



◀ As a young man, David was known for his bravery and his skill in playing the lyre, a type of harp. [Painting, date unknown]

1800 B.C.E. to 70 C.E.

The Israelites

CHAPTER 4

ASKING ESSENTIAL QUESTIONS

How do religions develop? • What are the characteristics of a leader? • How does religion shape society? • Why does conflict develop?

What Will I Learn? I will learn about the history of the Israelites and their religion, Judaism.

Why Does It Matter To Me? Learning about the beginnings of Judaism will give me a better understanding of Judaism today and its influence on other world religions.

How Will I Know That I Learned It? I will be able to identify key leaders of the ancient Israelites and demonstrate an understanding of Jewish culture, historical events, and religious holidays.

LESSON 1

Beginnings

LESSON 2

The Israelite Kingdom

LESSON 3

The Development of Judaism

LESSON 4

The Jews in the Mediterranean World



FOLDABLES

Study Organizer

Using Your Inquiry Journal As you read this chapter and examine the primary sources, use your Inquiry Journal to help you make notes and expand your list of questions. As you gather information, think about how you will answer the Essential Questions above.

Go to the Foldables® library in the back of your book to make a Foldable® that will help you take notes while reading this chapter.

PLACE & TIME The Israelites 1800 B.C.E. to 70 C.E.

THE ISRAELITES 1800 B.C.E. TO 70 C.E.

The ancient Israelites struggled for centuries to build a secure homeland. This was difficult because their location in the eastern Mediterranean region was surrounded by powerful empires. Their religion, Judaism, became a world religion. It would later influence Christianity and Islam.

STEP INTO THE PLACE



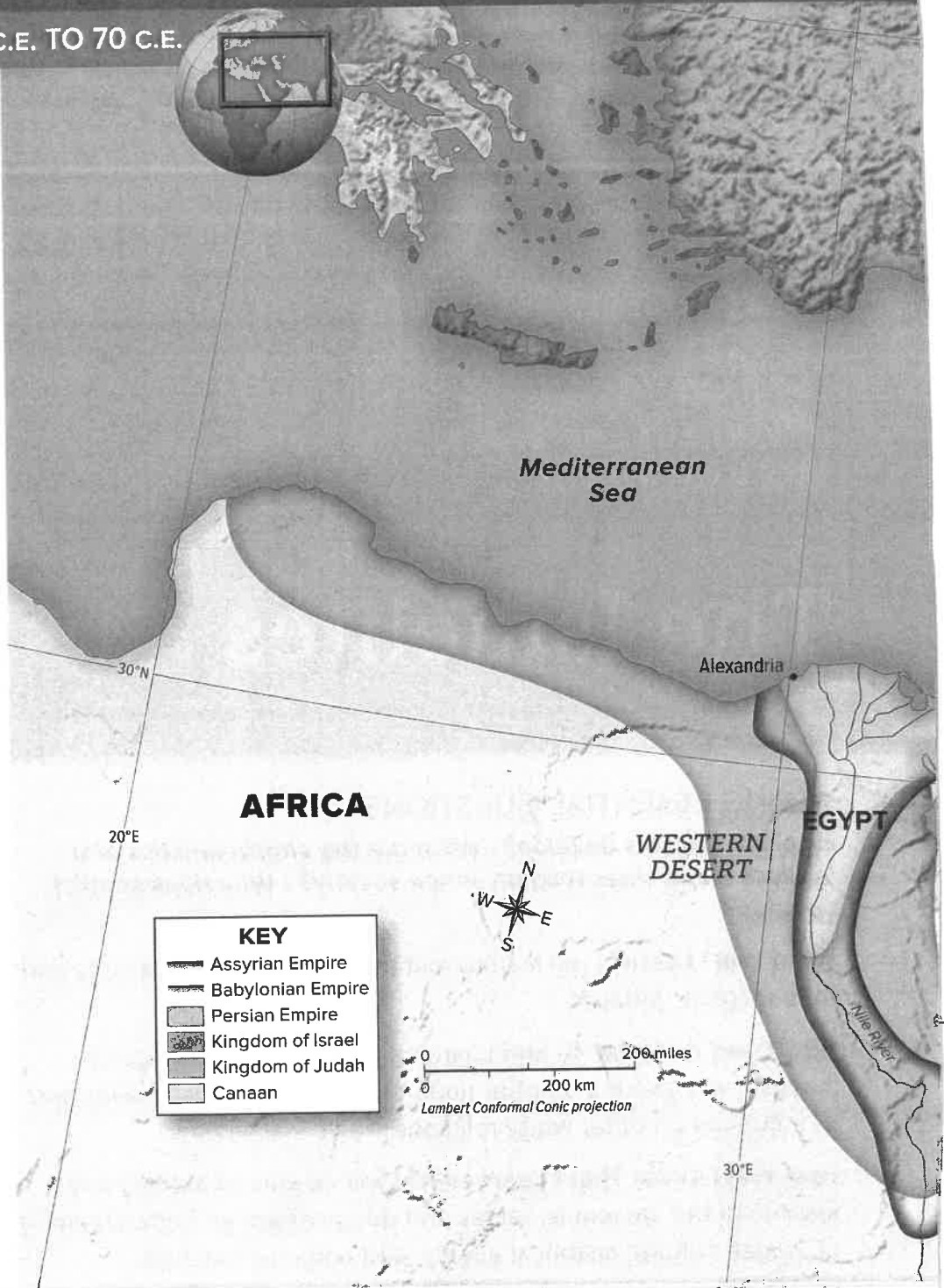
GEOGRAPHIC REASONING

The Israelites constructed the city of Jerusalem atop seven hills.

- 1. EXPLORING REGION** What geographic features surround Jerusalem?
- 2. HUMAN-ENVIRONMENT INTERACTION** Why might the Israelites have chosen Jerusalem as the location for their capital city?

STEP INTO THE TIME

UNDERSTANDING CHRONOLOGY What was happening to new ideas all over the world as Judaism grew?



THE ISRAELITES

c. 1800 B.C.E.
According to the Hebrew Bible, Abraham travels to Canaan

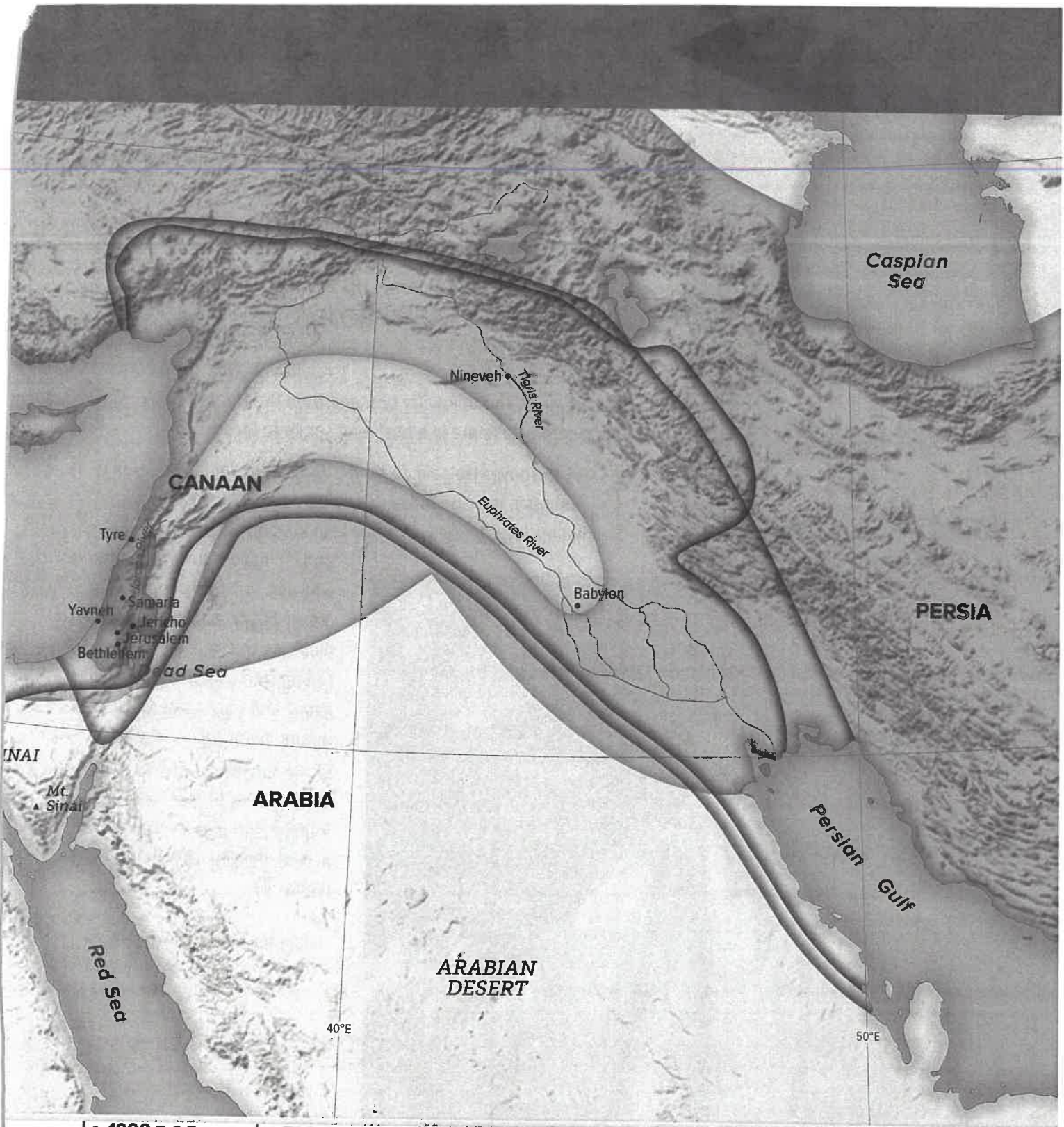
c. 1290 B.C.E.
According to the Hebrew Bible, Moses leads Israelites from Egypt

3000 B.C.E.

2000 B.C.E.

c. 2540 B.C.E.
Egyptians complete building of Great Pyramid

THE WORLD



<p>c. 1000 B.C.E. King David rules in Jerusalem</p>	<p>c. 722 B.C.E. Assyrians invade northern kingdom of Israel</p>	<p>c. 586 B.C.E. Chaldeans destroy Jerusalem</p>	<p>c. 168 B.C.E. Maccabean revolt</p>	<p>c. 66 C.E. Jews revolt against Rome</p>	<p>c. 70 C.E. Romans destroy temple in Jerusalem</p>	
<p>1000 B.C.E.</p>		<p>500 B.C.E.</p>		<p>1 C.E.</p>		<p>500 C.E.</p>
<p>c. 700 B.C.E. Homer writes the <i>Iliad</i> and <i>Odyssey</i></p>		<p>c. 530 B.C.E. • Confucius develops his philosophy in China • Buddhism arises in India</p>		<p>c. 330 B.C.E. Alexander the Great conquers Persian Empire</p>		<p>c. 55 C.E. Paul preaches Christianity in Asia Minor</p>

ESSENTIAL QUESTION

• *How do religions develop?*

THE STORY BEGINS...

LESSON 1

Beginnings

The Hebrew Bible contains the beliefs and history of the Israelites. The book of Exodus tells of the enslavement and release of the Israelites by the Egyptians. The Israelites prayed for freedom. According to the following passage from the Hebrew Bible, God appeared as a flame in a bush and spoke to Moses:

“Moreover He said: ‘I am the God of thy father, the God of Abraham, the God of Isaac, and the God of Jacob.’ And Moses hid his face; for he was afraid to look upon God. And the LORD

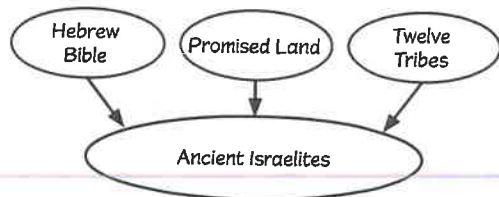
said: ‘I have surely seen the affliction of My people that are in Egypt, and have heard their cry by reason of their taskmasters; for I know their pains; and I am come down to deliver them out of the hand of the Egyptians, and to bring them up out of that land unto a good land and a large, unto a land flowing with milk and honey.’”

—from the *Hebrew Bible*, the book of *Exodus* 3:6-8



Moses was a prophet who delivered the Israelites from Egypt according to the Hebrew Bible. [Illustration, c. 1920 C.E.]

TEXT: The Holy Scriptures according to the Masoretic Text. Tanakh. 1917. Jewish Publication Society. PHOTO: Culture Club/Hulton Archive/Getty Images



ANALYZING KEY IDEAS AND DETAILS

Read closely to identify at least two facts about the Hebrew Bible, the Promised Land, and the Twelve Tribes. Use a web diagram like this one to record the details. Explain how these facts affected the lives of the Israelites.

BEGINNINGS

GUIDING QUESTION *What did the ancient Israelites believe?*

You probably have heard of the religion of Judaism (JOO•dee•ih•zuhm). You may not know, however, that it is both an ancient and modern religion. Many ancient societies worshipped many Deities, or Gods. The worship of more than one God is called polytheism. A group of people in Southwest Asia known as the Israelites (IHZ•ree•ah•lites) were different. Unlike other **cultures** of the day, they worshipped only one God.

The Israelites believed that God sent **prophets** (PRAH•fehts), or messengers, to share God's word with the people. The prophets communicated to the Israelites that their God created and ruled the world. They argued that God is just and kind. The prophets wanted the Israelites to understand that God expects goodness and righteousness from his people.

The prophets also believed that every individual could connect personally to God through prayer, religious study, and good and just acts. The belief in one all-powerful, just, and personal God is called **monotheism** (MAH•nuh•thee•ih•zuhm). The practice of monotheism made Judaism unique among ancient religions.

THE HEBREW BIBLE

The Israelites recorded their beliefs and history. These writings became known as the Hebrew Bible or Tanakh (TAH•nahk). Through the Hebrew Bible, the beliefs and faith of the ancient Israelites lived on to become the religion of Judaism. The followers of Judaism are today known as Jews.

Although the original Israelite population was small, their influence was great. Judaism played an important part in the development of two other major monotheistic religions—Christianity and Islam. Christians call the Hebrew Bible the Old Testament. Christianity grew directly out of Judaism. Islam also accepted many of Judaism's beliefs and practices. Through the Hebrew Bible, Judaism influenced the values, ethics, and principles of many other societies.

ANALYZING KEY IDEAS AND DETAILS

- 1. DETERMINING CENTRAL IDEAS** What makes the religion of the Israelites different from the religions of other cultures of southwest Asia in the time of Abraham?
- 2. CITING TEXT EVIDENCE** Using evidence from the text, explain the origin of the term Israelite for the descendants of Abraham who lived in Canaan.



The Hebrew Bible says that Abraham led his family to Canaan. In addition to his role in Judaism, Abraham is regarded as an important figure in Christianity and Islam. [Painting, c. 1900s C.E.]

ABRAHAM

Around 1200 B.C.E. great changes took place in the Mediterranean region. Egypt's empire ended, and new peoples, including the Israelites, created kingdoms in the region. The early Israelites depended on herding and trading to survive. According to the Hebrew Bible, Abraham

and his family migrated from Mesopotamia and settled in Canaan (KAY•nuhn) along the Mediterranean Sea. Today, the countries of Lebanon, Israel, and Jordan occupy the land that was once Canaan.

According to Jewish belief, the ancestors of the ancient Israelites were a man named Abraham and his family. The Hebrew Bible gives this account of Abraham's family and the early history of the Israelites. The Hebrew Bible states that God told Abraham to journey to Canaan, which would belong to Abraham and his descendants forever. According to the Hebrew Bible, Abraham, his wife Sarah, and their entire household accepted God's promise and settled in Canaan. The land is often called the Promised Land because of God's promise to Abraham.

BIOGRAPHY



MOSES

(c. 14th–13th CENTURY B.C.E.)

According to the Hebrew Bible, Moses was born in Egypt to an Israelite woman enslaved by the pharaoh. After the pharaoh demanded all newborn Israelite boys be killed, Moses's mother hid him in a basket and floated him down the Nile River. The pharaoh's daughter rescued him and adopted him. [Illustration, 1800s C.E.]

EXPLAINING How did Moses's mother save his life?

ISAAC AND JACOB

After Abraham died, his son Isaac and later his grandson Jacob headed the family. According to the Hebrew Bible, an angel gave Jacob the new name of Israel, which means "one who struggles with God." Later Jacob's descendants were called "Israelites." As stated in the Hebrew Bible, Jacob's 12 sons became the leaders of **tribes** (TRYBS), or separate family groups. Jacob's sons were the ancestors of the Twelve Tribes of Israel.

After living in Canaan for many years, Jacob's family left because of a famine. They migrated to Egypt and lived there in peace for several generations. As the Israelite population increased, however, the Egyptian pharaoh grew uneasy. He feared that one day the Israelites would rebel. To prevent this, the Egyptians forced the Israelites into slavery.

MOSES AND THE EXODUS

The Israelites were forced to work at hard labor, so they prayed to God to be set free. According to the Hebrew Bible, an Israelite

prophet named Moses turned out to be their deliverer. While tending sheep in the wilderness outside Egypt, Moses saw a bush in flames. God called to Moses from the burning bush. He told Moses to tell the pharaoh to let the Israelites go.

Moses went before the pharaoh to demand the release of the Israelites. When the pharaoh refused, the Hebrew Bible says that God sent 10 plagues upon Egypt. These plagues were events that caused problems for the Egyptians, such as **locusts** devouring the fields or outbreaks of disease. The plagues convinced the pharaoh to free the Israelites. After the Israelites left Egypt for Canaan, the pharaoh decided to send his army to pursue them.

When the Israelites reached the Red Sea, there was no way to cross the waters. According to the Hebrew Bible, God parted the Red Sea to let his people cross to the other side. When the pharaoh's army tried to follow, the waters flooded back and drowned them. The departure of the Israelites out of slavery in Egypt is known as the **Exodus** (EHK•suh•duhs). Jews celebrate a holiday called Passover to remember their journey from slavery to freedom.

THE COVENANT

On their way from Egypt, according to the Hebrew Bible, the Israelites received a **covenant** (KUHV•uh•nuhnt), or agreement with God. In this covenant, God promised to make the Israelites his special people if they would obey his teachings. Moses climbed to the top of Mount Sinai (SY•ny). There, as God's chosen leader, he received teachings from God. Known as the **Torah** (TAWR•uh), these teachings later became part of the Hebrew Bible.

The Torah made clear what God considered to be right and wrong. One important part of the Torah is the Ten **Commandments** (kuh•MAND•muhnts).

Loyalty to God is the central idea of the Ten Commandments. The name of God was never to be misused. The Israelites were not to worship any other Gods or images. This belief that there is only one God became the basis for both Christianity and Islam.

In addition, the Ten Commandments later helped shape the moral principles of many nations. Think about the laws and rules we have today and how they might relate to these commandments.

For example, the principles on which many laws are based, such as rules against stealing or killing, come from the Ten Commandments. The Ten Commandments also promoted social

MAKING CONNECTIONS

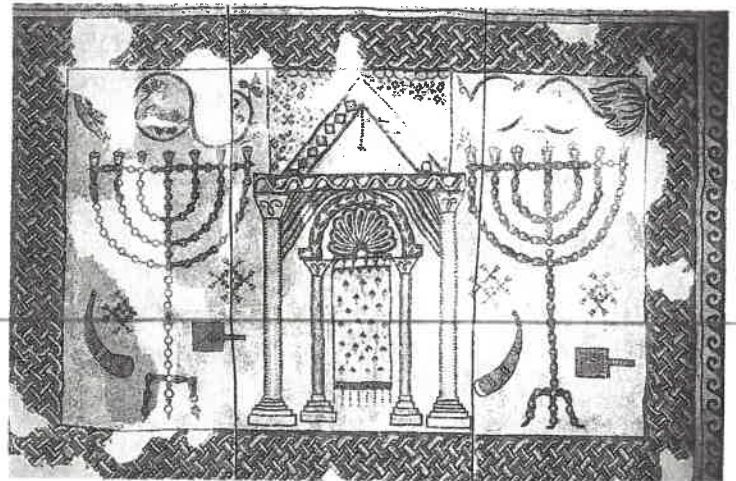
THE JORDAN RIVER SYSTEM

The Jordan River system was an important feature of ancient Canaan. The river system is still significant to the Middle East today. The Jordan River runs south some 223 miles (360 km) from Mount Hermon, on the border of Syria and Lebanon, to the Dead Sea. The Dead Sea is a lake located between Israel and Jordan. The water in the Dead Sea has high levels of salt. The salt levels allow people to float on its surface and the sea has become a popular tourist attraction.

DETERMINING MEANING

The prefix “-ex” means “from” or “out of.” Why is it an appropriate prefix for the term **Exodus**?

The Ark of the Covenant is described in the Hebrew Bible as a wooden chest, overlaid in gold, that held the tablets on which the Ten Commandments—part of God's covenant with the Israelites—appeared. This mosaic, c. 400s-600s C.E., is a representation of the Ark of the Covenant.

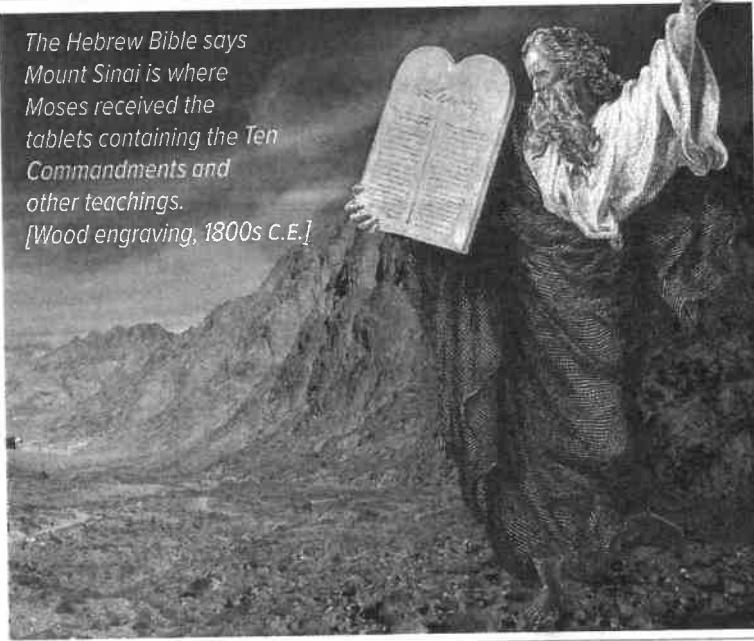


THE TEN COMMANDMENTS

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

—Paraphrased from Exodus 20:3–17

The Hebrew Bible says Mount Sinai is where Moses received the tablets containing the Ten Commandments and other teachings. [Wood engraving, 1800s C.E.]



1. FINDING THE MAIN IDEA

What is the main idea of the Fourth Commandment?

2. **IDENTIFYING** Which commandments address family relationships?

ANALYZING KEY IDEAS AND DETAILS

1. **DETERMINING CENTRAL IDEAS** What motivated the Twelve Tribes of Israel to settle in Canaan?
2. **CITING TEXT EVIDENCE** Use evidence from the text to describe the importance of the tabernacle to the Israelites.

justice, righteousness, and a feeling of community. They contribute to the democratic belief that laws should apply equally to all.

CHECKING FOR UNDERSTANDING

1. **DIFFERENTIATING** How did the Israelites' beliefs differ from the beliefs of most other ancient peoples?
2. **EXPLAINING IDEAS** Describe the importance of the Hebrew Bible, or Tanakh, to Judaism.

THE LAND OF CANAAN

GUIDING QUESTION *How did the Israelites settle Canaan?*

The Hebrew Bible states that Moses died before the Israelites reached the land God had promised them. A new leader named Joshua guided the Israelites into Canaan, but they found other people living there. These peoples included the Canaanites (KAY•nuh•NYTS) and—somewhat later—the Philistines (FIH•luh•STEENS). Unlike the Israelites, these people of Canaan worshipped many Gods and Goddesses. They also had different ways of life.

WHO WERE THE CANAANITES?

Nomadic tribes probably settled in Canaan as early as 3000 B.C.E. Most of the people were herders. They journeyed with their flocks of sheep and other animals from pasture to pasture. Later, they settled in villages, farmed the land, and learned to trade.

Many different groups lived in Canaan. One Canaanite group was the Phoenicians (fih•NEE•shuhns). The Phoenicians lived in cities along the Mediterranean Sea in northern Canaan. Located near a major waterway, the Phoenicians were skilled sailors and talented traders. They used the sun and the stars to plot long sea voyages. Well-built Phoenician ships with oars and sails carried trade goods across the Mediterranean Sea to Greece, Spain, and even western Africa. Phoenician sailors may even have traveled as far as the British Isles in northwestern Europe.

The Phoenicians soon controlled Mediterranean shipping and trade. At various ports, they exchanged cedar logs, glass, and jewelry for tin and other precious metals. One of the most valued Phoenician products was cloth colored with a beautiful purple dye. This dye was **extracted** from shellfish along the Phoenician coast.

As they traded, the Phoenicians founded settlements throughout the Mediterranean world. Carthage, a settlement on the coast of North Africa, in time became the most powerful city in the western Mediterranean.

As a result of these settlements, Phoenician ideas and goods spread to other peoples. Think what your life might be like without written language. One of the Phoenicians' important contributions was an **alphabet** (AL•fuh•beht), or a group of letters that stand for sounds. The letters could be used to spell out the words in their language. The alphabet made writing simpler and helped people keep better records.

**MAKING CONNECTIONS
ACROSS CULTURES**

ALPHABETS

The Phoenicians began using the alphabet as a way to keep track of trade. Later, the Greeks adapted the Phoenician alphabet. From the Greek alphabet, the Romans created their alphabet. The Roman alphabet is the most widely used writing system in the world today.

EARLY ALPHABETS

Modern Characters	Ancient Phoenician	Ancient Hebrew	Ancient Greek	Early Roman
A	𐤀 𐤁	א	Α Α Α	Α Α 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		ו	Φ Φ Φ	Φ
Z	𐤉		Ζ	Ζ
TH	𐤊		Θ	
I	𐤋 𐤌	י	Ι Ι	Ι

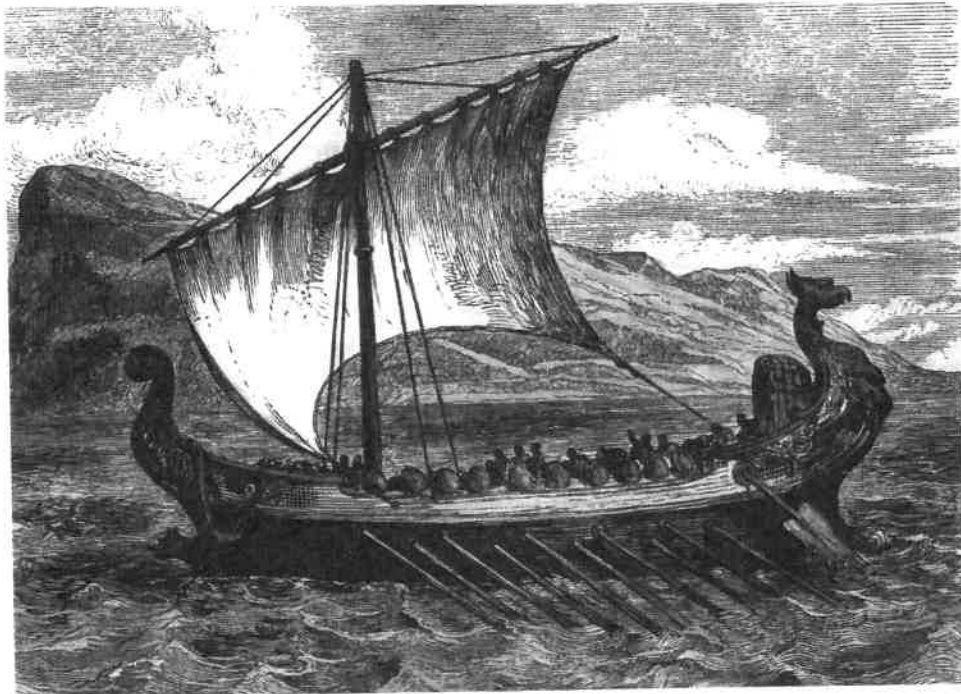
The Phoenician alphabet contained 22 letters. Unlike the English alphabet today, it was written from right to left.

MAKING INFERENCES How would the lack of written language have made trade more difficult for ancient people?

The Phoenicians' small, yet durable, ships influenced shipbuilding for centuries. Phoenician sailors also helped advance the use of astronomy in navigation. [Illustration c. 1880s C.E.]

COMPARING AND

CONTRASTING How do the Phoenician ships appear to be similar to and different from contemporary ships?



PHILISTINES

Another group in Canaan, the Philistines, migrated from near present-day Greece. They were one of the groups known as the “Sea People” who invaded the Mediterranean area about 1200 B.C.E. The Philistines set up five walled towns in southern Canaan along the Mediterranean coast. They were skilled in making iron tools and weapons, which helped them create the strongest army in Canaan. The Philistines kept their own language and religion. Still, they accepted many ideas and practices from their neighbors in Canaan.

MILITARY CONQUEST

Because other groups lived in the region, the Israelites faced a challenge establishing Canaan as their new homeland. They believed, however, that it was God’s will that they claim the land. Joshua led them in a series of battles to conquer Canaan.

The Hebrew Bible tells about the battle at the city of Jericho. There, Joshua told the Israelites to march around the city walls. For six days, they marched while priests blew their trumpets. On the seventh day, according to the account:

“[W]hen the priests blew with the horns, . . . Joshua said unto the people: ‘Shout; for the LORD hath given you the city. . . [A]ll the silver, and gold, and vessels of brass and iron, are holy unto the LORD; they shall come into the treasury of the LORD.’ . . . And it came to pass, when the people heard the sound of the horn, that the people shouted with a great shout, and the wall fell down flat, so that the people went into the city . . . and they took the city.”

—from the Hebrew Bible, the book of Joshua 6:16–20

ANALYZING PRIMARY SOURCES

1. DETERMINING CENTRAL IDEAS How did the Israelites attack Jericho?

2. DETERMINING CONTEXT According to this passage, how might the Israelites explain Joshua’s other military successes?

PHOTO: ©North Wind/North Wind Picture Archives. TEXT: The Holy Scriptures according to the Masoretic Text. Tanakh. 1917. Jewish Publication Society.

The Israelites took control of the city after the walls of Jericho crumbled.

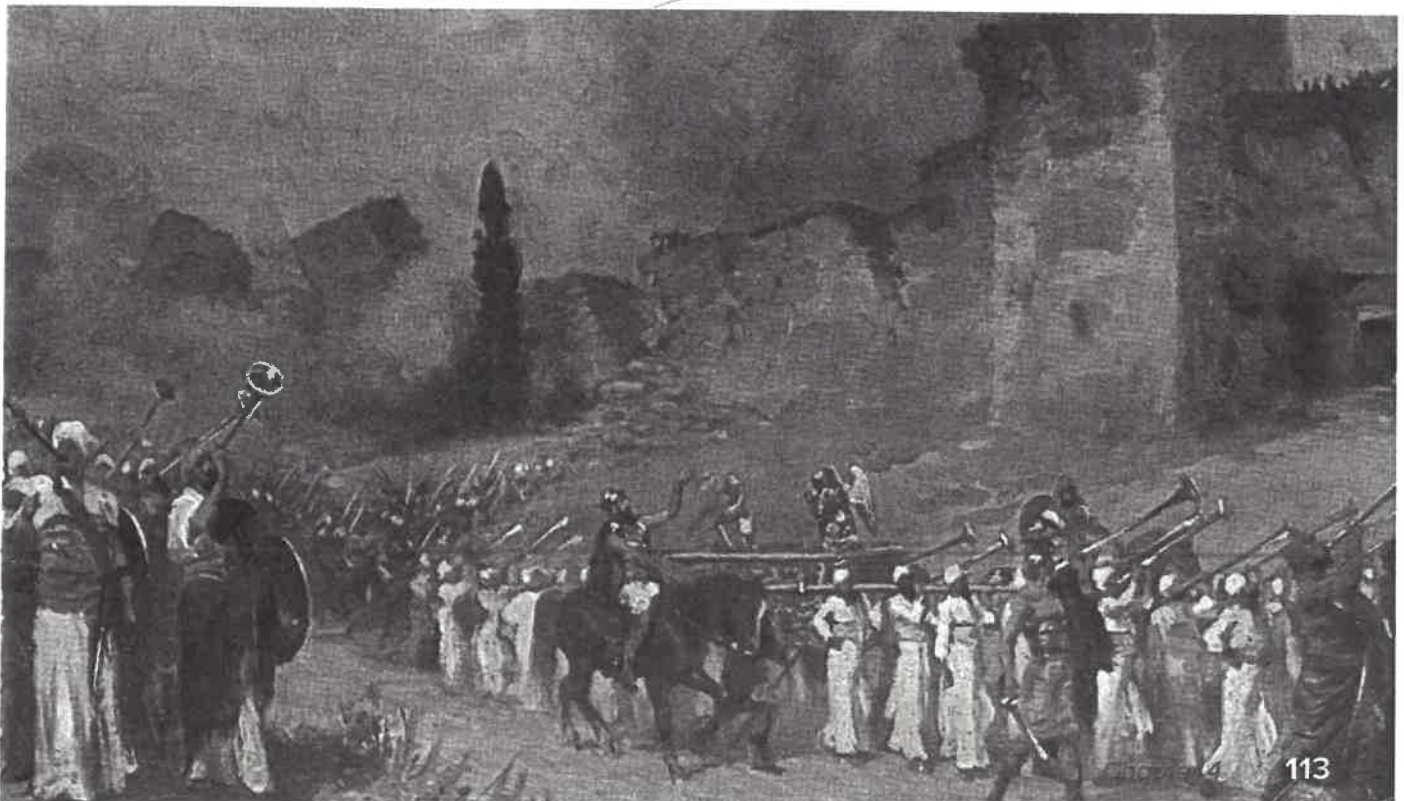
According to the Hebrew Bible, Joshua led the Israelites in other battles. Any land they seized was divided among the 12 tribes. After Joshua died, political and military leaders called judges ruled the tribes. The judges settled disputes. They also led troops into battle. The Hebrew Bible tells of a woman judge named Deborah, who was admired for her wisdom and bravery. She told the commander Barak (Buh•RAHK) to attack the army of the Canaanite king Jabin. Deborah went to the battlefield as an adviser. With her help, Barak and 10,000 Israelites destroyed the Canaanite forces.

LIFE IN CANAAN

After many battles, the Israelite tribes won control of the hilly region of central Canaan and settled there. Most Israelites farmed and herded animals. The land was rocky and dry, with little water. So during the rainy season, farmers collected the rainwater. They stored it in small caves or under the ground. They used the stored water to irrigate crops such as olives, flax, barley, and grapes.

Imagine a rocky countryside dotted by square white houses. Most Israelites lived in houses with two levels. The walls of the houses were made of mud-brick or stone plastered with mud and white-washed. Floors were made of clay. Wooden beams supported a flat, thatched roof, covered with clay. During the day, people cooked and did household chores in the home's lower

Jericho is one of the oldest continuously inhabited sites in the world. Here we see an illustration (c. 1910 C.E.) of the Hebrew Bible story of Joshua bringing down the walls of the city.



DETERMINING MEANING

Use context clues to identify a synonym for the word **ensure** used in The Tabernacle section.

The ancient tabernacle was a tent constructed from beautiful tapestries, or woven fabric, that were decorated with angels. It was an elaborate structure, containing a courtyard and two rooms. The measurements of the structure were said to have come directly from God, according to the Hebrew Bible. [Modern illustration]

level. At night, donkeys and goats bedded down there. The family slept on the upper level.

THE TABERNACLE

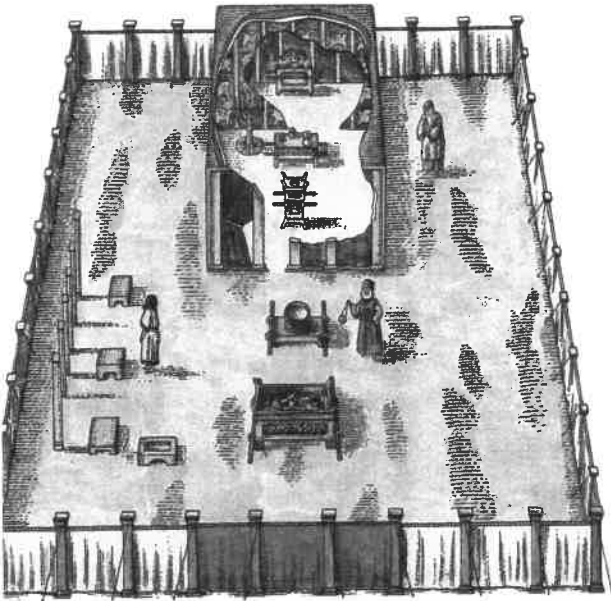
According to the Hebrew Bible, the Israelite tribes worshipped God in a large tent-like structure called the tabernacle (TA•buhr•na•kuhl). The Israelites believed that the tabernacle housed God's presence. This structure was taken down and put away as the Israelites moved from place to place. In Canaan, they erected the tabernacle at a religious center called Shiloh.

The Hebrew Bible says that the tabernacle housed a sacred object called the Ark of the Covenant. The ark, a gold-covered wooden chest, held tablets, or stone slabs. The Israelites believed that the Ten Commandments were written on these tablets.

The Israelites believed the ark was a sign of God's presence and that having it with them in battle would **ensure** victory.

✓ CHECKING FOR UNDERSTANDING

1. **ANALYZING** Who were the Phoenicians and what was their major contribution to world civilization?
2. **DESCRIBING** Why did the Israelites face a battle in establishing Canaan as their new homeland? What role did Joshua and Deborah play in winning control of Canaan?



LESSON 1 REVIEW AND ACTIVITIES

Time and Place

1. **UNDERSTANDING CHRONOLOGY** Create a time line that shows the sequence of events involving Abraham, Isaac, Jacob, and finally Moses and the Exodus.

Building History-Social Science Analysis Skills

2. **ASKING QUESTIONS** Create a list of questions that would help you learn about the Philistines. Use the information in the lesson to write answers to your questions.
3. **DESCRIBING** What is the Exodus? Explain its importance to Judaism.
4. **ANALYZING** What is the central theme of the Ten Commandments?

Writing About History

5. **EXPLANATORY WRITING** Moses was chosen to lead the Israelites out of Egypt. Write a paragraph to explain the qualities you think Moses possessed to undertake this difficult task.

Collaborating

6. **VERIFYING** Work with a partner to formulate a question about Joshua and the Battle of Jericho. Then conduct research to find the answer to your question. Be sure to explore multiple sources to verify the answers that you find.



Include this lesson's information in your Foldable®.

ESSENTIAL QUESTION

- What are the characteristics of a leader?

THE STORY BEGINS...

LESSON 2

The Israelite Kingdom

A critical moment in Israelite history came with the construction of a Temple in Jerusalem during the reign of King Solomon in the 900s B.C.E. The Hebrew Bible provides the text of a prayer that he recited when it was dedicated. This prayer expresses some of the core sentiments associated with Israelite religious devotion.

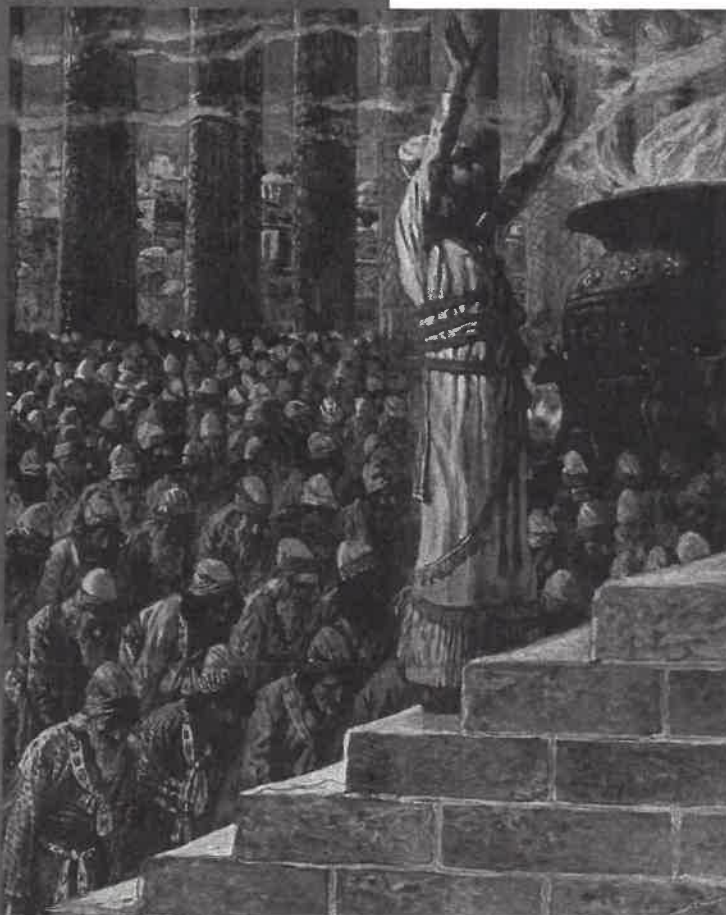
“[A]nd he said: ‘O LORD, the God of Israel, there is no God like Thee, in heaven above, or on earth beneath; who keepest covenant and mercy with Thy servants, that walk before Thee with all their heart;...

But will God in very truth dwell on the earth? behold, heaven and the heaven of heavens cannot contain Thee; how much less this house that I have builded! Yet...hearken Thou to the supplication [humble plea] of Thy servant, and of Thy people Israel, when they shall pray toward this place; yea, hear Thou in heaven Thy dwelling-place; and when Thou hearest, forgive....

Moreover concerning the stranger that is not of Thy people Israel, when he shall come out of a far country for Thy name’s sake— for they shall hear of Thy great name, and of Thy mighty hand, and of Thine outstretched arm—when he shall come and pray toward this house; hear Thou in heaven Thy dwelling-place, and do according to all that the stranger calleth to Thee for; that all the peoples of the earth may know Thy name, to fear Thee, as doth Thy people Israel, and that they may know that Thy name is called upon this house which I have built.’”

—1 Kings 8:23-43

Solomon dedicates the Temple in Jerusalem. [Painting c. 1896-1902 C.E.]



King David	King Solomon

ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the achievements of King David and King Solomon. Use a chart like this one to organize the information. Summarize how the kings are similar and different.

ANALYZING KEY IDEAS AND DETAILS

1. CITING TEXT EVIDENCE

Israelite kings were political leaders who fought wars and ran the government. What evidence from the text suggests that Israelite kings were also religious leaders?

2. DETERMINING CENTRAL IDEAS

What motivated the twelve Israelite tribes to call for a king to unite them?

EARLY KINGS

GUIDING QUESTION *What was the role of kings in Israelite history?*

By 1100 B.C.E., the Israelites had settled much of the land of Canaan. They developed a prosperous culture, creating an alphabet and a calendar based on Canaanite ideas. Yet one powerful enemy—the Philistines—remained.

When the Philistines moved inland from the Mediterranean Sea, they came into conflict with the Israelites. Many Israelites called for a king to unite the Twelve Tribes and lead them in battle against the Philistines.

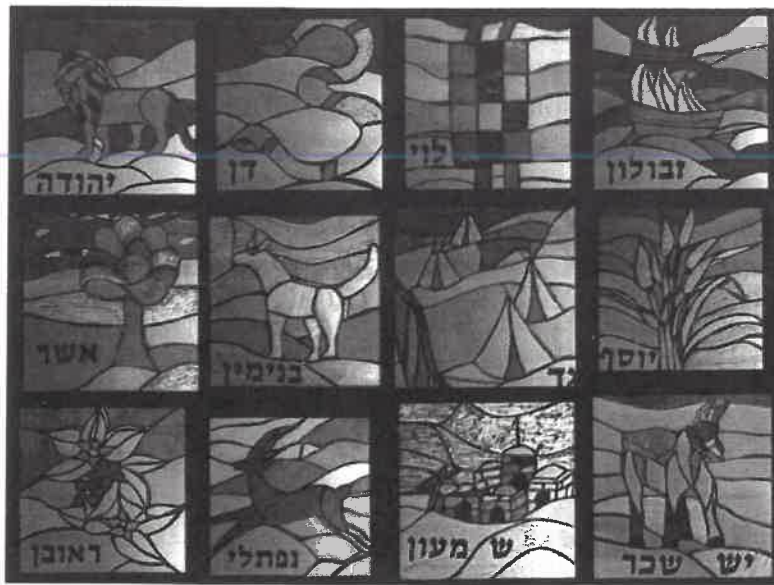
SAUL: THE FIRST KING

According to the Hebrew Bible, the Israelites asked the judge Samuel to choose a king. Samuel, though, warned that a king would tax them and enslave them. The Israelites, however, still demanded a king so Samuel chose a young man named Saul (SAWL). Samuel anointed Saul as king, pouring holy oil on him to show that God had blessed him.

Under Saul's leadership, the Israelites won many battles against the Philistines. With each victory, Saul gained greater fame. Later, however, Saul lost the support of the people. According to the Hebrew Bible, Saul disobeyed some of God's commands. God then instructed Samuel to choose and anoint another king. Samuel chose a young shepherd named David.

KING DAVID

Even before he became Israel's king, David had won praise for his bravery. The Hebrew Bible provides an account of David and his victory over Goliath, a giant Philistine warrior. In a bragging fashion, Goliath dared any Israelite to fight him one-on-one. Young David stepped forward with his shepherd's staff, a slingshot, and five smooth stones. With a heavy spear in hand, Goliath rushed forward. David hurled one stone straight at the giant's forehead. Goliath dropped dead.



The Twelve Tribes of Israel were family groups. According to the Hebrew Bible, each family descended from a son of Jacob. Scholars note that family connections and a common religion bound the tribes together long before they united under David. [Modern stained glass]

Impressed by David's skill, King Saul placed his army under David's command. As David won more and more victories, the women of Israel sang his praises: "Saul has slain his thousands, and David his tens of thousands." Then, seized by jealousy, Saul tried to kill David, but David escaped. When Saul died in battle against the Philistines, David returned and became king.

According to the Hebrew Bible, once David was in power, he united the Israelite tribes. David and his army defeated the Philistines. He then established a capital city for Israel at Jerusalem (juh•ROO•suh•lehm). The Israelites built their capital in the hill country away from the coast. A fine musician and poet, David is believed to have written many of the sacred songs found in the Hebrew Bible's Book of **Psalms** (SALMZ)—also found in the Christian Bible. One of the most famous is 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.”

—Psalm 23:1–3

Under David's rule, the Israelites enjoyed prosperous times. Farmers cultivated the tough, dry land by building terraces on the steep hillsides. Terraced fields are strips of land cut out of a hillside like stair steps. Terraces prevented soil from washing down the hillside when it rained. After David's death, the Israelites honored him as their greatest king, as do Jews today.

ANALYZING PRIMARY SOURCES

- 1. DETERMINING CENTRAL IDEAS** What is the main idea of this passage?
- 2. ANALYZING TEXT PRESENTATIONS** How is God described in Psalm 23? How does this description influence the language used in the passage?

DETERMINING MEANING

Why might an author use the term “**period**,” rather than listing the exact years in the sentence “Solomon brought a long period of peace to the region”?

ANALYZING PRIMARY SOURCES

1. **SUMMARIZING** What is the central message of this proverb?

2. **ANALYZING TEXT PRESENTATIONS** What figurative language is used to present the main idea of this passage?

King David’s son Solomon (SAH•luh•muhn) became the next Israelite king around 970 B.C.E. Through trade and treaties with other peoples, Solomon brought a long **period** of peace to the region. He constructed many cities and, according to the Hebrew Bible, built the first temple in Jerusalem. Built of fragrant cedar wood and costly stone, Solomon’s temple—also called the First Temple—held the Ark of the Covenant and other sacred objects.

King Solomon was also known for his wisdom. He is believed to be the author of **proverbs** (PRAHV•uhrbz), or wise sayings, that are recorded in the Hebrew Bible. Solomon shared his proverbs in hopes of helping his people:

“Whoever walks in integrity walks securely,
but whoever takes crooked paths will be found out.”

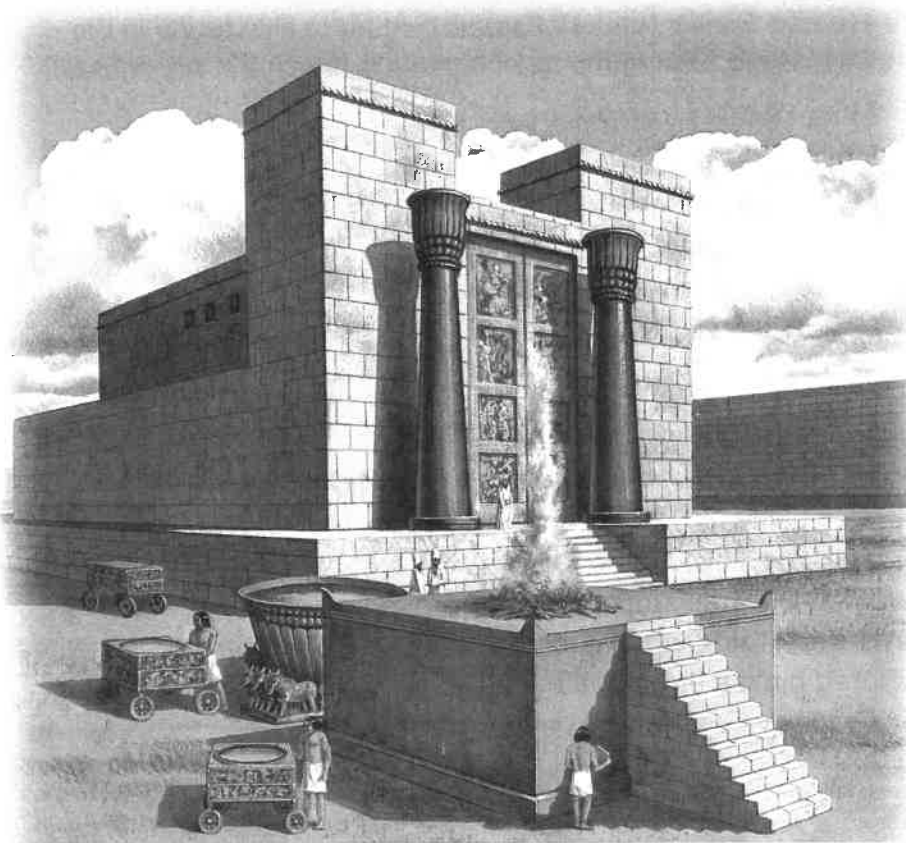
—Proverbs 10:9

Despite Solomon’s accomplishments, many Israelites turned against him. They did not like working on his building projects or paying the high taxes he demanded. After Solomon’s death around 922 B.C.E., the Israelites entered a troubled period in their history. Deep disagreements split their kingdom. In addition, powerful neighbors threatened their survival.

✓ CHECKING FOR UNDERSTANDING

1. **DESCRIBING** Who was Saul? Why did he lose the support of the Israelites?
2. **ANALYZING** Why did the Israelites believe David was their greatest king?

Solomon built the First Temple on a site David had selected, the Temple Mount. The spot had religious significance. It was the place, according to the Hebrew Bible, where Abraham had tried to sacrifice Isaac. [Modern illustration]



TWO KINGDOMS

GUIDING QUESTION *How did neighboring empires respond to the Israelites?*

After Solomon's death, the ten northern tribes rebelled against the government in Jerusalem. These tribes **founded** a separate kingdom, Israel. Its capital was Samaria. The two tribes in the south founded the smaller kingdom of Judah (JOO-duh). Judah's capital was Jerusalem. Although split politically, the people of Israel and Judah preserved the Israelite religion.

During this time, large empires formed around Israel and Judah. As you read previously, the Assyrians and the Chaldeans built powerful empires. Their rulers 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.

THE FALL OF ISRAEL

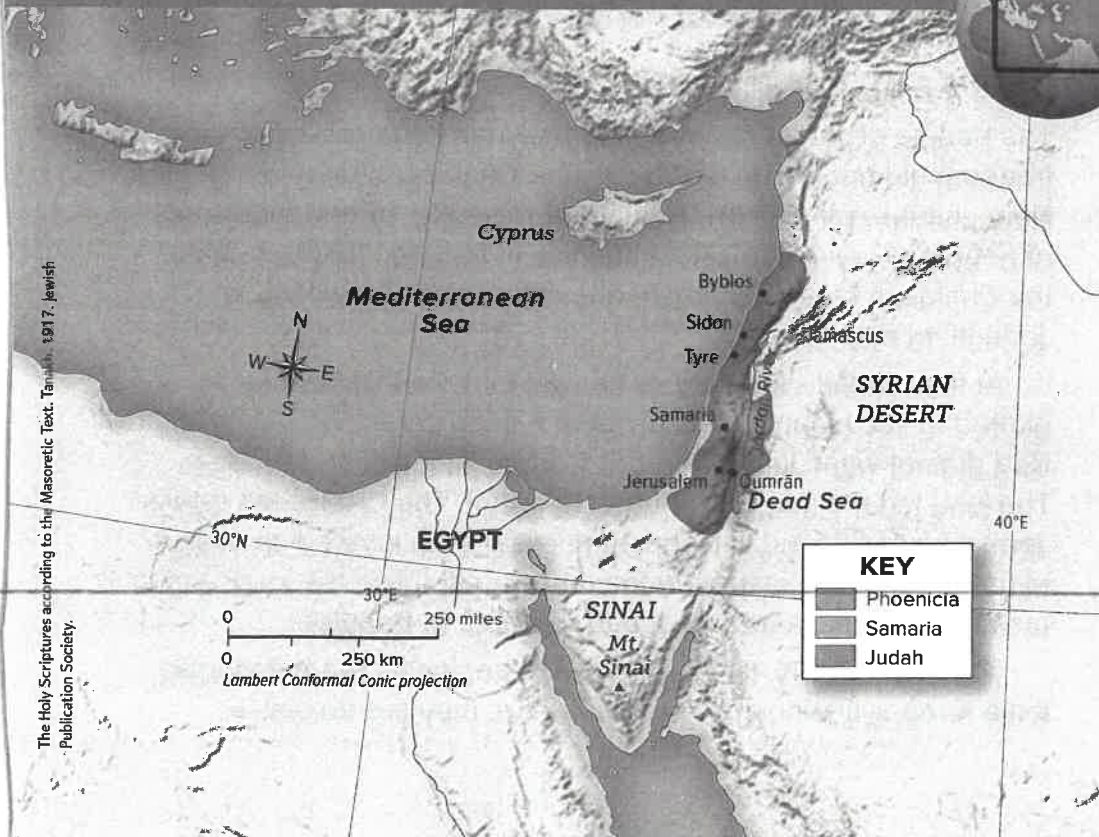
The Assyrians spread fear throughout the region. They forced conquered peoples to pay tribute. If they did not receive tribute, the Assyrians destroyed towns, burned estates, and carried away all valuable goods. Then they forced the conquered people to move to different areas to start new settlements.

When the kingdom of Israel refused to pay tribute, the Assyrians invaded Israel in 722 B.C.E. The Assyrians captured

UNDERSTANDING CRAFT AND STRUCTURE

- 1. DETERMINING MEANING** The word "plot" can be used when describing a plan. The connotation of the word implies a secret plan. Why do you think the author chose the word "plotted" to describe Jeremiah's plan to set Judah free?
- 2. EXPLAINING POINT OF VIEW** What is the author's purpose in mentioning Dr. Martin Luther King in the section titled "What Was the Prophets' Message?"

ANCIENT ISRAEL c. 922 B.C.E.



GEOGRAPHIC REASONING

After King Solomon died, the northern and southern tribes of Israel split from each other.

- 1. PATTERNS AND MOVEMENT** What kingdom did the southern tribes form?
- 2. EXPLORING PLACE** Based on location, what do you think was the major economic activity of the Phoenicians?

ISRAELITE PROPHETS

Jeremiah was one of several prophets. The Israelites believed the prophets brought them the word of God.

Comparing What do the teachings of Hosea and Jeremiah have in common?

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

major cities, including the capital at Samaria. They wanted absolute control.

So they forced some of the Israelites to resettle in the Assyrian Empire. Assyrians then brought in people from other parts of their empire to live in Israel. These settlers mixed with the Israelites still living there. A new mingled culture developed. These people became known as Samaritans.

The Samaritans adopted many of the Israelites' religious beliefs. They worshipped the God of Israel, read the Torah, and followed the Israelites' religious laws. The Samaritans, however, adopted religious practices that the Israelites did not accept. In time, the Samaritans and the people of Israel had little in common. Today's Judaism developed from the religious practices preserved mainly in the kingdom of Judah.

THE FALL OF JUDAH

The people of Judah **survived** the Assyrian conquests, but their freedom did not last. In 597 B.C.E., the Chaldeans under King Nebuchadnezzar (NEHB•uh•kuhd•NEHZ•zuhr), forced thousands of people to leave Jerusalem and live in Babylon (BAB•uh•lahn), the Chaldean capital. Nebuchadnezzar chose a new king, a Judean, to rule Judah.

At first, Judah's king did as he was told. Soon, however, he plotted to set Judah free. A prophet named Jeremiah warned that God did not want Judah to rebel, but the king refused to listen. The king led the people of Judah to revolt. The Chaldeans retook Jerusalem in 586 B.C.E. Nebuchadnezzar then leveled Jerusalem to the ground. He destroyed the temple, captured the king, and took him and thousands of Judah's people to Babylon.

In Jewish history, this time became known as the Babylonian **Exile** (EHG•zyl). When people are exiled, they are forced to

leave their home or country. Psalm 137 in the Hebrew Bible describes the sadness many of Judah's people felt in living far away from their homeland:

“ By the rivers of Babylon we sat and wept. . . .
How can we sing the songs of the LORD while in a foreign land?
If I forget you, O Jerusalem, may my right hand forget its skill.
May my tongue cling to the roof of my mouth if I do not remember you,
if I do not consider Jerusalem my highest joy . . . ”

—Psalm 137:1–6

ANALYZING PRIMARY SOURCES

1. **CITE TEXT EVIDENCE** What two ailments might occur to Judah's people if they forget their homeland?
2. **DETERMINING CONTEXT** What does this passage suggest about the importance of the Babylonian Exile in Jewish history?

WHAT WAS THE PROPHETS' MESSAGE?

The prophets had an important role in Judean life. They offered words of hope in times of despair. At other times, the prophets explained that the people were not obeying God. They urged people to change their ways and make the world a better place.

The prophet Amos said, “But let justice roll on like a river, righteousness like a never-failing stream!” This means that all people should work for a just society in which everyone is treated fairly. Dr. Martin Luther King, Jr., quoted the prophet's words in the twentieth century in his “I Have a Dream” speech. The goal of a just society later became a primary part of the teachings of Christianity and Islam. Jewish prophets also stressed the importance of leading a moral life and helping others in order to connect with God.

✓ CHECKING FOR UNDERSTANDING

1. **VERIFYING** What empires conquered Israel and Judah?
2. **SUMMARIZING** Describe the role of the prophets in Judean life.

LESSON 2 REVIEW AND ACTIVITIES

Time and Place

1. **RELATING EVENTS** What was the Babylonian Exile? What led to this event?

Building History-Social Science Analysis Skills

2. **ANALYZING** Why was it important that King David unite the tribes of Israel?
3. **EXPLAINING EFFECTS** How did Solomon's death affect the Israelites?
4. **DETERMINING CONTEXT** Which group mixed with the Israelites to form the Samaritan culture? What led to this mixing of cultures?

Writing About History

5. **NARRATIVE WRITING** The Jews were exiled and forced to spend 70 years in Babylon. If you were forced to live far away from your homeland, how would you react to your situation? Write a journal entry describing your thoughts about being forced to live away from your homeland.

Collaborating

6. **IDENTIFYING ARGUMENTS** Identify evidence provided in the text that shows that David and Solomon were good kings. Then use this evidence to support your discussions with a partner about the effectiveness of David and Solomon as kings.



Include this lesson's information in your Foldable®.

ESSENTIAL QUESTION

• How does religion shape society?

THE STORY BEGINS...

The shofar is sounded to mark the conclusion of Yom Kippur. [Modern photo]

LESSON 3

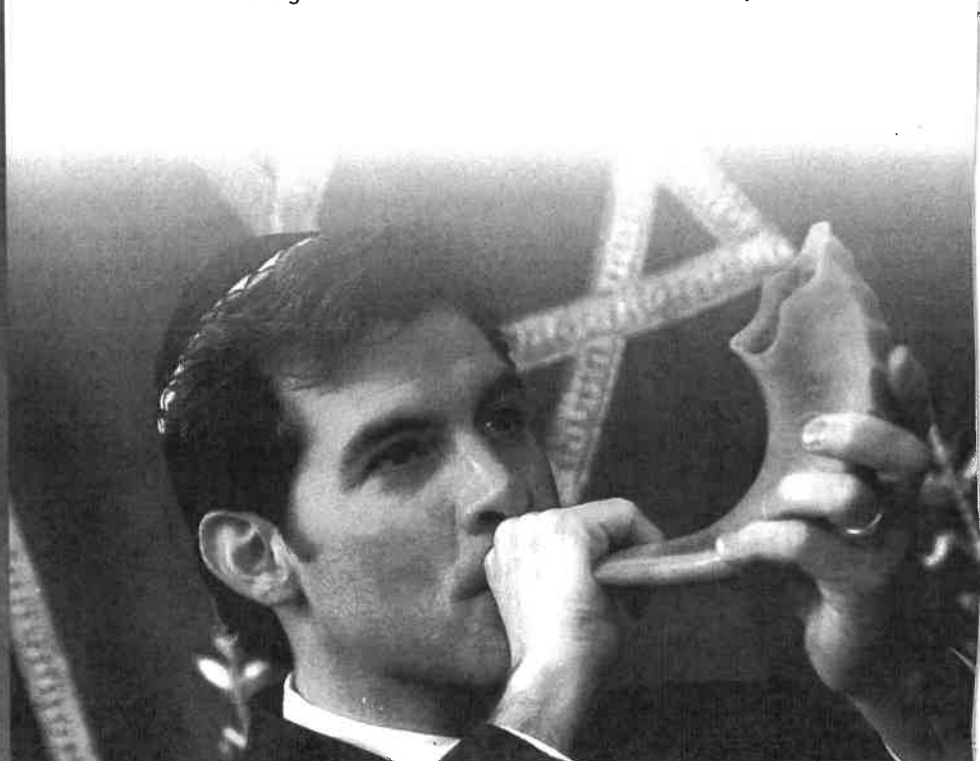
The Development of Judaism

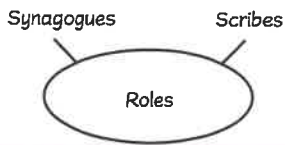
The high point of the Jewish year is arguably Yom Kippur, or the Day of Atonement. Jews take part in fasting, repentance, and prayer for forgiveness of sin. The Mishnah, a classic work of Jewish law, expresses key elements of the law and the religious sentiments that define this day.

“For thus R. [Rabbi] Eleazar ben Azariah expounds the text, “From all your sins before the Lord shall ye be clean:” those transgressions [sins] of which man has been guilty towards his God, Yom Kipur atones [makes up] for; but for those transgressions of which man has been guilty towards his neighbour, Yom Kipur cannot atone, until he has appeased [made peace with] his neighbour.’ R. [Rabbi] Akivah saith, ‘Happy are ye, O Israel, before whom do ye cleanse yourselves, and who cleanses you [of your transgressions]? Your father who is in heaven. For it is said, “Then will I sprinkle clean water upon you, and ye shall be clean;” and it is also said, “the [hope] of Israel is the Lord;” even as a diving-bath purifies the unclean, so does the Holy One, blessed be He, cleanse Israel.’”

—from *Eighteen Treatises from the Mishna*, c. 100s-early 200s c.E.

TEXT: Translated 1843 by The Rev. D. A. De Sola and The Rev. M. J. Raphall. *Eighteen Treatises from the Mishna*. London: Sherwood, Gilbert, and Piper. PHOTO: Vstock/Getty Images Plus





ANALYZING KEY IDEAS AND DETAILS

Read closely to identify information about the roles of synagogues and scribes. Use a graphic organizer like the one shown to describe how these roles helped Judaism survive.

RETURN TO JUDAH

GUIDING QUESTION *How did the people of Judah practice their religion while in exile and in their homeland?*

The families of Judeans who were exiled to Babylon spent 70 years away from Judah. During their exile, they became known as the Jews. We call their religion Judaism.

While in Babylon, the Jews no longer had a temple in which to worship God. It is believed that small groups of Jews began to meet at **synagogues** (SIHN•uh•GAHGS), or Jewish houses of worship. They worshipped on the **Sabbath** (SA•buhth). According to **tradition**, the Sabbath lasts from sundown Friday to nightfall Saturday. During this weekly day of worship and rest, Jews prayed and talked about their religion and history. Jews still observe the Sabbath today.

REBUILDING JUDAH

While some Jews accepted Babylon as their permanent home, others hoped to return to Judah some day. This hope was achieved when a group of people called the Persians swept across Southwest Asia. The Persians defeated the Chaldeans and took over Babylon. In 538 B.C.E., the Persian king Cyrus II let Jews return to Judah.

Some Jews stayed in Babylon, but many returned to Judah. They rebuilt Jerusalem and constructed a new temple to replace the one destroyed by the Chaldeans. This new place of worship became known as the Second Temple.

Meanwhile, the Persians chose officials to rule the country and collect taxes from the people. They did not allow the Jews to have their own government or king. The Jews depended on religious leaders—the temple priests and scribes—to guide their society.

Many priests were religious scholars. These priests had a deep understanding of the Jewish faith. Scribes often lectured in the synagogues and taught in the schools. Led by a scribe named Ezra, the Jews wrote the five books of the Torah on pieces of

INTEGRATION OF KNOWLEDGE AND IDEAS

- 1. INTEGRATING VISUAL INFORMATION** The term “scroll” as it is used in the text describes a long document made from pieces of parchment sewn together. Look at the image of the Torah and describe how the image supports that use of the term for the Torah.
- 2. COMPARING** The text states “The book of Isaiah describes what the Jews believed to be God’s plan for a peaceful world” What words or phrases in the primary source reading from Isaiah 2:4 best illustrate the text’s interpretation?

DETERMINING MEANING

The term “**synagogue**” originated from Greek words meaning to gather or meet. How does this translation relate to the purpose of a **synagogue**?



In Jewish synagogues, the Torah is read from scrolls kept in a cabinet called the Holy Ark. These Torah scrolls are handled with great respect and care during worship. The Torah scroll depicted here is housed in a wooden case called a tik. Some Torah scrolls are kept in a highly decorated cloth cover. [Date of ark unknown]

parchment. They sewed the pieces together to make long **scrolls** (SKROHLZ). The Torah and writings that were added later make up the Hebrew Bible.

WHAT IS IN THE HEBREW BIBLE?

The Hebrew Bible, also called the Tanakh, contains a series of 24 books written and collected over many centuries. The Hebrew Bible is organized into three main sections. These three sections include the Torah, the Prophets, and the Writings. The Hebrew Bible presents the laws and rules of the Israelites. It also reflects the culture of the people. Jewish history, art, literature, poetry, and proverbs are also part of the Hebrew Bible.

Genesis, the first book of the Torah, presents the Israelite view of human beginnings. It tells how God created the Earth in six days and rested on the seventh day. Genesis also describes how God punished the world for wicked behavior. In this book, God warns a man named Noah that a flood is coming and commands him to build an ark, or large boat. As the rains poured and flood waters rose, Noah, his family, and two of every animal on Earth boarded the ark. The Earth flooded and many perished. Only those on the ark escaped drowning. After the rain stopped, God placed a rainbow in the sky as a sign that the world would never again be destroyed by a flood.

Genesis also explains why the people of the world speak many different languages. It tells how the citizens of the city of Babel tried to build a tower to reach heaven.

God disapproved and made the people speak in different languages. The people could not **communicate** with one another. As a result, they could not work together to complete the tower. God then scattered the people across the Earth.

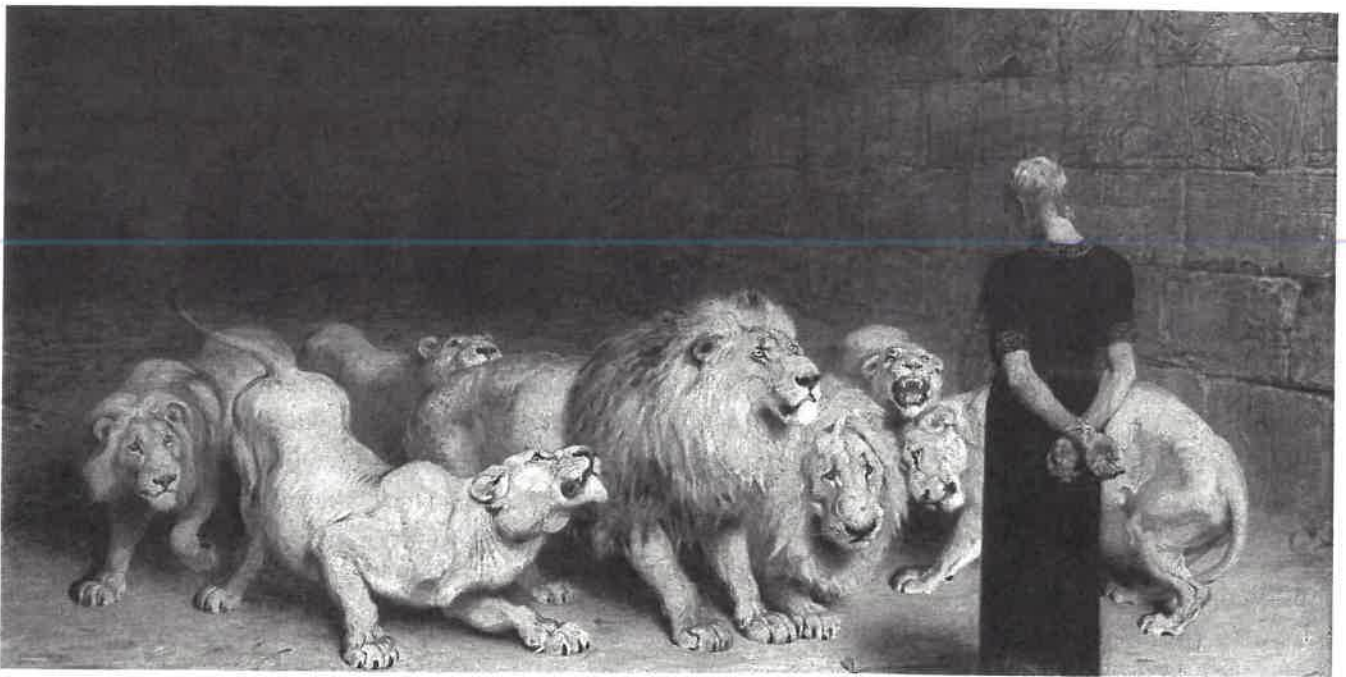
Later parts of the Hebrew Bible describe Jewish hopes for the future. The book of Isaiah describes what the Jews believed to be God's plan for a peaceful world. It says:

“ And He [God] shall judge between the nations,
And shall decide for many peoples;
And they shall beat their swords into plowshares,
And their spears into pruninghooks;
Nation shall not lift up sword against nation,
Neither shall they learn war any more. ”

—Isaiah 2:4

ANALYZING PRIMARY SOURCES

1. **DETERMINING CENTRAL IDEAS** What is the main idea of this excerpt?
2. **ANALYZING TEXT PRESENTATION** What descriptive phrases are used to explain the changes in this passage?



The book of Daniel explains that the Jews also believed that evil and suffering would eventually be replaced by goodness. Daniel was a trusted adviser to a Babylonian king. As a Jew, however, he refused to worship Babylonian Gods. For punishment, the Chaldeans threw Daniel into a lions' den. God, however, protected Daniel from the wild beasts. The story of Daniel reminds Jews that God will rescue them. Christians and Muslims share with the Jews the hope of a better world in which good triumphs over evil.

According to the Hebrew Bible, Daniel's faith in God protected him from the lions. As a result, Daniel became a model of faith and strength to Jews facing difficult challenges. [Painting 1872 C.E.]

CHECKING FOR UNDERSTANDING

1. **EXPLAINING CAUSES** Why did religious leaders guide Jewish society after the Jews returned from exile?
2. **ANALYZING** What kind of information does Genesis, the first book of the Torah, provide?

ANALYZING What lesson does the story of Daniel provide for Jewish people, especially during hard times?

JEWISH DAILY LIFE

GUIDING QUESTION *How did religion shape the Jewish way of life?*

The Torah provides teachings for daily living. These teachings shaped the family life of the early Jews. The teachings gave instructions about what foods to eat and what clothes to wear. They also required Jews to help the poor, deal honestly with their neighbors, and apply laws fairly. The Torah also reminded Jews of their loyalty to God.

Jewish teachings emphasized individual worth and responsibility, as well as self-discipline. Jews believe that man is created in the image of God and therefore each individual has dignity and value. The Torah teaches it is one's personal responsibility to uphold the commandments. During a ceremony called a bat mitzvah or a bar mitzvah, a young person age 12 or 13 takes responsibility as a Jewish adult to live out the commandments.

ANALYZING KEY IDEAS AND DETAILS

1. **CITING TEXT EVIDENCE** Cite several specific examples from the text that support the sentence "The Torah provides teachings for daily life."
2. **DETERMINING CENTRAL IDEAS** Which sentence best summarizes the central idea about why ancient Jews followed dietary laws?

CIVIC AND POLITICAL INSTITUTIONS

The emphasis on education remains an important part of Jewish daily life today. In modern Israel, education has split into several different systems: state; state-religious; independent (*Haredi*); Arab schools; and private schools. These schools differ in the way they balance religious and secular (courses in math, language arts, science, history, art, and physical education) learning. Students often attend schools that reflect their family's beliefs. While most students attend state schools, the number of children from *Haredi* and Arab backgrounds is growing and may change the proportions of schools in future decades.

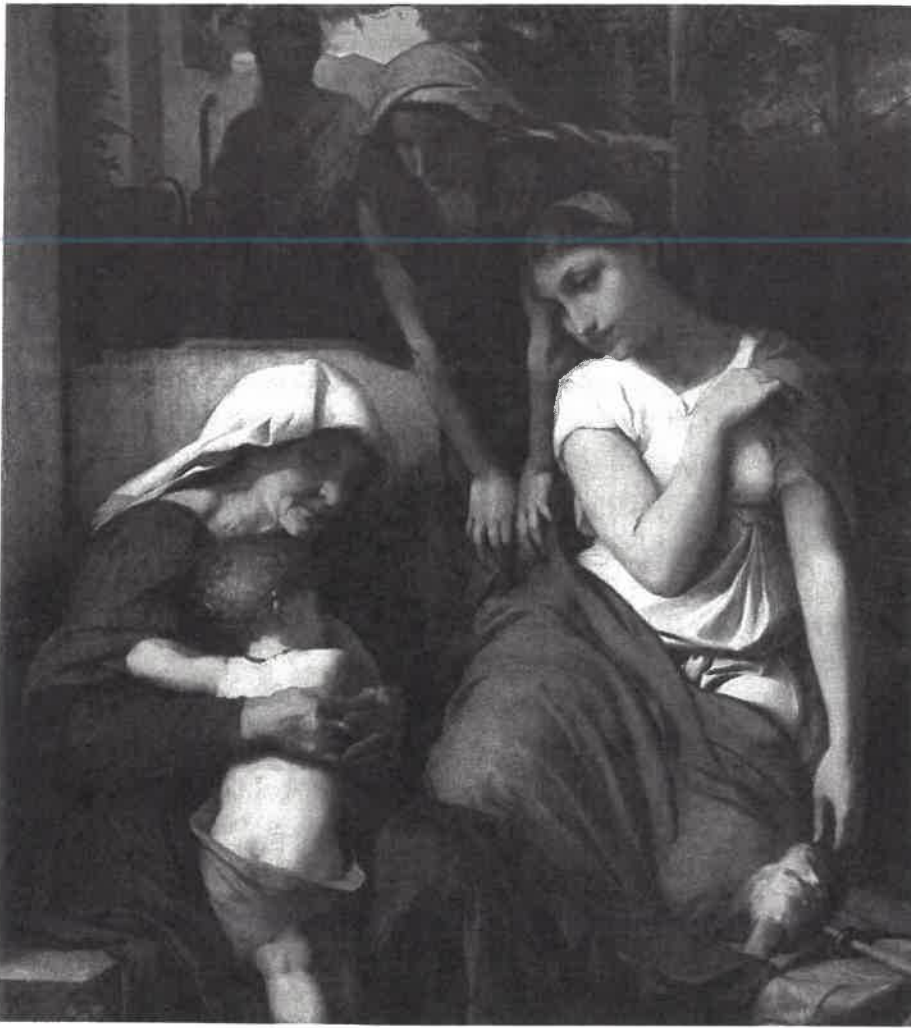
THE JEWISH FAMILY

The ancient Israelites stressed the importance of family life. Early Jewish society was primarily a patriarchy. The Torah identifies specific roles for the father and the mother of the house. If a father died, his sons would take his place to lead the family. Jewish law did offer women a few important rights such as the right to create contracts and to buy and sell property. Women could also bring court cases.

The Jewish family also stressed education—especially for young men. When sons grew old enough, fathers taught them to worship God and to learn a trade. Later, under the guidance of religious teachers, boys learned to read the Torah. Everything the students learned—from the alphabet to Jewish history—they learned from the Torah. Because reading the Torah was central to Jewish life, religious teachers became important **community** leaders.

Sabbath comes from the Hebrew word Shabbat, which means "cease." The Sabbath is the day of the week when, according to Jewish tradition, people stop working in order to worship. In traditional Jewish homes, the Sabbath begins with a prayer and a family meal. In this photograph, people eat a Seder meal. The Seder meal is a special meal eaten during the festival of Passover. [Modern photograph]





Because Ruth was Naomi's daughter-in-law, she was accepted with kindness in Bethlehem. [Painting 1859 C.E.]

Daughters, who were educated at home by their mothers, learned to be wives, mothers, and housekeepers. This included learning Jewish teachings about food, the Sabbath, and holidays. They also learned about the women of ancient Israel. Two of these women were Ruth and her mother-in-law, Naomi.

According to the Hebrew Bible, 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. Later, Naomi's husband and her two sons died. Ruth, who was not a Jew herself, made a difficult decision. To help Naomi, Ruth chose to leave her Moabite homeland. She moved to Bethlehem to be with Naomi. Naomi had urged Ruth to stay with her own people, but Ruth responded:

“Where you go I will go, and where you stay I will stay. Your people will be my people and your God my God. Where you die I will die, and there I will be buried.”

—The Book of Ruth 1:16-17

Ruth's courage and devotion to her family provided an example for Jewish girls to follow.

ANALYZING PRIMARY SOURCES

1. **SUMMARIZING** What is the central message of this passage?

2. **DETERMINING CONTEXT** What does this passage suggest about the importance of family in Jewish daily life?



This symbol can be found on some food packages. It indicates that foods have been prepared according to Jewish dietary laws.



The foods of the seder are symbolic. For example, the egg is a symbol of God's kindness. Bitter herbs are dipped in fruit juice or honey to symbolize the sweetness and bitterness of life. [Modern photo]

DIETARY LAWS

Jewish law tells Jews what they can eat. Ancient Jews could eat the meat of only certain animals. For example, they could eat beef and lamb but not pork. Laws about food are known as *kashrut*, which means "that which is proper." By following laws related to food, Jews believed they were showing obedience to God.

Today, food that is prepared according to Jewish dietary laws is called **kosher** (KOH-shuhr). Many items you see in a grocery store have the symbol for kosher on the label. Animals used for kosher meat must be killed in a certain way. The meat must be inspected, salted, and soaked in water. Foods that are not kosher are considered to be unclean. Dietary law prohibits Jews from eating meat and dairy products together. Jews also cannot eat shellfish, such as crab or shrimp.

Specific foods with religious significance are eaten during some meals. For example, the seder (SAY-duhr) is a special meal eaten during the festival of Passover. It is a holiday that celebrates the Exodus of the Jewish people from Egypt. Foods, such as lamb, hardboiled eggs, vinegar, salt water, herbs, and flat bread called matzoh, are served at the seder. During the meal, the youngest child at the table asks a series of questions about the food and the meaning of Passover. The adults and older children at the table recite the answer to each question together. For example, they tell how the bitter herbs reflect the bitter experience of the Jews living in exile. The tradition of eating special foods at Passover and reflecting on history is sacred to the Jewish people.

✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING CAUSE AND EFFECT** Why did religious teachers become important leaders in Jewish communities?
2. **ANALYZING** Why do Jews follow laws related to food?

LESSON 3 REVIEW AND ACTIVITIES

Time and Place

1. **RELATING EVENTS** What event enabled the Jews to return to Judah? How did they rebuild?

Building History-Social Science Analysis Skills

2. **ANALYZING** What are the three parts of the Hebrew Bible?
3. **DESCRIBING** How were Jewish sons and daughters educated differently?
4. **EXPLAINING IDEAS** What is one type of food that is considered unclean according to Jewish dietary laws?

Writing About History

5. **ARGUMENTATIVE WRITING** What do you think is the main lesson to be learned from the story of Daniel in the lions' den? Write a paragraph describing your thoughts.

Collaborating

6. **USING MULTIMEDIA** Work with a partner to learn more about the seder and its importance during the festival of Passover. What types of food are served? What is their significance? Create a presentation to share your findings with the class.



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THE WORLD'S LITERATURE

“THE PARAKEET NAMED DREIDEL”

from *Stories for Children* by Isaac Bashevis Singer

PURPOSE: To explore a children's story that provides important insights into family, the meaning of holidays, and Jewish culture and traditions

BACKGROUND INFORMATION Isaac Bashevis Singer is considered one of the major Yiddish writers of the twentieth century. He was born in Poland, studied to be a rabbi for two years, but left school to work for a literary magazine. He came to the United States in 1935 C.E., after publishing his first book. He continued writing, becoming acclaimed worldwide. Singer went on to receive the Nobel Prize in Literature in 1978 C.E. After many years as a writer, Singer turned to children's literature and eventually published the collection *Stories for Children*, which has been translated from Yiddish to English. In his stories, Singer includes details about the Jewish faith.

“The Parakeet Named Dreidel” was originally published as one of eight short stories in Singer's *The Power of Light* in 1980 C.E., and was later made into a picture book for children. In this story, the author describes various Jewish traditions, giving the reader a peek inside what it may be like to celebrate Hanukkah.

Explore the Text

The Scene: It is a cold winter evening in Brooklyn, New York. A family is celebrating the eighth day of Hanukkah.

The Characters: Papa narrates the story about himself, his wife Esther, his son David, and a parakeet.

The Plot: A small parakeet arrives at a family's home unexpectedly on the eighth day of Hanukkah. The family grows close to the bird over time, teaching it new words and songs, until one day, the original owner is discovered. A surprise event allows the bird to stay in David's family.



THE WORLD'S LITERATURE

It happened about ten years ago in Brooklyn, New York. All day long a heavy snow was falling. Toward evening the sky cleared and a few stars appeared. A frost set in. It was the eighth day of Hanukkah¹, and my silver Hanukkah lamp stood on the windowsill with all candles burning. It was mirrored in the windowpane, and I imagined another lamp outside.

My wife, Esther, was frying potato pancakes. I sat with my son, David, at a table and played dreidel² with him. Suddenly David cried out, "Papa, look!" And he pointed to the window.

I looked up and saw something that seemed unbelievable. Outside on the windowsill stood a yellow-green bird watching the candles. In a moment I understood what had happened. A parakeet³ had escaped from its home somewhere, had flown out into the cold street and landed on my windowsill, perhaps attracted by the light.

A parakeet is native to a warm climate, and it cannot stand the cold and frost for very long. I immediately took steps to save the bird from freezing. First I carried away the Hanukkah lamp so that the bird would not burn itself when entering. Then I opened the window and with a quick wave of my hand shooed the parakeet inside. The whole thing took only a few seconds.

¹ *Hanukkah*: an eight-day Jewish holiday

² *dreidel*: a traditional Jewish game with a top

³ *parakeet*: a colorful bird with a long tail



In the beginning the frightened bird flew from wall to wall. It hit itself against the ceiling. . . . David tried to calm it: "Don't be afraid, little bird, we are your friends." Presently the bird flew toward David and landed on his head, as though it had been trained and was accustomed⁴ to people. David began to dance and laugh with joy. My wife, in the kitchen, heard the noise and came out to see what had happened. When she saw the bird on David's head, she asked, "Where did you get a bird all of a sudden?"

"Mama, it just came to our window."

"To the window in the middle of the winter?"

"Papa saved its life."

The bird was not afraid of us. David lifted his hand to his forehead and the bird settled on his finger. Esther placed a saucer of millet⁵ and a dish of water on the table, and the parakeet ate and drank. It saw the dreidel and began to push it with its beak. David exclaimed, "Look, the bird plays dreidel."

David soon began to talk about buying a cage for the bird and also about giving it a name, but Esther and I reminded him that the bird was not ours. We would try to find the owners, who probably missed their pet and were worried about what had happened to it in the icy weather. David said, "Meanwhile, let's call it Dreidel."

. . . [I]n the morning, . . . the bird stood . . . shaking as in prayer, whistling, twittering, and talking all at the same time. The parakeet must have belonged to a house where Yiddish⁶ was spoken, because we heard it say "*Zeldele, geh schlofen*" (*Zeldele, go to sleep*), and these simple words uttered by the tiny creature filled us with wonder and delight.

The next day I posted a notice. . . . A week went by and no one claimed the bird. Only then did Dreidel become ours. . . .

Nine years passed and Dreidel remained with us. We became more attached to him from day to day. In our house Dreidel learned scores of Yiddish, English, and Hebrew words. David taught him to sing a Hanukkah song, and there was always a wooden dreidel in the cage for him to play with. . . .

ANALYZING TEXT

What sentence illustrates that David is excited about the arrival of the parakeet?

⁴ *accustomed*: used to

⁵ *millet*: grain

⁶ *Yiddish*: a language used by some people of Jewish descent

DETERMINING MEANING

How did Dreidel show that he was “flustered” when he heard the Rosens say, “Tsip-Tsip”?



Our son, David, grew up and entered college. One winter night he went to a Hanukkah party. He told us that he would be home late, and Esther and I went to bed early. We had just fallen asleep when the telephone rang. It was David. . . . It seemed that David had told the story of our parakeet to his fellow students at the party, and a girl named Zelda Rosen had exclaimed, “I am this Zeldele! We lost our parakeet nine years ago.” Zelda and her parents lived not far from us, but they had never seen the notice. . . . Zelda was now a student and a friend of David’s. She had never visited us before, although our son often spoke about her to his mother.

. . . The next day Zelda and her parents came to see their long-lost pet. Zelda was a beautiful and gifted girl. David often took her to the theater and to museums. Not only did the Rosens recognize their bird, but the bird seemed to recognize his former owners. The Rosens used to call him Tsip-Tsip, and when the parakeet heard them say “Tsip-Tsip,” he became flustered⁷ and started to fly from one member of the family to the other, screeching and flapping his wings. . . .

I was ready to return the parakeet to his original owners, but Esther and David argued that they could never part with Dreidel. It was also not necessary, because that day David and Zelda decided to get married after their graduation from college. So Dreidel is still with us, always eager to learn new words and new games. When David and Zelda marry, they will take Dreidel to their new home. Zelda has often said, “Dreidel was our matchmaker.”

On Hanukkah he always gets a gift—a mirror, a ladder, a bathtub, a swing, or a jingle bell. He has even developed a taste for potato pancakes, as befits⁸ a parakeet named Dreidel.

⁷ *flustered*: a state of agitation

⁸ *befits*: suitable for

Text-Based Discussion

- 1. CITING TEXT EVIDENCE** What evidence does the author give that it is Hanukkah? What Jewish traditions does he describe in the story?
- 2. EXPLAINING** Why did David’s father put up notices in their neighborhood before deciding to make Dreidel their family pet? What led them to decide to keep him?
- 3. DETERMINING THEME** What is the theme of this story? Cite details to support your answer.
- 4. ANALYZING** What is the significance of Zelda’s statement, “Dreidel was our matchmaker”?

ESSENTIAL QUESTION

• *Why does conflict develop?*

THE STORY BEGINS...

LESSON 4

The Jews in the Mediterranean World

The Seleucid king Antiochus IV, who ruled Judah, required the Jews to worship the Greek Gods. Judas Maccabeus led a rebel army known as the Maccabees against the Seleucid forces. They succeeded in liberating the Temple and restoring it to its original role as a sanctuary for Jewish worship. The festival of Hanukkah was instituted in celebration of this victory.

“And they saw the sanctuary laid desolate, and the altar profaned [disrespected], and the gates burned up, and shrubs growing in the courts as in a forest or as on one of the mountains, and the priests’ chambers pulled down;...

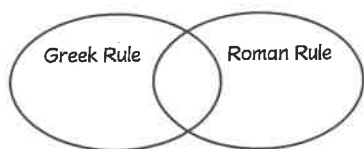
And he chose blameless priests, such as had pleasure in the law: and they cleansed the holy place...

And they rose up early in the morning, on the five and twentieth day of the ninth month, which is the month Chislev....And all the people fell upon their faces, and worshipped, and gave praise unto heaven, which had given them good success. And they kept the dedication of the altar eight days, and offered burnt offerings with gladness, and sacrificed a sacrifice of deliverance and praise....And Judas and his brethren and the whole congregation of Israel ordained, that the days of the dedication of the altar should be kept in their seasons from year to year by the space of eight days, from the five and twentieth day of the month Chislev, with gladness and joy.”

—1 Maccabees 4:38-59, c. 100s B.C.E.

Judas Maccabeus led the Maccabees to victory over the Seleucids. [Colored engraving 1800s C.E.]





ANALYZING KEY IDEAS AND DETAILS

Read closely to identify similarities and differences between Greek and Roman rule of Judah. Use a Venn diagram like this one to organize the information. Cite examples from the text to show the similarities of Greek and Roman rule.

UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING TEXT

PRESENTATION Why does it make sense for the author to tell the story of the Diaspora before describing the Septuagint?

2. **DETERMINING MEANING** In describing how the Seleucids tried to force the Jews to worship Greek Gods, the text states "A large number of Jews, however, refused to abandon their religion." Why do you think the word "abandon" which has a connotation of "reject" or "renounce" was chosen rather than a less emotional word like "leave?"

THE ARRIVAL OF GREEK RULE

GUIDING QUESTION *What was life like for the Jews in Greek-ruled lands?*

The Jews of Judah remained under Persian rule for nearly 200 years. That is about the same amount of time as the entire history of the United States. Then, in 331 B.C.E., a king from Macedonia, who had conquered Greece, defeated the Persians. This king was Alexander the Great. Alexander admired Greek ways and wanted to spread them. He introduced the Greek language and culture to Judah. Alexander allowed the Jews to stay in Judah.

HOW DID JEWISH IDEAS SPREAD?

Under Alexander, Judah remained the center of Judaism. Many Jews at that time, however, had long lived outside Judah. Thousands had been exiled to Babylon in 586 B.C.E. When in 538 B.C.E. the conquering Persians gave them permission to return to Judah, many chose to stay in Babylon or go to other Mediterranean lands instead. These groups of Jews living outside of the Jewish homeland became known as the **Diaspora** (deye•AS•puh•ruh). *Diaspora* is a Greek word that means "scattered." Where these Jews settled, they practiced their customs, and Jewish ideas spread.

The Jews of the Diaspora remained loyal to Judaism. At the same time, many learned the Greek language and adopted features of Greek culture. A group of Jewish scholars in Egypt copied the Hebrew Bible into Greek. This Greek **version**, called the Septuagint (seh•p•TOO•uh•juhnt), helped people who were not Jews to read and understand the Hebrew Bible. As a result, Jewish ideas spread throughout the Mediterranean world.

THE REVOLT OF MACCABEUS

After Alexander's death, four of his generals divided his empire into separate kingdoms. One kingdom covered much of Southwest Asia. A family known as the Seleucids

(suh•LOO•suhds) ruled this kingdom. By 200 B.C.E., Judah was under the control of Seleucid kings.

In 176 B.C.E., Antiochus IV (an•TEE•uh•kuhs) came to power as the Seleucid king. As ruler of Judah, Antiochus required the Jews to worship the many Greek Gods and Goddesses.

A large number of Jews, however, refused to abandon their religion. In 167 B.C.E., Judas Maccabeus (JOO•duhs MAK•uh•BEE•uhs), a Jewish priest, led the fight against Seleucid rule. He and his followers fled to the hills. They formed a rebel army known as the Maccabees.

After many battles, the Maccabees succeeded in capturing the Temple. They cleared it of all statues of Greek Gods and Goddesses. They then rededicated the temple to the worship of God. Each year, Jews recall the cleansing of the Temple when they celebrate the festival of Hanukkah (HAH•nuh•kuh).

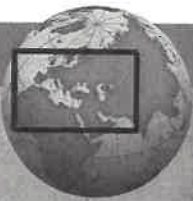
CHECKING FOR UNDERSTANDING

1. **EXPLAINING EFFECTS** How did Alexander affect the people of Judah?
2. **EXPLAINING EFFECTS** How did the Seleucids affect the people of Judah?

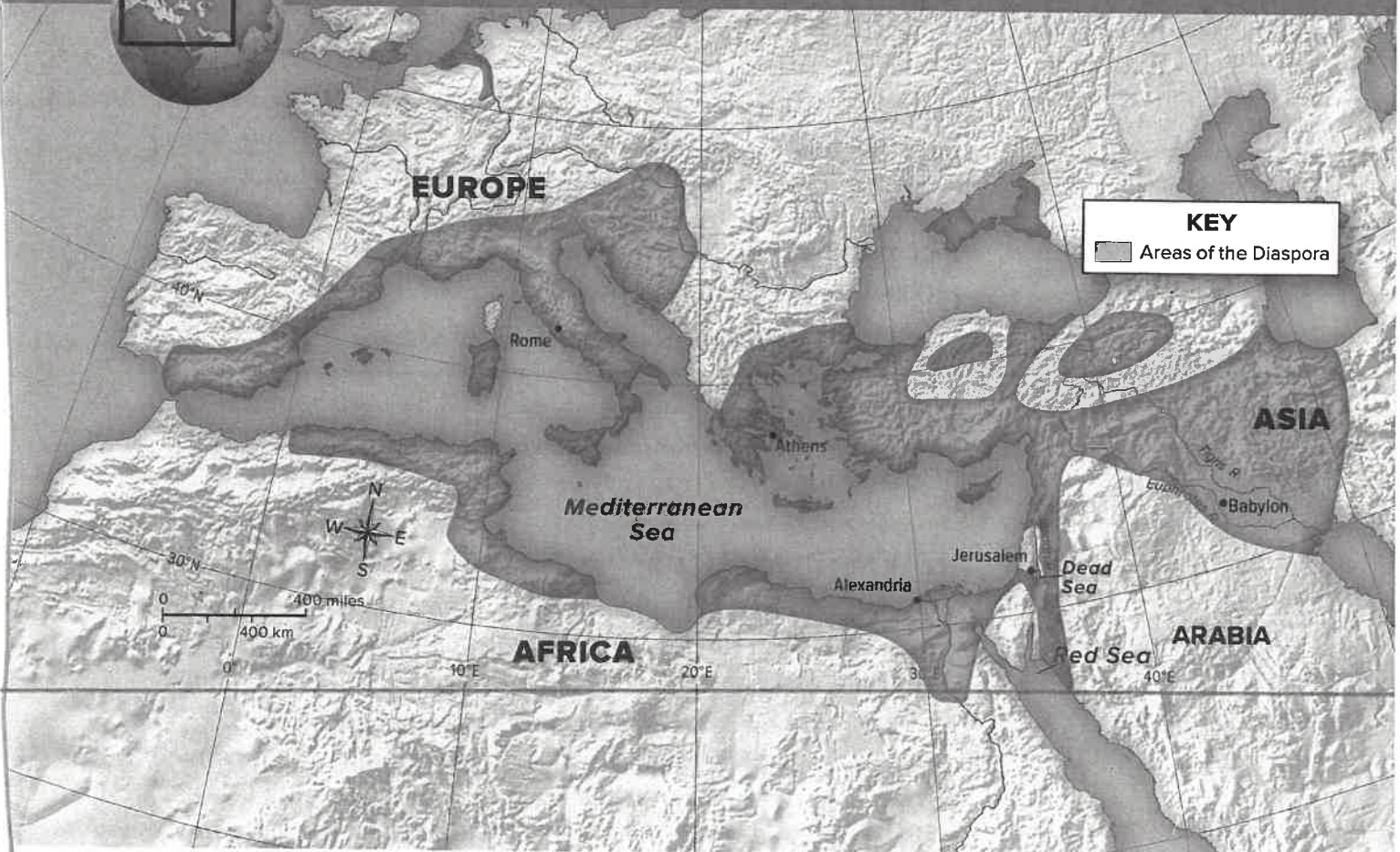
GEOGRAPHIC REASONING

The Diaspora continued for centuries. By the time of the Roman Empire, Jews had spread around the Mediterranean and represented between 5 and 10 percent of the Roman Empire's population.

1. **PATTERNS AND MOVEMENT**
How did the Diaspora help spread Jewish ideas?
2. **GLOBAL INTERCONNECTIONS** How can the interaction of two cultures create benefits for both groups?



THE JEWISH DIASPORA, c. 100 C.E.



JUDAS MACCABEUS

(c. 190 B.C.E.–160 B.C.E.)

Judas Maccabeus and his followers engaged in guerrilla warfare against the Greek armies. Guerrilla warfare is irregular combat carried out by small groups of independent soldiers. This strategy helped the Maccabees succeed in battle against the Seleucids. The family of Judas Maccabeus ruled Judah and expanded its lands. With more territory surrounding it, Judah was protected and remained free until the Roman conquest.

[Date of image unknown]

EXPLAIN Why is Judas Maccabeus considered a hero?

**ANALYZING KEY IDEAS AND DETAILS**

1. **SUMMARIZING** Summarize how each of the four Jewish groups reacted to Roman rule by using one of the following terms: avoid; cooperate; resist; fight.
2. **CITING TEXT EVIDENCE** What evidence does the text present to illustrate that the Romans wanted to punish the Jews after they rebelled?

ROMAN RULE IN JUDAEA

GUIDING QUESTION *How did the Jews react to Roman rule of their homeland?*

By 100 B.C.E., the Romans controlled much of the eastern Mediterranean lands. The name *Roman* came from Rome, their capital. Rome was located far to the west in what is known today as Italy. Led by powerful generals, the Romans **expanded** their empire. In 63 B.C.E., Roman forces conquered Judah and renamed it Judaea (joo•DEE•uh).

At first, the Romans chose a follower of the Jewish religion, Herod (HEHR•uhd), to rule as king of Judaea. Herod built many forts and cities in Judaea. The Second Temple in Jerusalem, rebuilt during Herod's reign, served as the center of Jewish worship.

JEWISH GROUPS

After Herod's death, Roman officials ruled Judaea. At that time, disagreement grew about how Judaism should be practiced. Jews also had different views on how to deal with the Romans.

One group of Jews was known as the Pharisees (FEH•ruh•seez). The Pharisees gained the support of the common people. They taught in the synagogues and applied the teachings of the Torah to daily life. Through their teachings, the Pharisees



helped to make Judaism a religion of the home and family. The Pharisees wanted to help people obey the Ten Commandments. To do this, they stressed both written and oral law. Oral law is the unwritten interpretations passed down over time by word of mouth.

The Pharisees wanted Judaea free of Roman rule. However, they did not urge Jews to fight the Romans. Instead, they told people to resist Roman control. They urged the people to practice the Torah's teachings with greater **devotion**.

Another Jewish group made up of wealthy noble families was the Sadducees (SA•juh•SEEZ). Many of them served as priests and scribes in the Temple. The Sadducees accepted the laws of the Torah. They were more concerned, however, with applying the laws to temple ceremonies. They also did not agree with many of the Pharisees' teachings. For example, the Sadducees emphasized

Herod (reign 37-4 B.C.E.) was primarily responsible for developing the fortress at Masada. It was the scene of a major Roman and Jewish battle. Visitors may tour its mountainous ruins today.

MAKING CONNECTIONS TO TODAY

DEAD SEA SCROLLS

In 1947 C.E., a shepherd in the Judaeen desert entered a cave along the shore of the Dead Sea. There he discovered several large clay jars. Some jars were empty, but in others he found ancient scrolls of leather, papyrus, and copper. These documents, written between 200 B.C.E. and 68 C.E., are called the Dead Sea Scrolls. The scrolls found in several caves in the area include the oldest complete copy of the Book of Isaiah and pieces of many other books of the Hebrew Bible. Among the documents are works in ancient Hebrew, Greek, and Aramaic. Most scholars believe that the scrolls were part of a library that belonged to an early Jewish community.



Locating the Dead Sea Scrolls is considered to be one of the most significant modern archaeological discoveries.

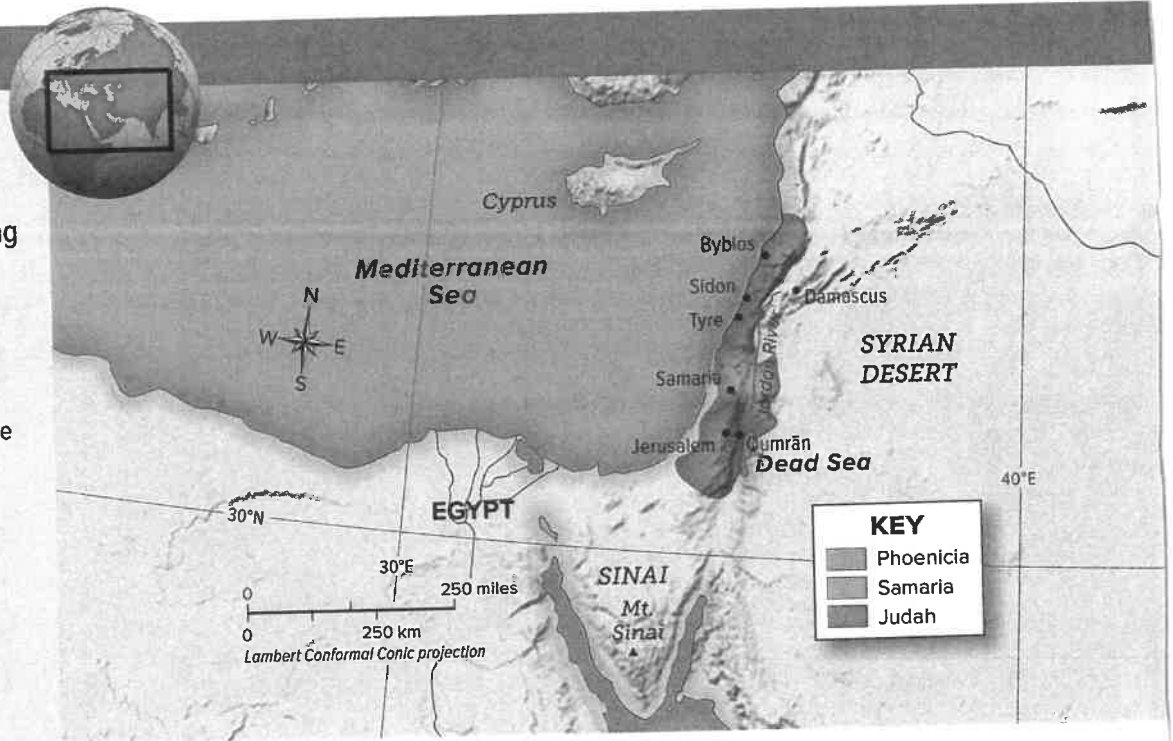
JUDAEA c. 70 C.E.

GEOGRAPHIC REASONING

There are rocky cliffs along the shores of the Dead Sea. Caves in these cliffs contained the Dead Sea Scrolls.

1. **SPATIAL THINKING** Describe the location of the Dead Sea in relation to the Mediterranean Sea.

2. **EXPLORING CULTURE** Why would the discovery of the Dead Sea Scrolls be considered so significant?



the written law but rejected oral law. The Sadducees favored **cooperation** with the Romans. They wanted to keep peace and order in Judaea.

A third group was called the Essenes (ih•SEENZ). They were priests who broke away from the Temple in Jerusalem. Many Essenes lived at Qumrān, an area in the desert near the Dead Sea. They spent their lives praying and waiting for God to deliver the Jews from Roman rule. The Essenes followed only the written law of the Torah.

Centuries later, in 1947 C.E., ancient scrolls were found in caves at Qumrān. Because the caves were near the Dead Sea, the scrolls became known as the Dead Sea Scrolls. Many of the scrolls were most likely written by Essenes. The scrolls are important to historians because they reveal details of a particular place and time. They let historians see that Judaism was not always an established religion. The scrolls show that not all followers practiced Judaism in the same way during Roman times.

Some of the scrolls tell a story about a group of Jews who, in exile, developed their own beliefs about good and evil. They saw themselves as alone in the world, surrounded by enemies. They were waiting for someone to lead them. Some scrolls describe the beliefs, holy days, and practices of other Jewish groups. The variety of the scrolls makes some historians believe that the writings were perhaps the contents of a library.

The reasons for hiding the scrolls are unclear. Someone may have wanted to protect them from destruction during times of

conflict with the Romans. Since their discovery, however, the scrolls have helped historians understand more about Judaism during Roman times.

A fourth Jewish group, the Zealots, lived in Judaea. They wanted to fight for their freedom against the Romans. During the 60s, C.E., Jewish hatred of Roman rule reached its peak. Hope remained in the Jewish faith, however. Many Jews were waiting for God to send a deliverer to free them from Roman rule. As **tensions** between Romans and Jews in Judaea increased, the Zealots prepared to act.

JEWISH-ROMAN WARS

In 66 C.E. the Zealots revolted. They overpowered the small Roman army in Jerusalem. Four years later, Roman forces retook the city. They killed thousands of Jews and forced many others to leave. This scattering of Jewish people to different parts of Europe, Asia, and Africa is known as the Jewish Diaspora. The Romans also destroyed the Second Temple in Jerusalem. Today the Western Wall still stands in Jerusalem. This structure is all that remains of the Temple complex. It is a long-standing Jewish custom to come to this wall to pray.

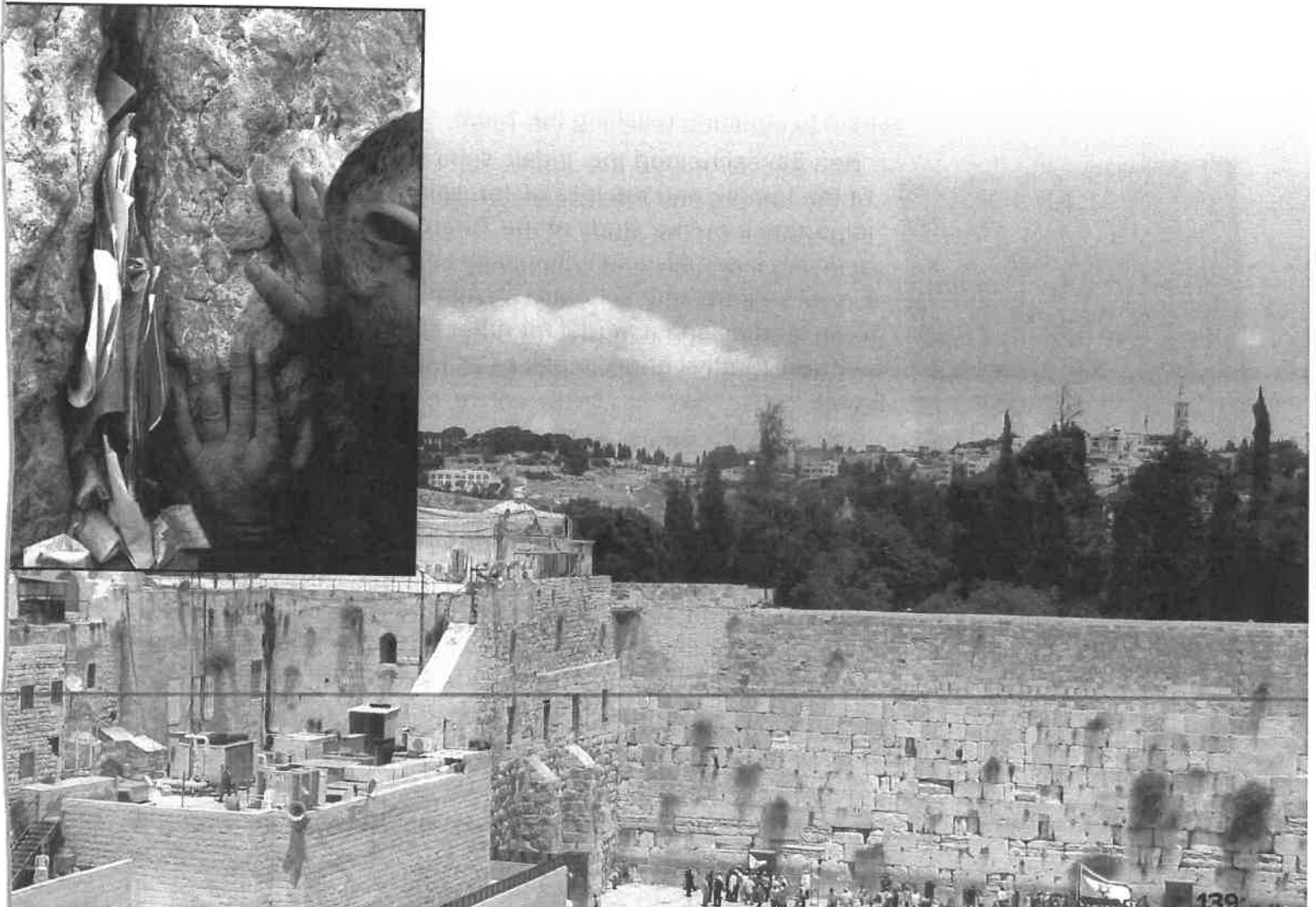
DETERMINING MEANING

In the sentence “As **tensions** between Romans and Jews in Judaea increased, the Zealots prepared to act,” which word would be a synonym for the word tensions: “calmness” or “stress”?

The ancient Western Wall is the only remaining structure of the Temple of Jerusalem. Coming here to pray has been a Jewish custom for hundreds of years. Those who visit the wall often leave prayers on paper stuffed into its cracks. [Modern photos]

EXPLAINING Why might people still come to this site to pray?

©David Silverman/Getty Images News/Getty Images; (bigd)holidaygold/Moment/Getty Images



After a number of years passed, some Jews rebelled once again. In 132 C.E., a military leader named Simon ben Kosiba, known as Bar Kochba, led the Jews in the battle for freedom. However, three years later, Roman forces crushed the revolt. They killed Bar Kochba and many other Jewish leaders during the fighting.

With the revolt put down, the Romans imposed stricter controls and did not allow Jews to live in or even visit Jerusalem. The Romans renamed Judaea and called it Palestine. This name refers to the Philistines, whom the Israelites had conquered centuries before.

THE RABBIS

Despite losing their struggle for independence, the Jews regrouped with the help of their **rabbis** (RA•byz), or religious leaders. The Jewish people no longer had a temple or priests. Instead, the synagogues and rabbis gained importance. The rabbis taught and explained the Torah. They provided moral guidance—accepted notions of right and wrong—to the people.

One of the most famous rabbis was Yohanan ben Zaccai (YOH•kah•nahn behn zah•KY). Ben Zaccai lived in Judaea when Jerusalem fell to the Romans in 70 C.E. He persuaded the Romans to spare the Jewish city of Yavneh. There, he founded a school to continue teaching the Torah.

Ben Zaccai helped the Judaic spirit survive the destruction of the temple and the loss of Jerusalem. He placed great importance on the study of the Torah. He also stressed acts of loving kindness and community service. Because of ben Zaccai's efforts, the school at Yavneh became a center of Torah studies and a model for other schools. Other rabbis founded Torah schools in places as far away as Babylon and Egypt.

Through the efforts of Ben Zaccai and other rabbis, the basic beliefs of Judaism were preserved. Eventually, the rabbis gathered their oral discussions about Jewish law and recorded them in a work known as the Mishnah. Later, the Mishnah was combined with other Jewish legal traditions into an authoritative collection of Jewish tradition known as the Talmud. The word *Talmud* is a Hebrew term that means "instruction." The Talmud became the basis for Jewish teachings throughout the ages.

Even today, the Talmud remains central to Jewish teaching and is the ultimate authority on Jewish law. A prayer at the end of part of the Talmud reveals the Jewish reverence for the Torah:



A part of the Talmud called the Mishnah began as an oral history of Jewish law passed from one generation of rabbis to another. [Date unknown]



“ Make sweet, O Lord, our God, the words of Thy Law in our mouths, and in the mouth of Thy people the house of Israel; and may we, our children, and the children of Thy people the house of Israel, all know Thy Name and learn Thy Law. ”

—from *The Babylonian Talmud, Book 1: Tract Sabbath*, c. 500s C.E.

Rabbis continue to educate students today. They might also perform charity or social functions for their congregations.

✓ CHECKING FOR UNDERSTANDING

- 1. IDENTIFYING PERSPECTIVES** Describe the different groups of Jews and their views on how to deal with the Romans.
- 2. DESCRIBING** How did the rabbis help Judaism survive after the Roman conquests?

ANALYZING PRIMARY SOURCES

- 1. DETERMINING CONTEXT** What was the intention of the rabbis who wrote this passage?
- 2. ANALYZING TEXT PRESENTATION** What descriptive phrase is used to suggest the continued appeal of the Talmud?

LESSON 4 REVIEW AND ACTIVITIES

Time and Place

- 1. EXPLAINING** What was life like for Jews in Greek-ruled lands? How did Jews outside of Judah spread the ideas of Judaism during this time?

Building History-Social Science Analysis Skills

- 2. DESCRIBING** Which group gained control of Judah following Alexander's death? How did they change Judah?
- 3. ANALYZING** Describe the role of Judas Maccabeus in the Jewish revolt against Seleucid rule.
- 4. EXPLAINING CAUSE AND EFFECT** How did ben Zaccai help the Judaic spirit survive the destruction of the temple and the loss of Jerusalem?

Writing About History

- 5. ARGUMENTATIVE WRITING** Imagine you are living in Judaea during the Roman conquest. Write a letter to a friend describing what action you would like to see taken to make Judaea free again.

Collaborating

- 6. SEQUENCING** Work with a partner to create a time line showing the events of the Jewish-Roman wars. Present your completed time line to the class. Discuss the impact of these wars on Jerusalem.

ANALYZING SOURCES

THE ISRAELITES

In the Hebrew Bible God is an active presence in the lives of the Israelites and their ancestors. He made his relationship with the Hebrew people through a series of covenants, or agreements, between God and the people. What do these covenants tell you about the relationship between the Israelites and their God? Who do these covenants apply to?

VOCABULARY

covenant: an agreement or promise

fowl: birds

token: outward sign; symbol

exceedingly: a great amount

multitude: a great number

sojournings: temporary stays

bore: carried

hearken: listen

PRIMARY SOURCE: HEBREW BIBLE

GENESIS 9:8-17

The Hebrew Bible has an account of a flood that destroyed all life on Earth except for a man named Noah, his family, and the animals that he brought with him on a large boat called an ark. In this excerpt from after the flood, God makes a promise to Noah.

“And God spoke unto Noah, and to his sons with him, saying: ‘As for Me, behold, I establish My **covenant** with you, and with your [descendants] after you; and with every living creature that is with you, the **fowl**, the cattle, and every beast of the earth with you; of all that go out of the ark, even every beast of the earth. And I will establish My covenant with you; neither shall all flesh be cut off any more by the waters of the flood; neither shall there any more be a flood to destroy the earth.’ And God said: ‘This is the **token** of the covenant which I make between Me and you and every living creature that is with you, for perpetual generations: I have set My bow in the cloud, and it shall be for a token of a covenant between Me and the earth. And it shall come to pass, when I bring clouds over the earth, and the bow is seen in the cloud, that I will remember My covenant, which is between Me and you and every living creature of all flesh; and the waters shall no more become

a flood to destroy all flesh. And the bow shall be in the cloud; and I will look upon it, that I may remember the everlasting covenant between God and every living creature of all flesh that is upon the earth.’ And God said unto Noah: ‘This is the token of the covenant which I have established between Me and all flesh that is upon the earth.’”

ANALYZE THE TEXT

1. Who does this covenant apply to?
2. According to the excerpt, what symbol does God use for the covenant?

PRIMARY SOURCE: HEBREW BIBLE

GENESIS 17:1-9

According to the Hebrew Bible, the Israelites are descendants of Abraham and his family. In this excerpt, God makes a covenant with Abraham.

“And when Abram was ninety years old and nine, the LORD appeared to Abram, and said unto him: ‘I am God Almighty; walk before Me, and be thou wholehearted. And I will make My covenant between Me and thee, and will multiply thee **exceedingly**.’ And Abram fell on his face; and God talked with him, saying: ‘As for Me,

behold, My covenant is with thee, and thou shalt be the father of a **multitude** of nations. Neither shall thy name any more be called Abram, but thy name shall be Abraham; for the father of a multitude of nations have I made thee. And I will make thee exceeding fruitful, and I will make nations of thee, and kings shall come out of thee. And I will establish My covenant between Me and thee and thy [descendants] after thee throughout their generations for an everlasting covenant, to be a God unto thee and to thy [descendants] after thee. And I will give unto thee, and to thy [descendants] after thee, the land of thy **sojournings**, all the land of Canaan, for an everlasting possession; and I will be their God.' And God said unto Abraham: 'And as for thee, thou shalt keep My covenant, thou, and thy [descendants] after thee throughout their generations.' ”

ANALYZE THE TEXT

1. Who does this covenant apply to?
2. According to this excerpt how long will this covenant last?

PRIMARY SOURCE: HEBREW BIBLE

EXODUS 19:1-6

According to the Hebrew Bible, Moses led the Israelites out of captivity in Egypt. As the Israelites left Egypt, they camped at a mountain



MULTIPLE PERSPECTIVES

Compare each of the three excerpts from the Hebrew Bible. What do each of the covenants have in common? What do they require from the people accepting the covenant?

known as Mount Sinai. There, Moses received teachings from God which become known as the Torah.

“In the third month after the children of Israel were gone forth out of the land of Egypt, the same day came they into the wilderness of Sinai. And when they were departed from Rephidim, and were come to the wilderness of Sinai, they encamped in the wilderness; and there Israel encamped before the mount. And Moses went up unto God, and the LORD called unto him out of the mountain, saying: 'Thus shalt thou say to the house of Jacob, and tell the children of Israel: Ye have seen what I did unto the Egyptians, and how I **bore** you on eagles' wings, and brought you unto Myself. Now therefore, if ye will **hearken** unto My voice indeed, and keep My covenant, then ye shall be Mine own treasure from among all peoples; for all the earth is Mine; and ye shall be unto Me a kingdom of priests, and a holy nation. These are the words which thou shalt speak unto the children of Israel.' ”

ANALYZE THE TEXT

1. Who does this covenant apply to?
2. What do think the phrase “how I bore you on eagles' wings” means in the context of the passage?

CHAPTER 4 Analysis Skills Activities

Write your answers on a separate piece of paper.

Thinking Like a Historian

1. **EXPLAINING ISSUES** Write an essay about how key leaders influenced the Israelites during the time periods discussed in this chapter. Identify specific leaders who had the most significant effect. Explain how they led during times of conflict.

Understanding Time

2. **SEQUENCING** Create a time line to arrange the events in the order that they occurred.
 - A. The Chaldeans forced thousands of people to leave Jerusalem and live in Babylon.
 - B. David united the Israelite tribes.
 - C. The kingdoms of Israel and Judah were established.
 - D. The Persians defeated the Chaldeans and took over Babylon.
 - E. Samuel anointed Saul as king of the Israelites.
 - F. Alexander the Great introduced the Greek language and culture to Judah.
 - G. King Solomon built the first temple in Jerusalem.

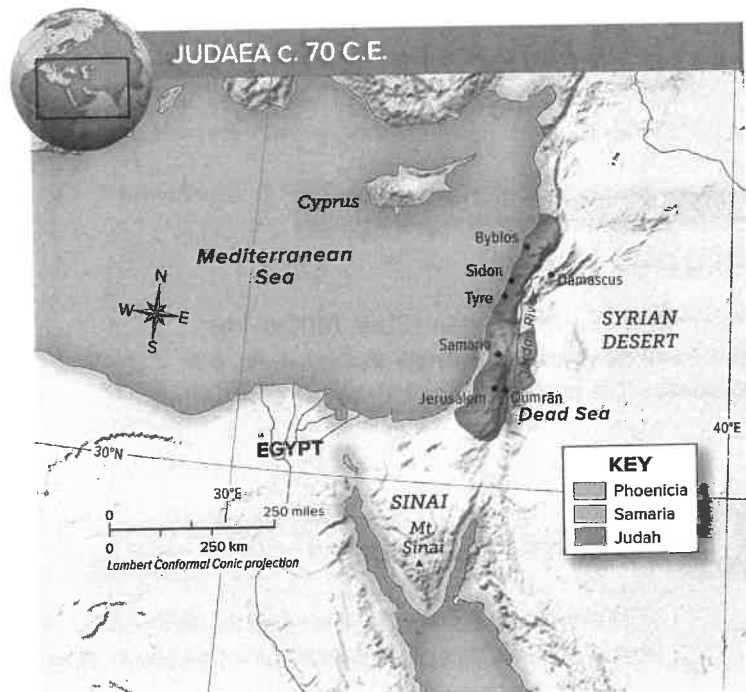
Building Citizenship

3. **PROCESSES, RULES, AND LAWS** The Ten Commandments are said to have shaped the moral principles of many countries. Select one of the Ten Commandments and conduct research to help you learn how it has influenced laws and rules in the United States today.

Geographic Reasoning

Use the map to answer the following questions.

4.
 - A. **USING MAPS** What do the areas of Phoenicia and Samaria have in common?
 - B. **IDENTIFYING** What body of water is located to the east of Judaea?
 - C. **EXPLAINING** Why do you think that none of the areas—Phoenicia, Samaria, and Judaea—did not expand east?
 - D. **USING MAPS** If you were traveling from the Sinai peninsula to the Jordan River, what direction would you be traveling?



CHAPTER 4 Assessment

Write your answers on a separate piece of paper.

Vocabulary Practice

- 1 Define each of these terms as they relate to the ancient Israelites.
- | | |
|-------------|-------------|
| A. prophet | F. scroll |
| B. Exodus | G. seder |
| C. covenant | H. Diaspora |
| D. Torah | I. Zealots |
| E. psalm | |

Short Answer

- 2 **EXPLAINING IDEAS** Based on the teachings of their prophets, what did the Israelites believe about God?
- 3 **IDENTIFYING PATTERNS** Name two other monotheistic religions whose development was influenced by Judaism.
- 4 **VERIFYING** List the products traded by the Phoenicians in the Mediterranean area.
- 5 **ANALYZING** Why did the Israelites in 1100 B.C.E. call for a king? Which of the Israelite kings fulfilled the desires of the people?
- 6 **RELATING EVENTS** What events led to the Babylonian Exile?
- 7 **EXPLAINING IDEAS** What is the Jewish Sabbath? How is it observed?
- 8 **SUMMARIZING** What basic principles about daily living are found in the teachings of the Torah?
- 9 **EXPLAINING** What historic event does the Jewish festival of Hanukkah celebrate?
- 10 **ANALYZING** What is the Talmud, and why is it significant?
- 11 **EXPLAINING IDEAS** How have the Ten Commandments helped shape today's basic moral principles, laws, and democratic beliefs?
- 12 **ANALYZING** Why might the Ark of the Covenant have been an especially sacred object to the Israelites?
- 13 **COMPARING** Compare and contrast the accomplishments of the first three kings of the Israelites.
- 14 **EXPLAINING** Explain the actions taken by the Assyrians after their invasion and conquest of Israel to gain absolute control of the area. Then evaluate the effectiveness of those actions.
- 15 **DETERMINING CONTEXT** Study the chart on the Israelite prophets in Lesson 2. Read the teachings of the various prophets and make a generalization about their messages.
- 16 **DRAWING CONCLUSIONS** Explain the types of information found in the 24 books of the Hebrew Bible and how the contents reflect the culture of the people. Why might such a collection of information be important to a people such as the Jews?
- 17 **EXPLAINING CAUSE AND EFFECT** Why did religious teachers become important community leaders in Jewish society? Include information about the role of religious leaders during the time of Persian control of Judah in your answer.
- 18 **ANALYZING** How did Greek dominance in the Mediterranean help to spread Jewish ideas in that area?
- 19 **CONTRASTING** Contrast the views of the four Jewish groups—the Pharisees, Sadducees, Essenes, and Zealots—on how the Jews should deal with Roman control of Judaea.
- 20 **IDENTIFYING EFFECTS** What effect did the actions of the Romans after they put down the revolt of the Zealots have on the Jewish people and religion?

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Review Lesson	1-4	1	1	1	2	2	3	3	4	4	1	1	2	2	2	3	3	4	4	4

CHAPTER 4 Assessment, continued

Write your answers on a separate piece of paper.

Analyzing Primary Sources

Analyze the excerpt from the Book of Exodus, Chapters 13 and 14, then answer the questions that follow.

66 But God led the people about, by the way of the wilderness by the Red Sea; and the children of Israel went up armed out of the land of Egypt. . . . And the LORD went before them by day in a pillar of cloud, to lead them the way; and by night in a pillar of fire, to give them light; that they might go by day and by night: the pillar of cloud by day, and the pillar of fire by night, departed not from before the people. . . .

And it was told the king of Egypt that the people were [had] fled; and the heart of Pharaoh and of his servants was turned [changed] towards the people, and they said: 'What is this we have done, that we have let Israel go from serving us?' And he made ready his chariots, and took his people with him. And he took six hundred chosen chariots, and all the chariots of Egypt, and captains over all of them. . . . And the Egyptians pursued after them, all the horses and chariots of Pharaoh, and his horsemen, and his army, and overtook them encamping by the sea. . . . And when Pharaoh drew nigh [near], the children of Israel lifted up their eyes, and, behold, the Egyptians were marching after them. . . .

And the angel of God, who went before the camp of Israel, removed and went behind them; and the pillar of cloud removed from before them, and stood behind them; and it came between the camp of Egypt and the camp of Israel; and there was the cloud and the darkness here, yet gave it light by night there; and the one came not near the other all the night. And Moses stretched out his hand over the sea; and the LORD caused the sea to go back by a strong east wind all the night, and made the sea dry land, and the waters were divided. And the children of Israel went into the midst of the sea upon the dry ground; and the waters were a wall unto them on their right hand, and on their left. 99

— JPS Tanakh (1917), Exodus 13:18-22, 14:5-7, 14: 9-10, 14:19-22

- 21 **DETERMINING CENTRAL IDEAS** Which statement best describes the central idea of the second paragraph?
- A. Egyptians and Israelites both used chariots.
 - B. The Egyptians did not have enough soldiers to attack the Israelites.
 - C. The Israelites discovered that the Egyptians were chasing them with a large army.
 - D. The Israelites and the Egyptians fought a large battle near the sea.
- 22 **ANALYZING EVENTS** According to the Book of Exodus, God sent a pillar of smoke during the day and a pillar of fire at night to help the Israelites find their way out of Egypt. Later in the story, how does the purpose of the pillar of cloud change?
- A. The pillar moved to separate the Israelites from the Egyptian armies.
 - B. The pillar caused the sea to open up.
 - C. The pillar moved to help the Egyptian armies.
 - D. The pillar disappeared and left the Israelites to defend themselves from the Egyptians.
- 23 **SUMMARIZING** Which of the following statements best summarizes the events described in the third paragraph?
- A. The Egyptians were saved from the Israelites.
 - B. The Israelites swam into the sea to escape.
 - C. The Israelites were blocked by the sea and the Egyptians captured them.
 - D. The God of the Israelites divided the sea to create an escape route for the Israelites.
- 24 **INFORMATIVE WRITING** The Book of Exodus describes the Jewish belief that their God saved them from the Egyptian army. Identify two or more pieces of evidence from the text to illustrate that belief.
- 25 **EXPLANATORY WRITING** Select two of the following empires and explain the effect that each had on Israelites or Jewish life: Assyrians, Persians, Greek Seleucids, and Romans.

Need Extra Help?

If You've Missed Question	21	22	23	24	25
Review Lesson	1	1	1	1	1-4