

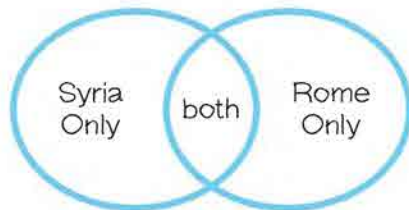
## MAIN IDEAS

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

## TAKING NOTES

**Reading Skill: Comparing and Contrasting**

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



Skillbuilder Handbook, page R4



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

**Words to Know**

Understanding the following words will help you read this lesson:

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

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

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

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

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

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



Diaspora

rabbi

synagogue

# Rome and Judea

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

## Ruled by Foreigners

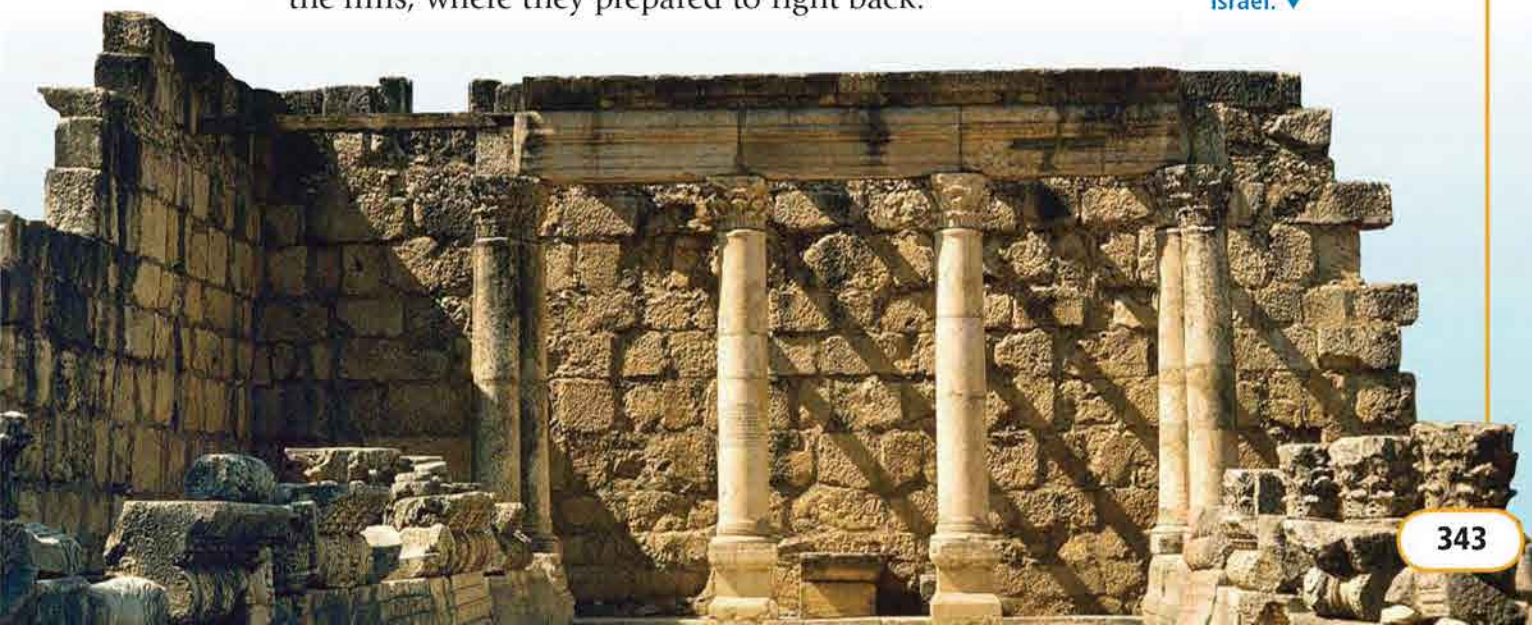
**1 ESSENTIAL QUESTION** What was the relationship of Judah to Syria?

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

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

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

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





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

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

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

## Roman Control

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

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

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

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

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

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

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







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

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

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

## Judaism—An Ongoing Faith

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

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

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

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

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

### Lesson Summary

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



▲ Torah A rabbi and teenager read from the Torah.

### Why It Matters Now . . .

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

## 3 Lesson Review

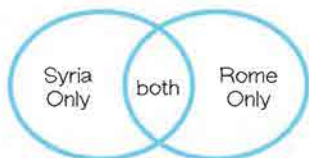
### Terms & Names

1. Explain the importance of  
Diaspora      rabbi      synagogue

### Using Your Notes

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

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



### Main Ideas

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

### Critical Thinking

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

### Activity

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

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



# Design a Fortress

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

## Prepare

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

## Do the Activity

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

## Follow-Up

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

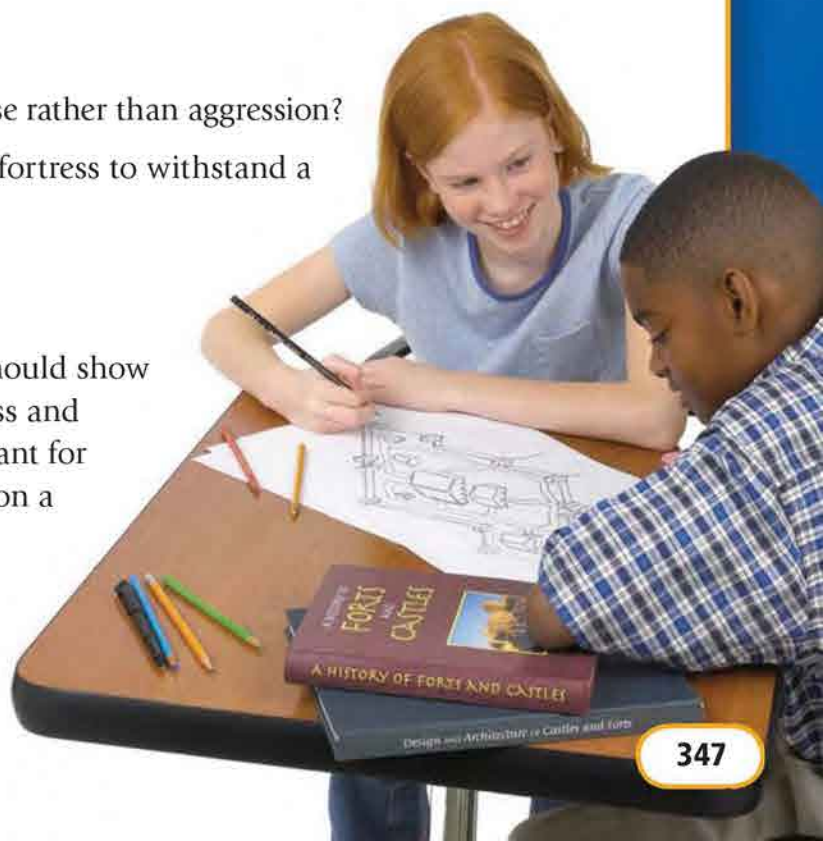
## Extension

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

### Materials & Supplies

- blank drawing paper
- pen, marker or colored pencils

**Optional:** book on forts and castles



# Chapter 10 Review

## VISUAL SUMMARY

### The Hebrew Kingdoms

#### Belief Systems

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



#### Geography

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



#### Government

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



## TERMS & NAMES

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

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

## MAIN IDEAS

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

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

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

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

### Rome and Judea (pages 342–347)

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

## CRITICAL THINKING

### Big Ideas: Belief Systems

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



**ALTERNATIVE ASSESSMENT**

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

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

**3. STARTING WITH A STORY**

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

**Technology Activity****4. MAKING A MULTIMEDIA PRESENTATION**

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

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



**Research Links**  
ClassZone.com

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

**Primary Source**

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

Exodus 37:1–7

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

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

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

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



**Test Practice**  
ClassZone.com

Additional Test Practice, pp. 51–533