

Preteach

Bellringer

YOU were there . . . Use the **Daily Bellringer Transparency** to help students answer the question.

Daily Bellringer Transparency, Section 1

Hebrews and Judaism

Daily Bellringer
Section 1

Review the Previous Chapter

Match the sets of letters on the right to the correct vocabulary term on the left.

H _ _ _ G HE	GU
_ _ _ _ U DYNASTY	DHI
_ _ _ _ CONFU _ _ _ S	CDI
_ _ _ _ SHI HUAN _ _ _	UAN
_ _ _ _ RUD _ _ _ SM	ZHO

Review Section 1

YOU were there . . .

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

Consider the POSITIVES:

- will be a new adventure
- will meet new people and see new sights
- may like your new home better

Consider the NEGATIVES:

- leaving friends and loved ones
- leaving familiar surroundings and places you like
- meeting unfriendly or hostile people

Answer Key: 1. HUE, Huang He; 2. ZHO, Zhou Dynasty; 3. GU, Confucius; 4. CDI, Shi Huangdi; 5. RUD, Buddha

Building Vocabulary

Each or review the following terms:

Hebrews A people who appeared in Southwest Asia sometime between 2000 and 1500 BC (p. 226)

Raah ruler of Egypt (p. 227)

Plagues disasters (p. 227)

CRF: Vocabulary Builder Activity, Section 1

Writing Notes

Have students copy the graphic organizer onto their own paper and then use it to take notes on the section. This activity will prepare students for the Section Assessment, in which they will complete a graphic organizer that builds on the information using a critical thinking skill.

SECTION 1

The Early Hebrews

What You Will Learn...

Main Ideas

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

The Big Idea

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

Key Terms and People

Judaism, p. 226

Abraham, p. 226

Moses, p. 227

Exodus, p. 227

Ten Commandments, p. 228

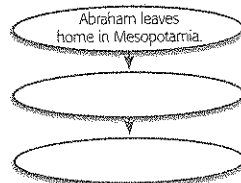
David, p. 229

Solomon, p. 229

Diaspora, p. 230

TAKING NOTES

As you read, take notes on the stages of Hebrew history from their beginnings in Canaan to Roman rule. Use a diagram like this one to help you organize your notes.



226

If YOU were there...

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

How do you feel about moving to a faraway land?

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

Abraham and Moses Lead the Hebrews

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

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

The Beginnings in Canaan and Egypt

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

Teach the Big Idea

At Level

The Early Hebrews

1. Teach Ask students the questions in the Main Idea boxes to teach this section.

2. Apply Have students write each of the blue heads in the section on a piece of paper. Tell students to leave space below each heading. Have students review the material under each heading and then write three to five main ideas under that heading on their papers. **Verbal/Linguistic**

3. Review To review the section, have volunteers share the main ideas that they

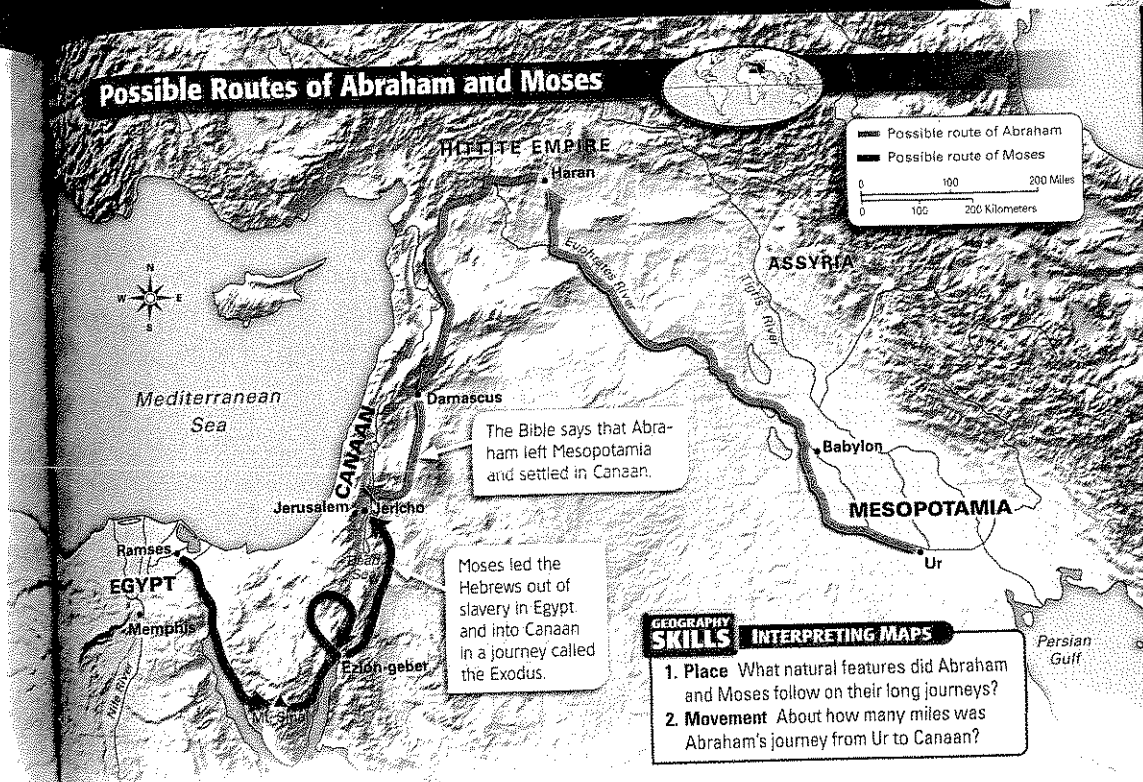
wrote with the class. Then have students discuss the section's big idea.

4. Practice/Homework Have students write an imaginary interview with one of the key people in the section. The interviews should include at least five questions and answers. Provide students with sample questions.

Verbal/Linguistic

Alternative Assessment Handbook, Rubric 37: Writing Assignments

Possible Routes of Abraham and Moses



Direct Teach

Main Idea

1 Abraham and Moses Lead the Hebrews

Abraham and Moses led the Hebrews to Canaan and to a new religion.

Identify According to the Bible, who was Abraham, and where did he move? *the man to whom the Bible traces the Hebrews; Canaan*

Sequence Briefly trace the events that led to the Exodus. *According to the Bible, in the 1200s BC, God told Hebrew named Moses to demand that the pharaoh free the Hebrews enslaved in Egypt. After a series of plagues struck, the pharaoh agreed. Moses then led the Hebrews out of Egypt in the Exodus.*

Map Transparency: Possible Routes of Abraham and Moses

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

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

The Exodus

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

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

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

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

Interpreting Maps Possible Routes of Abraham and Moses

Activity Comparing Maps I a current wall map of the region on the map at left. Have students determine the modern countries in which the following cities in the textbook map are located: Babylon, Haran, Jerusalem, and Ur. **Visual/Spatial**

Map Transparency: Possible Routes of Abraham and Moses

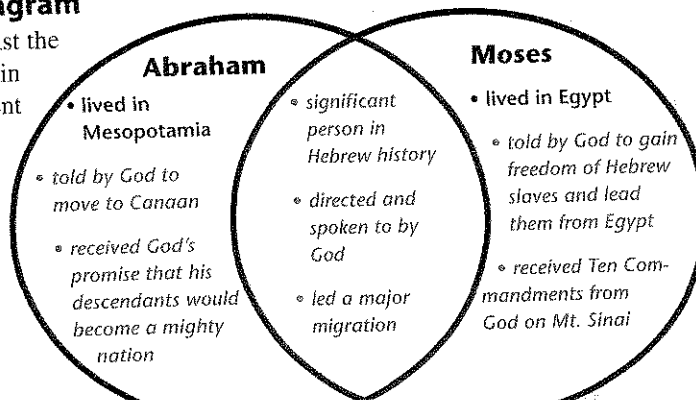
Critical Thinking: Comparing and Contrasting

At Level

Abraham and Moses Venn Diagram

1. To help students compare and contrast the significance of Abraham and Moses in Jewish history and to the development of Judaism, draw the graphic organizer for students to see. Omit the blue, italicized answers.

2. Have students copy and complete the graphic organizer. Instruct students to refer to the part of the text titled "Abraham and Moses Lead the Hebrews" to complete the



Answers

Interpreting Maps 1. water such as rivers and seas; 2. about 1,200 miles

Direct Teach

Main Idea

1 Abraham and Moses Lead the Hebrews

Abraham and Moses led the Hebrews to Canaan and to a new religion.

Recall According to the Hebrew Bible, what code of moral laws did God give to Moses on Mt. Sinai? *the Ten Commandments*

Explain How did the Ten Commandments shape Hebrew life? *The Hebrews agreed to worship only God and to value human life, self-control, and justice.*

Draw Conclusions Why do you think Moses led the Hebrews to Canaan? *possible answers—Canaan was where Abraham had settled.*

Activity Paraphrasing Have students use modern-day language to paraphrase the Ten Commandments.

Verbal/Linguistic

Reading Time Lines

Early Hebrew History

Activity Ask volunteers to use the entries and images in the time line to summarize the key events in the early history of the Hebrews. **Verbal/Linguistic**

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

“I am God your Lord, who brought you out of Egypt, from the place of slavery.

Do not have any other gods before Me.

Do not take the name of God your Lord in vain.

God will not allow the one who takes his name in vain to go unpunished.

Remember the Sabbath to keep it holy.

Honor your father and mother. You will then live long on the land that God your Lord is giving you.

Do not commit murder.

Do not commit adultery.

Do not steal.

Do not testify as a false witness against your neighbor.

Do not be envious of your neighbor's house.

Do not be envious of your neighbor's wife . . .

or anything else that is your neighbor's.”

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

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

The Return to Canaan

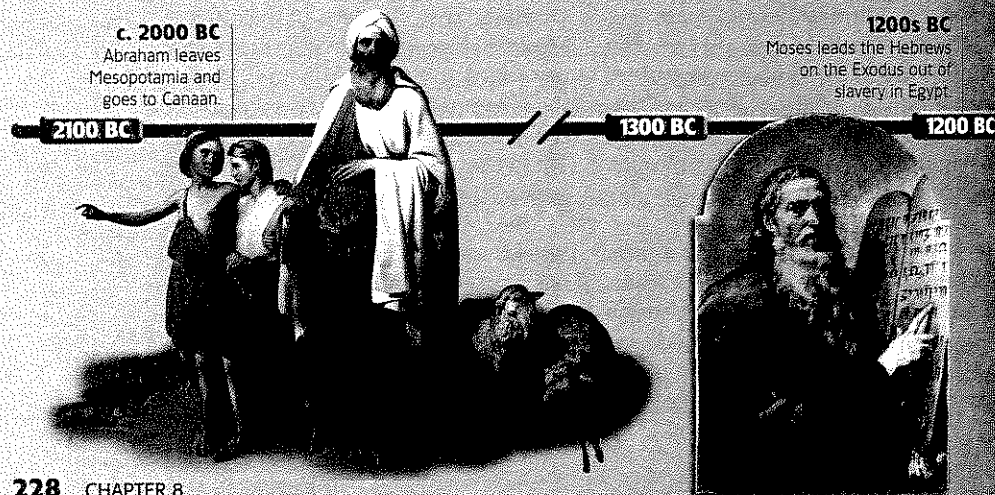
According to the Hebrew Bible, the Hebrews wandered for 40 years before they reached Canaan. Once there, they had to fight to gain control of Canaan before they could settle. After they conquered Canaan and settled down, the Hebrews became known as the Israelites.

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

READING CHECK Identifying Cause and Effect
Why did Abraham leave Mesopotamia?

Time Line

Early Hebrew History



228 CHAPTER 8

Differentiating Instruction

English-Language Learners

At Level

Vocabulary for the Ten Commandments

To help English learners with the vocabulary in and associated with the Ten Commandments, preteach the following terms:

- **adultery** sexual relations between a married person and someone to whom he or she is not married
- **envious** wanting what someone else has
- **holy** sacred; set apart; spiritually perfect
- **Sabbath** day of rest and prayer

- **tablet** thick, flat piece of stone for engraving
- **testify** give evidence; tell to a court of law
- **vain** without purpose or meaning
- **witness** onlooker; observer

Verbal/Linguistic

Answers

Reading Check According to the Hebrew Bible, God told Abraham to leave and move to a new land—Canaan.

Kings Unite the Israelites

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

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

King David

After Saul died, a man once declared an outlaw became king. That king's name was David. As a young man, David had been a servant in Saul's palace. In time he became a friend of Saul's family. Saul, however, began to dislike David and declared him an outlaw. For many years, David lived in

the desert, gathering support from local people. When Saul died, David used this support to become king.

Unlike Saul, David was well loved by the Israelites. He won the full support of Israel's tribal leaders. David defeated the Philistines and fought and won wars against many other peoples of Canaan. Among the lands David captured was the city of Jerusalem, which became Israel's new capital.

King Solomon

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

FOCUS ON READING

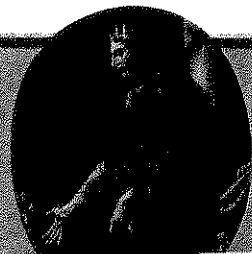
Are the sentences in this paragraph facts or opinions? How can you tell?

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



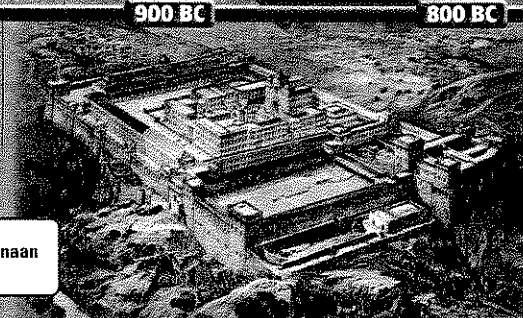
c. 1000 BC
David becomes king of Israel.

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



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

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



ANALYSIS SKILL READING TIME LINES

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

THE HEBREWS AND JUDAISM 229

Critical Thinking: Summarizing

At Level

Three Kings of Israel Graphic Organizer

Materials: gold or yellow construction paper; colored markers or pens

1. Provide each student with a sheet of construction paper. Have each student draw three large crowns on the paper.
2. Tell students to label the crowns *Saul*, *David*, and *Solomon*. Students should leave enough
3. In each crown, have students list the main characteristics and achievements of the named king.
4. Last, have students write a slogan or catch phrase that sums up the importance or significance of each king. **Verbal/Linguistic, Visual/Spatial**

Direct Teaching

Main Idea

2 Kings Unite the Israelites

Strong kings united the Israelites and fought off invaders.

Recall How did the Hebrews respond to the Philistine invasion? *to lead them in battle*

Explain Why is David significant in the history of Judaism? *first king of Israel to gain full support of tribal and religious leaders; established Jerusalem as the capital*

Evaluate Who do you think was the greater king, David or Solomon? *Why? possible answers—David because he was the first king to gain full support; well loved; Solomon because he expanded kingdom; built a temple to God*

CRF: Biography Activity: King Solomon

Info to Know

The Philistines The Philistines were a seafaring people. They arrived in the 1100s BC and settled in the south along the Mediterranean coast. The Philistines had superior weapons and were a serious threat to the Israelites until David defeated them. The word *Palestine* comes from Greek words for the Philistines.

Answers

Focus on Reading facts,

Direct Teach

Main Idea

Invaders Conquer and Rule

Invaders conquered and ruled the Jews after their kingdom broke apart.

Identify Causes What events led to the Diaspora? *Persians conquered the Chaldeans and let the Jews return to Jerusalem. But many Jews instead moved to other parts of the Persian Empire.*

Analyze Patterns Looking at Jewish history from Abraham to the Roman conquest in 63 BC, what patterns do you see? *patterns of migration, enslavement, and warfare/conquest*
Map Transparency: Kingdoms of Israel and Judah, c. 920 BC

Invaders Conquer and Rule

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

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

The Scattering of the Jews

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

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

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

Independence and Conquest

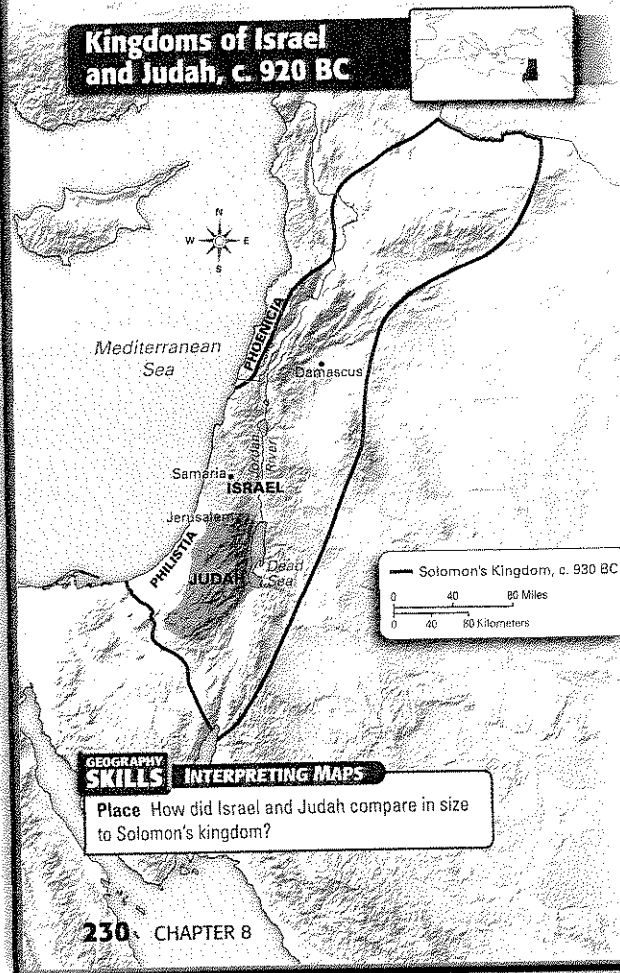
Tired of foreign rule, a Jewish family called the Maccabees (MA-kuh-beez) led a successful revolt in the 160s BC. For about 100 years, the Jews again ruled their own kingdom. Their independence, however, didn't last. In 63 BC the Jews were conquered again, this time by the Romans.

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

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

READING CHECK Summarizing How did Roman rule affect Jewish society?

Kingdoms of Israel and Judah, c. 920 BC



GEOGRAPHY SKILLS

INTERPRETING MAPS

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

230 CHAPTER 8

Social Studies Skill Activity: Using Time Lines

At Level

Later Hebrew History Time Line

Materials: butcher paper or poster board

1. Have students examine the time line "Early Hebrew History" located on the previous two pages. Point out how the time line includes entries only for key events.
2. Have students work individually or in small groups to create a similar illustrated time line for the events in the material titled "Invaders Conquer and Rule."

3. When students are finished, ask volunteers to indicate some of the events they selected and to explain why they chose them.

4. Have students discuss which events they included were the most significant and why.

Visual/Spatial

SE Social Studies Skills: Using Time Lines, p. 372

Alternative Assessment Handbook, Rubric 36: Time Lines

Answers

Interpreting Maps Each was only a small part of Solomon's kingdom.

Reading Check Jewish society experienced many great advances, such as in religious education. However, the Jews were still unhappy with Roman rule.