

World History
Topic 2
The Fertile Crescent
3,400 BCE-70 CE

NAME: _____

I. Civilization in Mesopotamia

A. The **Fertile** _____

1. a region of the _____ East that stretches in a large, crescent-shaped curve from the Persian Gulf to the _____ Sea
2. includes **Mesopotamia**
 - a. a wide, flat plain in present-day _____
 - b. between the _____ and Euphrates Rivers
 - c. worlds' first civilization, _____, began to form here

B. Agriculture in Mesopotamia

1. rich and _____ soil
2. grew _____ and vegetables and raised _____, goats, and cattle
3. geography
 - a. foothills of Taurus and Zagros _____ in the north
 - b. _____ in the south towards the Persian Gulf
 - c. hot and dry in the south
 - d. fertile because the rivers _____ and deposit rich _____
 - e. sometimes _____ crops and towns
 - f. drought
4. used technology to farm
 - a. **irrigate** – _____
 - 1.) dug _____ from rivers to fields
 - 2.) began settling new areas
 - b. wooden plow with _____ funnel
 - 1.) cut a long _____
 - 2.) dropped seeds in _____

C. City-States of Sumer

1. cities form
 - a. more _____ led to _____ growth and cities formed
 - b. _____ was the first and had _____,000 people
 - c. others were Ur, Lagash, and _____
2. **city-state** – independent state that include a city and its surrounding _____
 - a. had its own government and _____
 - b. had its own main _____
 - c. had walls and close _____
3. trade
 - a. had little _____, stone, and _____
 - b. traveled far to **barter** – trading system in which people exchange _____ directly without using _____
 - c. transported goods on _____ on rivers
 - d. invented the _____ for carts and used _____ on boats to trade
4. social classes
 - a. formed _____ classes
 - b. **distinct** – _____
 - c. upper class – _____, officials, _____, merchants, _____ owners
 - d. middle class – _____ and skilled workers

- e. lower class -- _____
- f. both government and _____ supported these classes
- g. _____ had higher social position
- h. women in the _____ class could gain power

D. Religion in Sumer

1. **polytheism** -- _____
 - a. the gods controlled _____, agriculture, and every aspect of _____
 - b. behaved like people
 - c. lived _____ with great power
 - d. happy gods brought good _____ and angry gods brought _____
 - e. **prosper** -- _____
 - f. believed _____ communicated with the gods
2. built **ziggurats** -- _____
 - a. up to seven stories tall
 - b. _____
 - c. filled with paintings and statues
 - d. surrounded by _____
 - e. _____ held temples' goods

E. Sumerian Writing System

1. needed to track stored goods
2. began with _____ on clay -- simple pictures with tallies
3. **cuneiform**
 - a. a system of writing that uses _____-shaped symbols to stand for words, ideas, and sounds
 - b. pressed wedge-shaped marks in _____ tablets
 - c. recorded sales, _____, and agreements
4. Epic of _____
 - a. written in cuneiform
 - b. _____ clay tablets
 - c. told a mythical story of a hero
 - d. may have been a real king that ruled _____

F. Sumerian Government

1. ruled by _____
2. fought over land so priests picked a _____ leader
3. these leaders sometimes never gave up their _____ after the war
4. these kings respected the priests and the priests said the _____ sent them to rule
5. kings began to hire workers for the city and served as the lawmaker and judge
6. law code
 - a. _____ set of laws
 - b. Ur-Nammu, king of _____, issued the first
 - c. included laws about marriage, _____ and causing harm to others
 - d. example -- knock an _____ out, pay a pound of _____

G. Sumerian Achievements

1. _____, seed plow, _____, wheel, and sail
2. mathematics and astronomy
 - a. divided an hour into _____ minutes and a minute into _____ seconds
 - b. divided the year into _____ months and the months into _____ days
 - c. spread these ideas through _____
3. bronze
 - a. mixed _____ and tin
 - b. harder and better for making tools and _____
 - c. will lead to powerful states later

Name _____











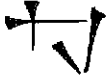

Skill: creative expression

The Development of Writing

People lived without a system of writing until the Sumerians invented one. Sumerian merchants and traders needed a way to keep track of the items they bought and sold. They made tablets of wet clay and etched marks in them as a record of their business activities. Scholars think that these marks led to the Sumerians' idea of writing.

The first written symbols were pictographs, or picture symbols. The Sumerians used a sharpened reed called a stylus to carve the symbols onto moist clay. Later, the symbols were simplified and made wedge-shaped (triangular). This type of writing became known as **cuneiform**.

Here are examples of how Mesopotamian pictographs turned into wedge-shaped symbols.

Meaning	Early Pictograph	Later Pictograph	Early Cuneiform	Later Cuneiform
sun				
ox				
bird				

Make up your own wedge-shaped symbols. Begin with a simple picture. Then change it gradually to an abstract, wedge-shaped form.

Meaning	Simple Picture	Abstract Picture	Wedge-Shaped Symbol

Practice Vocabulary

Use a Word Bank. Choose one word from the word bank to fill in each blank. When you have finished, you will have a short summary of important ideas from the section.

Word Bank

Fertile Crescent bartering Mesopotamia polytheism
irrigate ziggurats city-states cuneiform

The is a region of the Middle East that stretches from the Persian Gulf to the Mediterranean Sea. This region includes, where several independent states known as developed. As these communities developed, ancient Sumerians used technology to improve agriculture. They learned how to, or supply water to, their crops. They also exchanged goods without using money in a trading system known as Sumerians practiced, or the belief in more than one god. To honor their gods, they built pyramid-shaped temples called Sumerians also developed a writing system in which scribes made wedge-shaped marks in wet clay. This writing system was called

II. The First Empires

A. City-States Grew

1. wanted more resources and began to _____
2. strong rulers conquered _____
3. formed **empires** – _____

B. Conquest of Sumer

1. fighting _____ city-states
2. Umma and Lagash
 - a. fought to control fertile land along their _____
 - b. **ally** – an independent state that works with other states to achieve a shared _____ or _____ goal
 - c. fought with _____ axes and spears
 - d. Lagash won and looted and _____ Umma
 - e. captured prisoners for _____
 - f. later Umma recovered and _____ Lagash
3. Sargon
 - a. Akkadians lived in the northwest
 - b. Sargon became the king of _____
 - c. changed the _____ to Akkadian
 - d. conquered and united other city-states and created the first _____
4. Akkadian culture spreads
 - a. shared **cultural traits** – _____ of doing things that is _____ in a certain culture
 - b. had similar _____ practices and used _____
 - c. spread cultural _____ through the fertile crescent
 - d. traded with people in the _____ Valley (Pakistan)
 - e. crops were **abundant** – _____
 - f. no _____ or minerals
 - g. traded for _____, copper, silver, and precious _____
5. the end
 - a. local rulers served as _____
 - b. Sargon ruled for over 50 years
 - c. within 100 years of his death, the empire _____
 - d. warriors from the Zagros Mountains took over
6. Ur-Nammu of Ur reunited Sumer for another _____ years before it fell again

C. The Babylonian Empire

1. Amorites from the north took over many cities including Babylon along the _____ River
2. _____ became king and united southern Mesopotamia into Babylonia
 - a. sent governors, _____ collectors, and judges to rule
 - b. spread out well-trained _____
 - c. oversaw public building projects
 - d. encouraged _____
3. **Hammurabi's Code**
 - a. set of laws that _____ in the Babylonian Empire
 - b. some were from Sumerian times
 - c. _____ laws
 - d. listed punishments for crimes like “an _____ for an _____”
 - e. business contracts, _____, marriage, and _____
 - f. harming someone of the _____ rank was worse than harming someone in a _____ rank
 - g. **governed** – _____

- h. **rule of law** – the idea that all members of society must _____
- 4. life in the Babylonian Empire
 - a. the _____ – kings, priests, and government officials
 - b. the poor – farmers, _____, and slaves
 - c. farmed, cleared _____ from canals, collected and wove _____ into textiles
 - d. used new technology
 - 1.) tools
 - 2.) _____
 - 3.) pottery
 - 4.) _____
 - 5.) medicine
 - e. created art
 - 1.) _____ and bronze sculptures
 - 2.) gold and stone _____
- 5. the legacy of Sumer
 - a. Sumerian _____ had lasted
 - b. Hammurabi's empire collapsed when he _____
 - c. Sumer slowly faded away
 - d. Sumerian ideas and _____ lived on

Take Notes

Literacy Skills: Analyze Cause and Effect Use what you have read to complete the table. Write four causes and four effects of the listed event. The first one has been completed for you.

Causes	Event	Effects
<ul style="list-style-type: none"> • Sumerian city-states struggle for power. 	<ul style="list-style-type: none"> • Sargon builds the world's first empire. • The Akkadian empire ends. • Hammurabi becomes king of Babylon. • Hammurabi establishes a code of law. 	<ul style="list-style-type: none"> • Akkadians and Sumerians share cultural traits.

INTERACTIVE

For extra help, review the 21st Century Tutorial: **Analyze Cause and Effect**.

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Quick Activity An Eye for an Eye?

You might have heard the phrase “an eye for an eye” used to justify punishments, revenge, and other harsh actions. The phrase is derived from Hammurabi’s Code, a set of laws nearly 4,000 years old. The code was remarkable in its time for providing a written rule of law—but would you want the laws of ancient Babylon in effect today? Below are excerpts from Hammurabi’s Code.

Hammurabi's Code	Level of Agreement
If any one bring an accusation of any crime before the elders, and does not prove what he has charged, he shall, if it be a capital offense charged, be put to death.
If any one steal cattle or sheep, or an ass, or a pig or a goat, if it belong to a god or to the court, the thief shall pay thirtyfold therefor; if they belonged to a freed man of the king he shall pay tenfold; if the thief has nothing with which to pay he shall be put to death.
If a man put out the eye of another man, his eye shall be put out.
If he break another man's bone, his bone shall be broken.
If during a quarrel one man strike another and wound him, then he shall swear, "I did not injure him wittingly," and pay the physicians.

Team Challenge! Do these laws seem fair? Rank the degree to which you agree or disagree with each law: 1 = Strongly Agree, 2 = Agree, 3 = Unsure, 4 = Disagree, 5 = Strongly Disagree. Then, for each law, form groups of students with the same rankings. Discuss your reasoning and decide on one argument in favor of your position. Share your argument with the class.

Practice Vocabulary

Vocabulary Quiz Show Some quiz shows ask a question and expect the contestant to give the answer. In other shows, the contestant is given an answer and must supply the question. If the blank is in the Question column, write the question that would result in the answer in the Answer column. If the question is supplied, write the answer.

Question

1. What is the term for a state containing several countries or territories?
2. What phrase describes an idea or way of doing things that is common in a certain culture?
3. _____
4. _____
5. What is the word for an independent state that works with other states to achieve a shared military or political goal?

Answer

1. _____
2. _____
3. rule of law
4. Hammurabi's Code
5. _____

III. The Assyrian and Persian Empires

A. Development of the Assyrian and Neo-Babylonian Empires

1. Assyria was north of Babylon along the _____ River
2. influenced by _____, the Akkadian Empire, and the Babylonian Empire
3. a military state
 - a. fought off many _____ after the fall of the empire
 - b. **cavalry** – _____
 - c. used _____ weapons and tools instead of bronze
 - d. built an empire that stretched from the Persian Gulf to _____
4. politics
 - a. divided the empire into _____ provinces
 - b. assigned a governor that reported back to the ruler
 - c. Ashurbanipal made _____ the capital
 - d. built a _____ of cuneiform tablets from Sumer and Babylonia about law, literature, _____, and science (_____,000 survive today!)
5. Neo-Babylonian Empire
 - a. _____ war and enemy attacks weakened the Assyrian empire
 - b. Nebuchadnezzar II
 - 1.) became king of Babylon
 - 2.) expanded to _____
 - 3.) captured Jerusalem and _____ the Jews
 - 4.) built walls, _____, and temples
 - 5.) The Hanging Gardens built on stone _____

B. Rise of the Persian Empire

1. Babylon fell to _____
 - a. became the largest empire in the world
 - b. lasted over a _____ years
 - c. dominated southwestern Asia and sometimes Egypt
 - d. had great political and _____ influence
2. Cyrus the Great
 - a. Persia formed to the east (Iran)
 - b. ruled by the _____ to the north
 - c. Cyrus the Great conquered them
 - d. conquered King Croesus's _____ in Asia Minor (Turkey)
 - e. conquered Greek controlled _____ to the south
 - f. expanded toward _____
 - g. **standing army** – _____
 - h. his "Immortal" soldiers were **elite** – _____
 - i. used the smell of _____ to scare enemy horses
 - j. dug _____ to drain the Euphrates River for his soldiers to cross
3. Cyrus captured Babylon
 - a. grew into the wealthiest province
 - b. allowed to keep their own _____ and religions
 - c. allowed _____ to return to Jerusalem and rebuild their Temple
4. Cyrus died
 - a. son Cambyses II took over
 - b. invaded northeast _____ and conquered Egypt
 - c. tried to capture _____ to the south but failed
 - d. had to kill and eat their pack animals in the _____
5. Darius the Great
 - a. took over after Cambyses _____

- b. expanded to the _____ Valley to the east
- c. defeated _____ to the west in Europe
- d. lost in _____ at the Battle of the Marathon

C. Persia's Government and Religion

1. many diverse _____
2. local self-government
 - a. divided empire into satrapies (_____)
 - b. chose a leader for each
 - c. allowed to keep local laws and _____ and make decisions
3. central control
 - a. **reformed** – _____
 - b. **tribute** – _____ made to show loyalty to a stronger power
 - c. allowed provinces to pay according to its _____
 - d. common **currency** – _____ that is used as a medium of exchange
 - 1.) _____ coin with his image
 - 2.) made _____ amongst the provinces easier
4. built new _____
 - a. made trade easier
 - b. easier travel for _____, government officials, and royal messengers
 - c. 1,500-mile-long Great _____ Road
5. _____ station
 - a. messengers on _____ delivered from station to station
 - b. fastest system (still ___ months end to end)
6. Zoroastrianism religion
 - a. Zoroaster taught that Ahura Mazda was the supreme _____
 - b. had an _____ opponent
 - c. still allowed to worship other gods
 - d. Avesta – the sacred text included prayers and hymns
 - e. believed in _____ versus evil
 - f. people must work for good
 - g. believed in an _____
 - h. later influenced Judaism, _____, and Islam

D. Arts of Mesopotamia

1. show daily life
2. seals
 - a. _____ seals identified owners
 - b. animal or geometric shape _____ into clay
 - c. cylinders and tubes rolled to show an entire _____
3. sculptures
 - a. carved _____ statues
 - b. relief sculpture – _____
 - c. **stele** – _____ stone slab or _____ that stands on end
 - 1.) stele of Hammurabi
 - 2.) Hammurabi with _____ god and the Code
 - d. large _____ reliefs on buildings
 - e. real and imaginary _____ of tiles and bricks
 - f. painted cone-shaped pieces of baked _____

Lesson 3 The Assyrian and Persian Empires

Practice Vocabulary

Matching Logic Using your knowledge of the underlined vocabulary words, draw a line from each sentence in Column 1 to match it with the sentence in Column 2 to which it logically belongs.

Column 1	Column 2
1. The Assyrian army relied on its <u>cavalry</u> to defend and expand its empire.	Professional soldiers devoted to service protected the Persian Empire.
2. Cyrus the Great maintained a powerful <u>standing army</u> .	Darius introduced the use of gold coins as a medium of exchange.
3. Under Darius, the Persian empire used <u>tribute money</u> to fund great public works projects.	Soldiers rode into battle mounted on horses.
4. The Persian economy benefited from having a common <u>currency</u> .	Hammurabi's Code appears carved in stone beneath a relief showing Hammurabi and the Babylonian god Shamash.
5. Ancient Sumerians carved relief sculptures on <u>stele</u> .	Conquered peoples paid money to the emperor based on their wealth.

IV. The Phoenicians

A. The Mediterranean Sea

1. _____ boundary of Fertile Crescent
2. Phoenician civilization formed along the coast in _____
3. consisted of city-states

B. Phoenicians

1. fearless _____ that guided trade ships (like earlier Greek Minoans)
2. developed from Canaanites
 - a. lived in _____, Jordan, Lebanon, and _____
 - b. heavily influenced by _____
 - c. Phoenician society emerged after Egyptian rule ended
 - d. city-states ruled by priest-kings and shared power with merchants and a citizen **assembly** – _____
3. farming
 - a. influenced by _____
 - b. Lebanon Mountains bordered to the east
 - c. heavily _____ and no room for farming
4. manufacturing
 - a. wove cloth and dyed purple with tiny _____
 - b. made pottery, _____, and metal objects
 - c. made _____ furniture
5. traders
 - a. few natural resources
 - b. **import** – _____ that is produced in another country
 - c. _____ materials – gold, silver, tin, copper, iron, ivory, and precious stones
 - d. made bronze and silver _____, iron tools, and weapons, and gold _____
 - e. shipped these and logs, _____, olive oil, _____, and fish across the Mediterranean
 - f. **exports** – good or service produced within a country and _____

C. Phoenicians Used the Sea

1. **navigation**
 - a. _____
 - b. ideal for _____ on the western edge of Asia close to Europe and Africa
 - c. trade routes from the _____ ended here to ship goods across the sea
 - d. studied _____ patterns and ocean _____
2. unknown waters
 - a. sailed south and west past Egypt and along North _____
 - b. traveled north and west past the Balkan and Italian peninsulas
 - c. explored the islands of _____ and Sardinia
 - d. reached Iberian Peninsula (_____ and Portugal)
 - e. passed Iberia into the _____ Ocean
 - f. some traveled to _____ and others to West Africa
 - g. searching for precious _____ like gold and silver
 - h. **profited** – _____ (natives didn't know the value)
3. _____ and city-states
 - a. stopped for _____, food, and supplies
 - b. began settling fertile lands and grew into **colonies** – _____
 - c. migrated to these colonies when Phoenicia was later attacked by Assyrians

d. developed into city-states

e. Carthage

1.) fought three wars against the _____

2.) Romans destroyed Carthage

f. Romans eventually take over all Phoenician city-states and colonies

D. Cultural Legacy of the Phoenicians

1. survived through **cultural diffusion** – _____
_____ (often through trade)

a. linked _____ all around the Mediterranean

b. passed ideas to _____

c. standard of _____ and _____ for example

2. the **alphabet**

a. a small set of _____ or symbols, each of which stands for a single _____

b. cuneiform required memorizing hundreds of symbols

c. Phoenician alphabet had _____ symbols for consonants

d. made learning to _____ much easier

e. Greeks began using it and added some _____ letters

f. they named it after the first two letters, _____ and beta

g. _____ adopted it and this led to our alphabet today

Take Notes

Literacy Skills: Summarize Use what you have read to complete the table. For each section in the lesson, write three sentences that summarize the section. Remember that a summary restates the most important information and ideas. The first one has been completed for you.

Who Were the Phoenicians?

The Phoenicians were seafaring traders who spread their culture over a wide area.

How Did Phoenicians Use the Sea?

What Is the Cultural Legacy of the Phoenicians?

INTERACTIVE

For extra help, review the 21st Century Tutorial: **Summarize**.

Lesson 4 The Phoenicians

Practice Vocabulary

Words in Context For each question below, write an answer that shows your understanding of the boldfaced vocabulary term.

1. Why did the Phoenician traders bring back so many **imports**?
2. What articles did Phoenician traders send as **exports** to other regions?
3. How did Phoenician sailors become experts in **navigation**?
4. How did Phoenician trading stations become **colonies**?
5. How did **cultural diffusion** help preserve the legacy of the Phoenicians?
6. How did the Phoenician **alphabet** simplify writing?

V. Origins of Judaism

A. Judaism

1. religion of _____ people
2. developed in the Fertile Crescent _____,000 years ago
3. world's first religion with _____ God
4. shaped Christianity and Islam religions
5. influenced laws and _____ rights
6. one of world's _____ religions

B. Early Israelites

1. practiced **monotheism** – _____
2. believed God created people in his _____
3. acted based on **ethics** – ideas of _____
4. the **Torah**
 - a. consists of the first _____ books of the Hebrew Bible
 - b. are also the first five books of the _____ Testament
5. Abraham's covenant
 - a. lived around 1700 BCE
 - b. _____ animals near Ur
 - c. God told him to travel to _____ on the coast
 - d. God made a **covenant** – _____
 - e. Canaan, the Promised Land, would belong to Abraham's descendants
6. the patriarchs
 - a. Abraham, his son _____, and his son Jacob
 - b. the forefathers of the Jews
 - c. Jacob had _____ sons, the ancestors of large tribes
 - d. Jacob was renamed _____ and his descendants became Israelites
 - e. **eventually** – _____ – this was written down in _____, the first book of Torah

C. Exodus

1. Canaan had a _____ and Jacob's family moved to Egypt
2. Book of _____ comes after Genesis
3. the new Egyptian pharaoh _____ and mistreated them
4. **compelled** – _____ – them to do harsh work
5. Moses
 - a. Israelite who was adopted by the _____ family
 - b. God appeared to him and said to rescue his people
 - c. Moses asked the pharaoh to let his people go but he said _____
 - d. God brought _____ because of his refusal
 - e. death of every Egyptian firstborn _____
 - f. Israelites marked their doorways with blood of a _____ to prevent this
 - g. the pharaoh finally let them go and Moses led them to _____
 - h. **Exodus** – the escape of Israelites from slavery in _____
 - i. Jews celebrate _____ to commemorate this journey
6. the desert
 - a. lived in the Sinai Desert for _____ years
 - b. God prepared them for the _____ Land (Canaan)
 - c. received instruction, learned to _____, and created religious objects
 - e. faced hard conditions on the journey
 - f. _____ provided water and food

D. The Ten Commandments

1. stopped at _____ of Mount Sinai
2. _____ went up to meet God
3. God gave him the _____; the foundation of Judaism

4. includes law known as the _____ Commandments

5. **commandment** – _____

6. if people believe in God and obey His laws, He will _____ them

7. this journey teaches Jews to help _____ people

E. Return to the Promised Land

1. continued on to the _____ Land

2. _____ died

3. Joshua

a. Moses's _____ became leader

b. had helped them when _____

c. had been with _____ at the foot of Mount Sinai

4. entered Canaan and conquered _____ and other kingdoms

5. the _____ of each of Jacob's sons settled different areas

6. herded animals and farmed on _____ with terraces

Practice Vocabulary

Use a Word Bank. Choose one word from the word bank to fill in each blank. When you have finished, you will have a short summary of important ideas from the lesson.

Word Bank

commandments

covenant

ethics

Exodus

monotheism

Torah

Unlike many other religions that originated in the Fertile

Crescent, Judaism is a belief in only one God, which is known as

..... The first five books of the Bible, called the, tell how Judaism began. These

books describe how God told the Israelites to practice proper behavior,

or, The Torah tells that God made a, with Abraham, whom Jews consider

to be the founder of their religion. According to the Bible, the Israelites

ended up in Egypt, where they became slaves. Moses became their

leader and helped them in an escape from slavery, in what is known as the

..... The Bible describes how God told Moses to give the Israelites a series of ten, to

teach them how to act toward God and toward other people.

VI. Beliefs of Judaism

A. The Hebrew Bible

1. Jews value written tradition, _____, and learning
2. known as "People of the _____"
3. the _____ and the Tanakh (Hebrew Bible)
4. God's _____ shown through human events
5. forms the Old _____
6. the Torah (first section)
 - a. first five books of the _____ Bible
 - b. tells of God's creation of the _____ and people
 - c. _____ escaped a great flood on an ark
 - d. tells Abraham's story
 - e. follows the _____ of the Israelites from Egypt to the Promised Land
 - f. called the Law of _____ – many rules and laws included as well
7. the _____ (section two)
 - a. contains books by or about Jewish **prophets** – _____ as a messenger to bring truth to the people
 - b. preachers, _____, and reformers
 - c. reminded people to obey God's _____
 - d. told people how to relate to God, to others, to the _____, and to _____
 - e. traces the Jewish _____
 - f. Book of _____ describes the arrival in the Promised Land
 - g. also explains the creation of the kingdom of _____
8. the Writings (_____ section)
 - a. includes great Hebrew literature such as Psalms – _____ or songs offering praises or prayers
 - b. includes the Book of _____ – wise sayings giving advice
 - c. tells about heroes like Esther, _____, and Job
 - d. contains books like Chronicles – provides _____

B. Jewish Law and Learning

1. **commentaries** – a set of _____ or a recorded discussion about something
2. laws about religious _____
3. laws to have a fair society, to help the _____, to protect the community through cleanliness and _____
4. **rabbis** – _____ – recorded oral laws
5. **Talmud** – a collection of _____ teaching and commentaries
6. still discussed and studied today
7. Jews learn _____ and Aramaic to study it

C. Basic Teachings of Judaism

1. God did not live among the people and did not take on _____ or animal form
2. He was invisible and _____
3. ethical monotheism
 - a. in the Sinai Desert, the Israelites promised to follow God's _____
 - b. believe there is one God who sets _____ rules
 - c. these rules must be _____ to be faithful to God
4. righteousness and justice
 - a. know right from _____
 - b. **righteousness** – acting or living in a way that is _____ right and obeys God's laws
 - c. every **individual** – _____ – has value and worth as well as _____ to act righteously
 - 1.) be honest and _____

- 2.) work for **justice** – _____ and fair treatment
- 3.) help those in _____
- 5. observance of law
 - a. felt a responsibility to obey God's laws and _____
 - b. applies _____ to every person, even leaders
- 6. women
 - a. _____ had the most power
 - b. Jewish law gave them _____ and protection
 - 1.) who they would _____
 - 2.) _____ cases
- 7. love others
 - a. fight _____
 - b. give to _____
 - c. focus on _____ rights
- 8. other teachings
 - a. **Sabbath** – _____ (seventh day of the week/Saturday)
 - b. study and _____
 - c. strong ties to the Land of _____; the land promised to them

Lesson 6 Beliefs of Judaism

Take Notes

Literacy Skills: Analyze Cause and Effect Use what you have read to complete the chart. In the Text column, you will see a type of Jewish religious text, including the three sections of the Hebrew Bible. In the Effect column, write ways in which that body of texts has affected Jewish beliefs. The first one has been completed for you.

Text	Effect on Jewish Beliefs
The Torah	contains many of the rules and laws by which the Jewish people live
The Prophets	
The Writings	
Talmud/Commentaries	

INTERACTIVE

For extra help, review the 21st Century Tutorial: **Analyze Cause and Effect.**

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Practice Vocabulary

Vocabulary Quiz Show Some quiz shows ask a question and expect the contestant to give the answer. In other shows, the contestant is given an answer and must supply the question. If the blank is in the Question column, write the question that would result in the answer in the Answer column. If the question is supplied, write the answer.

Question

1.

2. Who is a person chosen by God to bring messages to the people?

3.

4. What is the name of the collection of teachings and commentaries about the Bible and Jewish law?

5.

6.

Answer

1. justice

2.

3. rabbi

4.

5. righteousness

6. Sabbath

VII. Early History of the Jewish People

A. Kingdom of Israel

1. time of the _____
 - a. Joshua led the Israelites to conquer _____
 - b. lived as a group of _____
 - c. during times of conflict, rallied around **judges**
 - 1.) a _____ who rallied the Israelites to defend their land
 - 2.) often _____ or prophets
 - 3.) didn't pass this leadership on to _____
2. women
 - a. _____, the only female judge, inspired an army to win
 - b. _____ followed her Jewish mother-in-law _____ to Israel after her husband died, and they joined the tribe of Judah
3. the time of the judges ended when warrior _____ became king
4. David and Solomon
 - a. _____, a young shepherd and musician, was one of Saul's best fighters
 - b. became the next king
 - c. captured _____ and made it his capital
 - d. extended the kingdom's borders
 - e. wrote beautiful _____ – poems or songs in the Bible
 - f. _____, his son, then ruled
 - g. **commissioned** – to order the creation of – the _____ Temple
 - h. wrote many of the wise sayings in the _____ of Proverbs
5. the kingdom divides
 - a. split into _____ after Solomon died
 - b. his descendants ruled the kingdom of _____ in the south (Judaism)
 - c. the descendants became known as _____
 - d. the _____ Empire brutally conquered Israel in the north
 - e. many of those Israelites fled _____ to Judah as well
 - f. this is when Nebuchadnezzar conquered Judah and destroyed Jerusalem
6. Babylonian captivity
 - a. took _____ of Jews to Babylon
 - b. prophets encouraged them to continue obeying the _____ during exile
 - c. **exile** – _____
 - d. some Jews, like _____, became important in Babylon
 - e. many wanted to _____ to the homeland
 - f. Cyrus the Great, king of the _____, conquered the Babylonian Empire
 - g. allowed Jews to return to Judah and rebuild the _____ in Jerusalem
 - h. later rebuilt the _____ of Jerusalem

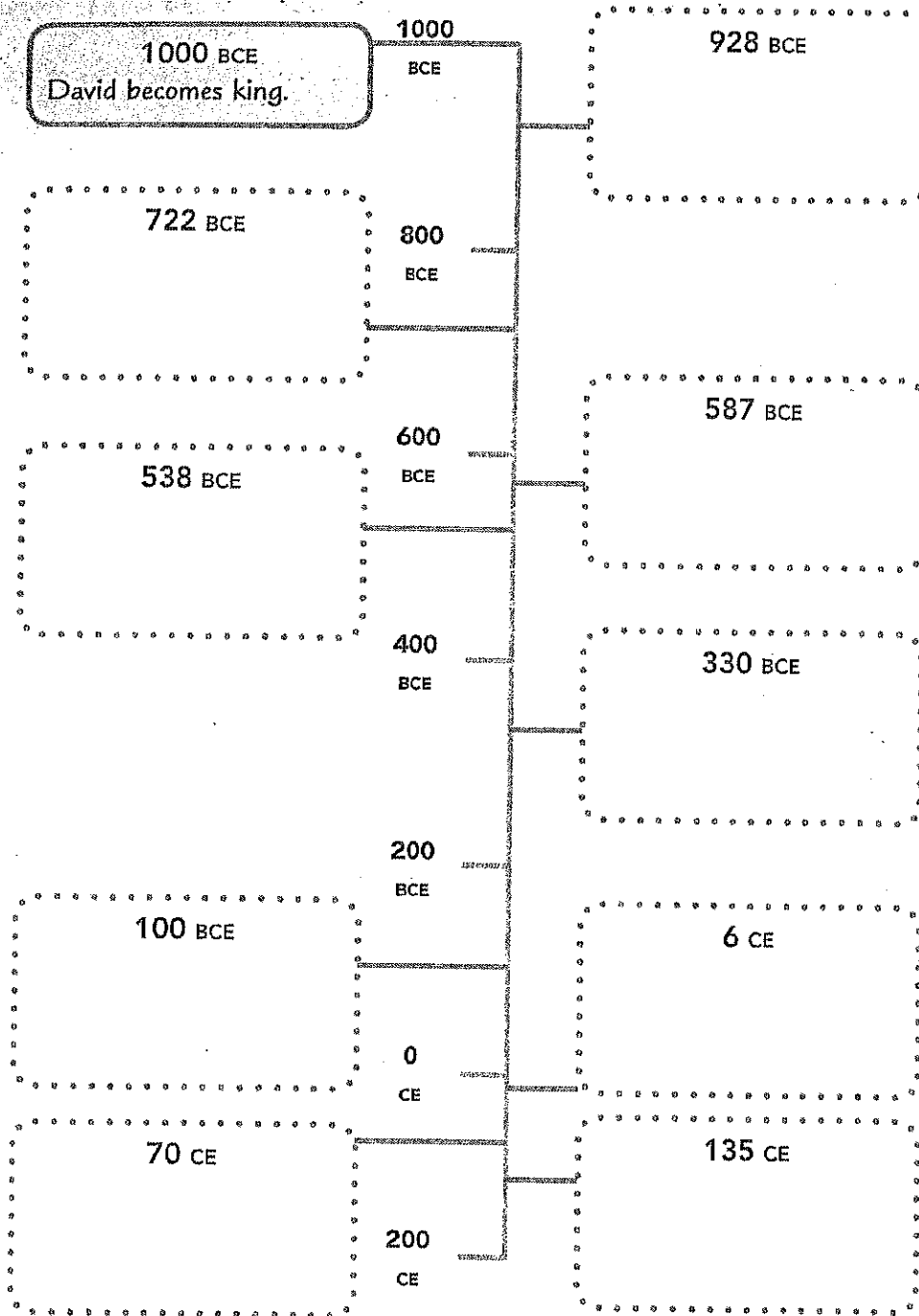
B. Diaspora

1. communities of Jews _____
2. Jews now lived throughout the Babylonian Empire
3. Land of Israel, _____, Asia Minor (Turkey), _____, Iran, and central Asia
4. Esther
 - a. married the Persian _____
 - b. his advisor planned to kill the _____
 - c. Esther convinced the king to **reject** this – _____, turn away
5. Alexander the Great
 - a. _____ that conquered the Persian Empire
 - b. Greek empires ruled the Land of Israel, southwest Asia, _____, and southern Europe
 - c. Jews settled these areas as well as Arabia and _____ and parts of Asia

- d. _____ of Jews lived inside and outside of the Land of Israel
 - e. _____ remained their spiritual home
6. new ways to worship
 - a. worshiped at the _____ in Jerusalem before
 - b. now gathered in **synagogues** – _____
 - c. prayed and discussed and had _____
 7. Greek rule
 - a. faced _____ treatment by the Greeks
 - b. Maccabees family rebelled and won _____
 - c. _____ celebrates this victory
 8. Roman rule
 - a. the year ____ CE
 - b. now called _____ and later “land of the Jews”
 - c. Romans were disrespectful and destroyed the _____ Temple
 - d. killed and _____ thousands of Jews
 - e. thousands fled
 - f. teacher Yohanan ben Zaccai visited a commander and received permission to set up a _____ for Jewish scholars
 - g. another Jewish rebellion led to Romans changing the name to _____ after the Israelites enemies the Philistines
 - h. had to pay the Romans _____ and taxes
 9. changes
 - a. _____ Torah explained interpretations during Diaspora
 - b. Rabbinic Judaism – traditions were handed down through _____ and the focus was no longer on the _____
- C. Support for Society
1. Judaism has shaped _____
 2. Noahide Laws – seven laws that apply to _____
 3. the Ten Commandments _____
 4. guidelines for _____ justice
 - a. how to respond to _____, famine, and injustice
 - b. respect _____ life and give generously
 - c. care for _____ and refugees
 - d. respect others’ rights and _____
 - e. honor _____ and respect marriage
 - f. ideas about justice and _____ led to the _____ system
 - g. idea of paying for crimes instead of the _____ penalty
 - h. _____ cities protected those awaiting trial
 5. support for _____ rights and the environment
 - a. _____ treatment
 - b. environmental protections
 - c. crop _____ helps maintain soil nutrients
 - d. obligation to not destroy or waste _____
- D. The Legacy of Judaism
1. ____ million Jews today around the world
 2. mostly in the _____ and Israel
 3. one _____ created everything
 4. Christians and Muslims honor Abraham and Moses
 5. spread _____ teachings
 6. the Hebrew Bible and the stories of Moses, _____, and Esther
 7. Jewish values formed modern _____ societies
 8. worth of individual, moral behavior, responsibility, human rights, and justice

Take Notes

Literacy Skills: Sequence Use what you have read to complete the timeline. Record key events from the lesson in the appropriate space on the timeline. The first one has been completed for you.

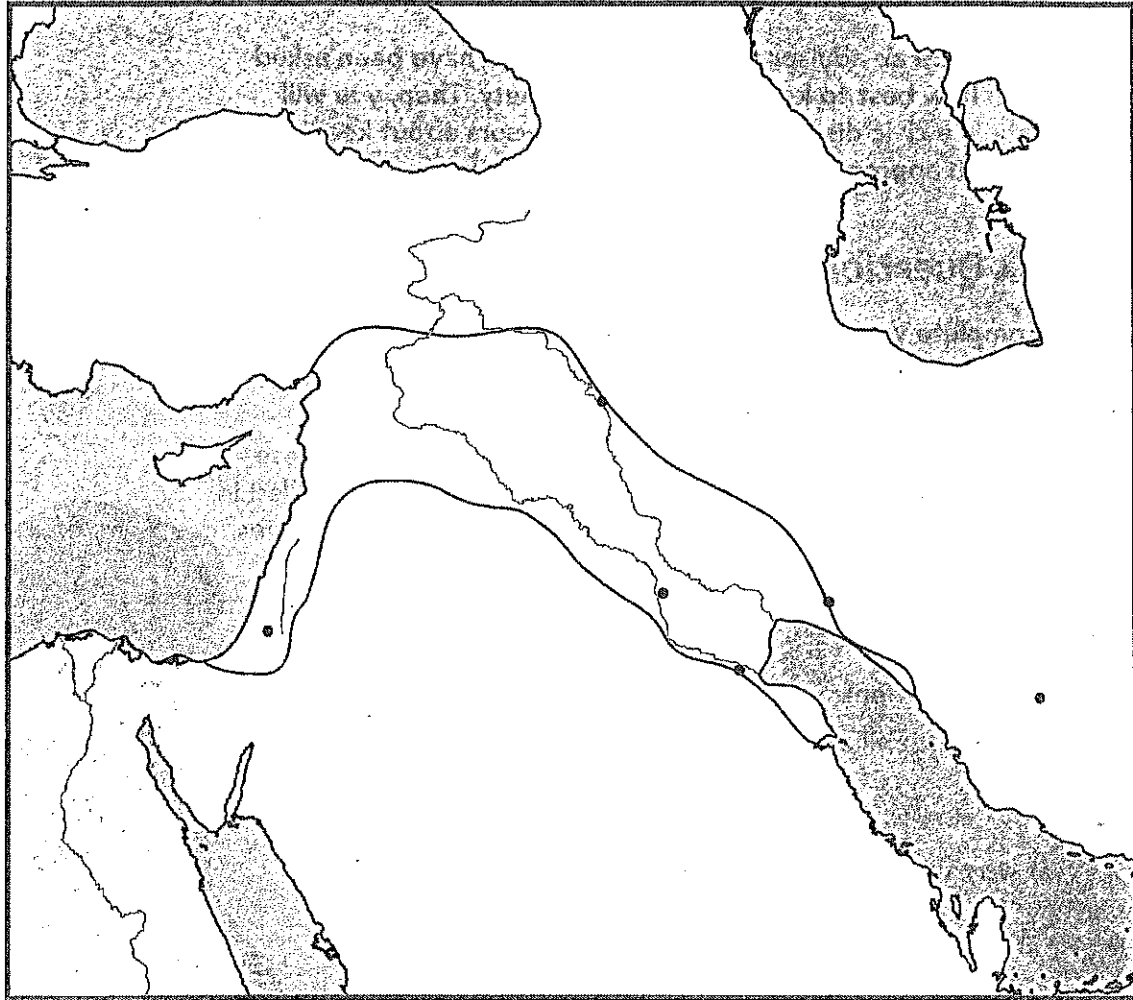


INTERACTIVE
 For extra help, review the 21st Century Tutorial: **Sequence**.

Map Skills

Using the map in your text, label the outline map with the places listed. Then color in water, desert, mountains, and the Fertile Crescent.

Egypt	Canaan	Phoenicia	Mesopotamia
Persia	Babylon	Nineveh	Jerusalem
Persepolis	Tigris River	Euphrates River	



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