Main Ideas
1. Beliefs in God, education, justice, and obedience anchor Jewish society.
2. Jewish beliefs are listed in the Torah, the Hebrew Bible, and the Commentaries.
3. The Dead Sea Scrolls reveal many past Jewish beliefs.
4. The ideas of Judaism have helped shape later cultures.

Key Terms and People
- **monotheism**: belief in only one god
- **Torah**: the sacred text of Judaism
- **synagogue**: Jewish house of worship
- **prophets**: people said to receive messages from God to be taught to others
- **Talmud**: commentaries, stories, and folklore recorded to explain Jewish laws
- **Dead Sea Scrolls**: writings by Jews who lived about 2,000 years ago

Section Summary
Jewish society is founded upon religion. Judaism’s main beliefs are beliefs in God, education, justice, and obedience.

Judaism is the oldest known religion to practice **monotheism**, the belief in only one God. The Hebrew name for God is YHWH. The Jews say their history was guided through God’s relationship with Abraham, Moses, and other leaders. Moral and religious laws, believed to be handed down from God, have guided Jewish society through their history and continue to do so today.

Besides the Ten Commandments, Jews believe that Moses recorded a whole set of laws governing Jewish behavior. These laws are called Mosaic law. These laws set down rules for everything including what to eat, when to work, and how to pray. Today Orthodox Jews continue to follow all of the Mosaic...
laws. Reform Jews choose not to follow many of the ancient rules. Conservative Jews fall in between.

**TEXTS LIST JEWISH BELIEFS**
The laws and principles of Judaism are written down in sacred texts. The most important text is the **Torah**. The five books of the Torah record most of the laws and the history of Judaism until the death of Moses. Every **synagogue**, or place of Jewish worship, has at least one Torah.

The Torah is one of the three parts of the Hebrew Bible, or Tanakh (tah-NAKH). The second part contains messages from **prophets**, people who are said to receive messages directly from God. The third part is a collection of poems, songs, stories, lessons, and histories.

The **Talmud** is a collection of commentaries, folktales, and stories written by scholars. These are intended to help people understand and analyze the laws described in the Hebrew Bible.

**SCROLLS REVEAL PAST BELIEFS**
Another set of ancient texts, the **Dead Sea Scrolls**, was discovered in 1947. These scrolls, written by Jewish scholars about 2,000 years ago, contain commentaries and stories, and offer more information about ancient Jewish life.

**JUDAISM AND LATER CULTURES**
Jewish ideas have helped shape two other major world religions, Christianity and Islam. The Ten Commandments are reflected in our laws and in modern society’s rules of behavior.

**CHALLENGE ACTIVITY**
**Critical Thinking: Drawing Inferences** Pretend you are a writer contributing to a modern-day Talmud of American life. Write a short story illustrating how one of the Ten Commandments is still followed today.
**DIRECTIONS** On the line provided before each statement, write **T** if a statement is true and **F** if a statement is false. If the statement is false, change the underlined term to make the statement true. Write the correct term on the line provided.

1. Out of respect for the Talmud, the most sacred text of Judaism, readers do not touch it but instead use special pointers to mark their places.

2. Historians have learned much about the lives of the ancient Jews by studying the Torah, which include prayers, commentaries, letters, and passages from the Hebrew Bible.

3. Orthodox Jews strictly follow a system of laws, known as Mosaic law, that guide many areas of Jews’ daily lives.

4. Prophets are people who are said to receive messages from God to be taught to others.

5. The sacred texts of Judaism include the Torah, the Hebrew Bible, and the Dead Sea Scrolls.

**DIRECTIONS** Write a word or short phrase that has the same meaning as the term given.

6. monotheism ______________________________________________________

7. commentaries _____________________________________________________

8. Sabbath __________________________________________________________

9. synagogue _______________________________________________________ 

10. justice ___________________________________________________________
3. uses shadows cast by the sun to tell the time

**Fill in the Blank**
4. Liu Bang
5. Han
6. seismograph
7. acupuncture
8. sundial

**Vocabulary Terms**
9. c
10. a

**SECTION 5**

**Summary**
(First Page) iron plow, wheelbarrow; possible answer—to prevent other cultures from learning how to make silk, which would lower its cost
(Second Page) Central Asia; It gave people hope in troubled times; Students should underline the sentence: Then they used the ideas of Daoism to help describe Buddhist beliefs.

**Challenge Activity**
Answers will vary. Student stories should explain why the secret of silk was so guarded and what penalties people faced for revealing the secret.

**Fill in the Blank**
1. wheelbarrow
2. Silk Road
3. Diffusion
4. silk
5. diffusion
6. Silk Road
7. silk

**True/False**
8. T
9. F; The Silk Road was a 4,000-mile-long network of routes that stretched westward from China to the Mediterranean Sea.

**The Hebrews and Judaism**

**SECTION 1**

**Summary**
(First Page) Students should circle: Hebrews; Students should underline: God promised to lead him to a new land and to make his children into a mighty nation and answer Canaan
(Second Page) because he led the Israelites out of Egypt; human life, self-control and justice; Students should circle Saul, David, and Solomon and answer Solomon

**Challenge Activity**
Student commandments will vary but should reflect reasonable ideas.

**Fill in the Blank**
1. David
2. Moses
3. Ten Commandments
4. Abraham
5. Diaspora

**Descriptive Phrases**
Answers will vary. Sample answers:
6. the dispersal of the Jews
7. when Moses led the Israelites out of Egypt
8. the religion of the Hebrews
9. Israelite, son, king
10. moral laws from God to Moses

**SECTION 2**

**Summary**
(First Page) Students should underline: God, education, justice, obedience; the belief in only one God
(Second Page) Students should circle: Torah; a collection of commentaries, folktales, and stories written by scholars

**Challenge Activity**
Students stories should include the idea of a modern-day Talmud and a Commandment.
True/False
1. F; Out of respect for the Torah, the most sacred text of Judaism, readers do not touch it but instead use special pointers to mark their places.
2. F; Historians have learned much about the lives of the ancient Jews by studying the Talmud, which includes prayers, commentaries, letters, and passages from the Hebrew Bible.
3. T
4. T
5. T

Descriptive Phrases
6. belief in one God
7. writings
8. holy day
9. Jewish house of worship
10. fairness

SECTION 3

Summary
(First Page) because they were unhappy with the Roman rule of Jerusalem; Students should underline: religious leaders responsible for teaching Judaism

(Second Page) The Sephardim mixed with their non-Jewish neighbors, while the Ashkenzaim did not; Rosh Hashanah

Challenge Activity
Student letters should describe that the Zealots were unhappy the with Roman rule of Jerusalem and finally rebelled.

Vocabulary Terms
Answers will vary. Sample answers:
1. Zealots; Jews unhappy with Roman rule
2. Passover; when Jews remember the Exodus
3. rabbis; teachers of Judaism
4. Rosh Hashanah; Jewish New Year

Ancient Greece

SECTION 1

Summary
(First Page) Students should underline: Mediterranean, Ionian, Aegean; because communities were separated by steep valleys, so there was little contact between groups

(Second Page) ships, fortresses; It had an acropolis and walls

Challenge Activity
Student laws should meet the requirements of increasing safety and quality of life.

Fill in the Blank
1. classical
2. acropolis
3. agora
4. peninsula
5. polis

Vocabulary Terms
Answers will vary. Sample answers:
6. fortress
7. marketplace
8. city-state

Descriptive Phrases
Answers will vary. Sample answers:
9. great achievements
10. land surrounded by water on three sides

SECTION 2

Summary
(First Page) Students should circle: kings, an oligarchy of aristocrats; Peisistratus

(Second Page) Answers will vary. Possible answer: If there were many people it might be difficult to make decisions; representative democracy

Challenge Activity
Answers will vary. Student papers should express their preference and support it with reasons.

True/False
1. T
2. T
3. F; Democracy in Athens reached its height under the rule of a brilliant elected leaders named Pericles.
4. F; Solon's laws enabled all free men living in Athens to become citizens.
5. T