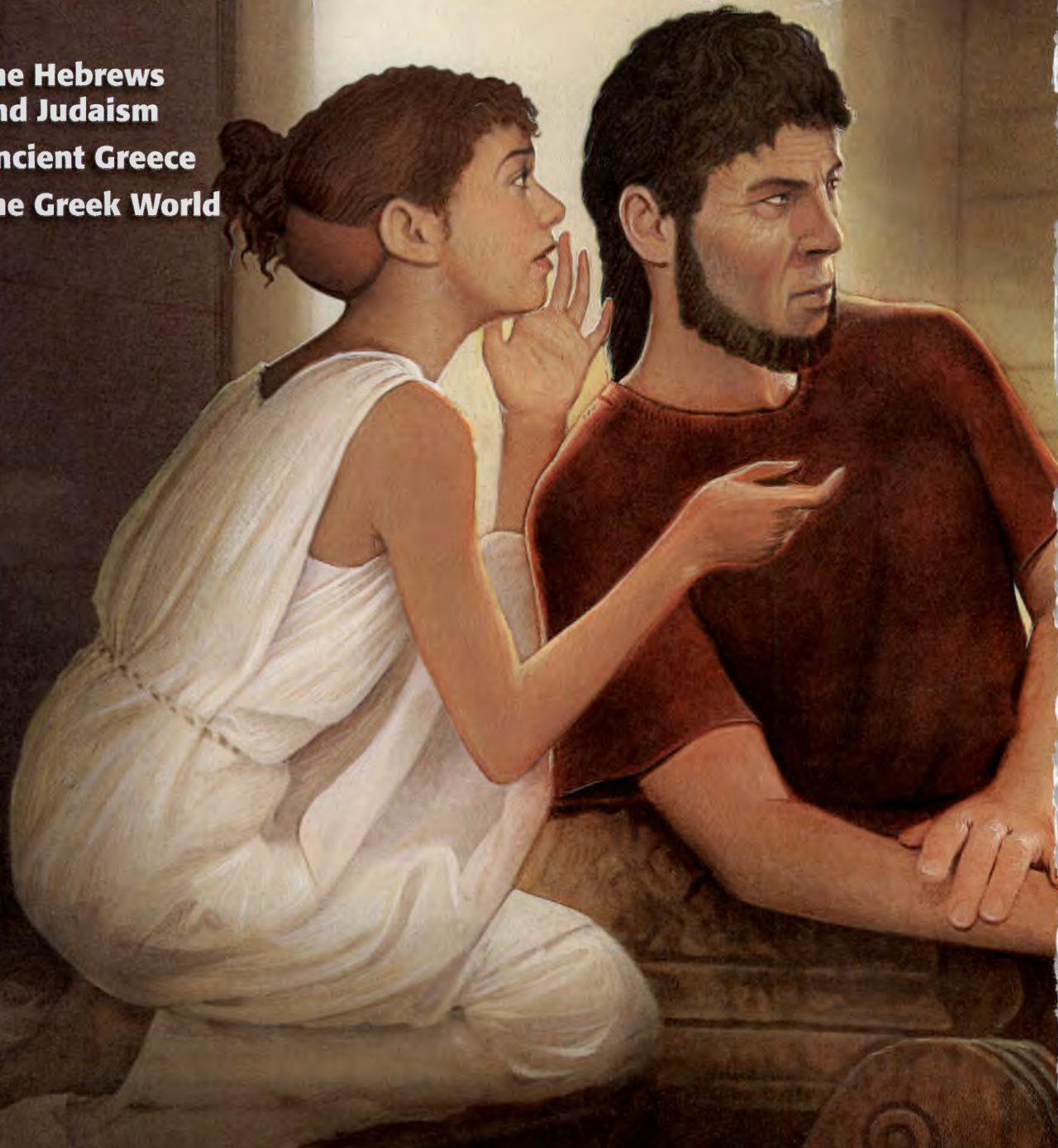


Foundations of Western Ideas

Chapter 8 The Hebrews and Judaism

Chapter 9 Ancient Greece

Chapter 10 The Greek World



An illustration of a man in ancient Greek attire. He wears a red cape over a patterned tunic and a skirt with a decorative border. He holds a black mask with a white face in his right hand. The background shows a stone wall and a doorway.

What You Will Learn...

The foundations of Western civilization can be traced back more than 2,000 years to the eastern Mediterranean region. There, the ancient Hebrews and Greeks developed many of the ideas and traditions that have shaped the world today.

The Hebrews' religion, Judaism, was based on a belief in one god and basic ideas about right and wrong. The ancient Greeks created the world's first democracy. The Greeks also revolutionized science and mathematics and created some of the world's most famous art and literature.

In the next three chapters, you will learn how the Hebrews and Greeks helped shape the world you live in today.

Explore the Art

In this scene, the daughter of a Greek king warns her father not to trust a general who needs help in a war. What does this scene show about life in ancient Greece?

The Hebrews and Judaism



California Standards

History-Social Science

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

Analysis Skills

HI 2 Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

HR 2 Students distinguish fact from opinion in historical narratives and stories.

English-Language Arts

Writing 6.1.3 Use a variety of effective and coherent organizational patterns.

Reading 6.2.0 Read and understand grade-level-appropriate material.

FOCUS ON WRITING



A Web Site Have you ever designed your own Web site? If not, here's your chance to create one. As you read this chapter, you'll gather information about Hebrew history, beliefs, values, and culture. Then you will write a description of how you would present this same information on a Web site.



CHAPTER EVENTS

c. 2000 BC
Abraham leaves Mesopotamia.

WORLD EVENTS

c. 1750 BC
Hammurabi issues his law code.

HOLT

History's Impact

▶ video series

Watch the video to understand the impact of Judaism throughout the world.



What You Will Learn...

In this chapter you will study the history and culture of the Jewish people. In this photo, hundreds of people pray at the Western Wall, the holiest site in the world of Judaism. The wall is about 2,000 years old.

c. 1200 BC

Moses leads the Hebrews out of Egypt during the Exodus.



586 BC

The Jews are enslaved in Babylon.



AD 70

The Romans destroy the Second Temple in Jerusalem.

1475 BC



c. 1240–1224 BC

Ramses the Great rules Egypt.

950 BC



425 BC

c. 563 BC

The Buddha is born in India.



AD 100

27 BC

Augustus becomes the first Roman emperor.

Economics

Geography

Politics

Religion

Society
and Culture

Science and
Technology

Focus on Themes In this chapter, you will read about the Hebrew people and the religion called Judaism. You will learn about Jewish beliefs, texts such as the Torah and the Dead Sea Scrolls, and leaders such as Abraham and Moses.


As you read, pay close attention to how the Hebrews' beliefs affected where and how they lived. In the process, you will discover that the lives of the early Hebrews were dominated by their **religious** beliefs and practices.

Facts, Opinions, and the Past

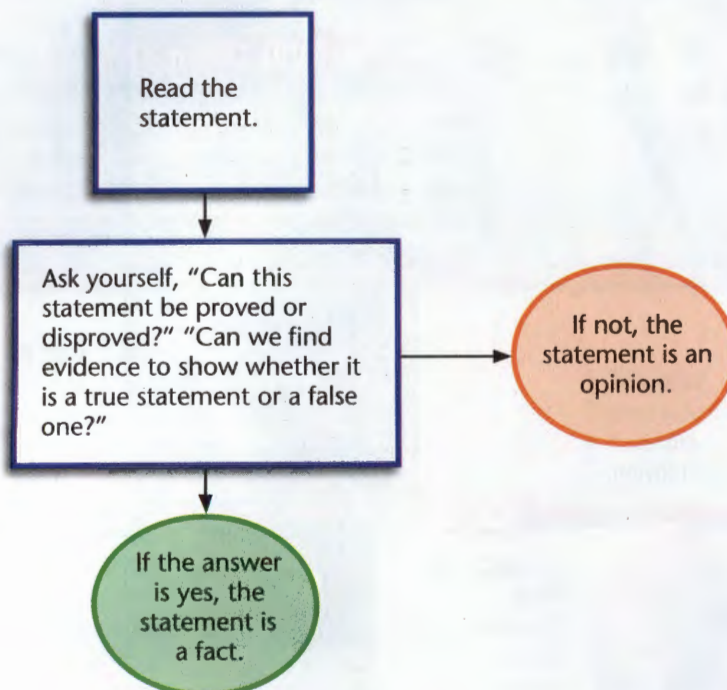
Focus on Reading Why is it important to know the difference between a fact and an opinion? Separating facts from opinions about historical events helps you know what really happened.

Identifying Facts and Opinions Something is a **fact** if there is a way to prove it or disprove it. For example, research can prove or disprove the following statement: "The ancient Jews recorded their laws." But research can't prove the following statement because it is just an **opinion**, or someone's belief: "Everyone should read the records of the ancient Jews."

Additional
reading support
can be found in the

.....
Inter active

**Reader and
Study Guide**

Use the process below to decide whether a statement is fact or opinion.





Key Terms and People

Chapter 8

Section 1

Abraham (p. 226)
 Moses (p. 227)
 Exodus (p. 227)
 Ten Commandments (p. 228)
 David (p. 229)
 Solomon (p. 229)
 Diaspora (p. 230)

Section 2

Judaism (p. 232)
 monotheism (p. 232)
 Torah (p. 234)
 synagogue (p. 234)
 prophets (p. 235)
 Talmud (p. 236)
 Dead Sea Scrolls (p. 236)

Section 3

Zealots (p. 240)
 rabbis (p. 242)
 Passover (p. 245)
 High Holy Days (p. 245)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic word:

principles (p. 234)

As you read Chapter 8, look for clues that will help you determine which statements are facts.

You Try It!

The following passage tells about boys who, years ago, found what came to be called the Dead Sea Scrolls. All the statements in this passage are facts. What makes them facts and not opinions?

Scrolls Reveal Past Beliefs

Until 1947 no one knew about the Dead Sea Scrolls. In that year, young boys looking for a lost goat near the Dead Sea found a small cave. One of the boys went in to explore and found several old jars filled with moldy scrolls.

*From
Chapter 8,
pages
236–237*

Scholars were very excited about the boy's find. Eager to find more scrolls, they began to search the desert. Over the next few decades, searchers found several more groups of scrolls.

Careful study revealed that most of the Dead Sea Scrolls were written between 100 BC and AD 50. The scrolls included prayers, commentaries, letters, and passages from the Hebrew Bible. These writings help historians learn about the lives of many Jews during this time.

Identify each of the following as a fact or an opinion and then explain your choice.

1. Boys discovered the Dead Sea Scrolls in 1947.
2. The discovery of the scrolls is one of the most important discoveries ever.
3. All religious leaders should study the Dead Sea Scrolls.
4. The Dead Sea Scrolls were written between 100 BC and AD 50.

The Early Hebrews

What You Will Learn...

Main Ideas

1. Abraham and Moses led the Hebrews to Canaan and to a new religion.
2. Strong kings united the Israelites to fight off invaders.
3. Invaders conquered and ruled the Hebrews after their kingdom broke apart.
4. Some women in Hebrew society made great contributions to their history.

The Big Idea

Originally desert nomads, the Hebrews established a great kingdom called Israel.

Key Terms and People

Abraham, p. 226

Moses, p. 227

Exodus, p. 227

Ten Commandments, p. 228

David, p. 229

Solomon, p. 229

Diaspora, p. 230



HSS 6.3.3 Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.

6.3.4 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.

If YOU were there...

You and your family are herders, looking after large flocks of sheep. Your grandfather, the leader of your tribe, is very rich, so your life is easy. One day, your grandfather says that your whole family will be moving to a new country. The trip will be very long, and people there may not welcome you.

How do you feel about moving to a faraway land?

BUILDING BACKGROUND Like the family described above, the early Hebrews moved to new lands several times. From the beginning, the Hebrews were wanderers. According to Hebrew tradition, their history began with a search for a new home.

Abraham and Moses Lead the Hebrews

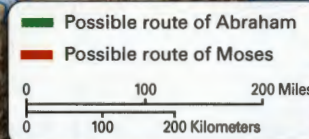
Sometime between 2000 and 1500 BC a new people appeared in Southwest Asia. They were the Hebrews (HEE-brooz). The early Hebrews were simple herders, but they developed a culture that became a major influence on later civilizations.

Most of what is known about early Hebrew history comes from the work of archaeologists and from accounts written by Hebrew scribes. These accounts describe the Hebrews' early history and the laws of their religion. In time these accounts became the Hebrew Bible. The Hebrew Bible is also part of the Christian Bible, which includes the New Testament as well.

The Beginnings in Canaan and Egypt

The Hebrew Bible traces the Hebrews back to a man named **Abraham**. One day, the Hebrew Bible says, God told Abraham to leave his home in Mesopotamia. He was to take his family on a long journey to the west. God promised to lead Abraham to a new land and make his descendants into a mighty nation.

Possible Routes of Abraham and Moses



Abraham left Mesopotamia and settled in Canaan (KAY-nuhn), on the Mediterranean Sea. His descendants—the Hebrews—lived in Canaan for many years. Later, however, some Hebrews moved to Egypt, perhaps because of famine in Canaan.

The Hebrews lived well in Egypt, and their population grew. This growth worried Egypt's ruler, the pharaoh. He feared that the Hebrews might soon take over Egypt. To stop this from happening, the pharaoh made the Hebrews slaves.

The Exodus

According to the Hebrew Bible, a leader named **Moses** appeared among the Hebrews in Egypt. In the 1200s BC, God told Moses to lead the Hebrews out of Egypt. Moses went to the pharaoh and demanded that

the Hebrews be freed. The pharaoh refused. Soon afterward a series of terrible plagues, or disasters, struck Egypt.

The plagues frightened the pharaoh so much that he agreed to free the Hebrews. Overjoyed with the news of their release, **Moses led his people out of Egypt in a journey called the Exodus.** To the Hebrews, the release from slavery proved that God was protecting and watching over them. They believed that they had been set free because God loved them.

The Exodus is a major event in Hebrew history, but other people recognize its significance as well. Throughout history, for example, enslaved people have found hope in the story. Before the Civil War, American slaves sang about Moses to keep their hopes of freedom alive.

For many years after their release, the Hebrews wandered through the desert, trying to return to Canaan. During their wanderings they reached a mountain called Sinai. On that mountain, the Hebrew Bible says, God gave Moses two stone tablets. On the tablets was written a code of moral laws known as the **Ten Commandments**:

“I am God your Lord, who brought you out of Egypt, from the place of slavery.
Do not have any other gods before Me.
Do not take the name of God your Lord in vain.
God will not allow the one who takes his name in vain to go unpunished.
Remember the Sabbath to keep it holy.
Honor your father and mother. You will then live long on the land that God your Lord is giving you.
Do not commit murder.
Do not commit adultery.
Do not steal.
Do not testify as a false witness against your neighbor.
Do not be envious of your neighbor's house.
Do not be envious of your neighbor's wife ... or anything else that is your neighbor's.”

—Exodus 20:2–14, from *The Living Torah*

As you can see, by accepting the Ten Commandments, the Hebrews agreed to worship only God. They also agreed to value human life, self-control, and justice. Over time the commandments shaped the development of Hebrew society.

The Return to Canaan

According to the Hebrew Bible, the Hebrews wandered for 40 years before they reached Canaan. Once there, they had to fight to gain control of Canaan before they could settle. After they conquered Canaan and settled down, the Hebrews became known as the Israelites.

In Canaan, the Israelites lived in small, scattered communities. These communities had no central government. Instead, each community selected judges as leaders to enforce laws and settle disputes. Before long, though, a threat arose that called for a new kind of leadership.

READING CHECK Identifying Cause and Effect

Why did Abraham leave Mesopotamia?

Time Line

Early Hebrew History

c. 2000 BC

Abraham leaves Mesopotamia and goes to Canaan.

2100 BC

1200s BC

Moses leads the Hebrews on the Exodus out of slavery in Egypt.

1300 BC

1200 BC



Kings Unite the Israelites

The new threat to the Israelites came from the Philistines (FI-li-steenz), who lived along the Mediterranean coast. In the mid-1000s BC the Philistines invaded the Israelites' lands.

Frightened of these powerful invaders, the Israelites banded together under a single ruler who could lead them in battle. That ruler was a man named Saul, who became the first king of Israel. Saul had some success as a military commander, but he wasn't a strong king. He never won the total support of tribal and religious leaders. They often fought against his decisions.

King David

After Saul died, a man once declared an outlaw became king. That king's name was **David**. As a young man, David had been a shepherd. The Hebrew Bible tells how David slew the Philistine giant Goliath, which brought him to the attention of the king. David was admired for his military skills and as a poet; many of the Psalms are

attributed to him. He established the capital of Israel in Jerusalem. For many years, David lived in the desert, gathering support from local people. When Saul died, David used this support to become king.

Unlike Saul, David was well loved by the Israelites. He won the full support of Israel's tribal leaders. David was admired for his military skills and as a poet; many of the Psalms are attributed to him. He established the capital of Israel in Jerusalem.

King Solomon

David's son **Solomon** (SAHL-uh-muhn) took the throne in about 965 BC. Like his father, Solomon was a strong king. He expanded the kingdom and made nearby kingdoms, including Egypt and Phoenicia, his allies. Trade with these allies made Israel very rich. With these riches, Solomon built a great temple to God in Jerusalem. This temple became the center of the Israelites' religious life and a symbol of their faith.

FOCUS ON READING

Are the sentences in this paragraph facts or opinions? How can you tell?

READING CHECK Finding Main Ideas Why did the Israelites unite under a king?



1100 BC

mid-1000s BC
Saul becomes the first king of Israel.

c. 1000 BC
David becomes king of Israel.

1000 BC

c. 965 BC
David's son Solomon becomes king of Israel. Solomon builds a great temple in Jerusalem.

c. 930 BC
Solomon dies. His kingdom is split into the kingdoms of Judah and Israel.

900 BC

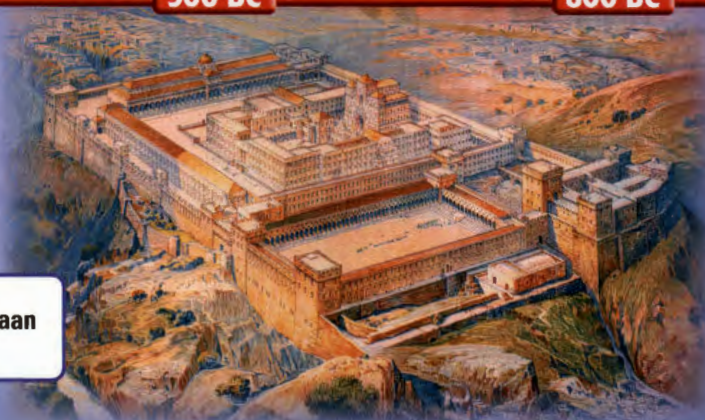


800 BC

ANALYSIS SKILL

READING TIME LINES

About how many years after Abraham settled in Canaan did Saul become the first king of Israel?



Invaders Conquer and Rule

After Solomon's death in about 930 BC, revolts broke out over who should be king. Within a year, conflict tore Israel apart. Israel split into two kingdoms called Israel and called Judah (joo-duh). The people of Judah became known as Jews.

The two new kingdoms lasted for a few centuries. In the end, however, both were conquered. Israel fell to the Assyrians around 722 BC. As a result, the kingdom fell apart and most of its people scattered. Judah lasted longer, but before long it fell to the Chaldeans.

The Scattering of the Jews

The Chaldeans captured Jerusalem and destroyed Solomon's Temple in 586 BC. They marched thousands of Jews to the capital, Babylon, to work as slaves. The Jews called this enslavement the Babylonian Captivity. It lasted about 50 years.

In the 530s BC a people called the Persians conquered the Chaldeans and let the Jews return to Jerusalem. Despite the permission, many Jews never returned to Jerusalem. Instead, they moved to other parts of the Persian Empire. Scholars call the scattering of the Jews outside of Israel and Judah the **Diaspora** (dy-AS-pruh).

The rest of the Jews did return home to Jerusalem. There they rebuilt Solomon's Temple, which became known as the Second Temple. The Jews remained Persian subjects until the 330s BC, when the Persians were conquered by invaders.

Independence and Conquest

Tired of foreign rule, a Jewish family called the Maccabees (MA-kuh-beez) led a successful revolt in the 160s BC. For about 100 years, the Jews again ruled their own kingdom. Their independence, however, didn't last. In 63 BC the Jews were conquered again, this time by the Romans.

Although Jewish leaders added to the Second Temple under Roman rule, life was difficult. Heavy taxes burdened the people. The Romans were brutal masters who had no respect for the Jewish religion and way of life.

Some rulers tried to force the Jews to worship the Roman Emperor. The Roman rulers even appointed the high priests, the leaders of the Temple. This was more than the Jews could bear. They called on the people to rebel against the Romans.

READING CHECK Summarizing How did Roman rule affect Jewish society?

Kingdoms of Israel and Judah, c. 920 BC



GEOGRAPHY SKILLS

INTERPRETING MAPS

Place How did Israel and Judah compare in size to Solomon's kingdom?

Women in Hebrew Society

Hebrew government and society were dominated by men, as were most ancient societies. Women had few rights. They had to obey their fathers and their husbands. A woman couldn't even choose her own husband. Instead, her husband was chosen by her father. A woman couldn't inherit property either, unless she had no brothers. If she did have a brother, all property went to him.

Some Hebrew women, however, made great contributions to their society. The Hebrew Bible describes them. Some were political and military leaders, such as Queen Esther and the judge Deborah. According to the Hebrew Bible, these women saved the Hebrew people from their enemies. Other women, such as Miriam, the sister of Moses, were spiritual leaders.

Some women in the Hebrew Bible were seen as examples of how Hebrew women should behave. For example, Ruth, who left her people to care for her mother-in-law, was seen as a model of devotion to one's family. The Hebrews told Ruth's story as an example of how people should treat their family members.

READING CHECK Generalizing What was life like for most Hebrew women?

BIOGRAPHY

Ruth and Naomi

The story of Ruth and Naomi comes from the Book of Ruth, one of the books of the Hebrew Bible. According to this account, Ruth was not a Hebrew, though her husband was. After he died, Ruth and her mother-in-law, Naomi, resettled in Israel. Inspired by Naomi's faith in God, Ruth joined Naomi's family and adopted her beliefs. She dedicated her life to supporting Naomi.

Drawing Inferences What lessons might the Hebrews have used the story of Ruth and Naomi to teach?



SUMMARY AND PREVIEW The history of the Hebrews and Judaism began some 3,500 to 4,000 years ago. The instructions that Jews believe God gave to the early Hebrews shaped their religion, Judaism. In the next section, you will learn about the main teachings of Judaism.

Section 1 Assessment

Reviewing Ideas, Terms, and People

- a. Identify** Who was Abraham?
b. Evaluate Why was the Exodus a significant event in Hebrew history?
- Summarize** How did David and Solomon strengthen the kingdom of Israel?
- Describe** What happened during the Babylonian Captivity?
- a. Describe** Who had more rights in Hebrew society, men or women?
b. Make Inferences How did Ruth and Naomi set an example for other Hebrews?

HSS 6.3.3, 6.3.4

Critical Thinking

- Summarize** Draw a chart like the one here. In each row, list a key figure from Hebrew history and his or her contributions to Hebrew society. You may add more rows.

Key Figure Contribution

FOCUS ON WRITING

- Taking Notes about Early Hebrew History** Make a list of events and people that played key roles in shaping Hebrew history. Look for ways to group your facts into features on your Web page.

go.hrw.com

Online Quiz

KEYWORD: SQ6 HP8

Jewish Beliefs and Texts

What You Will Learn...

Main Ideas

1. Beliefs in God, education, justice, and obedience anchor Jewish society.
2. Jewish beliefs are listed in the Torah, the Hebrew Bible, and the Commentaries.
3. The Dead Sea Scrolls reveal many past Jewish beliefs.
4. The ideas of Judaism have helped shape later cultures.

The Big Idea

The central ideas and laws of Judaism are contained in sacred texts such as the Torah.

Key Terms

Judaism, p. 232

monotheism, p. 232

Torah, p. 234

synagogue, p. 234

prophets, p. 235

Talmud, p. 236

Dead Sea Scrolls, p. 236



HSS 6.3.1 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.

6.3.2 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.

If YOU were there...

You live in a small town in ancient Israel. Some people in your town treat strangers very badly. But you have been taught to be fair and kind to everyone, including strangers. One day, you tell one of your neighbors he should be kinder to strangers. He asks you why you feel that way.

How will you explain your belief in kindness?

BUILDING BACKGROUND The idea that people should be fair and kind to everyone in the community is an important Jewish teaching. Sometimes, their teachings set the Jews apart from other people in society. But at the same time, their shared beliefs tie all Jews together as a religious community.

Jewish Beliefs Anchor Their Society

Religion is the foundation upon which the Jews base their whole society. In fact, much of Jewish culture is based directly on Jewish beliefs. The central beliefs of **Judaism**, the Jewish religion, are beliefs in God, education, justice, and obedience.

Belief in One God

Most importantly, Jews believe in one God. The Hebrew name for God is YHWH, which is never pronounced by Jews, as it is considered too holy. **The belief in only one God is called monotheism.** Many people believe that Judaism was the world's first monotheistic religion. It is certainly the oldest such religion that is still widely practiced today.

In the ancient world where most people worshipped many gods, the Jews' worship of only God set them apart. This worship also shaped Jewish society. The Jews believed that they were God's chosen people. They believed that God had guided their history through his relationships with Abraham, Moses, and other leaders.



Moses and the Golden Calf

According to the Hebrew Bible, when Moses returned from Mount Sinai, he found the Hebrews worshipping a statue of a golden calf. They had become impatient waiting for Moses and wanted to worship a god they could see. Moses was furious that they were worshipping a statue instead of God. In this Italian painting from the 1600s, the Hebrews are destroying the golden calf.

How are the Hebrews destroying the golden calf?

Belief in Education

Another central element of Judaism is education and study. Teaching children the basics of Judaism has always been important in Jewish society. In ancient Jewish communities, older boys—but not girls—studied with professional teachers to learn their religion. Even today, education and study are central to Jewish life for children and adults.

Belief in Justice and Righteousness

Also central to the Jews' religion are the ideas of justice and righteousness. To Jews, justice means kindness and fairness in dealing with other people. Everyone deserves justice, even strangers and criminals. Jews are expected to give aid to those who need it, including the poor, the sick, and orphans. Jews are also expected to be fair in business dealings.

Righteousness refers to doing what is proper. Jews are supposed to behave properly, even if others around them do not. For the Jews, righteous behavior is more important than rituals, or ceremonies.

Belief in Obedience and Law

Closely related to the ideas of justice and righteousness is obedience to the law. Moral and religious laws have guided Jews through their history and continue to do so today. Jews believe that God gave them these laws to follow.

The most important Jewish laws are the Ten Commandments. The commandments, however, are only part of Jewish law. Jews believe that Moses recorded a whole system of laws that God had set down for them to obey. Named for Moses, this system is called Mosaic law.

Like the Ten Commandments, Mosaic laws guide many areas of Jews' daily lives. For example, Mosaic law governs how people pray and celebrate holy days. The laws prohibit Jews from working on holy days or on the Sabbath, the seventh day of each week. The Sabbath is a day of rest because, in Jewish tradition, God created the world in six days and rested on the seventh. As a result, Jews observe the Sabbath on Saturday, the seventh day of the week.

ACADEMIC VOCABULARY

principles
basic beliefs,
rules, or laws

Among the Mosaic laws are rules about the foods that Jews can eat and rules that must be followed in preparing them. For example, the laws state that Jews cannot eat pork or shellfish, which are thought to be ritually unclean. Other laws say that meat has to be killed and prepared in a way that makes it acceptable for Jews to eat. Today foods that have been so prepared are called kosher (KOH-shuhr), or fit.

In many Jewish communities today, people still strictly follow Mosaic law. They are called Orthodox Jews. Other Jews choose not to follow many of the ancient laws. They are known as Reform Jews. A third group, the Conservative Jews, falls between the other two groups. These are the three largest groups of Jews in the world today.

READING CHECK Generalizing What are the most important beliefs of Judaism?

Texts List Jewish Beliefs

The laws and **principles** of Judaism are described in several sacred texts, or writings. Among the main texts are the Torah, the Hebrew Bible, and the Commentaries.

The Torah

The ancient Jews recorded most of their laws in five books. Together these books are called the **Torah, the most sacred text of Judaism**. In addition to laws, the Torah includes a history of the Jews until the death of Moses.

Readings from the Torah are central to Jewish religious services today. Nearly every **synagogue** (SI-nuh-gawg), or **Jewish house of worship**, has at least one Torah. Out of respect for the Torah, readers do not touch it. They use special pointers to mark their places in the text.

Hebrew Texts

The Torah

Using a special pointer called a *yad*, this girl is reading aloud from the Torah. The Torah is the most sacred of Hebrew writings. Jews believe its contents were revealed to Moses by God. The Torah plays a central role in many Jewish ceremonies, like this one.



The Hebrew Bible

The Torah is the first of three parts of a group of writings called the Hebrew Bible, or Tanach (tah-NAHK). The second part is made up of eight books that describe the messages of Hebrew prophets. **Prophets are people who are said to receive messages from God to be taught to others.**

The final part of the Hebrew Bible is 11 books of poetry, songs, stories, lessons, and history. For example, the Book of Daniel tells about a prophet named Daniel, who lived during the Babylonian Captivity. According to the book, Daniel angered the king who held the Hebrews as slaves. As punishment, the king had Daniel thrown into a den of lions. The story tells that Daniel's faith in God kept the lions from killing him, and he was released. Jews tell this story to show the power of faith.

Also in the final part of the Hebrew Bible are the Proverbs, short expressions of Hebrew wisdom. Many of these sayings are attributed to Hebrew leaders, especially King Solomon. For example, Solomon is supposed to have said, "A good name is to be chosen rather than great riches." In other words, it is better to be seen as a good person than to be rich and not respected.

The third part of the Hebrew Bible also includes the Book of Psalms. Psalms are poems or songs of praise to God. Many of these are attributed to King David. One of the most famous psalms is the Twenty-third Psalm. It includes lines often read today during times of difficulty:

"The Lord is my shepherd, I shall not want [lack anything]. He makes me lie down in green pastures; He leads me beside still waters. He restores my soul [life]; He guides me in the paths of righteousness for His name's sake."

—Psalms 23:1–3



The Hebrew Bible

These beautifully decorated pages are from a Hebrew Bible. The Hebrew Bible, sometimes called the Tanach, includes the Torah and other ancient writings.

ANALYSIS
SKILL

ANALYZING VISUALS

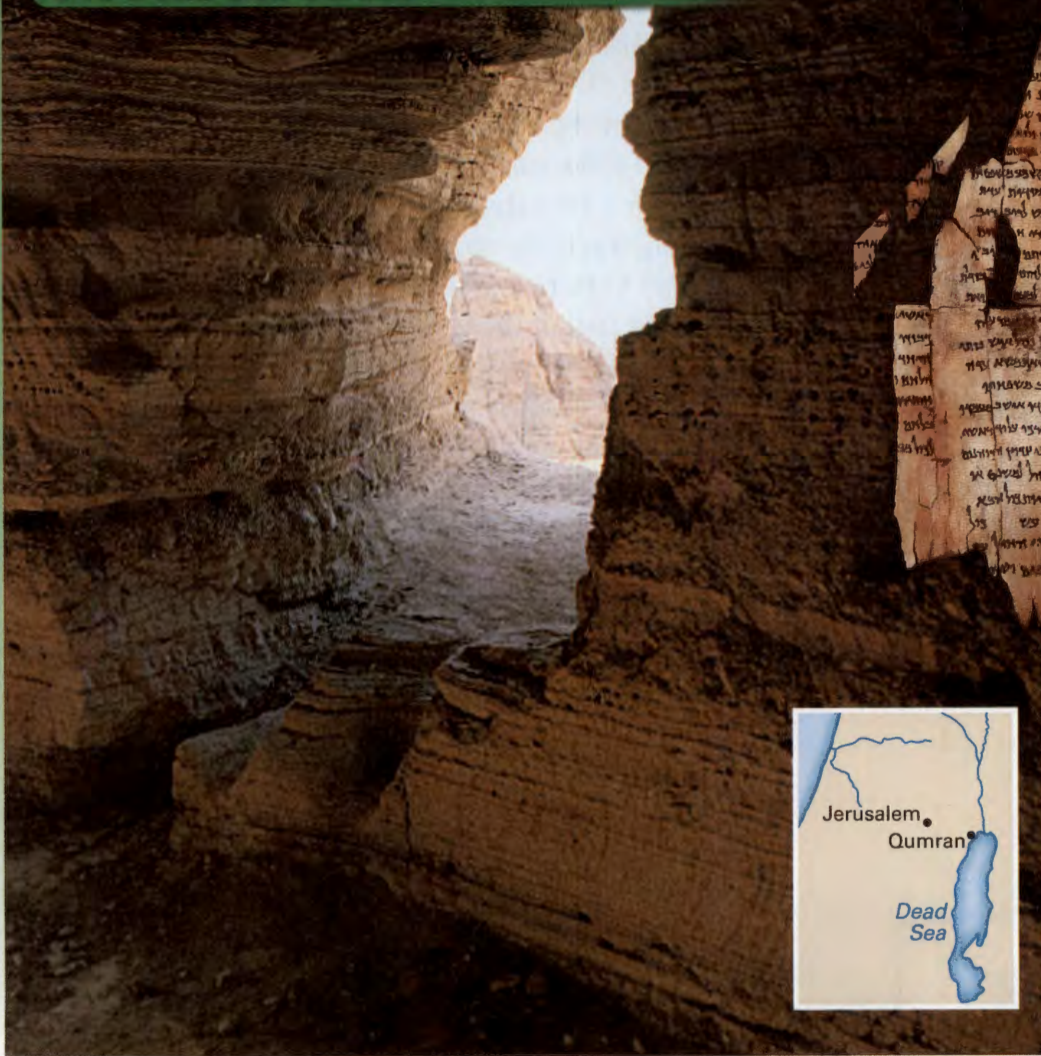
How does the Torah look different from the Hebrew Bible and the commentaries?



The Commentaries

The Talmud is a collection of laws, commentaries, and discussions about the Torah and the Hebrew Bible. The Talmud is a rich source of information for discussion and debate. Rabbis and religious scholars like these young men study the Talmud to learn about Jewish history and laws.

The Dead Sea Scrolls



The Dead Sea Scrolls were found in this cave, and in similar caves, near Qumran. The hot, dry desert climate preserved the 2,000-year-old scrolls remarkably well.

Why might historians have had trouble reading the Dead Sea Scrolls?

Commentaries

For centuries scholars have studied the Torah and Jewish laws. Because some laws are hard to understand, the scholars write commentaries to explain them.

Many of these commentaries are found in the **Talmud** (TAHL-moohd), a set of commentaries, stories, and folklore. The writings of the Talmud were produced between AD 200 and 600. Many Jews consider them second only to the Hebrew Bible in their significance to Judaism.

READING CHECK Analyzing What texts do Jews consider sacred?

Scrolls Reveal Past Beliefs

Besides the Torah, the Hebrew Bible, and the Commentaries, many other documents also explain ancient Jewish beliefs. Among the most important are the **Dead Sea Scrolls**, writings by Jews who lived about 2,000 years ago.

Until 1947 no one knew about the Dead Sea Scrolls. In that year, young boys looking for a lost goat near the Dead Sea found a small cave. One of the boys went in to explore and found several old jars filled with moldy scrolls.

Scholars were very excited about the boy's find. Eager to find more scrolls, they

began to search the desert. Over the next few decades, searchers found several more groups of scrolls.

Careful study revealed that most of the Dead Sea Scrolls were written between 100 BC and AD 50. The scrolls included prayers, commentaries, letters, and passages from the Hebrew Bible. These writings help historians learn about the lives of many Jews during this time.

READING CHECK **Finding Main Ideas** What did the Dead Sea Scrolls contain?

Judaism and Later Cultures

For centuries, Jewish ideas have greatly influenced other cultures, especially those in Europe and the Americas. Historians call European and American cultures the Western world to distinguish them from the Asian cultures to the east of Europe.

Because Jews lived all over the Western world, people of many cultures learned of Jewish ideas. In addition, these ideas helped shape the largest religion of Western society today, Christianity. Jesus, whose teachings are the basis of Christianity, was Jewish, and many of his teachings reflected Jewish ideas. These ideas were carried forward into Western civilization by both Jews and Christians. Judaism also influenced the development of another major religion, Islam. The first people to adopt Islam believed that they, like the Hebrews, were descendants of Abraham.

How are Jewish ideas reflected in our society? Many people still look to the Ten Commandments as a guide to how they should live. For example, people are expected not to lie or cheat and to honor their parents, families, and neighbors. Although these ideas were not unique to Judaism, it was through the Jews that they entered Western culture.

Not all of the ideas adopted from Jewish teachings stem from the Ten Commandments. Other Jewish ideas can also be seen in how people live today. For example, many people do not work on weekends in honor of the Sabbath. In addition, people give money or items to charities to help the poor and needy. This concept of charity is based largely on Jewish teachings.

READING CHECK **Summarizing** How have Jewish ideas helped shape modern laws?

SUMMARY AND PREVIEW Judaism is based on the belief in and obedience to God as described in the Torah and other sacred texts. In the next section you will learn how religion helped unify Jews even when they were forced out of Jerusalem.

Section 2 Assessment

go.hrw.com
Online Quiz
KEYWORD: SQ6 HP8

Reviewing Ideas, Terms, and People **HSS** 6.3.1, 6.3.2

- a. Define** What is **monotheism**?
b. Explain What is the Jewish view of justice and righteousness?
- a. Identify** What are the main sacred texts of Judaism?
b. Predict Why do you think the commentaries are so significant to many Jews?
- Recall** Why do historians study the Dead Sea Scrolls?
- Make Generalizations** How are Hebrew teachings reflected in Western society today?

Critical Thinking

- Explain** Redraw the diagram shown on a sheet of paper. Use it to identify and explain the basic teachings of Judaism.



FOCUS ON WRITING

- Thinking about Basic Values and Teachings** While the information in Section 1 was mostly historical, this section has more different kinds of topics. As you write down this information, what links do you see between it and items already on your list?

from The Torah

GUIDED READING

WORD HELP

- righteous** proper, free from wrongdoing
obliterate destroy completely
organism a living thing
wellsprings sources of water
floodgates gates that hold back water to prevent floods

1 Clean animals were those the Hebrews considered ritually clean to eat, such as cows. Unclean animals were those they did not eat, such as pigs, camels, and rabbits.

2 According to the Torah, Noah lived to be 950 years old.

How old was Noah when he built the ark?



ELA Reading 6.2.7 Make reasonable assertions about a text through accurate, supporting citations.

Noah's Ark Genesis 7:1–12 The Living Torah

About the Reading *The first book of the Torah is called the Book of Genesis, a Jewish account of the early history of the world. One of the most famous parts of Genesis is the story of Noah's ark.*

According to the Torah, God became angry with people for their wicked behavior. To punish the wicked people, he decided to cause a great flood that would destroy everything. But one man, Noah, was not wicked, and God did not want him to die. He told Noah to build an ark, a great ship, that would carry him and his family safely through the flood. In this passage, God tells Noah to bring animals onto the ark as well, so that they might be spared.

AS YOU READ Note who and what Noah brings onto the ark with him.

God said to Noah, "Come into the ark, you and your family. I have seen that you are righteous before me in this generation. Take seven pairs of every clean animal, each consisting of a male and its mate. Of every animal that is not clean, take two, a male and its mate. 1 Of the birds of the heaven also take seven pairs, each consisting of a male and its mate. Let them keep seed alive on the face of all the earth, because in another seven days, I will bring rain on the earth for forty days and forty nights. I will obliterate every organism that I have made from the face of the earth."

Noah did all that God had commanded. Noah was 600 years old when the flood occurred; water was on the earth. 2 Noah, along with his sons, his wife, and his sons' wives, came into the ark ahead of the waters of the flood. The clean animals, the animals which were not clean, the birds, and all that walked the earth came two by two to Noah, to the ark. They were male and female, as God had commanded Noah.

Seven days passed, and the flood waters were on the earth. It was in the 600th year of Noah's life, in the second month, on the 17th of the month. On that day all the wellsprings of the great deep burst forth and the floodgates of the heavens were opened. It would continue to rain on the earth for forty days and forty nights.

The Tower of Babel Genesis 11:1–9 The Living Torah

About the Reading *The Book of Genesis also tells the story of the Tower of Babel. According to this story, everyone in the world once spoke the same language. In time, however, people became proud and tried to climb to heaven. To punish them for their pride, God scattered people throughout the world and changed their languages so that people could no longer understand one another.*

AS YOU READ Pay attention to the words that people and God speak. What do these words tell you about their moods and actions?

The entire earth had one language with uniform words. When [the people] migrated from the east, they found a valley in the land of Shinar, and they settled there. They said to one another, “Come, let us mold bricks and fire them.” Then they had bricks to use as stone, and asphalt for mortar. They said, “Come, let us build ourselves a city, and a tower whose top shall reach the sky. Let us make ourselves a name, so that we will not be scattered all over the face of the earth.” **1**

God descended to see the city and the tower that the sons of man had built. God said, “They are a single people, all having one language, and this is the first thing they do! Now nothing they plan to do will be unattainable for them! Come, let us descend and confuse their speech, so that one person will not understand another’s speech.” **2**

From that place, God scattered them all over the face of the earth, and they stopped building the city. He named it Babel, because this was the place where God confused the world’s language. **3** It was from there that God dispersed [humanity] over all the face of the earth.

The Tower of Babel, by Pieter Brueghel the Elder, 1563



GUIDED READING

WORD HELP

uniform the same

unattainable unreachable

dispersed scattered

1 What did people do when they first arrived in the land of Shinar?

2 The ancient Hebrews believed that God sometimes came to Earth to see what people were doing.

What was God’s reaction when he saw what the people were building?

3 In Hebrew, the word *Babel* means “confusion.”

CONNECTING SACRED TEXTS TO HISTORY

1. Analyzing Jews believe that righteous behavior is very important. How is this belief reflected in the story of Noah’s ark?

2. Finding Main Ideas Jews also believe that God plays an active role in world history. How does the Torah say God’s actions changed the world in the story of the Tower of Babel?

Judaism over the Centuries

What You Will Learn...

Main Ideas

1. Revolt, defeat, and migration led to great changes in Jewish culture.
2. Because Jews settled in different parts of the world, two cultural traditions formed.
3. Jewish traditions and holy days celebrate their history and religion.

The Big Idea

Although they were forced out of Israel by the Romans, shared beliefs and customs helped Jews maintain their religion.

Key Terms

Zealots, p. 240

rabbis, p. 242

Passover, p. 245

High Holy Days, p. 245



HSS 6.3.5 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 AD 70.

If YOU were there...

Foreign soldiers have taken over your homeland and are forcing you to obey their laws. So, some people are urging you to stand up and fight for freedom. But your conquerors come from a huge, powerful empire. If your people revolt, you have little chance of winning.

Will you join the rebellion? Why or why not?

BUILDING BACKGROUND By about AD 60, many Jews in Jerusalem had to decide whether they would join a rebellion against their foreign conquerors. For a little over a century, Jerusalem had been ruled by Rome. The Romans had a strong army, but their disrespect for Jewish traditions angered many Jews.

Revolt, Defeat, and Migration

The teachings of Judaism helped unite the ancient Jews. After the conquest of Israel by the Romans, many events threatened to tear Jewish society apart.

One threat to Jewish society was foreign rule. By the beginning of the first century AD, many Jews in Jerusalem had grown tired of foreign rule. If they could regain their independence, these Jews thought they could re-create the kingdom of Israel.

Revolt against Rome

The most rebellious of these Jews were a group called the **Zealots** (ZE-luhts). This group didn't think that Jews should answer to anyone but God. As a result, they refused to obey Roman officials. The Zealots urged their fellow Jews to rise up against the Romans. Tensions between Jews and Romans increased. Finally, in AD 66, the Jews revolted. Led by the Zealots, they fought fiercely.



In the end, the Jews' revolt against the Romans was not successful. The revolt lasted four years and caused terrible damage. By the time the fighting ended, Jerusalem lay in ruins. The war had wrecked buildings and cost many lives. Even more devastating to the Jews was the fact that the Romans burned the Second Temple during the last days of fighting in AD 70:

“As the flames went upward, the Jews made a great clamor [shout], such as so mighty an affliction [ordeal] required, and ran together to prevent it; and now they spared not their lives any longer, nor suffered any thing to restrain their force, since that holy house was perishing.”

—Flavius Josephus, *The Wars of the Jews*

After the Temple was destroyed, most Jews lost their will to fight and surrendered. But a few refused to give up their fight. That small group of about 1,000 Zealots locked themselves in a mountain fortress called Masada (muh-SAH-duh).

Intent on smashing the revolt, the Romans sent 15,000 soldiers to capture these Zealots. However, Masada was hard to reach. The Romans had to build a huge ramp of earth and stones to get to it. For two years, the Zealots refused to surrender, as the ramp grew. Finally, as the Romans broke through Masada's walls, the Zealots took their own lives. They refused to become Roman slaves.

THE IMPACT TODAY

The western retaining wall of the Second Temple survived the fire and still stands. Thousands of Jews each year visit the wall.

Destruction of the Second Temple

Frustrated by a century of Roman rule, many Jews rose up in armed rebellion. Led by the Zealots, they fought furiously for four years. But the experienced Roman army crushed the revolt. The Romans even destroyed the Jews' holiest site, the Second Temple in Jerusalem.

After surrounding Jerusalem and damaging its outer walls, Roman soldiers reached the inner courtyard of the Second Temple.

Roman soldiers removed valuable objects from the temple and set it on fire.

Jewish fighters defended their holy temple against Roman soldiers, but were eventually defeated.

ANALYSIS SKILL

ANALYZING VISUALS

What effect do you think the burning of the Temple had on the Jews?

Results of the Revolt

With the capture of Masada in AD 73, the Jewish revolt was over. As punishment for the Jews' rebellion, the Romans killed much of Jerusalem's population. They took many of the surviving Jews to Rome as slaves. The Romans dissolved the Jewish power structure and took over the city.

Besides those taken as slaves, thousands of Jews left Jerusalem after the destruction of the Second Temple. With the Temple destroyed, they didn't want to live in Jerusalem anymore. Many moved to Jewish communities in other parts of the Roman Empire. One common destination was Alexandria in Egypt, which had a large Jewish community. The populations of these Jewish communities grew after the Romans destroyed Jerusalem.

A Second Revolt

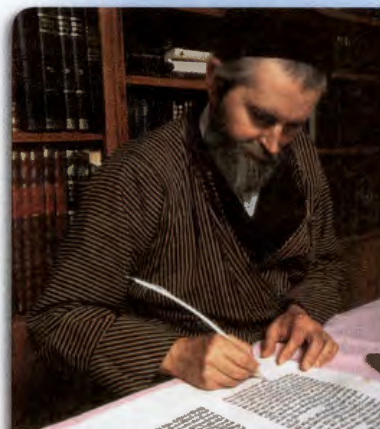
Some Jews, however, chose not to leave Jerusalem when the Romans conquered it. Some 60 years after the capture of Masada, these Jews, unhappy with Roman rule, began another revolt. Once again, however, the Roman army defeated the Jews. After this rebellion in the 130s the Romans banned all Jews from the city of Jerusalem. Roman officials declared that any Jew caught in or near the city would be killed. As a result, Jewish migration throughout the Mediterranean region increased.

Migration and Discrimination

For Jews not living in Jerusalem, the nature of Judaism changed. Because the Jews no longer had a single temple at which to worship, local synagogues became more important. At the same time, leaders called **rabbis (RAB-yz), or religious teachers**, took on a greater role in guiding Jews in their religious lives. Rabbis were responsible for interpreting the Torah and teaching.

THE IMPACT TODAY

The United States today has a larger Jewish population than any other country in the world.



The Sephardim are descended from Jews who migrated to Spain and Portugal during the Diaspora, or scattering, of the Jews. This Sephardic rabbi is working on part of a Torah scroll.



AFRICA

ATLANTIC OCEAN

PORTUGAL

SPAIN

This change was largely due to the actions of Yohanan ben Zaccai, a rabbi who founded a school at Yavneh, near Jerusalem. In this school, he taught people about Judaism and trained them to be rabbis. Influenced by Yohanan, rabbis' ideas shaped how Judaism was practiced for the next several centuries. Many rabbis also served as leaders of Jewish communities.

Over many centuries, Jews moved out of the Mediterranean region to other parts of the world. In many cases this movement was not voluntary. The Jews were forced to move by other religious groups who discriminated against them. This discrimination forced many Jews to leave their cities and find new places to live. As a result, some Jews settled in Asia, Russia, and much later, the United States.

READING CHECK Identifying Cause and Effect

Why did the Romans force Jews out of Jerusalem?

Jewish Migration After AD 70



The Ashkenazim are descended from Jews who moved to France, Germany, and Eastern Europe during the Diaspora. These Ashkenazi Jews are carrying a Torah before the Western Wall in Jerusalem.



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Movement** What directions did the Jews migrate from their homeland?
- 2. Region** Where are the largest areas of Jewish settlement?

Two Cultural Traditions

As you read earlier, the scattering of Jews around the world is called the Diaspora. It began after the Babylonian Captivity in the 500s BC. After that time, Jewish communities developed all around the world.

Jews everywhere shared the basic beliefs of Judaism. For example, all Jews still believed in one God and tried to obey God's law as set forth in the sacred texts. But communities in various parts of the world had different customs. As a result, the Jewish communities in different parts of the world began to develop their own languages, rituals, and cultures. These differences led to the creation of two main cultural traditions, both of which still exist today.

The Jews in Eastern Europe

One of the two traditions, the Ashkenazim (ahsh-kuh-NAH-zuhm), is made up of descendants of Jews who moved to France, Germany, and eastern Europe during the Diaspora. For the most part, these Jews had communities separate from their non-Jewish neighbors. Therefore, they developed their own customs that were unlike those of their neighbors. As an example, they developed their own language, Yiddish. Yiddish is similar to German but is written in the Hebrew alphabet.

The Jews in Spain and Portugal

Another Jewish cultural tradition developed during the Diaspora in what are now Spain and Portugal in Western Europe.

THE IMPACT TODAY

Some Yiddish words have entered the English language. For example, *schlep* means "to carry."

A Passover Meal

Passover honors the Exodus, one of the most important events in Hebrew history. In honor of this event from their past, Jews share a special meal called a seder. Each item in the seder symbolizes a part of the Exodus. For example, bitter herbs represent the Jews' bitter years of slavery in Egypt. Before eating the meal, everyone reads prayers from a book called the Haggadah (huh-GAH-duh). It tells the story of the Exodus and reminds everyone present of the Jews' history. The small picture shows a seder in a copy of the Haggadah from the 1300s.



ANALYSIS SKILL

ANALYZING INFORMATION

How does the Passover seder reflect the importance of the Exodus in Hebrew history?

The descendants of the Jews there are called the Sephardim (suh-FAHR-duhm). They also have a language of their own—Ladino. It is a mix of Spanish, Hebrew, and Arabic. Unlike the Ashkenazim, the Sephardim mixed with the region's non-Jewish residents. As a result, Sephardic religious and cultural practices borrowed elements from other cultures. Known for their writings and their philosophies, the Sephardim produced a golden age of Jewish culture in the AD 1000s and 1100s. During this period, for example, Jewish poets wrote beautiful works in Hebrew and other languages. Hebrew scholars also made great advances in mathematics, astronomy, medicine, and philosophy.

READING CHECK

Summarizing What were the two main Jewish cultural traditions?

Traditions and Holy Days

Jewish culture is one of the oldest in the world. Because their roots go back so far, many Jews feel a strong connection with the past. They also feel that understanding their history will help them better follow Jewish teachings. Their traditions and holy days help them understand and celebrate their history.

Hanukkah

One Jewish tradition is celebrated by Hanukkah, which falls in December. It honors the rededication of the Second Temple during the revolt of the Maccabees.

The Maccabees wanted to celebrate a great victory that had convinced their non-Jewish rulers to let them keep their

religion. According to legend, though, the Maccabees didn't have enough lamp oil to perform the rededication ceremony. Miraculously, the oil they had—enough to burn for only one day—burned for eight full days.

Today Jews celebrate this event by lighting candles in a special candleholder called a menorah (muh-NOHR-uh). Its eight branches represent the eight days through which the oil burned. Many Jews also exchange gifts on each of the eight nights.

Passover

More important than Hanukkah to Jews, Passover is celebrated in March or April.

Passover is a time for Jews to remember the Exodus, the journey of the Hebrews out of slavery in Egypt.

According to Jewish tradition, the Hebrews left Egypt so quickly that bakers didn't have time to let their bread rise. Therefore, during Passover Jews eat only matzo, a flat, unrisen bread. They also celebrate the holy day with ceremonies and a ritual meal called a seder (SAY-duhr). During the seder, participants recall and reflect upon the events of the Exodus.

High Holy Days

Ceremonies and rituals are also part of the **High Holy Days**, the two most sacred of all Jewish holy days. They take place each year in September or October. The first two days of the celebration, Rosh Hashanah (rahsh uh-SHAH-nuh), celebrate the beginning of a new year in the Jewish calendar.

On Yom Kippur (yohm ki-POOHR), which falls soon afterward, Jews ask God to forgive their sins. Jews consider Yom Kippur to be the holiest day of the entire year. Because it is so holy, Jews don't eat or drink anything for the entire day. Many of the ceremonies they perform for Yom Kippur date back to the days of the Second

Temple. These ceremonies help many Jews feel more connected to their long past, to the days of Abraham and Moses.

READING CHECK **Finding Main Ideas** What name is given to the two most important Jewish holy days?

SUMMARY AND PREVIEW The Jewish culture is one of the oldest in the world. Over the course of their long history, the Jews' religion and customs have helped them maintain a sense of identity and community. This sense has helped the Jewish people endure many hardships. In the next chapter you will learn about another people who made major contributions to Western culture. These were the Greeks.

Section 3 Assessment

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Online Quiz

KEYWORD: SQ6 HP8

Reviewing Ideas, Terms, and People HSS 6.3.5

- Recall** Who won the battle at Masada?
 - Evaluate** How did the defeat by the Romans affect Jewish history?
- Identify** What language developed in the Jewish communities of eastern Europe?
 - Contrast** How did communities of Ashkenazim differ from communities of Sephardim?
- Identify** What event does **Passover** celebrate?

Critical Thinking

- Compare and Contrast**
Draw a diagram like the one shown here. In the left circle, write facts that describe life for the Jews before the second revolt against the Romans. In the right circle, write facts that describe life after the revolt.



FOCUS ON WRITING

- Organizing Your Information** Add notes about what you've just read to the notes you have already collected. Now that you have all your information, organize it into categories that will be windows, links, and other features on your Web page.



Analysis

Critical Thinking

Participation

Study

Identifying Short- and Long-Term Effects

Understand the Skill

Many events of the past are the result of other events that took place earlier. When something occurs as the result of things that happened earlier, it is an effect of those things.

Some events take place soon after the things that cause them. These events are short-term effects. Long-term effects can occur decades or even hundreds of years after the events that caused them. Recognizing cause-and-effect relationships will help you to better understand the connections between historical events.

Learn the Skill

As you learned in Chapter 5, “clue words” can reveal cause-and-effect connections between events. Often, however, no such words are present. Therefore, you should always be looking for what happened as a result of an action or event.

Short-term effects are usually fairly easy to identify. They are often closely linked to the event that caused them. Take this sentence, for example:

“After Solomon’s death around 930 BC, revolts broke out over who should be king.”

It is clear from this information that a short-term effect of Solomon’s death was political unrest.

Now, consider this other passage:

“Some Hebrews . . . moved to Egypt . . . The Hebrews lived well in Egypt and their population grew. But this growing population worried Egypt’s ruler, the pharaoh. He feared that the Hebrews would soon take over Egypt. To prevent this from happening, the pharaoh made the Hebrews slaves.”

Look carefully at the information in the passage. No clue words exist. However, it shows that one effect of the Hebrews’ move to Egypt was the growth of their population. It takes time for a population to increase, so this was a long-term effect of the Hebrews’ move.

Recognizing long-term effects is not always easy, however, because they often occur well after the event that caused them. Therefore, the long-term effects of those events may not be discussed at the time. This is why you should always ask yourself why an event might have happened as you study it.

For example, many of our modern laws are a result of the Ten Commandments of the ancient Hebrews. Religion is a major force in history that makes things happen. Other such forces include economics, science and technology, geography, and the meeting of peoples with different cultures. Ask yourself if one of these forces is a part of the event you are studying. If so, the event may have long-term effects.

Practice and Apply the Skill

Review the information in Chapter 8 and answer the following questions.

1. What were the short-term effects of King Solomon’s rule of the Hebrews? What long-term benefit resulted from his rule?
2. What was the short-term effect of the destruction of the temple at Jerusalem in AD 70? What effect has that event had on the world today?

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

**QUICK
FACTS**



The early Hebrews settled in Canaan.



In Canaan the Hebrews formed the kingdom of Israel and built a great temple to God.



The Romans destroyed the Second Temple in Jerusalem and forced the Jews to leave.



Jewish religion and traditions have united the Jews over the centuries.

Reviewing Vocabulary, Terms, and People

For each group of terms below, write a sentence that shows how the terms in the group are related.

- | | |
|-------------------------------|------------------------------|
| 1. Abraham
Judaism | 6. Moses
Ten Commandments |
| 2. Moses
Exodus | 7. Passover
Exodus |
| 3. David
Solomon | 8. monotheism
Judaism |
| 4. Torah
Talmud | 9. synagogues
rabbis |
| 5. Passover
High Holy Days | 10. principles
Torah |

Comprehension and Critical Thinking

SECTION 1 (Pages 226–231) HSS 6.3.3, 6.3.4

11. **a. Describe** How did Abraham and Moses shape the history of the Hebrew people?
- b. Compare and Contrast** What did Saul, David, and Solomon have in common? How did they differ?
- c. Evaluate** Of Esther, Deborah, Miriam, and Ruth, which do you think provided the best example of how people should treat their families? Explain your answer.

SECTION 2 (Pages 232–237) HSS 6.3.1, 6.3.2

12. **a. Identify** What are the basic beliefs of Judaism?
- b. Analyze** What do the various sacred Jewish texts contribute to Judaism?
- c. Elaborate** How are Jewish ideas reflected in modern Western society?

SECTION 3 (Pages 240–245) **HSS** 6.3.5

- 13. a. Describe** What happened as a result of tensions between the Romans and the Jews?
- b. Analyze** What led to the creation of the two main Jewish cultural traditions?
- c. Predict** In the future, what role do you think holy days and other traditions will play in Judaism? Explain your answer.

Reading Skills

Identifying Fact and Opinion *Identify each of the following statements as a fact or an opinion.*

- 14.** Much of what we know about Hebrew history comes from the work of archaeologists.
- 15.** Archaeologists should spend more time studying Hebrew history.
- 16.** The Exodus is one of the most fascinating events in world history.
- 17.** Until 1947, scholars did not know about the Dead Sea Scrolls.
- 18.** Hanukkah is a Jewish holy day that takes place every December.

Social Studies Skills

- 19. Identifying Short- and Long-Term Effects** *Identify both the short-term and long-term effects of each of the following events.*

	Short-Term Effects	Long-Term Effects
the Exodus		
the Babylonian Captivity		
the expulsion of the Jews from Jerusalem		

Using the Internet

go.hrw.com
KEYWORD: SQ6 WH8

- 20. Activity: Interpreting Maps** Migration and conflict were key factors shaping Jewish history and culture. The Exodus, the Babylonian Captivity, and the revolts against Rome forced the Jewish people to adapt their culture and settle in regions outside Israel. Enter the activity keyword. Then create an annotated map showing the birthplace of Judaism and the Jews' movements into other parts of the world. Your map should include a legend as well as labels to identify events and explain their impact on the Jewish people.

Reviewing Themes

- 21. Religion** How did monotheism shape the history of the Hebrews?
- 22. Religion** Do you agree or disagree with this statement: "The history of Judaism is also the history of the Hebrew people." Why?
- 23. Religion** How does Mosaic law affect the daily lives of Jewish people?

FOCUS ON WRITING

- 24. Designing Your Web Site** Look back at your notes and how you've organized them. Have you included all important facts and details? Will people be able to find information easily? Write a description of your Web site. What is its name and Web address? What will you include on the home page? What will appear in menus or as hot links, and elsewhere on the page? What images will you include? Draw a rough diagram or sketch of your page. Be sure to label the parts of your page.
- When you're finished, compare how the information is presented in your textbook with how you presented it on your Web site. Most of the information in the book is presented chronologically, by the year or era. How did you present the information?

Standards Assessment

DIRECTIONS: Read each question, and write the letter of the best response.

- 1** Use the map to answer the following question.



The map above illustrates

- A the Babylonian Captivity.
 - B the Exodus.
 - C Abraham's migration to Canaan.
 - D the capture of Jerusalem by the Romans.
- 2** The Jews believe that the Ten Commandments were given by God to
- A Moses.
 - B Abraham.
 - C King David.
 - D King Solomon.
- 3** The ancient Jews probably were the first people to
- A conduct religious ceremonies.
 - B have a code of laws.
 - C practice monotheism.
 - D hold religious beliefs.

- 4** The basic teachings and laws that guide the Jewish people are found in the

- A Talmud.
- B Torah.
- C Book of the Dead.
- D Dead Sea Scrolls.

- 5** Which group was *most* responsible for the migration of Jews out of Jerusalem to other parts of the Mediterranean region?

- A the Israelites
- B the Philistines
- C the Egyptians
- D the Romans

Connecting with Past Learnings

- 6** In an earlier chapter, you learned about people of Mesopotamia who had a law code. Moses issued a set of laws for the Hebrew people to follow. What other ancient leader is famous for issuing laws?

- A Gilgamesh
- B Tutankhamen
- C Asoka
- D Hammurabi

- 7** Jewish teachings required people to honor and respect their parents. This was an idea also common in China. In his writings, who else encouraged people to respect their parents?

- A Chandragupta Maurya
- B Shi Huangdi
- C Confucius
- D Abraham