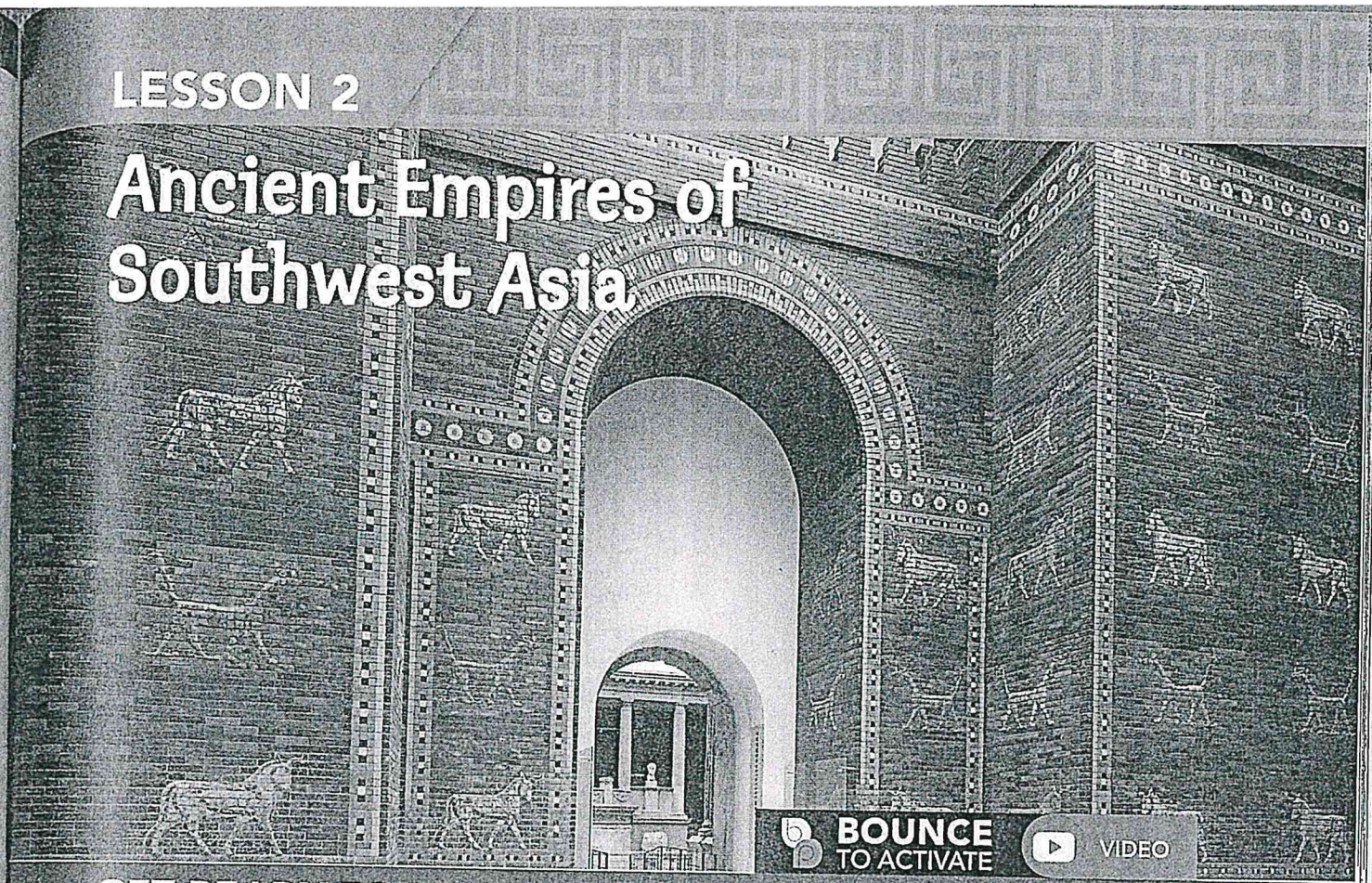
6th grade

SS

Week 5

LESSON 2

Ancient Empires of Southwest Asia



GET READY TO READ

START UP

Look at the structure from ancient Babylon. What does it suggest about the people who built it?

GUIDING QUESTIONS

- What was new and different about Sargon's empire?
- What were the main achievements of the Babylonians, Hittites, and Phoenicians?
- What did the Assyrian, Neo-Babylonian, and Persian empires accomplish?

TAKE NOTES

Literacy Skills: Compare and Contrast

Use the graphic organizer in your Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your Active Journal to practice the vocabulary words.

Vocabulary	Academic Vocabulary
empire	ally
Hammurabi's Code	appoint
navigation	

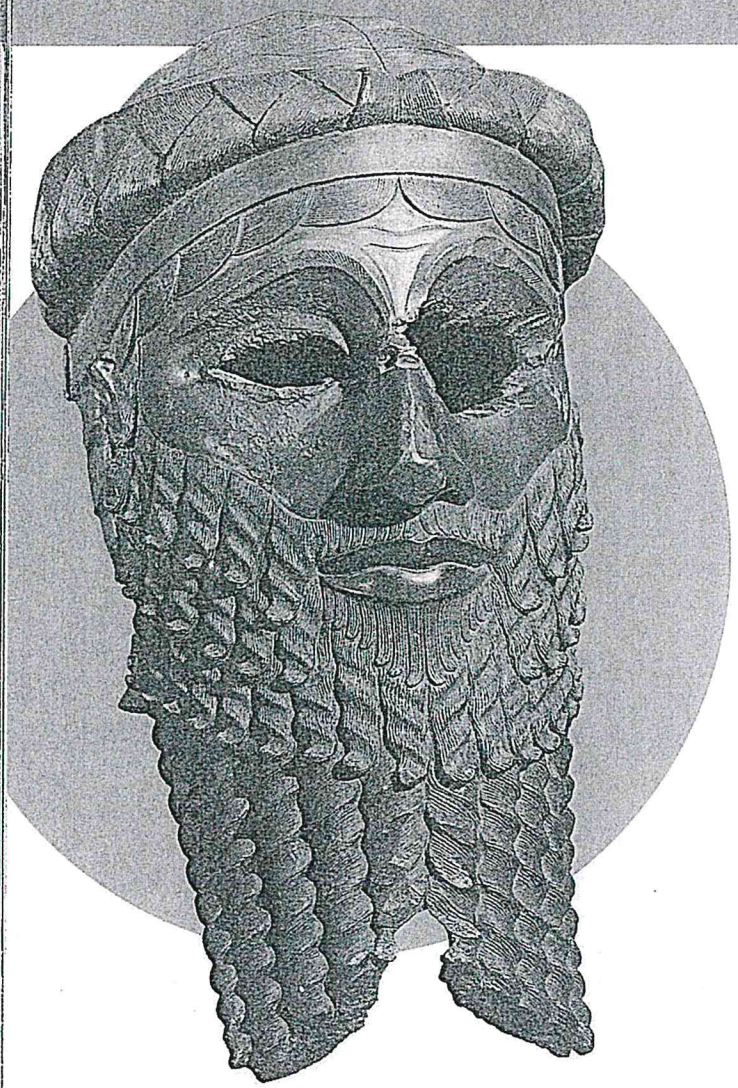
As the city-states of Sumer grew, they often fought among themselves. In time, strong rulers emerged and conquered the whole region. They created the world's first **empires**—territories containing several countries and ruled by a single government.

The First Known Empire

Years of fighting made Sumerian city-states grow weaker. Their weakness led to the conquest of Sumer.

Conflict in Sumer The fighting between the city-states of Umma and Lagash is one example of the conflict in Sumer. For many years, Umma and Lagash and their **allies** fought to control a fertile region on their shared border.

Around 2450 BCE, armies from Umma and Lagash met in a major battle. Thousands of troops died in the fighting before Lagash won the battle. Lagash soldiers looted and burned Umma. They captured prisoners and sold them as slaves. It took years for Umma to recover from its defeat.



△ Most of what is known about Sargon, above, comes from stories written about him during 2,000 years of Southwest Asian history, rather than from historical documents written during his rule.

Academic Vocabulary

ally • *n.*, an independent country or empire that works with other countries or empires to achieve a shared military or political goal

appoint • *v.*, to assign an official position or role to someone

Sargon Builds an Empire

While the Sumerian city-states struggled for power, a new society arose in Mesopotamia, northwest of Sumer. Akkadians spoke a different language from the Sumerians and had different customs.

During the 2300s BCE, an Akkadian named Sargon became king of the Sumerian city-state of Kish. He changed the language used by the government to Akkadian. Under Sargon's rule, the Akkadian army conquered other city-states in Sumer and other parts of Mesopotamia, creating the world's first known empire. Sargon placed loyal Akkadians in important government and religious positions. These moves helped him solidify his power. Akkadian troops and traders moved throughout the Fertile Crescent, spreading Akkadian and Sumerian culture.

The End of an Empire

To control his large empire, Sargon **appointed** local rulers. Each local ruler served as king of the land he oversaw. Sargon was able to control the Akkadian empire for more than 50 years.

After Sargon's death in 2279 BCE, internal rebellions and outside invasions weakened the Akkadian empire. Within 100 years, the empire had collapsed. Warriors from the east took control of the region.

Around 2100 BCE, Sumerian kings were able to unite the region again, this time under Ur Nammu, the ruler of Ur. Ur prospered for about 100 years. Then, an uprising of rebels ended Ur's rule over Sumer and renewed fighting between Sumerian city-states. Over the next few hundred years, Sumer faced invasions by a series of enemies, including the Amorites. The Amorites took control of several Sumerian cities, including Babylon (BAB uh lahn).

READING CHECK **Understand Effects** Why did Southwest Asian empires tend to weaken and fall apart during this period?

The Babylonian Empire

When the Amorites invaded, Babylon was a small, unimportant city on the Euphrates River near present-day Baghdad, Iraq. But under a king named Hammurabi (hah muh RAH bee), Babylon became the center of a new Mesopotamian empire.

Hammurabi Builds an Empire

Hammurabi became king of Babylon around 1792 BCE. He solidified his power, built up his army, and led the Amorites in attacks against other Mesopotamian city-states.

He united southern Mesopotamia into what we now call the Old Babylonian (bab uh LOH nee uhn) empire, or Babylonia.

Hammurabi was a skilled ruler. He created a strong government by sending his own governors, tax collectors, and judges to rule distant cities. He stationed troops throughout the empire. Hammurabi also made Babylon into a great city. He oversaw a number of public building projects and encouraged the growth of trade. Hammurabi also established a set of laws known as **Hammurabi's Code**. Hammurabi states the purpose of the code in its introduction.

Quest CONNECTIONS

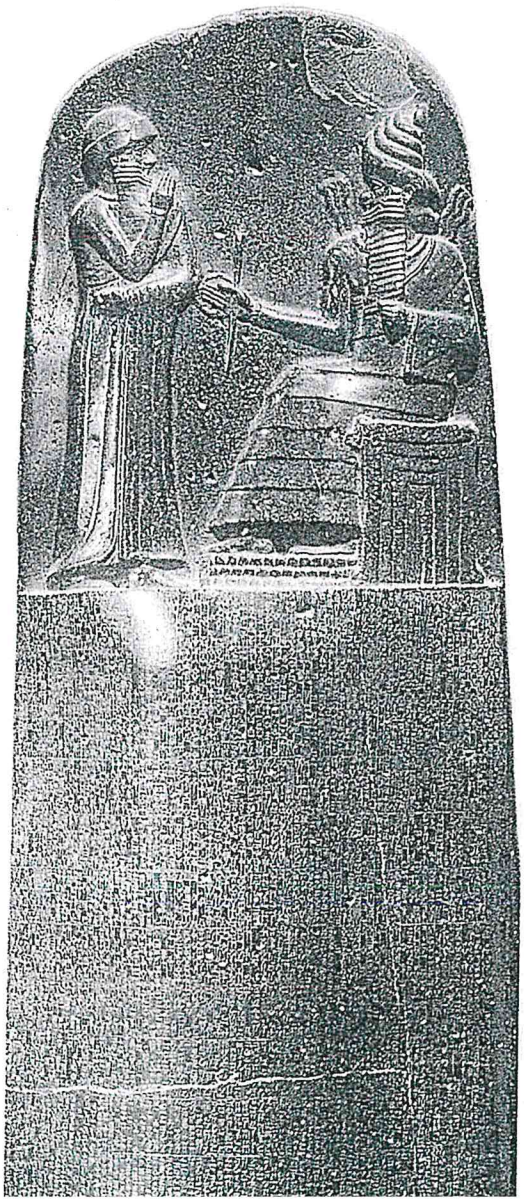
How does Hammurabi's stated goal for his law code establish his legitimacy as ruler? Record your observations in your Active Journal.

Primary Source

"bring about the rule of righteousness in the land, to destroy the wicked and the evil-doers; so that the strong should not harm the weak—so that I should . . . further the well-being of mankind."

—Hammurabi's Code

The code governed life in the Babylonian empire.



Analyze Visuals Hammurabi (left) receives the Code of Laws from the sun god. The Code of Laws is carved on the bottom of the stele. **Use Visual Information** How is the sun god portrayed?

Legacy of Sumer and Babylonia The Babylonians built on the mathematical work of Sumerians. They made advances in geometry and an early form of trigonometry. Their work formed the basis for later developments in mathematics and were a lasting contribution of Mesopotamian civilization.

The Babylonians also built on Sumerian work in astronomy. They made detailed calculations of the movements of the sun, moon, planets, and stars.

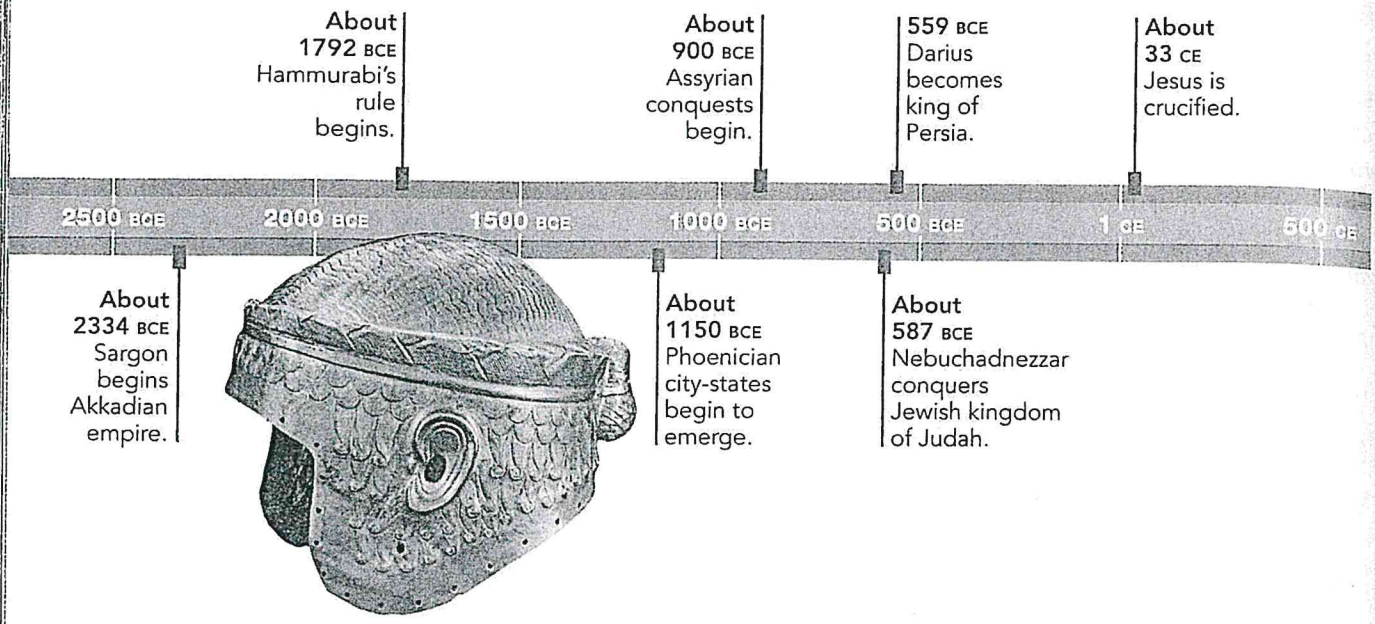
The Babylonian empire eventually collapsed after Hammurabi's death in 1750 BCE. In the years that followed, the once-great civilization of Sumer slowly faded away. However, Sumerian and Babylonian advances in technology, farming, writing, learning, and the law lived on.

READING CHECK **Understand Effects** How would the accomplishments of the Babylonians and Sumerians survive to influence the modern world?

The Hittites

During the time of the Sumerians and Babylonians, ideas and people moved through trade to the northwest and the east, into present-day Turkey and Iran. A people called the Hittites had settled in central Turkey by the 1800s BCE.

Key Events in Ancient Southwest Asia, 2500 BCE–50 CE



Analyze Timelines
Over a few thousand years, Southwest Asia saw a succession of empires.
Compare and Contrast How did the Phoenician city-states differ from the other states shown in this timeline?

The Hittites defeated the peoples around them and developed a kingdom. The Hittites relied on bronze for tools and weapons but eventually learned to use iron. Iron was a much harder metal and made better weapons and tools.

By the 1300s BCE, the Hittites had established an empire that covered most of present-day Turkey and northern Syria. The empire lasted until the 1100s BCE, when massive invasions destroyed it.

READING CHECK **Understand Effects** What effect might the ability to use iron have on a region's people?

The Phoenicians

During the time of the Hittites, the lands along the Mediterranean coast of Southwest Asia, known as Canaan, developed a culture of city-states like that of Mesopotamia. The people living along the northern coast of Canaan, in a region stretching from modern Syria through Lebanon to northern Israel, are known as the Phoenicians.

Egypt controlled parts of Canaan off and on for many years, beginning around 1500 BCE. Phoenician society began to emerge when Egyptian rule ended around 1150 BCE. Independent Phoenician city-states soon prospered through trade with the Egyptians, Hittites, and other peoples.

The Phoenicians were experts at **navigation**, the art of steering a ship from place to place. For hundreds of years, they dominated sea trade across the Mediterranean.

INTERACTIVE
Development of Civilizations

Phoenician Traders Phoenician traders brought back many imports, including gold, silver, tin, copper, iron, ivory, and precious stones.

Phoenician traders also exported goods, such as silver bowls, weapons, jewelry, and pine logs.

Trade also allowed the Phoenicians to build colonies around the Mediterranean Sea. One trading post was Cyprus, where the ancient Greeks also had trading colonies.

Phoenician Achievements Through trade, the Phoenicians linked the diverse cultures around the Mediterranean region and beyond. In the process, Phoenician ideas spread. The Phoenicians passed parts of their culture on to the Greeks. For example, the Greeks used the Phoenician standard of weights and measures.

The Phoenicians also developed the first phonetic writing system, in which each character corresponded to a spoken sound. The Greeks adapted this writing system to create an alphabet, which later evolved into the Roman alphabet. The Roman alphabet is used today for English and many other languages.

READING CHECK **Understand Effects** How did Phoenician trade affect other cultures?

The Assyrian and Neo-Babylonian Empires

Assyria (uh SEER ee uh) lay north of Babylon, along the Tigris River. Like much of Mesopotamia, it fell under the influence of Sumer. Later, Assyria was part of the Akkadian and Babylonian empires.

An Empire Built on Iron The Assyrians learned iron-making from the Hittites and began forging iron tools and weapons, beginning the Iron Age. The Assyrians also developed a powerful military state.

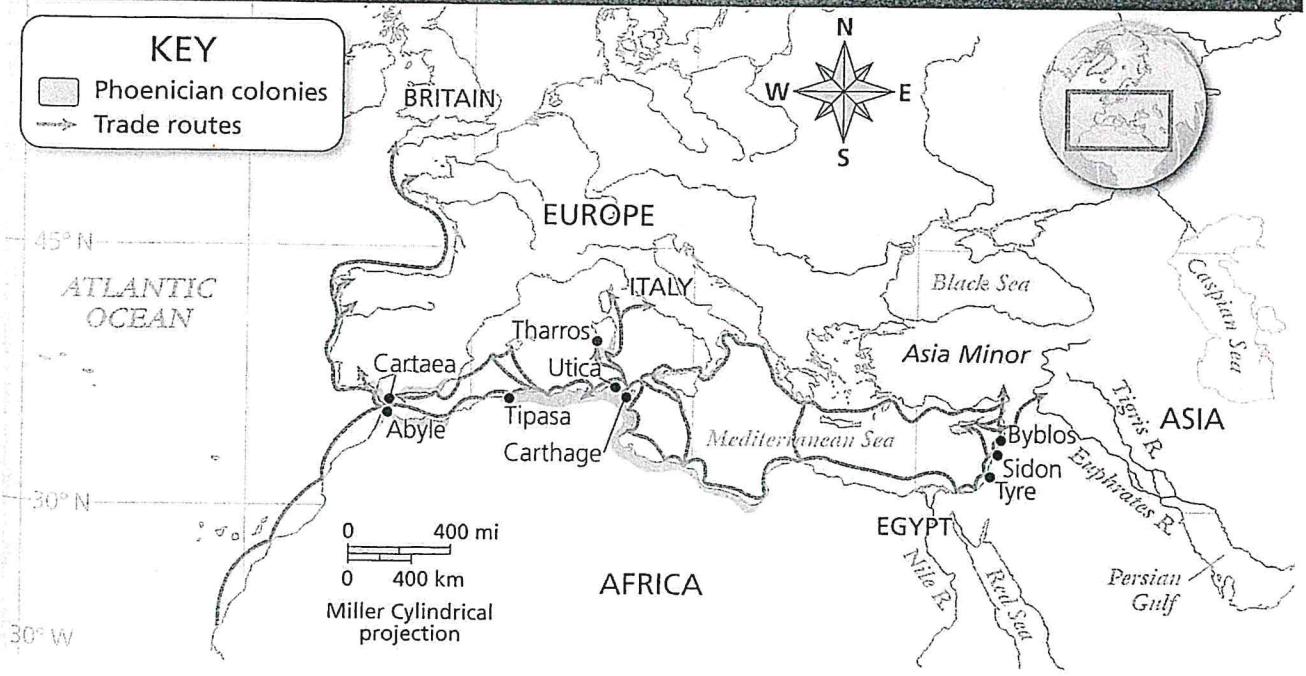
INTERACTIVE
Mesopotamian Empires

GEOGRAPHY SKILLS

Phoenicians traded with people all around the Mediterranean Sea.

1. **Interaction** What information on the map supports the claim that the Phoenicians were skilled sailors?
2. **Use Visual Information** On which continent were most Phoenician colonies located?

Phoenician Colonies and Trade Routes, About 700 BCE



With their iron weapons, the Assyrians conquered neighboring regions in the 900s BCE. By the 700s BCE, the Assyrian empire was the largest empire yet known, covering the entire Fertile Crescent and extending into present-day Turkey and Iran. In the early 600s BCE, the Assyrians conquered Egypt.

Assyrian rulers divided the empire into around 70 smaller units of government called provinces that were led by a governor. Each governor reported directly to the Assyrian ruler. This helped the ruler keep control of distant lands.

Babylon Rises Again Civil wars and attacks from present-day Iran in the late 600s BCE caused the Assyrian empire to collapse. Around this time, Babylon once again rose to power. Its rulers built another empire, called the Neo-Babylonian empire. *Neo* is Greek for "new."

Babylon conquered Judah, the homeland of the Jewish people, in what is now Israel. The Babylonians drove the leadership of the Jews out of Judah and forced them to live in Babylonia. This period of Jewish history is called the Babylonian Captivity. The Neo-Babylonian empire eventually fell to attacks by the Persians from what is now Iran, in 539 BCE.

READING CHECK **Identify Supporting Details** What two factors helped the Assyrians develop a powerful empire?

Who Were the Persians?

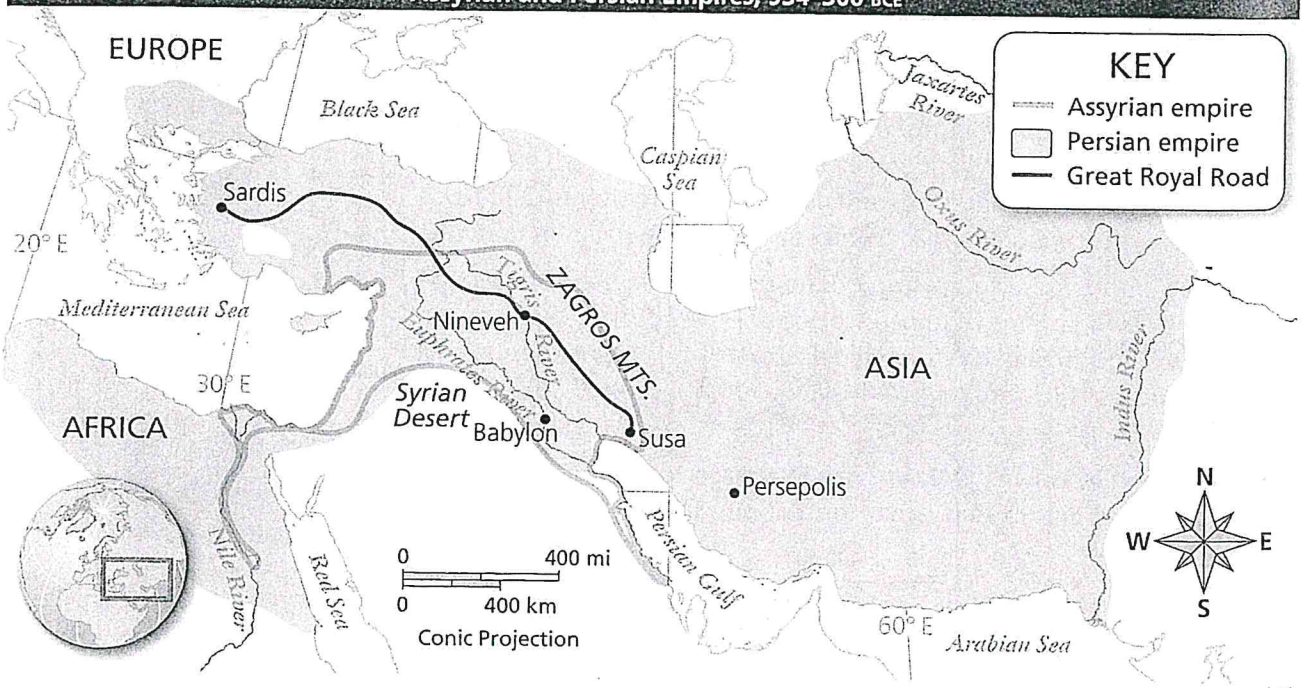
The Persians lived in what is now southwestern Iran. They established a mighty standing army that conquered neighboring lands.

GEOGRAPHY SKILLS

The Assyrian empire began from a base in northern Mesopotamia. The Persian empire originated further east and expanded west.

1. **Region** Which empire mainly occupied the Fertile Crescent?
2. **Use Visual Information** What did the Great Royal Road connect?

Assyrian and Persian Empires, 934–300 BCE

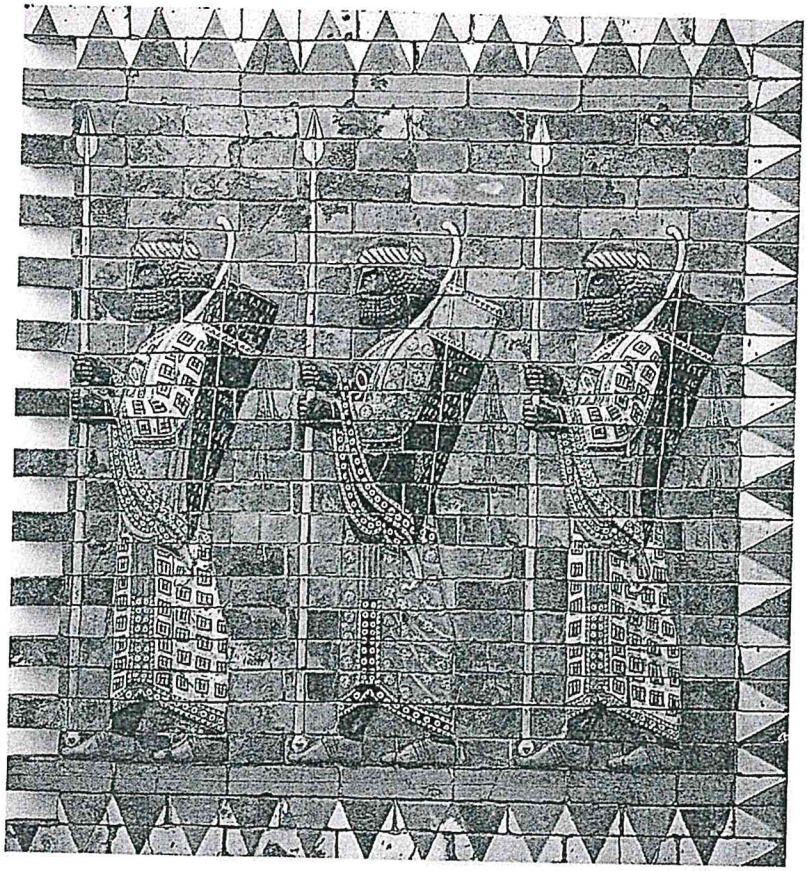


In 559 BCE, a ruler named Cyrus became king of Persia. During his reign, Cyrus created a vast empire even larger than the former Assyrian empire. It covered nearly all of Southwest Asia, as well as parts of South and Central Asia. In the late 500s, the Persians conquered Egypt.

Like the Assyrians, the Persians ruled their empire effectively by dividing it into provinces ruled by governors. A strong army, a network of roads, and a standard currency tied the empire together. Other later empires borrowed these ideas in organizing their empires.

In the late 400s, the Persians tried to conquer the Greek city-states but failed. Still, the Persians dominated the region until 331 BCE, when a Greek army led by Alexander the Great defeated and conquered the Persian empire.

READING CHECK **Identify Main Ideas** Why did empires like the Persian empire find it useful to have standing armies?



Analyze Images These archers decorated the palace of a Persian emperor. **Infer** What can you conclude about the Persian armies from this image?

Lesson Check

Practice Vocabulary

1. How did Phoenician **navigation** influence the history of the world?
2. How can an **empire** hold together different peoples?

Critical Thinking and Writing

3. **Summarize** How did Sargon exert control over his empire?
4. **Identify Cause and Effect** How did Sumerian culture spread?
5. **Compare and Contrast** In what ways were Hammurabi and Sargon alike in how they governed?
6. **Identify Cause and Effect** How did the Assyrians become militarily powerful?
7. **Writing Workshop: Support Ideas with Evidence** In your Active Journal, take notes and write a paragraph describing one of the cultures you have just read about. Make sure you are introducing specific facts about that culture. Be thinking about how the details you included reflect the values of your chosen culture. You will use these notes to help write an essay on the values of a Southwest Asian culture.

Lesson Quiz: Ancient Empires of Southwest Asia

Name _____ Date _____

Read each question carefully. Determine the best answer to the question from the four answer choices provided.

1 Sargon created the world's first empire by
- A defeating Hammurabi in battle.
- B destroying the city-state of Ur.
- C uniting Akkadian and Babylonian lands.
- D conquering Mesopotamian city-states.

2 What city became the center of Hammurabi's Mesopotamian empire?
- A Babylon
- B Lagash
- C Ur
- D Umma

3 In what way were the Assyrian empire and the Persian empire similar?
- A They both divided their vast lands into provinces ruled by governors.
- B They both extended into South Asia and Central Asia.
- C They both fell to growing power of the Babylonian empire.
- D They both used new bronze-making technology to conquer neighboring lands.

4 Why were the Phoenicians able to spread their culture over a wide area?
- A Phoenician armies imposed Phoenician culture throughout the region.
- B Phoenicia had many natural resources that were desirable to other countries.
- C The Phoenicians united Mesopotamian city-states into a single empire.
- D The Phoenicians traded with cities around the Mediterranean region.

5 Why was ironmaking an important technology for the Hittites?
- A Iron became an important trade item for Hittite merchants.
- B Iron weapons gave Hittite armies an advantage over their enemies.
- C Iron tools allowed the Hittites to create the first farming communities.
- D Iron weapons helped the Hittites survive an Assyrian invasion.

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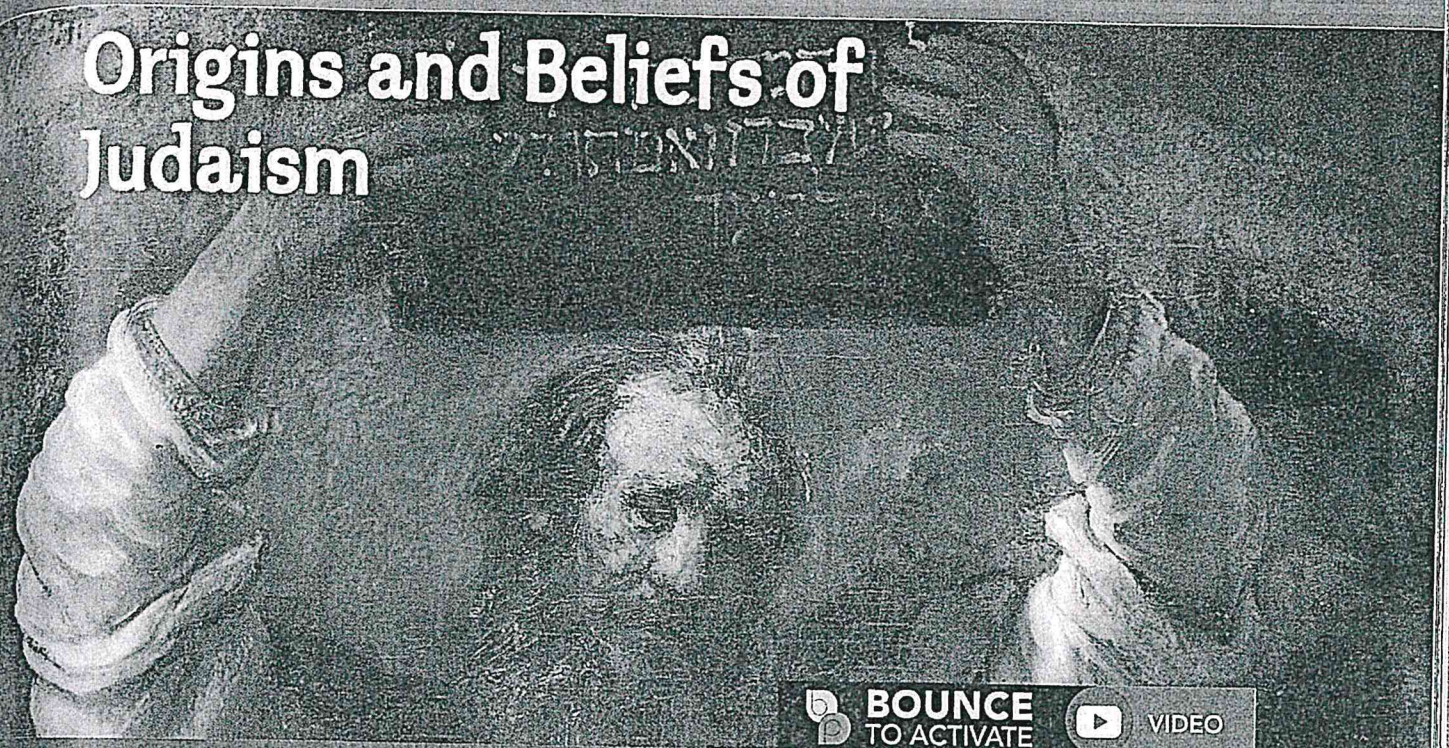
LESSON 3

Origins and Beliefs of Judaism



GET READY TO READ

START UP

This illustration shows Moses—considered by Jews to be a prophet, or messenger of God—holding the Ten Commandments. What impact might laws such as the Ten Commandments have on a society?

GUIDING QUESTIONS

- How do Jews believe their religion began?
- What are Judaism's sacred writings and teachings?
- What happened to the Jews during ancient times?

TAKE NOTES

Literacy Skills: Summarize

Use the graphic organizer in your Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your Active Journal to practice the vocabulary words.

Vocabulary

monotheism
ethics
Torah
covenant
Exodus
commandment
rabbi
Talmud
Sabbath
Diaspora

Academic Vocabulary

compel
commentary

Judaism first emerged as a religion more than 3,000 years ago in the Fertile Crescent. It was the first religion based on belief in one God, who set down laws about right and wrong. Judaism helped shape the religions of Christianity and Islam, as well as modern ideas about law and human rights.

The Ancient Israelites and Their God

The ancient Israelites practiced **monotheism**, or the belief in a single God. The Israelites believed that God created each person in God's image and that God called on them to act based on **ethics**, or beliefs about what is right and wrong. Their teachings and practices became known as Judaism, the religion of the Jews.

Sources Most of what Jews believe about the origins of their religion comes from the Torah (TOH ruh). The **Torah** consists of the first five books of the Hebrew Bible. The archaeology and history of biblical sites in Egypt and the Fertile Crescent also help us understand the world of the Torah.

▲ This Christian illustration of Abraham shows him as the first patriarch of the Jews. Abraham is revered by Jews, Christians, and Muslims.

Academic Vocabulary
compel • *v.*, to force someone to do something

Abraham's Covenant

The Torah tells about a man named Abraham. According to the Torah, God told Abraham to leave Ur and travel with his family to a land called Canaan (KAY nun) on the Mediterranean coast. The Torah says that God made a **covenant**, or binding agreement, with Abraham. Under the covenant, if Abraham and his descendants remained faithful to God, Canaan would belong to them, so it became known as the Promised Land.

Primary Source

"I will maintain My covenant between Me and you, and your offspring to come, as an everlasting covenant throughout the ages, to be God to you and your offspring to come."

—Genesis 17:7

Abraham, his son Isaac, and Isaac's son Jacob are known as the patriarchs, or the forefathers, of the Jews. According to the Torah, God later gave Jacob the name Israel. For this reason, his descendants were known as Israelites.

READING CHECK **Summarize** According to Jewish belief, what were the terms of the covenant that Abraham made with God?

The Exodus

Scholars believe that the stories of the Israelites were eventually written down in Genesis, the first book of the Torah. Genesis describes a famine that occurred in Canaan. Because Egypt had great supplies of grain, Jacob's family moved there and continued to grow.

The book of Exodus (EKS uh dus) comes after Genesis in the Torah. Exodus describes how the pharaoh, or king of Egypt, enslaved and mistreated the Israelites and **compelled** them to do harsh work.

Moses

According to the Torah, the pharaoh ordered that all boys born to Israelites be thrown into the Nile. The life of Moses (MOH zuz), an Israelite baby, was at risk. He was found at the shore by the pharaoh's daughter, who then adopted him. The Torah states that, when Moses grew up, God told him to rescue his people from slavery in Egypt. The pharaoh refused to let Moses lead the Israelites out of Egypt, and so God sent plagues to the Egyptians.

Finally, says the Torah, the pharaoh allowed the Israelites to leave Egypt. The escape of the Israelites from slavery in Egypt is called the **Exodus**. Jews celebrate the holiday of Passover each year to remember the Exodus.

INTERACTIVE
The Origins of Judaism

The Desert Experience

According to the Torah, after the Israelites left Egypt, they lived in the Sinai desert for 40 years. There, God prepared them for life in the Promised Land.

The Israelites faced harsh conditions and occasionally battled other peoples. Some questioned the leadership of Moses or even of God. However, they came to believe that if they obeyed God's commands, God would provide for them. According to the Torah, after Moses died, the Israelites returned to the Promised Land and conquered it.

INTERACTIVE
The Ten Commandments and Modern Laws

READING CHECK **Summarize** What was the role of Moses in the Exodus, according to the Torah?

The Ten Commandments

The book of Exodus says that during the Israelites' journey, they stopped at Mount Sinai. Moses went up the mountain to meet with God. God gave Moses laws, known as the Ten Commandments. A **commandment** is an order to do something.

According to the Hebrew Bible, the Ten Commandments and other laws told the Israelites how to behave toward God and one another. They are still important to Jews today. According to the laws, behaving well toward one another is a duty to God. If people believe in God and obey God's laws, God will protect them and support them.

Because they believe that each person is created in the image of God, Jews have a strong sense of each person's worth. They also believe that people have a responsibility to do what is right.

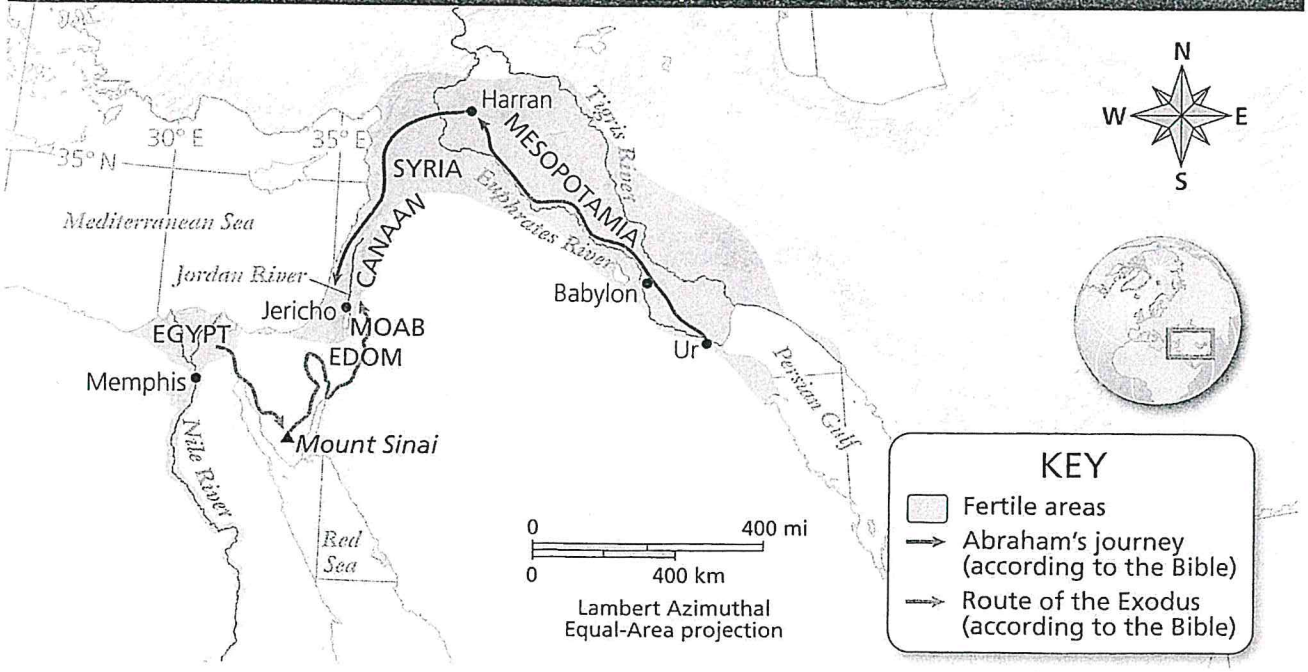
READING CHECK **Identify Main Ideas** According to the Hebrew Bible, what is the purpose of the Ten Commandments?

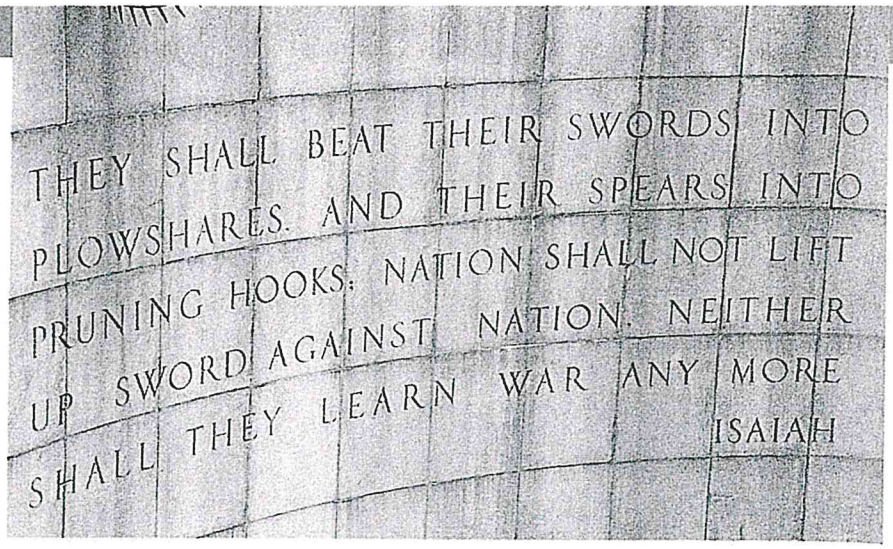
GEOGRAPHY SKILLS

According to the Bible, the Israelites spent 40 years traveling across the Sinai Peninsula.

1. **Place** Where is Mount Sinai?
2. **Understand Effects** What was the result of the Exodus?

Lands of the Hebrew Bible, About 1700–1200s BCE





Analyze Visuals The Jewish prophet Isaiah is believed to have written part of the Book of Isaiah in the Hebrew Bible. This famous quotation from Isaiah appears on the "Isaiah Wall" in a garden at the United Nations.
Draw Conclusions What is the main idea of this quotation? Why do you think the United Nations would choose to display these words?

The Hebrew Bible

The Torah and the larger Hebrew Bible are Jewish sacred writings and the source of Jewish teachings. The Hebrew Bible is also known as the Tanakh in Hebrew. To Jews, the Bible reveals God's will as carried out in human events. This shared account unites Jews all over the world. The Hebrew Bible also forms the basis for the Christian Old Testament, which is made up of the books of the Hebrew Bible. By tradition, the books of the Hebrew Bible are divided into three sections.

The Torah The Torah begins with the story of God's creation of the world. It continues to tell of the life of Abraham and God's covenant with him.

The Torah then focuses on Abraham's son Isaac, his grandson Jacob, and Jacob's descendants, the Israelites. It tells the story of the Exodus. The Torah contains not only the Ten Commandments but also many other rules and laws.

The Prophets The next section of the Hebrew Bible is called the Prophets. This section contains books by or about Jewish prophets. A prophet is a person believed to be chosen by God as a messenger to bring truth to the people and to remind them to obey God's laws.

The Writings The last section of the Hebrew Bible, the Writings, includes great Hebrew literature such as the Psalms (sahmz), the Proverbs, and the Song of Songs. Psalms are poems or songs offering praises or prayers to God. The book of Proverbs contains wise sayings.

READING CHECK **Identify Main Ideas** Why were prophets important to Judaism?

The Importance of Law and Learning

The Hebrew Bible and **commentaries** on the Bible are vitally important to Jews. They are the source of Jews' most important teachings, including those about ethics.

Laws, the Talmud, and Commentaries Respect for God's laws is basic to Judaism. The Torah contains many laws in addition to the Ten Commandments. Many of these describe how to have a fair society, how to help people who are in need, and even how to protect the health of the community.

Academic Vocabulary
commentary • *n.*, a set of comments or a recorded discussion about something

Many centuries after the time of Moses, prominent Jewish **rabbis** (RAB yz), or religious teachers, recorded and commented on oral laws that they believed had come down from the teachings of Moses. Around 600 CE they put together their discussions in the Talmud. The **Talmud** is a collection of oral teachings and commentaries about the Hebrew Bible and Jewish law. Jews still study and discuss it.

The Need to Study The Hebrew Bible and the Talmud are central to Jewish teaching and practice. Jewish scholars still write commentaries on these writings today.

The Hebrew Bible is written mostly in the Hebrew language. As a result, many Jews try to learn to read Hebrew. Some also learn Aramaic, the language of most of the Talmud.

READING CHECK **Summarize** Why do Jews value the Hebrew Bible and Talmud?

Basic Teachings

Jews' idea of God was unique in the ancient world. In most other early religions, people worshiped many gods. They had images of these gods made of wood, stone, pottery, or metal. Some believed that each god lived in a certain place. In contrast, the Israelites believed that their God was invisible and yet present everywhere.

Many of the teachings of the Torah and the Talmud have to do with ethics. Ethical monotheism is probably the most important teaching of Judaism. This is the idea that there is one God who sets down ethical rules, or rules about right and wrong. Being faithful to God means following these rules.

Analyze Charts Several beliefs are central to the teachings of Judaism. **Identify Main Ideas** Why does the belief in ethical monotheism come first?

KEY TEACHINGS OF JUDAISM

ETHICAL MONOTHEISM
There is only one God, who sets down rules about right and wrong.

OBSERVANCE OF LAW
Laws in the Hebrew Bible and Talmud guide how Jews live and treat other people.

LOVE FOR OTHERS
The Hebrew Bible tells Jews to love and help other people.

WEEKLY DAY OF REST
The idea of a weekly day of rest, or Sabbath, began in Judaism.

COMMITMENT TO STUDY & PRAYER
Study leads to wisdom and good deeds; people communicate with God through prayer.

CONNECTION TO THE LAND OF ISRAEL
Israel has a central role in the Hebrew Bible and is home to Judaism's most sacred sites.

Ethics, Justice, and Law Ethical monotheism calls on Jews to know the difference between right and wrong. For Jews, actions should be based on ethics and justice.

As you have learned, Jews believe that each person has value and worth because he or she is created in the image of God. Along with individual worth comes individual responsibility to God. Each individual has the responsibility to act righteously in God's eyes.

The Jewish idea of individual responsibility means that God's laws and commandments apply equally to every Jew. This idea of equality in the eyes of God helped shape modern systems of law and justice.

Love for Others The Hebrew Bible commands, "Love your fellow [human being] as yourself." Jews are required to help others. As a result, Jews have been involved in many efforts to fight discrimination. Jews also give charity in response to this teaching. These ideas have influenced modern thinking about human rights.

Other Key Teachings Another important Jewish teaching is to observe the **Sabbath**, or a weekly day of rest, free from work. For Jews, the Sabbath is the seventh day of the week, or Saturday.

Jewish teaching also stresses the importance of study and prayer. You have learned about the importance of studying the Hebrew Bible and the Talmud. Jews also value prayer as a way of communicating with God.

Jewish teachings also include Jews' ties to the Land of Israel. This includes the modern state of Israel.

READING CHECK **Draw Conclusions** Why is prayer essential to Judaism?

Kingdoms and Exile

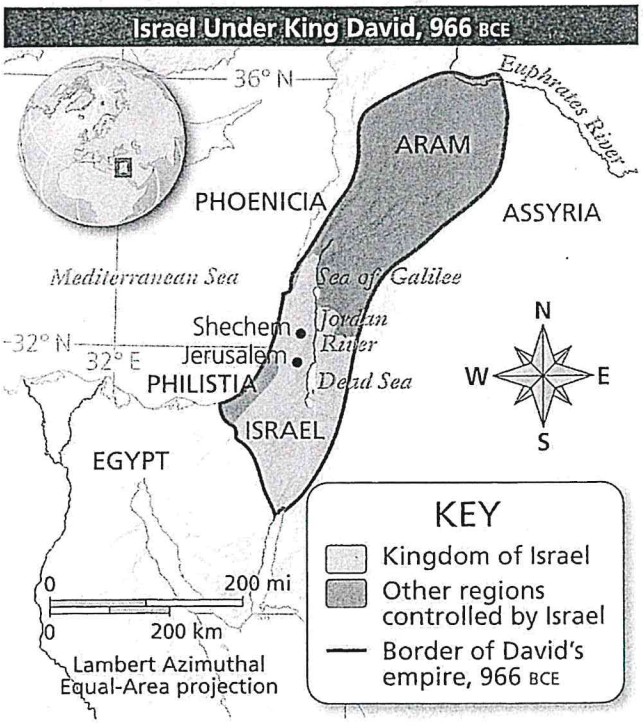
The Hebrew Bible is our main source for Jewish history before about 900 BCE. After that date, archaeology and other written sources provide further evidence.

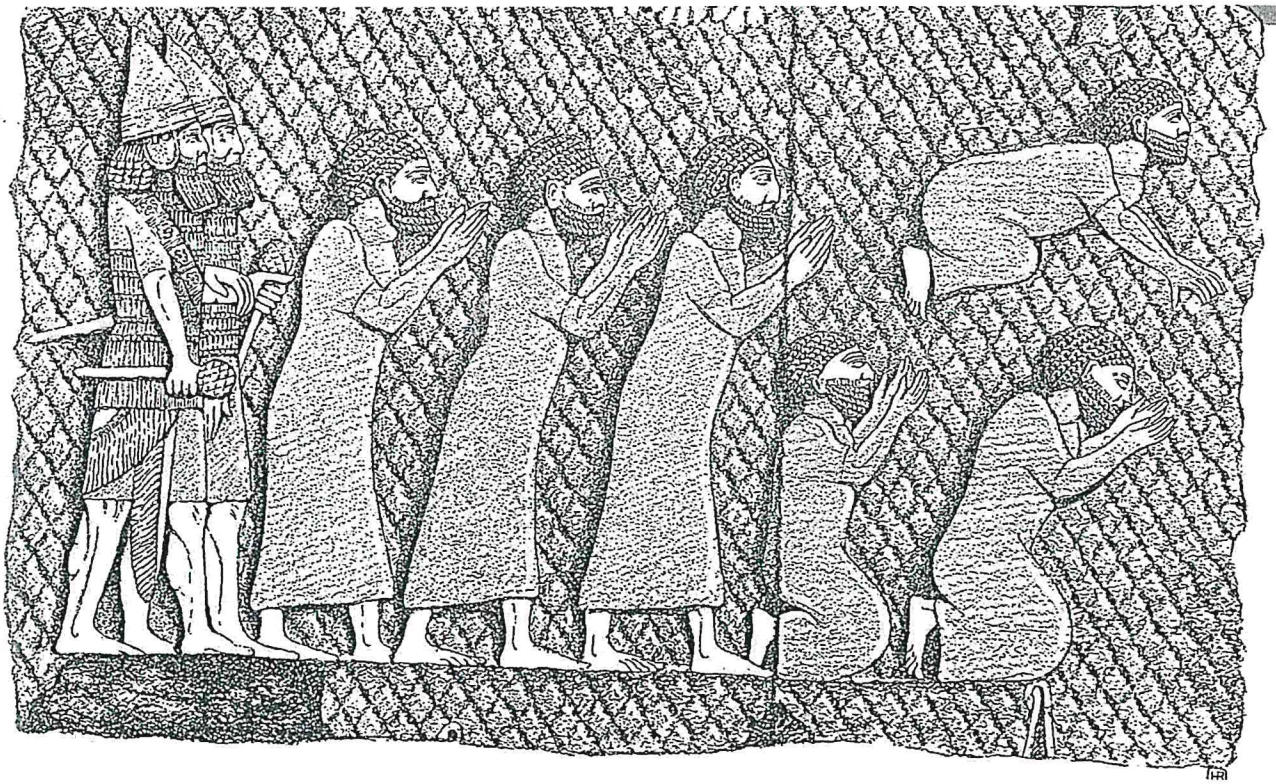
Saul, David, and Solomon According to the Hebrew Bible, a warrior named Saul united the tribes of Israel and became Israel's first king. One of Saul's best fighters was David, a young shepherd and musician. David became the next king. David captured the city of Jerusalem and made it his capital.

GEOGRAPHY SKILLS

This map shows the extent of David's kingdom by 966 BCE.

1. **Location** Which regions outside of Israel were controlled by Israel under King David?
2. **Use Visual Information** Which empire lay to the east of Israel?





Analyze Visuals The Assyrians conquered the kingdom of Israel about 722 BCE. **Use Visual Information** Which figures in the relief are Assyrian officers? How do you know?

David's son Solomon ruled after him. According to the Hebrew Bible, Solomon commissioned the great First Temple in Jerusalem, the holiest shrine for the Israelites. According to tradition, Solomon also wrote many of the wise sayings in the Bible's Book of Proverbs.

The Kingdom Divides When Solomon died around 900 BCE, the Hebrew Bible states that Israel split into two parts. Solomon's descendants ruled the kingdom of Judah in the south. From the name *Judah*, the religion of the Israelites became known as Judaism, and the descendants of the Israelites became known as Jews.

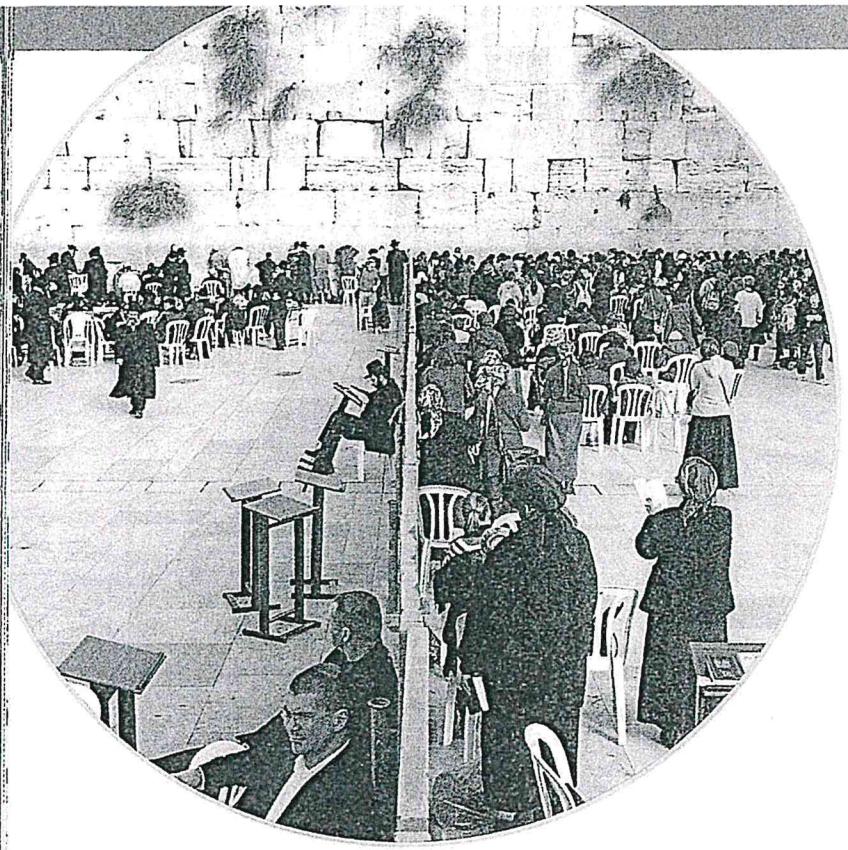
A competing kingdom in the north kept the name of the kingdom of Israel. About 722 BCE, the Assyrian empire conquered the kingdom of Israel. Thousands of Israelites were sent to distant parts of the empire. Others fled south to Judah.

More than 100 years later, Babylon, in present-day Iraq, rebelled against Assyria and began the second Babylonian empire. Babylonian emperor Nebuchadnezzar conquered Judah. About 587 BCE, the Babylonians destroyed Jerusalem, including the First Temple.

The Babylonian Captivity The Babylonians forced thousands of people out of Judah into Babylon. Most of them wished to return to their homeland.

Persian king Cyrus the Great later conquered the Babylonian empire. In 538 BCE, Cyrus allowed the Jews to go home. Jewish leaders built the Second Temple in Jerusalem and rebuilt the walls of Jerusalem.

The Diaspora The Babylonian Captivity was a turning point in Jewish history. Communities of Jews lived throughout the Babylonian empire. They came to be known as the Diaspora. The **Diaspora** (dy AS puh ruh) refers to the Jewish communities outside of their ancient homeland. Today, Jews live around the world.



▲ The Western Wall is all that remains of the Second Temple of Jerusalem. It is a sacred site to Jews, where many people come to pray.

The Jews who remained in the former kingdom of Israel, including Judah, later came under the rule of the Persian empire, the empire of Alexander the Great, and the Roman empire.

Greek and Roman Rule After the Babylonian Captivity ended, Jews in the Land of Israel tried to live according to their religion. However, they faced harsh and unfair treatment by Greek and Roman rulers.

During the 100s BCE, a family known as the Maccabees rebelled against their Greek rulers and won independence. The Jewish holiday of Hanukkah celebrates the victory of the Maccabees and their reclaiming of the Temple.

In 6 CE, the Land of Israel became part of the Roman empire. By this time, it was called Judea, or "land of the Jews." Roman disrespect toward Judaism led Jews to rebel against Rome. In response, in 70 CE, the Romans destroyed Jerusalem, including the Second Temple.

The Romans also killed or enslaved thousands of Jews. Thousands more fled to other lands inside and outside of the empire.

After another Jewish rebellion, the Romans banned Jews from Jerusalem and changed the name of the province in 135 CE to Palestine, after the ancient Israelites' enemies the Philistines.

READING CHECK **Identify Main Ideas** Why did the Jewish Diaspora occur?

Lesson Check

Practice Vocabulary

1. What are the **Torah** and the **Talmud**?
2. According to the Hebrew Bible, what role did God's **covenant** with Abraham play in the creation of Judaism?

Critical Thinking and Writing

3. **Draw Conclusions** Why might ethical monotheism be considered the most important Jewish teaching?
4. **Identify Main Ideas** What are the three main parts of the Hebrew Bible, and how do they differ?
5. **Compare and Contrast** How did the Israelites' idea of God differ from those of other people living in the region at that time?
6. **Writing Workshop: Support Ideas with Evidence** In your Active Journal, write a paragraph about how the text in this lesson presents the values of the Israelites. Support your claims with evidence from the lesson.

Lesson Quiz: Origins and Beliefs of Judaism

Name _____ Date _____

Read each question carefully. Determine the best answer to the question from the four answer choices provided.

1 The forefathers of the Jews were known as
- A kings.
- B prophets.
- C rabbis.
- D patriarchs.

2 Why do Jews today study the Talmud and Hebrew Bible?
- A Studying sacred writings is one of the Ten Commandments.
- B These works were handed down from Moses.
- C These works describe the history of Judaism to the present day.
- D These works are the basis for Jewish teaching and traditions.

3 What was the Exodus?
- A the binding agreement between Abraham and God
- B the escape of the Israelites from Egypt
- C the first book of the Torah
- D the journey of Abraham from Ur to Canaan

4 According to Jewish belief, the Ten Commandments were
- A written by Moses.
- B written by Abraham.
- C given to Abraham by God.
- D given to Moses by God.

5 What was the result of the Diaspora?
- A Israel was split into two kingdoms.
- B The Temple in Jerusalem was destroyed.
- C Jews were scattered across a wide area.
- D The Israelites returned to their traditional homeland.

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Topic 9 Lesson 2 Ancient Empires of Southwest Asia Lesson Summary

The First Known Empire

Years of fighting made Sumerian city-states grow weak. During the 2300s BCE, King Sargon conquered the city-states of Sumer. He created the world's first known **empire**. This is a large state that includes several countries. When Sargon died, his empire collapsed. Others followed, however.

The Babylonian Empire

King Hammurabi united the southern part of Mesopotamia into the Babylonian empire. He created a strong government. He also promoted trade and made Babylon into a great city. He issued a set of laws known as **Hammurabi's Code**. The Babylonians also made advances in geometry and astronomy. The empire collapsed after Hammurabi died in 1750 BCE. The advances made by his people lived on, however.

The Hittites

The Hittites rose in what is now Turkey. They conquered neighboring peoples and formed a strong kingdom. Eventually they learned to use iron. With it, they made weapons that were stronger than those made of bronze. By the 1300s BCE, the Hittites had built an empire. It covered most of present-day Turkey and northern Syria. The empire lasted about two hundred years.

The Phoenicians

The Phoenicians were a people who lived along the northern coast of Canaan. This region stretched from modern Syria to northern Israel. Phoenician society began to emerge around 1150 BCE. The Phoenicians were very skilled at sailing. They became leaders in the sea trade across the Mediterranean. They formed colonies in many places along the coast of that sea. Through trade and their colonies, they spread their culture. The Greeks adapted their writing system to create an alphabet. This later became the alphabet that is used today for English and many other languages.

The Assyrian and Neo-Babylonian Empires

Assyria was a land north of Babylon. The Assyrians forged iron tools and weapons. They developed a powerful military. By the 700s BCE, they had built the largest empire known to that time. It covered the entire Fertile Crescent and Egypt. Civil wars and attacks from what is today Iran caused the empire to fall in the late 600s BCE.

Babylon once again rose to power. Its leaders formed a new Babylonian empire. Babylon conquered Judah and forced many Jews to migrate to Babylonia. The new empire also fell. It was defeated by the Persians in 539 BCE.

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Who Were the Persians?

The Persians came from what is now southwestern Iran. In 559 BCE, Cyrus became their king. He conquered a huge empire. It included most of Southwest Asia, parts of South and Central Asia, and Egypt.

The Persians divided their empire into provinces ruled by governors. A strong army, a network of roads, and a standard money system tied the empire together. Other later empires borrowed these ideas. The Persian empire fell in 331 BCE, when they were conquered by Alexander the Great.

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Topic 9 Lesson 3 Origins and Beliefs of Judaism Lesson Summary

The Ancient Israelites and Their God

The ancient Israelites practiced **monotheism**. That means they believed in only one God. Their teachings and practices became known as Judaism. Most of what Jews believe comes from the **Torah**. It is their holy book.

According to the Torah, God told a man named Abraham to leave his home and move to a land called Canaan. The Torah says that God made a **covenant,** or binding agreement, with Abraham. If he and his descendants remained faithful to God, Canaan would belong to them. His descendants became the Jews. In ancient times, they were called Israelites.

The Exodus

The book of Exodus in the Torah describes how the Israelites moved to Egypt. There, the pharaoh made them slaves. They suffered greatly. God appeared to a man named Moses and told him to free his people. Jews believe that, when the Pharaoh refused to let the Israelites leave, God brought plagues to Egypt. Finally, says the Torah, the pharaoh allowed them to leave. The Israelites lived in the Sinai desert for 40 years. They finally returned to the Promised Land and conquered it.

The Ten Commandments

According to Jewish belief, during the time they were in the Sinai, Moses went up a mountain and received from God a set of laws called the **Ten Commandments**. According to the Hebrew Bible, God gave them other laws. They believed they had a duty to God to treat other people well. These laws are still important to Jews today.

The Hebrew Bible

The Torah is part of the Hebrew Bible. Jews believe that the Torah and the Hebrew Bible reveal God's will. They see that will carried out in human events in its stories. These writings unite Jews all over the world. The Hebrew Bible is also sacred to Christians. They call it the Old Testament. The books of the Hebrew Bible are divided into three sections: the Torah, the Prophets, and the Writings.

The Importance of Law and Learning

Respect for God's laws is basic to Judaism. The Torah contains many laws. They describe how to make a fair society, how to help people who are in need, and even how to protect the health of the community. Jews also study the **Talmud**. This is a collection of teachings by **rabbis** about the Hebrew Bible and Jewish law. Rabbis are religious teachers. The Hebrew Bible and the Talmud are central to Jewish teaching and practice. Many Jews study Hebrew so they can read the Bible.

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Basic Teachings

The Jewish religion was unlike other ancient religions. The Israelites believed that their God was invisible and yet present everywhere. They also believed in ethical monotheism. This idea means that there is one God who sets down rules about right and wrong. Being faithful to God means following these rules.

Jews believe that each person has value and worth because he or she is created in the image of God. Each person has responsibilities. One is to know the difference between right and wrong. Another is to follow God's laws and commandments. Jews are also required to help other people. They are supposed to observe the **Sabbath**, or a weekly day of rest. They are also supposed to study and pray in order to communicate with God. Jewish teachings also include Jews' ties to the land of Israel.

Kingdoms and Exile

According to the Hebrew Bible, the Israelites made a kingdom. The third king, Solomon, built a great temple in Jerusalem. When he died, the Hebrew Bible states, Israel split into two parts. Later, the Babylonians conquered one part and destroyed Jerusalem. They forced thousands of Jews to move to Babylon. After Cyrus the Great of Persia conquered the Babylonians, he allowed the Jews to return home. In 6 CE, Rome conquered Israel. Some Jews rebelled against Roman rule. The Romans destroyed Jerusalem and banned Jews from that city.

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Topic 8 Lesson 7 Quiz: Challenges Facing Africa

Name_____KEY_____ Date_____ Hour_____

Read each question carefully. Determine the best answer to the question from the four answer choices provided.

1 In North Africa, overgrazing has contributed to what environmental challenge?
- **A** deforestation
- **B** **desertification**
- **C** lack of clean water
- **D** climate change

2 Tense relations between the Hausa people and the Igbos and Yorubas in Nigeria is an example of
- **A** instability.
- **B** **ethnic conflict.**
- **C** religious conflict.
- **D** sectionalism.

3 NGOs, which have worked to solve environmental, social, and health problems, are largely funded by
- **A** taxes.
- **B** foreign governments.
- **C** the United Nations.
- **D** **private individuals and organizations.**

4 Which of the following has contributed to the high rate of AIDS deaths in Africa?
- **A** **inadequate health care**
- **B** lack of clean water
- **C** desertification
- **D** poor infrastructure

5 How would better education and health care help many African countries improve their economies?
- **A** Governments would be able to reduce spending.
- **B** Countries could rely less on foreign investment.
- **C** **Workers would be able to produce more.**
- **D** Governments would become more stable.

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Topic 9 Lesson 1 Quiz: Origins of Civilization in Southwest Asia

Name KEY Date Hour

Read each question carefully. Determine the best answer to the question from the four answer choices provided.

1 Why was learning to farm the important first step in the Neolithic Revolution?
- A Farming gave people a steady food source as the climate grew colder.
- B Farming taught people new skills needed to build cities.
- C **Farming allowed people to settle in permanent villages.**
- D Farming helped people develop techniques for making stone tools.

2 Which of the following is an example of how Sumerians adapted to their environment?
- A They carried silt from the mountains to create fertile soil.
- B They cut down trees to clear farmland.
- C They mixed copper and tin to make bronze.
- D **They built canals to carry water to their crops.**

3 A city-state is best defined as
- A **a city and the surrounding land it controls.**
- B a large farming community.
- C a complex society with social classes.
- D a city ruled by a king.

4 The Sumerians were polytheistic, which means they
- A domesticated a variety of animals and plants.
- B had a strict system of social classes.
- C had a written language.
- D **believed in many gods.**

5 In Sumerian cuneiform, what were used to represent words, sounds, or ideas?
- A letters of the alphabet
- B numbers
- C **wedge-shaped symbols**
- D simple pictures

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