leading a moral life and helping others so as to connect with God. Their special message was that being faithful meant more than going to a temple to worship. It meant working for a just society. The prophet Amos said that justice should “roll down like waters and righteousness as a mighty stream.” The Jewish goal of a just society also became an important part of Christianity and Islam.

**What Caused the Fall of Israel?** The war-like Assyrians were feared everywhere in the region. When they conquered a nation, the Assyrians destroyed its main buildings and scattered the population. Assyrians then settled in the territory.

In 722 B.C. the Assyrians conquered Israel and scattered the 10 tribes across their

empire. Over time, the Israelites who were forced to move lost contact with those who remained in Israel and Judah. Historians do not yet know what happened to these tribes. They are often called the “lost tribes of Israel.”

The Assyrians brought people from elsewhere in their empire to live in Samaria. These settlers mixed with the surviving Israelites who had not been killed or forced to move. A new culture developed and the people became known as Samaritans.

The Samaritans adopted many Israelite beliefs. They worshiped the God of Israel, read the Torah, and followed the Israelites' religious laws. Over time their religious practices developed separately, and they

had little contact. Today's Judaism developed from the religious practices of the tribes of Judah.

**Why Did Judah Fall?** Now, only the small kingdom of Judah was left of the once proud empire of David. It did not last long, because the Egyptians conquered it about 620 B.C. The Jews were able to keep their king but paid tribute to Egypt.

However, Egyptian rule was cut short when the Chaldeans conquered Egypt in 605 B.C. The Chaldeans became the new rulers of Judah. At first, the Chaldeans treated the Israelites like the Egyptians had before. They allowed the Jews to keep their king as long as they paid tribute.

Several years later, the Jews united with the Egyptians to rebel against the Chaldeans. Judah held out against the Chaldean invasion until 597 B.C. That year, King

**Nebuchadnezzar** (NEH • byuh • kuhd • NEH • zuhr) of the Chaldeans captured Jerusalem. He punished the Jews severely. He made 10,000 Jews leave the city and live in Babylon, the Chaldean capital. Then he appointed a new Jewish king.

Soon the new king of Judah was planning a revolt against the Chaldeans. A prophet named Jeremiah warned the king that another revolt was dangerous, but the king did not listen. In 586 B.C. he revolted. This time, the Chaldean ruler crushed Jerusalem. He destroyed the temple, captured the king, and took him and thousands of Jews to Babylon. In Jewish history, this time became known as the Babylonian Captivity.

**Reading Check Explain** Why did the Assyrians and Chaldeans want to control the land belonging to the Israelites?

**History Online**  
**Study Central** Need help understanding the reigns of David and Solomon? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

## Section 2 Review

### Reading Summary

#### Review the Main Ideas

- Saul was the first king of the Israelites. He united the 12 tribes into one kingdom.
- King David built an Israelite empire and made Jerusalem his capital. Solomon built a great temple at Jerusalem, but after he died, the Israelites split into two kingdoms—Israel and Judah.
- The Assyrians and then the Chaldeans conquered Israel and Judah, and forced many Israelites to leave their homeland.

### What Did You Learn?

1. Why was David anointed king while Saul was still in charge of the Israelites?
2. Who were the prophets, and why were they important to the Israelites?
4. **Summarize** What happened to the Israelites after the death of Solomon? **CA HI.2.**
5. **Describe** Who were the Samaritans? **CA HR.5.**

### Critical Thinking

3. **The Big Ideas** Draw a chart like the one below. Use it to compare the accomplishments of King David and King Solomon. **CA 6RC.2.4**

King David	King Solomon

6. **Infer** Why do you think the Assyrians and Chaldeans moved Jews away from Israel and Judah? **CA CS.3.**
7. **Analysis Understanding the Past** Create a summary of the major events and important people in this section. Use this summary to help you understand the history of the Israelites. **CA HI.1.**

# 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.

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
<b>Passover</b>	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
<b>Rosh Hoshana</b>	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
<b>Yom Kippur</b>	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
<b>Hanukkah</b>	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. They also required Jews to provide for the poor, visit the sick, do good deeds, give to charity, and apply just laws to rich and poor alike. The

laws emphasized self-control and reminded Jews of their religion.

**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. Some men layered another tunic on top. In cold weather, they wore 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. Wealthy women wore leather shoes, 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



**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.

▲ Ancient Jewish head covering

# 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?



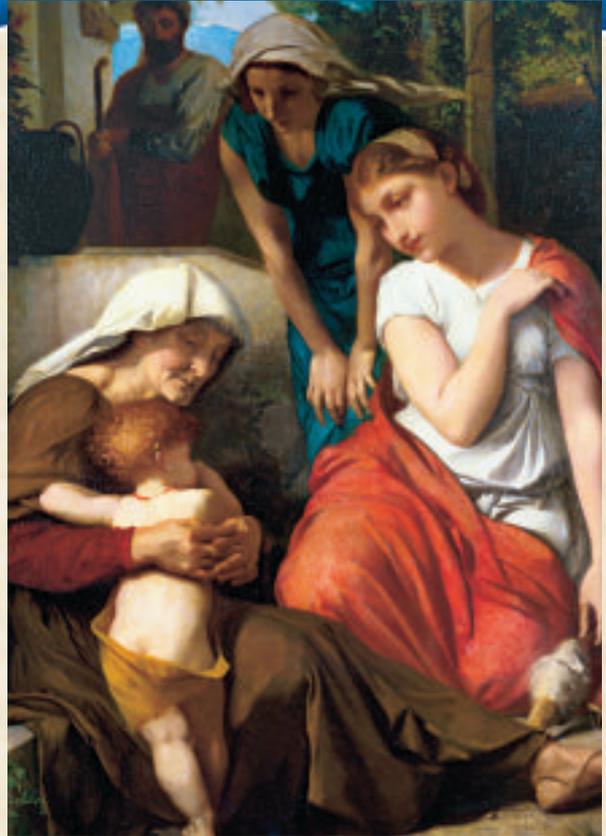
**WH6.3.3** Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.

## 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 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.



▲ Naomi and Ruth

### 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?



**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. **WH6.3.3** Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion. **WH6.3.5** Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

## 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 again. 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**  
**Study Central** Need help understanding Judaism? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### 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

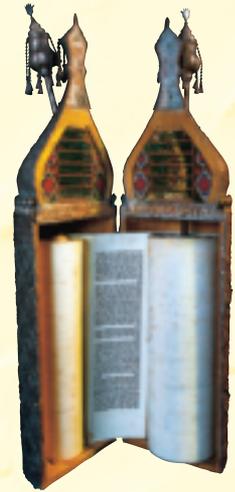


**WH.6.3** Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

## 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

**P**roverbs 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

**T**he 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. Reading Skill 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. Analysis Skill 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.

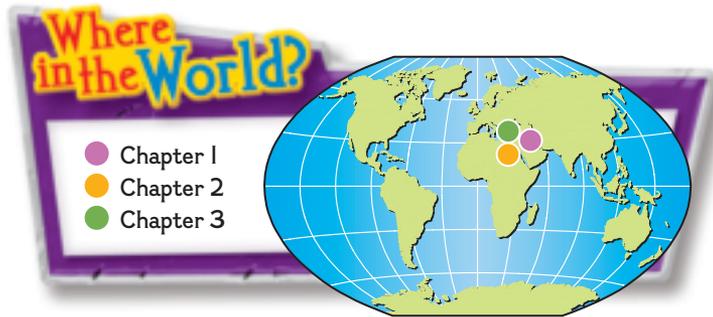
"What you gain by doing evil won't help you at all, but being good can save you from death."

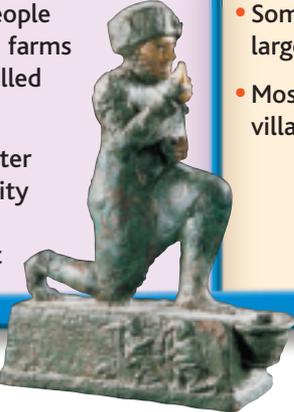
**34. This proverb by Solomon reflects what important Jewish teaching?**

- 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.

## 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?



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

**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

