

# The Hebrew Kingdoms

## Before You Read: Predicting

Scan the title of the chapter and the lesson titles. Write three questions you think might be answered in the chapter. One example is

*What were the origins of the Hebrew people?*

As you find the answers to your questions as you read, write them in your notebook.

## Big Ideas About the Hebrew Kingdoms

**Belief Systems** Belief systems and religions may shape government and societies.

Although the ancient Hebrews were a small group of people, their impact on world history has been great. The Hebrews have contributed to civilizations across Europe, Asia, and the Americas. The beliefs of the Hebrew people have been important in the development of religion and law in Western civilization.

### Integrated Technology

#### eEdition

- Interactive Maps
- Interactive Visuals
- Starting with a Story



#### INTERNET RESOURCES

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- WebQuest
- Homework Helper
- Research Links
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- Quizzes
- Maps
- Test Practice
- Current Events



## AFRICA

-  Assyrian Empire, 650 B.C.
-  Babylonian Empire, 600 B.C.

## SOUTHWEST ASIA

## WORLD

**1800 B.C.**

Abraham and his family leave Ur on their way to Canaan. (Russian icon showing Abraham and Sara) ▶



**c. 1250 B.C.**

Moses leads Hebrews out of Egypt.

1800 B.C.

1500 B.C.

1200 B.C.

**1200 B.C.**

Olmec civilization emerges in southeast Mexico. (Olmec jade head) ▶





# Southwest Asia, 700–600 B.C.

INTERACTIVE

0 200 400 miles  
0 200 400 kilometers



**586 B.C.**  
Babylonians capture Jerusalem and destroy Solomon's Temple.

**A.D. 70**  
Romans under Titus destroy Herod's temple in Jerusalem. (bust of Titus) ▶



**600 B.C.**

**300 B.C.**

**B.C. A.D.**

**A.D. 300**

**771 B.C.**  
Nomads in China sack the Zhou capital and murder the monarch.

**500 B.C.**  
Zapotecs found Monte Albán. (Zapotec urn from Monte Albán in Mexico) ▶



**A.D. 300**  
Aksum kingdom emerges in East Africa.



# Ruth and Naomi

**Background:** The Hebrews settled throughout parts of what are now Israel and Lebanon. Their laws, religious customs, and beliefs were different from those of other peoples in that region. However, Hebrews and other groups sometimes learned to understand each other.

One example of this understanding is the Hebrew Bible story of Ruth and Naomi. Naomi, with her husband and sons, had left Israel and moved to Moab, a land east of the Dead Sea in present-day Jordan. Naomi's sons married women from Moab, including Ruth. Ruth, who was not a Hebrew, was an ancestor of King David of Israel.





**N**aomi, her husband, and their sons had come to live in Moab many years ago. They fled a famine in their native land. Once settled in Moab, one of the sons married Ruth, a woman of Moab. In this way, they all became one family.

Now Ruth's husband, father-in-law, and brother-in-law have all died. Ruth's mother-in-law, Naomi, tells her that she is going back to Israel. Ruth tells Naomi that she will go with her. Naomi is touched by Ruth's loyalty but thinks she should reconsider.

Naomi urges Ruth to stay in Moab, where Ruth will find a new husband among her own people. Ruth knows that the Hebrews have a different faith. They do not make statues of gods. They worship only one God.

Ruth thinks about the love and friendship she has for Naomi. She thinks about her dead husband, Naomi's son. Ruth thinks about which group of people, both of whom she loves, she will choose to live with. Then Ruth says to Naomi, "Wherever you go, I will go. Wherever you lodge, I will lodge. Your people shall be my people and your God my God."

When Naomi returns to Israel, Ruth goes with her out of loyalty to Naomi and her family. Later, Ruth marries a Hebrew and declares that she will worship his God. One of their descendants is David, the second king of Israel. David, one of the greatest figures in the history of the Hebrews, represents the coming together of different peoples and traditions.

**How might Ruth's decision affect her understanding of other people and cultures?**

## Reading & Writing

- 1. READING: Setting** The setting of the story is the time and place of the action. The time may be past, present, or future. The place may be real or imaginary. With a partner, discuss the time and place of the story of Ruth and Naomi.
- 2. WRITING: Exposition** Imagine that you are Ruth. Write a letter to your great-grandson, King David of Israel. Explain to him what your homeland in Moab was like, why you chose to leave, and how your life changed when you moved to a new land.

## Lesson

# 1

### MAIN IDEAS

- 1 Belief Systems** The Hebrews believed in one God and tried to follow his commandments.
- 2 Geography** Enslaved Hebrews returned from Egypt to Canaan to reclaim land.
- 3 Government** Hebrew leaders called judges attempted to rule according to their understanding of God's laws.

### TAKING NOTES

#### Reading Skill: Understanding Cause and Effect

A cause makes something happen. An effect is a result of a cause. Following causes and effects will help you understand the main ideas in this lesson. In Lesson 1, look for the effects of each event or cause listed in the chart. Record them on a chart like the one below.

Causes	Effects
Abraham leaves Ur.	
Moses leads people out of Egypt.	
Moses climbs Mount Sinai.	

 Skillbuilder Handbook, page R26

### Words to Know

Understanding the following words will help you read this lesson:

**shepherd** a person who takes care of a group of sheep (page 325)

*A group of sheep that a shepherd watches over is usually called a flock.*

**promise** to pledge to do something (page 325)

*Some people believe that God promised to give the land of Israel to the Jews.*

**fame** great reputation; public esteem; renown (page 329)

*Some people gained fame for military feats and some for intellectual feats.*



▲ Torah Case The Tik, or Torah case, shown above was made in Iraq in the early 20th century.



Abraham

monotheism

Judaism

Moses

Exodus

Ten Commandments

# The Origins of the Hebrews

**Build on What You Know** You have probably noticed that plants grow better in green, well-watered places. And you have learned how early cities developed in the Fertile Crescent. Within this region is an area that, partly because of its fertility, became the home of the Hebrews.

## The Hebrew People in Canaan

**1 ESSENTIAL QUESTION** What is the central belief of the Hebrews?

The first five books of the Hebrew Bible are called the Torah (TAWR•uh). The Hebrews believed that these holy books, or scriptures, were given to them by God. The Torah gives the early history, laws, and beliefs of the Hebrews. It consists of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Later, there were Commentaries, or interpretations, written about the Torah.

**P** Primary Source Handbook

See the excerpt from the Hebrew Bible: The Creation, page R45.

**From Ur to Canaan** A shepherd named **Abraham** was the father of the Hebrews. Abraham lived in Ur, a city in Mesopotamia, about 1800 B.C. According to the Torah, God told Abraham to leave Ur and go to Canaan (KAY•nuhn). Abraham believed that if he went to Canaan, the land would belong to his descendants because it was promised to them by God. Because of this, the Hebrews thought of Canaan as the Promised Land. With his family, Abraham settled in Canaan. (See map below.)





▲ **Abraham and Family** This painting shows Abraham and his family during their journey to Canaan.

**Judaism and Monotheism** Throughout the ancient world, people were polytheists (*poly* means “many” and *theos* means “god”). This means that they worshiped many gods. The Hebrews believed that God spoke to Abraham and gave him important teachings. Abraham taught the belief in one all-powerful God who established moral laws for humanity. This belief is called **monotheism** (*mono* means “one”). **Judaism** today is descended from the religion of the ancient Hebrews. The name comes from the tribe of Judah, one of the 12 tribes descended from Abraham.

According to the Torah, during troubled times the Hebrews held to their belief in God. They believed that a covenant (KUHV•uh•nuhnt), or a binding agreement, existed between God and Abraham and his descendants. They took courage from God’s pledge to give a homeland to Abraham’s descendants if they followed the laws of their faith and practiced righteousness and justice.

**P** Primary Source Handbook

See the excerpt from the Hebrew Bible: Noah and the Flood, page R46.

**REVIEW** How was Judaism different from other religions?

## Canaan to Egypt and Back

**2** **ESSENTIAL QUESTION** Why did the Hebrews go to Egypt?

Over time, the Hebrews in Canaan took a new name—the Israelites. Their name came from Abraham’s grandson Jacob. According to the Torah, he was given the name *Israel*. Jacob had 12 sons. Ten of these sons and two grandsons were the fathers of the 12 tribes.



**Moses Leads the Israelites** The Torah tells of a terrible famine in Canaan. The starving Israelites went to Egypt, where Jacob's son Joseph served as top adviser to Egypt's pharaoh.

In time, a new pharaoh came to power. He enslaved the Israelites and forced them to work on his building projects. The Torah tells how **Moses** helped the Israelites leave Egypt. The migration of the Israelites from Egypt is known as the **Exodus**.

**The Ten Commandments** After leaving Egypt, the Israelites wandered in the Sinai desert for 40 years, living as nomads. According to the Torah, Moses climbed to the top of Mount Sinai, where God spoke to him. When Moses came down the mountain, he carried two stone tablets that contained the **Ten Commandments**. These commandments became the basis for the laws of the Israelites. The commandments later became an important part of the moral and ethical traditions of Western civilization.

#### Vocabulary Strategy

The word *exodus* comes from the Greek word *exodos*. It combines the **root** *hodos*, which means "way" or "journey," with the **prefix** *ex-*, which means "out."

### Primary Source

**Background:** According to the Torah, the Ten Commandments are the ten laws given by God to Moses on Mount Sinai. These orders serve as the basis for the moral laws of the Hebrews.



▲ Moses with tablets of Ten Commandments

### The Ten Commandments\*

1. I am the Lord your God who brought you out of the land of Egypt, the house of bondage: You shall have no other gods besides Me.
2. You shall not make for yourself a sculptured image. . . .
3. You shall not swear falsely by the name of the Lord your God. . . .
4. Remember the Sabbath day and keep it holy. . . .
5. Honor your father and your mother. . . .
6. You shall not murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not bear false witness against your neighbor.
10. You shall not covet [desire]. . . anything that is your neighbor's.

*Exodus 20:2–14*

\* Christians word the commandments in ways slightly different from this Jewish version.

#### DOCUMENT-BASED QUESTIONS

1. What are the first four commandments concerned with?
2. What do the last six commandments have in common that makes them different from the first four?



**An Agreement Confirmed** The Israelites believed that the giving of the commandments reaffirmed their covenant with God. They thought that God would protect them. The people, in turn, would obey his laws. They believed that God through his commandments had set down moral laws for all humanity.

**REVIEW** Who led the Israelites in their escape from slavery in Egypt?

## Return to the Promised Land

**3 ESSENTIAL QUESTION** What role did the judges play in the life of the ancient Israelites?

By the time the Israelites returned to Canaan, many years had passed. The other groups who lived there were subject to powerful rulers who lived in walled cities. Moses picked Joshua to lead the people into Canaan.

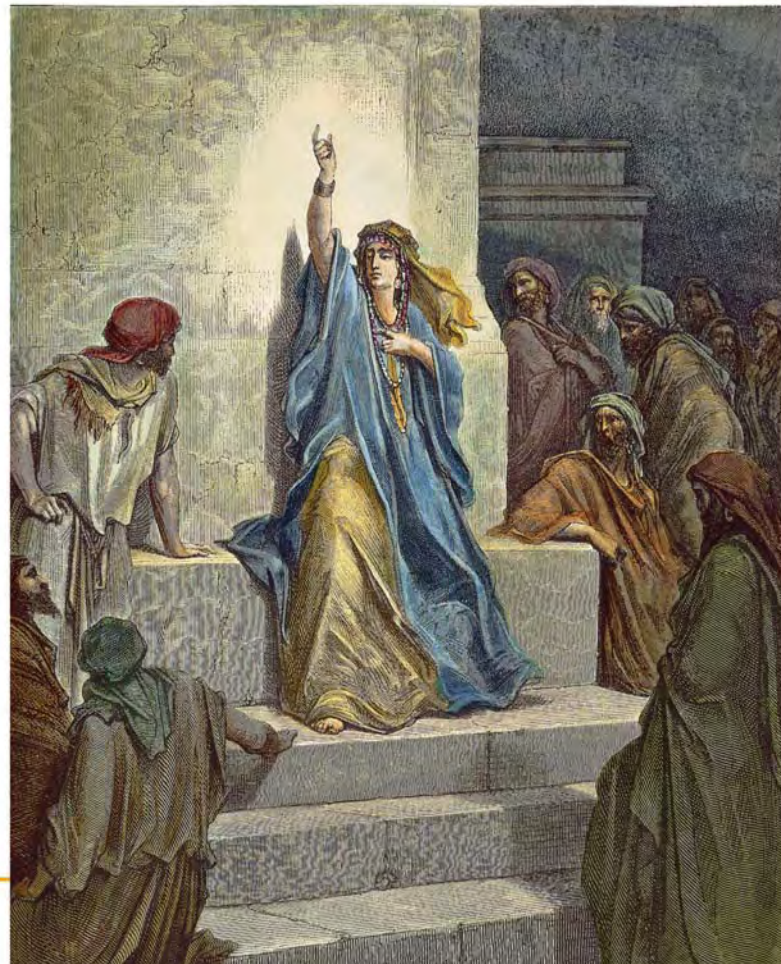
**The 12 Tribes of Israel** The Israelites entering Canaan were organized into 12 tribes. Each tribe was named after one of Jacob's sons or grandsons. The men of these tribes became Joshua's troops. They formed a fighting force united by their goal of reclaiming the land from the city states. The first city to fall to the Israelites was Jericho. The movement to reclaim Canaan continued for 200 years.

Once the fighting ended, the Israelite soldiers became farmers and herders. The 12 tribes divided the land among themselves. Some received land in the mountains. Others settled on the plains. Tribes that lived near each other formed close ties, because they shared beliefs, problems, and enemies.

### Judges Lead the Israelites

During the 200 years of war, no single powerful leader led the Israelites. Instead, they sought advice from many different

**Judges** This engraving portrays the judge Deborah. ▼



leaders called judges. These were highly respected men and women of the community.

The first judges acted as military leaders. Later judges gave advice on legal matters and helped settle conflicts. Judges such as Gideon, Samson, and Samuel gained fame throughout Canaan for their strength and wisdom. Deborah was one of the most famous judges. She inspired a small force of fighters to victory against a large Canaanite force near Mount Tabor.

The judges played a key role in keeping the 12 tribes united. When the Israelites lacked a strong judge as a leader, some tribes turned away from traditional religion. They made offerings to other gods. The judges spoke out against these practices.

**REVIEW** Who were some of the important judges of Israel?

## Lesson Summary

- Abraham led the Hebrews to Canaan.
- Moses received the Ten Commandments from God.
- The judges led the Israelites in Canaan.

## Why It Matters Now . . .

Judaism was the first monotheistic religion and influenced other world religions, particularly Christianity and Islam.

# 1 Lesson Review



## Terms & Names

1. Explain the importance of

Abraham	Judaism	Exodus
monotheism	Moses	Ten Commandments

## Using Your Notes

**Understanding Cause and Effect** Use your completed chart to answer the following question:

2. What was one effect of each of the following causes shown in the chart?

Causes	Effects
Abraham leaves Ur.	
Moses leads people out of Egypt.	
Moses climbs Mount Sinai.	

## Main Ideas

3. What religious beliefs made the Hebrews different from other ancient peoples?
4. What part did Moses play in the Exodus from Egypt?
5. Why did the return of the Hebrews to Canaan cause conflicts with other peoples living there?

## Critical Thinking

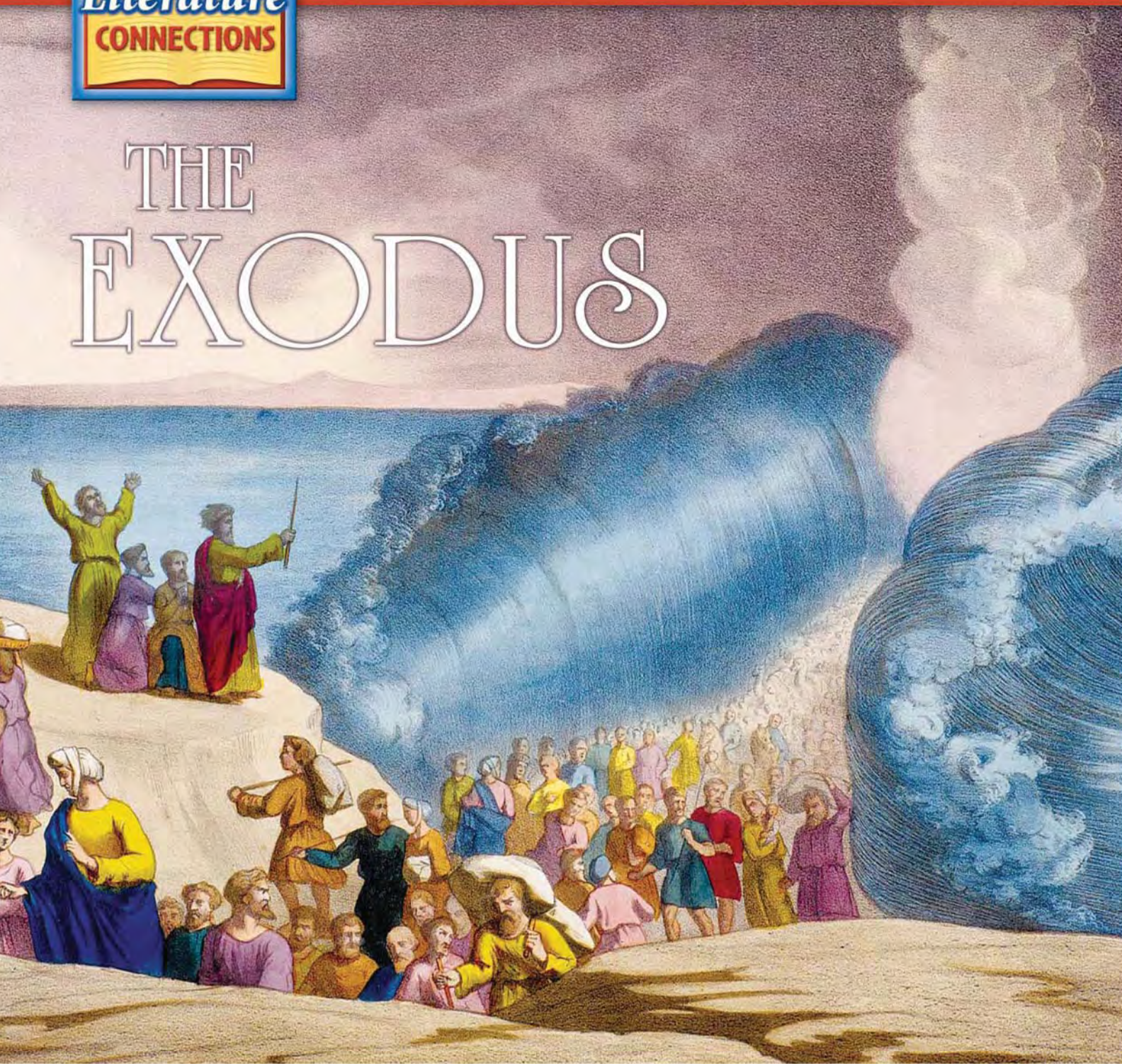
6. **Summarizing** What covenant between God and the Hebrews did the Hebrews believe the Ten Commandments reaffirmed?
7. **Drawing Conclusions** How did the Hebrew belief in a Promised Land affect their actions in Egypt and Canaan?

## Activity

**Making a Map** Trace the map that shows the route of Abraham and his family out of Ur on page 325. Add to the map the geographic challenges they faced.



# THE EXODUS



**Background:** According to the Torah, God commanded Moses to lead the Hebrews out of slavery in Egypt. Moses went to the pharaoh and pleaded with him to let the Hebrew people go. After God sent a series of plagues, the pharaoh agreed. Then he changed his mind and led his troops to stop the Hebrews. The Exodus became an inspirational story to other people attempting to flee slavery, such as African Americans in the South before the Civil War. This version of the Exodus is taken from *The Children's Bible: The Old and New Testaments*.





▲ **Moses** This painting, titled *The Parting of the Red Sea*, shows Moses leading the Hebrews in their flight from Egypt.

Continuing their journey from Succoth, the Israelites camped at Etham, at the edge of the wilderness. And the Lord went before them by day in a pillar of cloud to show them the way, and by night in a pillar of fire to give them light, so that they could travel by day and night. He did not take away from the people the pillar of cloud by day nor the pillar of fire by night.

It was told to the king of Egypt that the people had fled, and the hearts of Pharaoh and his servants were moved against the people, and they said: “Why have we done this, and let Israel free from serving us?”

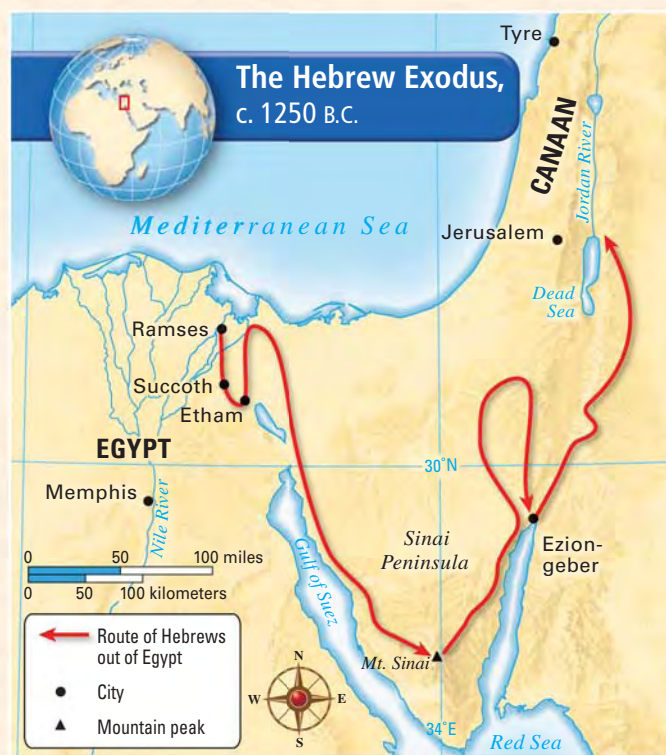
Then Pharaoh made ready his chariots and took his people with him. He took six hundred chosen chariots, of all the chariots of Egypt, and put captains over all of them.

The Lord hardened the heart of Pharaoh, king of Egypt, and Pharaoh pursued the children of Israel, for the children of Israel had gone out proudly.

The Egyptians came after them, all the horses and chariots of Pharaoh, his horsemen and his army, and overtook them camping beside the sea, near Pihahiroth, before Baalzephon.

When Pharaoh came near, the children of Israel looked up, and, seeing the Egyptians marching after them, they were very frightened. Then the children of Israel cried out to the Lord, and they said to Moses:

“Were there no graves in Egypt? Have you brought us away to die in the wilderness? Why have you treated us in this way, in bringing us out of Egypt? Did we not tell you in Egypt, ‘Let us alone, so that we may serve the Egyptians?’ For it would have been better for us to serve the Egyptians than to die in the wilderness.”



**REVIEW** Why were the Israelites upset?



“Do not be afraid,” said Moses to the people. “Stand still and watch the power of the Lord to save you, as he will show you today, for the Egyptians whom you have seen today you shall never see again. The Lord will fight for you if you will be calm.”

And God said to Moses: “Why do you cry to me? Tell the children of Israel to go forward. But you must lift up your rod and stretch out your hand over the sea, and divide it. And the children of Israel shall go on dry land through the middle of the sea.

“And you shall see that I will harden the hearts of the Egyptians, and they shall follow you. Then I will show my power over Pharaoh and over all his armies, his chariots and his horsemen. And the Egyptians shall know that I am the Lord, when I have shown my power.”

Then the angel of God which went before the camp of Israel moved and went behind them. The pillar of cloud moved from in front of them and rose up behind them. It came between the camp of Israel and the camp of the Egyptians, but it gave light by night to Israel, so that the Egyptians did not come near Israel all that night.

Then Moses stretched out his hand over the sea, and the Lord caused the sea to go back by making a strong east wind blow all that night. It made the sea dry land, and the waters were divided.

The children of Israel walked into the middle of the sea upon the dry ground, and the waters were a wall on their right hand and on their left.

**REVIEW** What happened when Moses stretched his hand over the sea?

**Exodus** This depiction of Moses and the passage of the Red Sea is from a French illuminated manuscript, about 1250 A.D. ▶





The Egyptians pursued them and went into the middle of the sea after them, all Pharaoh's horses, his chariots and his horsemen.

When morning came, the Lord looked down on the army of the Egyptians through the pillar of fire and the cloud, and troubled the forces of the Egyptians. He made the wheels fall off their chariots and made them drive heavily, so that the Egyptians said, "Let us flee from the children of Israel, for the Lord fights for them against the Egyptians."

Then God said to Moses: "Stretch out your hand over the sea, so that the waters may come together again and cover the Egyptians, their chariots and their horsemen."

Moses stretched out his hand over the sea, and the sea returned to its bed when the morning appeared. The Egyptians fled before it, but the Lord overthrew the Egyptians in the middle of the sea. The waters returned and covered the chariots and the horsemen, and all the forces of Pharaoh that had followed him into the sea. Not one of them survived.

But the children of Israel had walked on dry land in the middle of the sea, and the waters had formed a wall for them on their right hand and on their left. Thus the Lord saved Israel that day from the hands of the Egyptians, and the Israelites saw the Egyptians dead upon the sea shore.

When Israel saw the great work the Lord did against the Egyptians, the people stood in awe of the Lord, and believed in him and his servant Moses.



▲ Chariot A pharaoh in his chariot hunts desert animals.

**REVIEW** Whom did the Israelites credit for the destruction of their enemies?

## Reading & Writing

- 1. READING: Character** With a partner, discuss the character of Moses as it is revealed in his actions. Then make a list of words that describe his character.
- 2. WRITING: Narration** Write a dialogue between two soldiers in Pharaoh's army. Have them discuss their mission in pursuing the Hebrews.



## MAIN IDEAS

- 1 **Government** The Israelites built a small nation.
- 2 **Government** Conflict divided the Israelites and made them vulnerable to outside invaders.
- 3 **Belief Systems** The exiled Israelites returned to their homeland with beliefs that carried them through difficult times.

## TAKING NOTES

### Reading Skill:

#### Explaining Chronological Order and Sequence

To put events in sequence means to put them in order based on the time they happened. As you read Lesson 2, make a note of things that happened in the kingdoms of Israel and Judah. Use a time line like this one to put events in order.



 Skillbuilder Handbook, page R15



▲ **Mezuzah** Traditionally, Jews keep a scroll of an important scripture passage in a mezuzah (a container often attached to a doorpost) like the one shown here. This practice is in keeping with the teachings of Deuteronomy 6:9 and 11:20.

## Words to Know

Understanding the following words will help you read this lesson:

**dispute** an argument or quarrel (page 336)

*Often, kings act as judges, settling important legal disputes.*

**outcome** something that happens as a result or consequence (page 337)

*The division of Israel was an outcome of disagreements among the kingdom's different tribes.*

**threat** a warning of possible danger (page 337)

*Faced with an external threat, the tribes united to defend themselves.*

**sustain** to support the spirits of (page 338)

*Sustained by their religious faith, the Jews were able to overcome tremendous hardships.*

# Kingdoms and Captivity

## TERMS & NAMES

David

Solomon

Babylonian  
Captivity

Messiah

prophets

**Build on What You Know** You have learned that the Israelites came back to Canaan from Egypt. When they returned, they fought to regain control of the land and clashed with their neighbors.

## The Kingdom of Israel

**1 ESSENTIAL QUESTION** Who were some of the early kings of Israel?

The Israelites' belief in one God and their religious practices set them apart from others in the region. They traded with other groups in Canaan but did not adopt their culture or beliefs. However, sometimes individuals from different groups did mix. One such example is the story of Ruth and Naomi, which you read at the beginning of the chapter.

**Saul and David** About 1029 B.C., the Israelites faced the Philistines, another people in the area. The Philistines invaded and conquered Israelite territory.

The Israelites agreed to unite under one king in order to fight the Philistines, although many feared a king with too much power. A judge named Samuel shared these concerns, but helped select the first kings of the 12 tribes.

## Connect to Today

**Judah and Philistia** A flock of sheep grazes in hills once part of the kingdom of Judah. ▼

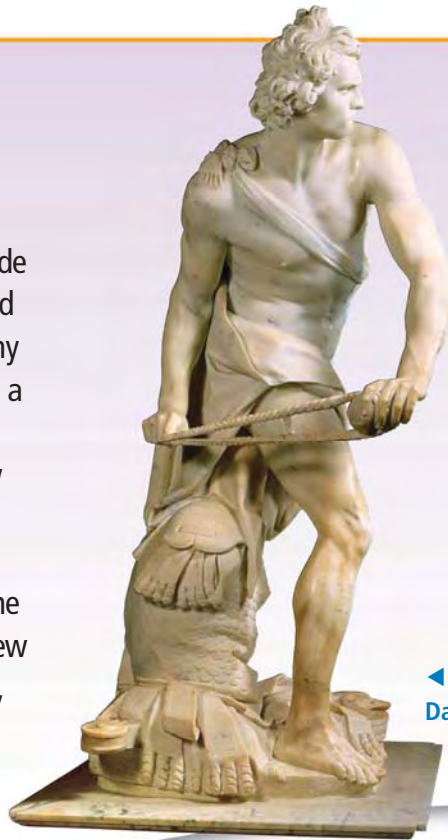




### David (ruled during the 900s B.C.)

David organized a central government and made Jerusalem the capital of Israel. He expanded the borders of Israel and helped its economy grow by encouraging trade with Phoenicia, a neighbor on the Mediterranean coast.

According to the Hebrew Bible, David slew the Philistine giant Goliath. David, who was Israel's second king, was also a fine poet and musician. He is said to have written many of the beautiful prayers and songs found in the Hebrew Bible's Book of Psalms. By the time David died, Israel had become an independent and united kingdom mostly at peace with its neighbors.



◀ Sculpture of David by Bernini

**A New Leader** The Israelites chose Saul, a respected military leader, as their first king in 1020 B.C. Under Saul, the Israelites fought the Philistines. These battles forced the Philistines to loosen their control over the Israelites. After Saul's death, the Israelites looked for a new leader.

According to the Hebrew Bible, Samuel chose a young man named **David** as the next king. The choice was a wise one. In about 1000 B.C., David and the Israelites drove out the Philistines. David won control of Jerusalem.

**Solomon** David established a line of kings. He chose his son **Solomon** to succeed him. Solomon became the third king of Israel in about 962 B.C. Solomon, too, was a strong leader.

During Solomon's rule, Israel became a powerful nation. Solomon built on the trade ties between Phoenicia and Israel established by David. Solomon also formed new trade alliances.

Solomon oversaw many building projects. His most famous was the Temple in Jerusalem. (See pages 318–319.) The Temple became the center of religious life for the Israelites. People came there from all parts of the kingdom to say prayers and leave offerings. Many also came to ask the wise king to settle their disputes.

**P** Primary Source Handbook

See the excerpt from the Hebrew Bible: Psalm 100, page R50.

**P** Primary Source Handbook

See the excerpt from the Hebrew Bible: Proverbs, page R49.

**REVIEW** Why did the Israelites decide to choose a king?



## The Kingdom Divides

**2 ESSENTIAL QUESTION** What was the outcome of the conflict among the Israelites?

Faced by a threat of attack, Israelite tribes formed the kingdom of Israel. When the threat ended, the kingdom divided.

**Israel and Judah** King Solomon died in 922 B.C. When Solomon's son became king, the northern tribes refused to pledge their loyalty until he agreed to lighten their taxes and end their labor on building projects. When he refused, the tribes rebelled. Only the tribes of Judah and Benjamin remained loyal.

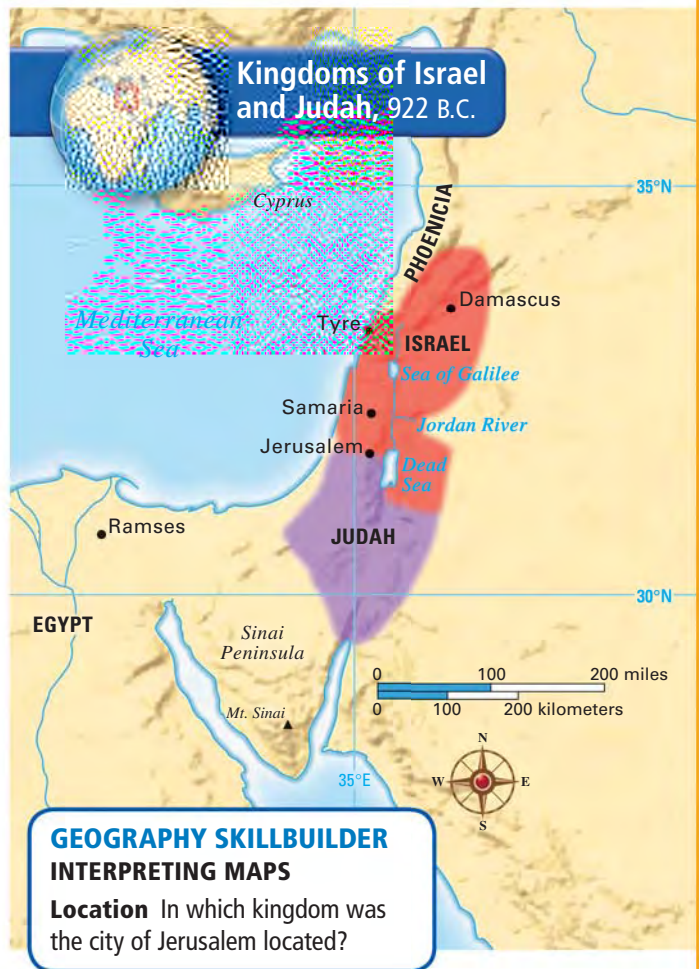
Israel split into two separate kingdoms. The northern part continued to be called Israel. The two tribes in the southern area, which included Jerusalem, called their new nation Judah. The words *Judaism* and *Jews* come from the name Judah.

Two separate kingdoms existed for about two centuries. Throughout this period, Jerusalem remained an important center of worship.

**Assyrians and Babylonians Take the Land** By 738 B.C., both kingdoms faced new threats to their independence from the Assyrians. The Assyrians forced Israel and Judah to pay tribute. In 722 B.C., Assyria invaded Israel, whose army was weak, and conquered it. The kingdom of Israel ended. Around 612 B.C., the Assyrian Empire fell to the Babylonians. (You read about this in Chapter 4.)

For many years, King Nebuchadnezzar ruled Babylonia. In 586 B.C., Nebuchadnezzar captured Jerusalem. When Judah's leaders resisted his rule, the Babylonians destroyed the Temple in Jerusalem. They took thousands of Jews to Babylon as slaves.

**REVIEW** What conflicts caused Israel to split into two kingdoms?





## Jewish Exiles Return to Judah

### 3 ESSENTIAL QUESTION What hope sustained the Jews in exile?

The exiles from Judah spent about 50 years in Babylon. This time is known as the **Babylonian Captivity**. During this period, the Israelites became known as the Jews.

**Beliefs During the Babylonian Captivity** During their years in Babylon, the Jews struggled to keep their identity. They continued to observe religious laws, celebrate holy days, and worship as they had in Judah. They hoped someday to return to their homeland in Judah and rebuild the Temple in Jerusalem.

The exiles also looked forward to a time when they would have their own king again. Before the exile, Hebrew leaders were anointed, or had special oils poured on their heads, when they assumed their offices. The Hebrew word **Messiah** (mih•SY•uh) means an “anointed one” charged with some task or leadership. Throughout the centuries of foreign rule, the people kept hoping for their own king. This was sometimes expressed as a hope for an anointed king, an heir to the throne of David, a Messiah.

During times of trouble, both in Judah and in exile, the Jewish people turned to spiritual leaders called **prophets** for advice. These were men and women thought to have a special ability to interpret God’s word. They warned the people when they strayed from the Jewish code of conduct. They criticized rulers who were not living according to God’s laws. The prophets also comforted the people in times of trouble.

**The Temple Is Rebuilt** In 539 B.C., the Persians conquered Babylonia. As you learned in Chapter 4, Lesson 3, the Persian

#### **P** Primary Source Handbook

See the excerpt from the Hebrew Bible: Daniel in the Lions’ Den, pages R47–48.

**Cyrus the Great** This engraving shows Cyrus giving objects from the destroyed Temple to the Jews. ▼



king Cyrus set up a policy of religious toleration in his empire. In 538 B.C., Cyrus freed the Jewish exiles from captivity and allowed them to return to their homeland in Judah.

Soon after most of the exiles returned to Judah, they began rebuilding the Temple in Jerusalem. The beautiful Temple Solomon had built lay in ruins. Grass grew between the crumbling walls. Workers completed the new Temple sometime around 515 B.C.

**REVIEW** How did the exiles maintain their identity in Babylon?

### Lesson Summary

- Saul, David, and Solomon were the first kings of Israel.
- After the death of Solomon, the kingdom of Israel split into two smaller kingdoms—Israel and Judah.
- The Babylonian conquest destroyed the Temple and forced the people of Judah into exile in Babylon.

### Why It Matters Now . . .

During the years in captivity, the exiles maintained the religious beliefs and practices that are part of Jewish life today.



▲ **Ivory Pomegranate** This ivory fruit is believed to be the only remaining relic from Solomon's Temple. Almost two inches high, the object may have decorated an altar.

## 2 Lesson Review

### Terms & Names

1. Explain the importance of

David	Babylonian Captivity	prophets
Solomon	Messiah	

### Using Your Notes

#### Explaining Chronological Order and Sequence

Use your completed time line to answer the following question:

2. Which empire destroyed the kingdom of Israel, and which empire took the Jews into captivity?



### Main Ideas

3. What were Solomon's achievements as king of Israel?
4. What was the role of prophets in Jewish life in the ancient world?
5. What event ended the Babylonian Captivity?

### Critical Thinking

6. **Drawing Conclusions** How did fighting among the tribes of Israel make it easier for their enemies to conquer them?
7. **Making Inferences** Why do you think Jewish exiles wanted to rebuild the Temple as soon as they returned to their homeland?

### Activity

**Writing a Narrative** Look at the illustration on pages 318–319 and reread "Solomon" on page 336. Write a narrative story about one of the visitors or travelers to the Temple.




# Constructing Time Lines

**Goal:** To construct a time line in order to understand events in the history of the Hebrews

## Learn the Skill

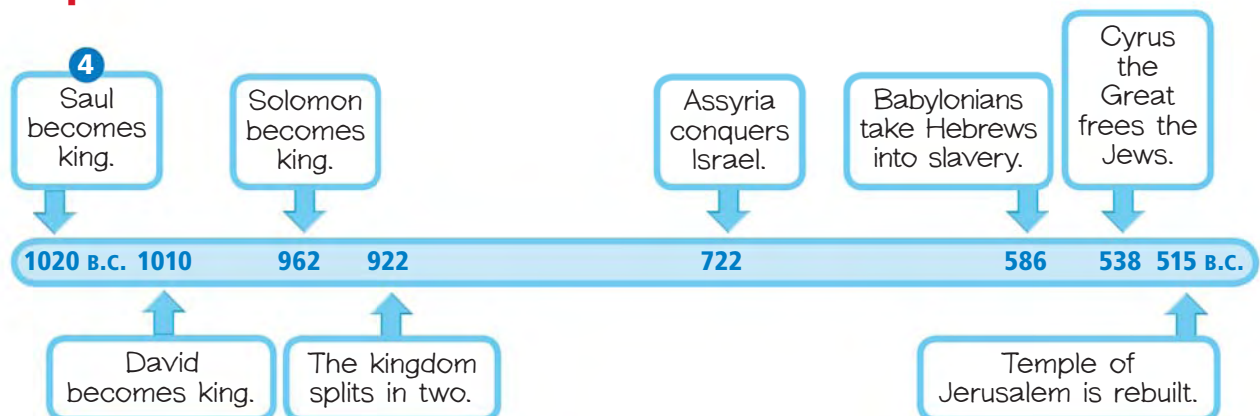
Making a time line is a good way to understand material that includes a lot of dates. Events are placed on a time line in the order that they happened. When events are in the proper order, you can see the relationships among them.

 See the Skillbuilder Handbook, page R14.

## Practice the Skill

- 1 Look for clue words about time as you read the passage at right. These are words such as *first*, *next*, *then*, *before*, *after*, *finally*, and *by that time*. Some of these are identified for you in the passage.
- 2 Use specific dates provided in the text.
- 3 Look for phrases that link two events together to help you find an exact date. For example, to figure out the date of Solomon's death, subtract 40 (the number of years he ruled) from 962, the year his reign began. Remember that B.C. dates decrease as they move forward in time.
- 4 Use a time line like the one below to help you put the events in a passage in the right order. Look for the earliest date to know how to mark the beginning of the time line and latest to mark the end of the time line. This time line is based on the passage you just read.

### Example:



## Secondary Source

In the following passage, the author describes the history of the Hebrew kingdoms. Notice that the passage covers a long period of time. Use the numbered strategies listed under Practice the Skill to help you follow the order of events.

### *The Rise and Fall of the Hebrew Kingdoms*

The **1** first king of Israel was Saul. He became king in **2** 1020 B.C. His successor, King David, reigned from **2** 1010 B.C. to 970 B.C. David expanded the kingdom and established a dynasty that lasted for about 400 years.

The kingdom of Israel reached its peak during the reign of David's son Solomon. He took the throne in **2** 962 B.C. and reigned for **3** 40 years. His greatest achievement was the construction of a great Temple in Jerusalem. **1** After Solomon's death, the kingdom split in two. The northern kingdom was called Israel, and the southern kingdom was called Judah.

The kingdom was not as strong **1** after the split. In **2** 722 B.C., Assyria took over Israel but not Judah. **1** Then in **2** 586 B.C., the Babylonians conquered Judah. Thousands of Jews were taken to Babylon as slaves.

The Jews remained slaves in Babylon until **2** 538 B.C. **1** At that time, Cyrus the Great of Persia conquered the Babylonians. He freed the Jews and allowed them to return to Judah. **1** After their return, the Jews rebuilt the Temple of Jerusalem. It was completed in **2** 515 B.C.



▲ Mosaic King David and King Solomon are shown in this detail from a Byzantine mosaic of the 11th century.

### Apply the Skill

Turn to Chapter 13, Lesson 3. Read the sections "Julius Caesar" and "Emperors Rule Rome." Make a time line like the one at left to show the order of events.



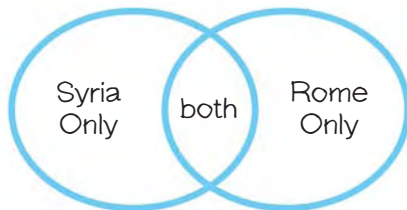
## MAIN IDEAS

- 1 Government** Jews fought against foreign control and regained self-rule.
- 2 Government** Jewish resistance to Roman control resulted in Jews being driven out of their homeland.
- 3 Belief Systems** Living outside their homeland, many Jews remained loyal to their beliefs.

## TAKING NOTES

### Reading Skill: Comparing and Contrasting

Comparing and contrasting means finding ways in which two things are alike and different. In Lesson 3, look for ways in which the Syrians and Romans were alike and different in their treatment of Jewish rebellions and insert them in a Venn diagram like the one below.



 Skillbuilder Handbook, page R4



▲ Menorah This 18th-century brass menorah comes from eastern Europe. Most menorahs have seven branches. The nine-branched version is used in celebration of Hanukkah.

## Words to Know

Understanding the following words will help you read this lesson:

**observe** to practice or celebrate in a customary way (page 343)

*People were no longer free to **observe** their own religion.*

**appoint** to choose or pick for an office, position, or duty (page 344)

*Leaders of the Roman Empire **appointed** officials to lead and govern their overseas territories.*

**faithful** loyal; devoted (page 345)

*The Jews remained **faithful** to their beliefs and established their religion in the new regions in which they settled.*

Diaspora

rabbi

synagogue

# Rome and Judea

**Build on What You Know** The Jews returned to Judah from their long exile in Babylon. As they prepared for self-rule, they recalled how freedom had often been followed by foreign invasion.

## Ruled by Foreigners

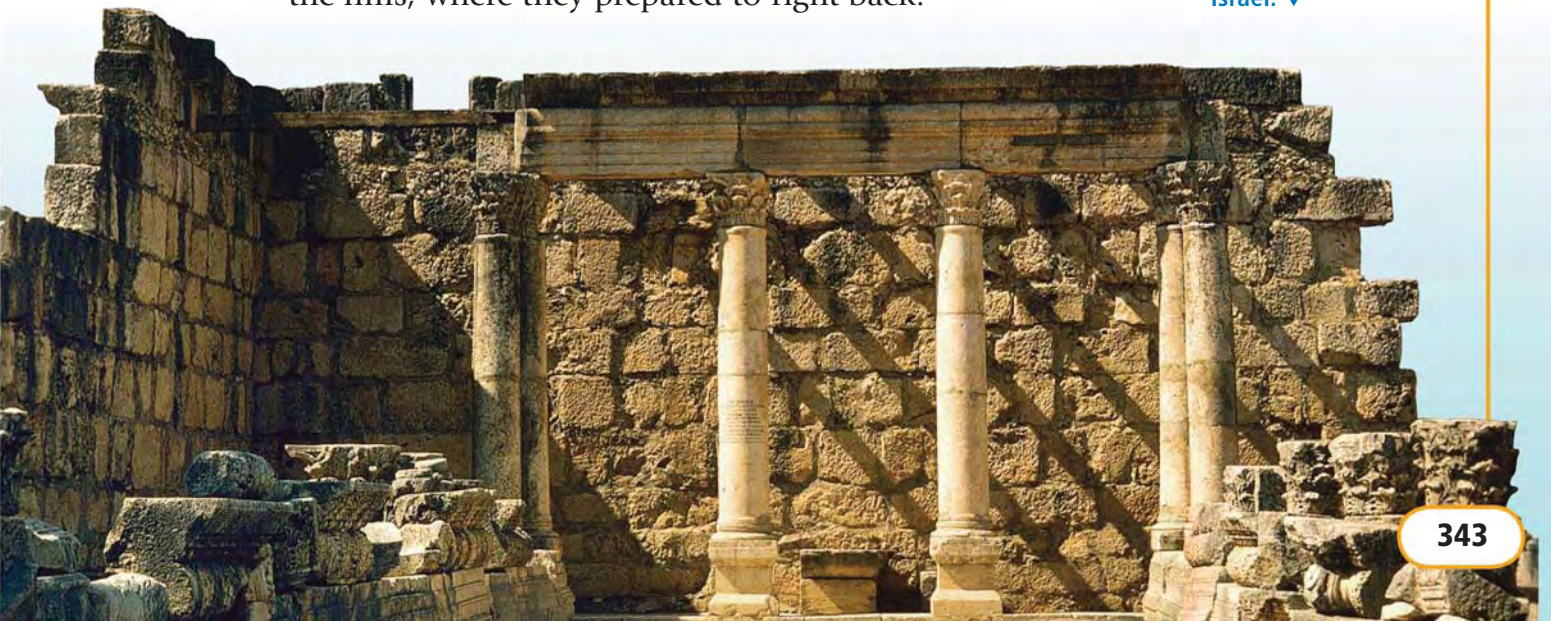
**1 ESSENTIAL QUESTION** What was the relationship of Judah to Syria?

The land of Judah lay in the path of conquering armies that marched across the eastern shores of the Mediterranean. Over the years, many different groups, including the Syrians, Greeks, and Romans, controlled the country.

**Syria Controls Judah** In 198 B.C., the Hellenistic kingdom of Syria seized control of Judah. Syrian rulers admired Greek culture. They introduced Greek ideas and beliefs to the Jewish people. Some Jews adopted aspects of Greek culture, and some began to worship Greek gods. Others did not begin to worship Greek gods. They continued to observe, or follow, Jewish religious beliefs and practices. Judah's first Syrian rulers allowed the Jews to practice their religion.

In 175 B.C., a new Syrian ruler ordered Jewish priests to make offerings to Greek gods. When the Jews refused, he outlawed their religion and placed statues of Greek gods in the Temple in Jerusalem. The Syrian ruler made it a crime to observe Jewish laws or study the Torah. Some Jews fled to the hills, where they prepared to fight back.

**Ancient Ruins** The ruins of this ancient Jewish house of worship are located in Capernaum in Israel. ▼





**Rebels Fight Syria** A Jewish priest along with his five sons led the fight to drive out the Syrians. One of his sons, Judah Maccabee, led the revolt.

Judah Maccabee had a difficult task. His tiny fighting force, called the Maccabees, faced the much larger, better-equipped Syrian army. But the Maccabees' knowledge of the countryside gave them an advantage. In battle after battle, the rebels defeated the Syrian forces. By 164 B.C., the Maccabees had regained control of Jerusalem.

**REVIEW** Why did the Jews rebel against their Syrian rulers?

## Roman Control

**2 ESSENTIAL QUESTION** What was the result of Jewish resistance to Roman rule?

The independence of the Jews did not last. After less than a century of self-rule, another foreign power took control.

**Rome Conquers Judea** In 63 B.C., the Romans conquered Judah, which the Romans called Judea. Roman rulers kept strict control over Judea. The Jews were allowed to have Jewish kings and religious leaders, but these kings and leaders were appointed by Rome.

**Resistance to Roman Rule** The people of Judea disagreed about how to deal with the Romans. Some wanted to cooperate. Others favored fighting to free Judea.

In A.D. 66, a group of Jews known as the Zealots led a rebellion in Judea against Roman authority in the province. Roman leaders responded by sending General Vespasian to crush the uprising.

Some Jews feared the Romans would destroy the Temple. A teacher named Yohanan ben Zaccai hurried to Vespasian's camp. He asked the general to set aside a place for Jewish scholars to study. The school that ben Zaccai set up kept alive the traditions of the Jews.

**Masada** Zealots held out against the Romans in the fortress of Masada, which overlooks the Dead Sea in Israel. ▼





Vespasian put his son Titus in charge of the Roman troops in Judea. In A.D. 70, Titus put down the rebellion, burning the second Temple and taking Jerusalem. Some Zealots fought on at Masada, a fortress overlooking the Dead Sea, but it was taken.

**The Diaspora** The destruction by the Romans of the second Temple and of Jerusalem in A.D. 70 hastened the movement of the Jews out of Judea. This movement of the Jews to other parts of the world, which had begun peacefully centuries earlier, is known as the **Diaspora** (dy•AS•puhr•uh), a Greek word meaning “scattered.” The Romans sent many Jews to Rome as slaves. Some Jews remained in Jerusalem.

**REVIEW** What was the lasting effect of Jewish resistance to Roman rule?

## Judaism—An Ongoing Faith

**3 ESSENTIAL QUESTION** What happened to Jewish beliefs when the Jews were in exile?

Although the Jews were scattered throughout the Roman Empire, many stayed faithful to their religious beliefs. Despite their scattering, they continued to try to practice the biblical concepts of righteousness and justice.



**Teachers and the Law** After the Romans destroyed the second Temple, many Jews worried that they would lose their identity as a people. Religious leaders and teachers called **rabbis** tried to make sure this did not happen. Wherever Jews settled, they built places for prayer and worship called **synagogues**. At the synagogue, the people gathered to hear the rabbis read the Torah and interpretations, or Commentaries, on the Torah.

The Jews also held onto their faith by carefully following the laws and observing the customs of their religion. They created schools where Jewish children studied the Torah and learned the prayers of their faith.

**REVIEW** How did Jews keep their culture alive?

### Lesson Summary

- The Jews overthrew their Syrian rulers.
- The Romans harshly put down a Jewish revolt.
- The Jews held onto their faith.



▲ Torah A rabbi and teenager read from the Torah.

### Why It Matters Now . . .

The laws, rituals, and writings from this period are an important part of how Jews practice their religion today.

## 3 Lesson Review

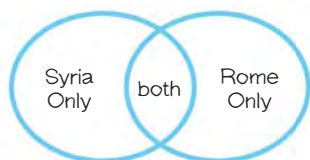
### Terms & Names

1. Explain the importance of  
Diaspora      rabbi      synagogue

### Using Your Notes

**Comparing and Contrasting** Use your completed Venn diagram to answer the following question:

2. How were the Syrians and Romans alike and different in the way they dealt with Jewish rebellion?



### Main Ideas

3. What was the goal of the revolt led by Judah Maccabeus and his brothers against the Syrians?
4. How did the Romans punish the Jews of Judea for resisting Roman rule?
5. What are three ways Jews kept their faith strong after the Diaspora?

### Critical Thinking

6. **Making Inferences** How did study keep the faith of the Jews alive?
7. **Drawing Conclusions** Why did the Diaspora change the way that the Jews practiced their religion?

### Activity

**Internet Activity** Use the Internet to research one of the people in this lesson, such as Judah Maccabee or Yohanan ben Zaccai. Then make a sketch for the leader's Web page.

**INTERNET KEYWORDS** *Judah Maccabee, Yohanan ben Zaccai*

# Design a Fortress

**Goal:** To understand the history of the Hebrew kingdoms by designing a fortress such as the one at Masada

## Prepare

- 1 Research fortresses, including Masada.
- 2 You will need blank paper and a marker, a pen, or colored pencils.

## Do the Activity

- 1 Draw a blueprint for a fortress from overhead, showing the location of all of the important features of the fort.
- 2 Draw the fortress from a different angle. For example, you might draw it as it would appear to those outside of it.
- 3 Call out various elements of your drawing and illustrate them in greater detail. For example, you might draw a close-up of watchtowers or a drawbridge.
- 4 Label the elements in your drawing, such as moats, drawbridges, walls, and so forth.

## Follow-Up

- 1 How does a fortress represent self-defense rather than aggression?
- 2 What supplies might you need inside a fortress to withstand a long siege?

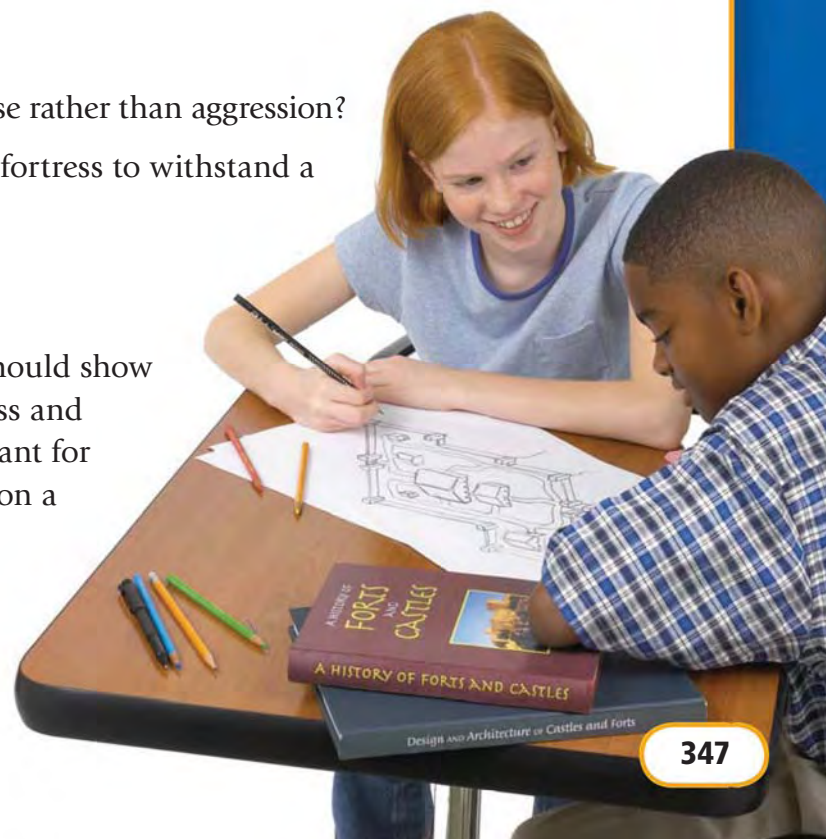
## Extension

**Making a Presentation** Each person should show his or her drawing to the rest of the class and explain why a fortress might be important for survival. Drawings might be displayed on a wall in the classroom.

### Materials & Supplies

- blank drawing paper
- pen, marker or colored pencils

**Optional:** book on forts and castles





## VISUAL SUMMARY

### The Hebrew Kingdoms

#### Belief Systems

- The Hebrews worshiped one God.
- The beliefs of the Hebrews helped them survive difficult times.
- After being expelled from their homeland, most Jews remained loyal to their beliefs.



#### Geography

- Abraham left Mesopotamia to settle in Canaan.
- Hebrew slaves left Egypt and returned to Canaan.
- Hebrew captives left Babylon and returned to the kingdom of Judah.



#### Government

- The Hebrews built a small but influential nation, Israel, that later divided into the kingdoms of Israel and Judah.
- The Jews fought against foreign control by the Assyrians, Babylonians, and Romans.
- Jewish resistance to Roman rule hastened their departure from their homeland.



## TERMS & NAMES

Explain why the words in each set below are linked with each other.

1. **Abraham** and **monotheism**
2. **Moses** and **Exodus**
3. **David** and **Solomon**
4. **rabbi** and **synagogue**

## MAIN IDEAS

**The Origins of the Hebrews** (pages 324–333)

5. What made the religion of the Hebrews different from the religions of other groups in the ancient world?
6. Why might the Hebrew leader Moses be known as “The Lawgiver”?
7. What are three ways the judges helped the Hebrews?

**Kingdoms and Captivity** (pages 334–341)

8. How did Solomon’s building projects help and hurt Israel?
9. What happened to the Israelites after Israel was conquered by the Assyrians?
10. How did the Babylonian conquest change the way the people of Judah lived?

**Rome and Judea** (pages 342–347)

11. How did the Maccabee victory affect the government of Judah?
12. Which group of Jews led the fight to resist Roman rule?
13. How did the Romans punish the people of Judea for rebelling?

## CRITICAL THINKING

**Big Ideas: Belief Systems**

14. **MAKING INFERENCES** How did the Ten Commandments reflect Jewish beliefs?
15. **DRAWING CONCLUSIONS** What important Jewish belief was passed on to other religions?
16. **UNDERSTANDING CONTINUITY AND CHANGE** What beliefs and practices helped Jews pass on their religion?

## ALTERNATIVE ASSESSMENT

**1. WRITING ACTIVITY** Choose one of the kings discussed in this chapter. Write a persuasive paragraph telling whether you think the person was a good king. Be sure to use information from the chapter to support your opinion.

**2. INTERDISCIPLINARY ACTIVITY—SCIENCE** According to tradition, the Hebrews wandered 40 years in the Sinai desert before entering Canaan. Use books or the Internet to research the climate, plants and animals, and the soil of the desert. Choose a plant or animal that lives in the desert. Make a poster showing how that animal or plant has adapted to life in the desert.

### 3. STARTING WITH A STORY



Review the letter you wrote to your great-grandson. Draw a picture of some aspect of life in Moab or Israel to include with your letter.

### Technology Activity

#### 4. MAKING A MULTIMEDIA PRESENTATION

Use the Internet or the library to find out more about Judah and the Maccabees. Working in a group, create a multimedia presentation.

- Who were the Maccabees?
- How were the Maccabees able to defeat a larger, better-equipped enemy?
- How do Jews today commemorate the Maccabee victory?

 **Research Links**  
ClassZone.com

**Interpreting Primary Sources** The Ark of the Covenant was important to the Hebrews. It was said to contain the original tablets with the Ten Commandments given by God to Moses on Mount Sinai. Use the following description of the Ark from the Torah to answer the questions.

### Primary Source

Bezalel [a craftsman] made the ark of acacia wood—two and a half cubits long [about 50 inches], a cubit and a half wide, and a cubit and a half high. He overlaid it with pure gold, both inside and out, and made a gold molding around it. He cast four gold rings for it and fastened them to its four feet, with two rings on one side and two rings on the other. Then he made poles of acacia wood and overlaid them with gold. And he inserted the poles into the rings on the sides of the ark to carry it. He made the . . . cover of pure gold—two and a half cubits long and a cubit and a half wide. Then he made two cherubim [angels] out of hammered gold at the ends of the cover.

Exodus 37:1–7

#### 1. What precious metal is used in building the Ark?

- A. silver
- B. gold
- C. platinum
- D. copper

#### 2. Why might the Hebrews have used precious metal?

- A. long lasting
- B. tarnish resistant
- C. rust proof
- D. worthy of God

 **Test Practice**  
ClassZone.com

Additional Test Practice, pp. S1–S33