

# SECTION 5



Moses

## WITNESS HISTORY AUDIO

### The One God of Judaism

“I am the LORD your God, who brought you out of the land of Egypt, out of the house of bondage. You shall have no other gods before Me.”  
—Exodus 20:2–3

In the Hebrew Bible, God speaks these words to Moses to explain a belief that set the Israelites apart from all other people of the ancient world at that time. Instead of worshipping many gods, the Israelites prayed to just one god for guidance and protection.

**Focus Question** How did the worship of only one god shape Judaism?

## Roots of Judaism

### Objectives

- Understand what made the ancient Israelites’ belief system unique from others at the time.
- Outline the main events in the early history of the Israelites.
- Analyze the moral and ethical ideas of Judaism.

### Terms, People, and Places

monotheistic	Solomon
Torah	patriarchal
Abraham	Sabbath
covenant	prophet
Moses	ethics
David	Diaspora

### Note Taking

**Reading Skill: Identify Supporting Details** Use a chart to record the main idea of each section of text that follows a red heading. Include at least two supporting details for each main idea.

Roots of Judaism		
Red Heading:	Red Heading:	Red Heading:
Main Idea:	Main Idea:	Main Idea:
Supporting Details:	Supporting Details:	Supporting Details:

The present-day nation of Israel lies at the far western end of the Fertile Crescent, on the eastern coast of the Mediterranean Sea. About 4,000 years ago, the ancient Israelites developed the religion of Judaism, which became a defining feature of their culture. Today, Judaism is one of the world’s major faiths.

### The Ancient Israelites Shape a Unique Belief System

The beliefs of the ancient Israelites, also called the Hebrews, differed in basic ways from those of nearby peoples. The Israelites were **monotheistic**, believing that there was only one god. At the time, all other peoples worshiped many gods. A few religious leaders, such as the Egyptian pharaoh Akhenaton, spoke of a single powerful god. However, such ideas did not have the lasting impact that Israelite beliefs did.

The Israelites believed in an all-knowing, all-powerful god who was present everywhere. In their views, history and faith were interconnected. Each event reflected God’s plan for the people of Israel. As a result, they recorded events and laws in the **Torah** (TOH ruh), their most sacred text. The Torah includes the first five books of the Hebrew Bible—that is, the books of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. The Hebrew Bible includes a total of 24 books. Additional laws and customs written down much later make up another important text, the Talmud.

**Checkpoint** How did the beliefs of ancient Israelites differ from those of other nearby peoples?

## Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

**Teaching Resources, Unit 1**, p. 25; **Teaching Resources, Skills Handbook**, p. 3

### High-Use Word

undertake, p. 59

### Definition and Sample Sentence

vt. to begin to do something

My father hopes to **undertake** the task of building a new garage soon.

# SECTION 5 Step-by-Step Instruction

## Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Understand what made the ancient Israelites’ belief system unique from others at the time.
- Outline the main events in the early history of the Israelites.
- Analyze the moral and ethical ideas of Judaism.

## Prepare to Read

### Build Background Knowledge

Ask students to brainstorm a list of the world’s religions. Have them write down at least two features of each religion, such as the names of the religion’s gods.

### Set a Purpose

- **WITNESS HISTORY** Read the selection aloud or play the audio.

**Witness History Audio CD**,  
The One God of Judaism

Ask **What key point does God make in this selection?** (*that the Israelites should worship no other god but Him*)  
**How is this idea different from the religions of other early cultures in the Fertile Crescent?** (*Others worshipped multiple gods.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 5 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** As they read, have students fill in the chart recording main ideas and their supporting details.

**Reading and Note Taking Study Guide**, p. 23

## Answer

- The Israelites believed in only one god, while other peoples believed in many gods.

## Teach

### A Unique Belief System/ The Ancient Israelites

L3

#### Instruct

- **Introduce: Key Terms** Ask students to find the key terms *monotheistic* and *covenant* (in blue) in the text and define each one. Then discuss the ways in which these two concepts are key aspects of the Israelites' belief system.
- **Teach** Display **Color Transparency 11: Ancient Israel**. Use the maps on the transparency to discuss the history of the ancient Israelites. Ask **Why did the Israelites migrate to Egypt?** (*because of a famine*) **How did they finally reach their "promised land," Canaan?** (*Moses led them on an exodus out of Egypt and into Canaan.*) **How did the Babylonian Captivity come about?** (*The Babylonians conquered Judah and forced many people into a fifty-year exile in Babylon.*)  
 **Color Transparencies, 11**
- **Analyzing the Visuals** Refer students to the Infographic and discuss the value of the Dead Sea Scrolls.

#### Independent Practice

Have students write a few paragraphs summarizing the roles of Abraham, Moses, David, and Solomon in Israelite history, according to the Torah.

#### Monitor Progress

- Make sure students understand that Abraham is considered the father of the Israelite people because he received the covenant from God; that Moses is revered for renewing that covenant and leading the Israelites out of bondage; and that David and Solomon were strong and wise kings who brought Israel to new heights as a kingdom.
- As students fill in their charts, circulate to make sure they understand the tumultuous history of the Israelites. For a completed version of the chart, see  **Note Taking Transparencies, 56**

#### Answers

##### Thinking Critically

1. They were a written record of the Hebrew Bible.
2. Sample: to protect them from the elements as well as to keep them from being found and destroyed

## INFOGRAPHIC

### The Dead Sea Scrolls

The oldest known texts of the Hebrew Bible were discovered in 1947 in a region along the northwest shore of the Dead Sea. They were written about 2,000 years ago on papyrus scrolls and bound in leather and copper. At some point, the Dead Sea Scrolls were stored carefully in clay jars and tucked away in a series of caves near Qumran, where an unsuspecting young shepherd happened upon them one day.



The caves of Qumran (above); a clay storage jar (top left); and one of the aged scrolls (bottom left)

◀ Many of the scrolls were so worn by time and weather that they had broken into many fragments, which had to be pieced back together carefully to be read.

#### Thinking Critically

1. **Determine Relevance** Why do you think the Dead Sea Scrolls were considered an important find?
2. **Draw Conclusions** Why might someone have decided to store these scrolls in a cave?

### The Ancient Israelites

According to the Torah, a man named **Abraham** lived near Ur in Mesopotamia. About 2000 B.C., he and his family migrated, herding their sheep and goats into a region called Canaan (KAY nun). Abraham is considered the father of the Israelite people.

**God Makes a Covenant With the Israelites** The Israelites believed that God had made the following **covenant**, or promise and agreement, with Abraham:

“You shall be the father of a multitude of nations. . . I will make nations of you, and kings shall come forth from you. And I will establish my covenant between me and you and your descendants after you throughout their generations for an everlasting covenant, to be God to you and to your descendants after you. And I will give to you, and to your descendants after you, the land of your sojournings [short stay], all the land of Canaan. . .”

—Genesis 17:4–8

#### Differentiated

##### Instruction

##### Solutions for All Learners

#### L1 Special Needs

The interaction between the Israelites and the ancient Egyptians forms a crucial element of both the Jewish Torah and the Christian Old Testament. Many students may possess some prior knowledge of these two peoples through their religious study. Before students read this section, ask them to list what they know with the class.

#### L2 Less Proficient Readers

#### L2 English Language Learners

Use the following resources to help students acquire basic skills:

#### Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 23
- Adapted Section Summary, p. 24

God's covenant with Abraham included two declarations that became the basis of two key beliefs of Judaism. First, God declared that He would have a special relationship with Abraham and his descendants. The Israelites believed that God had chosen them to fulfill certain obligations and duties in the world. Second, God declared that Canaan would one day belong to the Israelites. As a result, the Israelites viewed Canaan as their "promised land."

An Israelite named **Moses** later renewed God's covenant with the Israelites. Genesis tells that a famine forced many Israelites to migrate to Egypt. There, they were eventually enslaved. In the book of Exodus, Moses tells the Israelites that in return for faithful obedience to God, God will lead them out of bondage and into the promised land. In time, Moses led the Israelites in their exodus, or departure, from Egypt. After 40 years, they reached Canaan, although Moses died just before they arrived.

**The Kingdom of Israel Established** By 1000 B.C., the Israelites had set up the kingdom of Israel. The Torah tells of twelve separate tribes of Israel that had feuded up until this time. Then **David**, the strong and wise second king of Israel, united these tribes into a single nation.

According to the Torah, David's son **Solomon** followed him as king. Solomon undertook the task of turning the city of Jerusalem into an impressive capital. Jerusalem was praised for its splendid temple dedicated to God, which David had begun constructing and Solomon completed. Solomon also won fame for his wisdom and understanding. Additionally, he tried to increase Israel's influence around the region by negotiating with powerful empires in Egypt and Mesopotamia.

**Israel Suffers Division and Conquest** Solomon's building projects required such high taxes and so much forced labor that revolts erupted after he died about 922 B.C. The kingdom then split into Israel in the north and Judah in the south.

The Israelites remained independent for 200 years but eventually fell to more powerful peoples. In 722 B.C., the Assyrians conquered Israel. In 586 B.C., Babylonian armies captured Judah. Nebuchadnezzar destroyed the great temple and forced many of those he defeated into exile in Babylon. This period of exile, called the Babylonian Captivity, lasted about 50 years.

In 539 B.C., the Persian ruler Cyrus the Great conquered Babylon and soon freed the Israelites. Since most of them had come from the kingdom of Judah, they became known as Jews. Many Jews returned to Judah where they rebuilt a smaller version of Solomon's temple. However, like other groups in the region, they lived under Persian rule.

 **Checkpoint** According to the Torah, where did the Israelites go once they left Egypt? What was special to them about this place?

## Judaism Teaches About Law and Morality

From early times, the concept of law was central to the Israelites. The Torah includes many laws and is thus often referred to as the Books of the Law. Some of the laws deal with everyday matters such as cleanliness and food preparation. Others define criminal acts. The Torah also establishes moral principles.

Israelite society was **patriarchal**, which means that men held the greatest legal and moral authority. A family's oldest male relative was the head of the household and arranged marriages for his daughters.

### Vocabulary Builder

undertook—(un dur TOOK) *vt.* began to do something

## Judaism Teaches About Law and Morality

L3

### Instruct

- **Introduce: Key Terms** Ask students to find the key term **ethics** (in blue) in the text and define it. Ask them to describe their own moral standards of behavior or those that they have learned about at home, in school, in religious settings, or through reading.
- **Teach** Discuss the importance of law and morality in Judaism. Point out the roles the Torah, the Ten Commandments, and the prophets played in shaping Jews' beliefs about the laws of God. Ask students how these laws and traditions would have helped Jews maintain close-knit communities while living outside of Israel.
- **Quick Activity** Display **Color Transparency 12: Comparisons of Three Monotheistic Religions**. Point out that Judaism influenced both Christianity and Islam. Use the transparency to guide a discussion on which aspects of Judaism, Christianity, and Islam are similar and which aspects are different.

 **Color Transparencies, 12**

### Independent Practice

**Biography** To help students better understand the importance of law in the Israelite society, have them read the biography *Deborah* and answer the questions that follow.

 **Teaching Resources, Unit 1, p. 31**

### Monitor Progress

- To review this section, ask students to describe how Jews maintained their beliefs during the Diaspora.
- Check Reading and Note Taking Study Guide entries for student understanding.

## History Background

**The Passover Seder** Every year during the holiday of Passover, Jews retell the story of the exodus from Egypt as part of an important family meal called a seder. The storyteller, who is usually one of the adults in the family, explains the key events and symbols of the holiday to the children. The adult identifies with the Israelites who took part in the Exodus by

beginning with the words "It is because of what the Lord did for me when I went free out of Egypt."

Special foods eaten during the seder also help Jews feel that they are taking part in the Exodus. A flat bread called matzo recalls how the Jews had to leave Egypt quickly and did not have time to wait for their bread to rise. Grated pieces of horseradish are eaten to symbolize the bitterness of slavery in Egypt.

## Answer

-  to Canaan, which they considered their "promised land"

## Assess and Reteach

### Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

**All in One** Teaching Resources, Unit 1, p. 24

- To further assess student understanding, use  Progress Monitoring Transparencies, 8

### Reteach

If students need more instruction, have them read the section summary.

 Reading and Note Taking Study Guide, p. 24 L3

 Adapted Reading and Note Taking Study Guide, p. 24 L1 L2

 Spanish Reading and Note Taking Study Guide, p. 24 L2

### Extend

L4

Ask students to research another religion either from ancient history or from modern times. Then have them write an essay explaining how that religion addresses law and morality.

### Answer

- ✓ They warned that failure to follow the law would lead to disaster and they taught a strong code of ethics.

Women had few legal rights. Still, in early times, a few outstanding women, such as the judge Deborah, won great honor.

**The Ten Commandments as a Guide** At the heart of Judaism are the Ten Commandments, a set of laws that Jews believe God gave to them through Moses. The first four commandments stress religious duties toward God, such as keeping the **Sabbath**, a holy day for rest and worship. The rest address conduct toward others. They include “Honor your father and mother,” “You shall not kill,” and “You shall not steal.”

**Teaching an Ethical Worldview** Often in Jewish history, spiritual leaders emerged to interpret God’s will. These **prophets**, such as Isaiah and Jeremiah, reminded the Jewish people of their duties.

The prophets also taught a strong code of **ethics**, or moral standards of behavior. They urged both personal morality and social justice, calling on the rich and powerful to protect the poor and weak. All people, they said, were equal before God. Unlike many ancient societies in which the ruler was seen as a god, Jews saw their leaders as fully human and bound to obey God’s law.

**Jews Maintain Their Beliefs Over Time and Place** For a 500-year period that began with the Babylonian Captivity, many Jews left Judah and moved to different parts of the world. This spreading out of the Jewish people was called the **Diaspora** (dy AS pur uh). Some Jews were exiled, others moved to farther reaches of the empires that controlled their land, and yet others moved because of discontent with political rulers. Wherever Jews settled, many maintained their identity as a people by living in close-knit communities and obeying their religious laws and traditions. These traditions helped them survive centuries of persecution, or unfair treatment inflicted on a particular group of people, which you will read about in later chapters.

Today, Judaism is considered a major world religion for its unique contribution to religious thought. It influenced both Christianity and Islam, two other monotheistic faiths that also arose in the Middle East. Jews, Christians, and Muslims alike honor Abraham, Moses, and the prophets, and they all teach the ethical worldview developed by the Israelites. In the West, this shared heritage of Jews and Christians is known as the Judeo-Christian tradition.

✓ **Checkpoint** How did the prophets help Jews uphold the law?

## 5 Assessment

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-0251

#### Terms, People, and Places

1. What do many of the key terms and people listed at the beginning of the section have in common? Explain.

#### Note Taking

2. **Reading Skill: Identify Supporting Details** Use your completed chart to answer the Focus Question: How did the worship of only one god shape Judaism?

#### Comprehension and Critical Thinking

3. **Recognize Ideologies** Which events recorded in the Torah reflect the Israelite belief that God had a plan for the people of Israel?
4. **Summarize** At which points in its early history was Israel unified, divided, or ruled by outsiders?
5. **Categorize** What types of laws does Judaism uphold?

#### Writing About History

**Quick Write: Present Evidence** Choose a person from ancient Israel about whom you want to write a biographical essay and present interesting biographical evidence about him or her. Start by writing a thesis statement that explains why you think this person is important. Then write a paragraph summarizing facts, details, and examples from the person’s life that support the thesis statement.

## Section 5 Assessment

1. Most of them are either key people from Israelite history or key aspects of Israelite history and religion.
2. The ancient Israelites were the only people at the time to worship only one god.
3. The belief that God had a plan for the people of Israel is reflected in the following events: God establishing the covenant with Abraham and renewing it with

Moses, and Moses leading the Israelites into Canaan, their “promised land.”

4. Israel was unified under the rule of David and Solomon, divided for 200 years after Solomon’s death, and ruled by outsiders for about 300 years after that.
5. religious laws and laws of conduct

#### Writing About History

Paragraphs should include a thesis statement and show an understanding of the person’s role in Israelite history and knowledge of the events of his or her life. Possible subjects include Abraham, Moses, David, Solomon, or Deborah.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0251**.

## Psalm 23

The Psalms are a collection of 150 religious hymns. These songs reflect the Israelites' belief in God as the powerful savior of Israel. Many of the psalms praise the faithfulness of God to each of his people. In Psalm 23, the speaker describes his faith in God's protection and celebrates the Israelites' sense of a special relationship with a loving God.

**T**he LORD is my shepherd,  
I shall not want;

he makes me lie down in green pastures.  
He leads me beside still waters;

he restores my soul.  
He leads me in paths of righteousness for his name's sake.

Even though I walk through the valley of the shadow of death,  
I fear no evil;  
for thou art with me;  
thy rod and thy staff,  
they comfort me.

Thou preparest a table before me in the presence of my enemies;  
thou anointest<sup>1</sup> my head with oil, my cup overflows.

Surely goodness and mercy shall follow me all the days of my life;  
and I shall dwell in the house of the LORD for ever.

1. **anointest** (uh NOYNT ist) *v.* to rub into a part of the body as part of a religious ceremony

### Thinking Critically

- Analyze Information** List two lines from the song that reflect the writer's sense that he is protected by God.
- Analyze Literature** Why do you think the writer describes God as a shepherd?



Scribes hand-wrote Hebrew Bibles from right to left on long scrolls of parchment. Medieval scribes copied religious texts and decorated the pages, as in this version of Psalm 23 from about A.D. 1280.

Scribes still hand-write scriptures today.



## Psalm 23

### Objectives

- Become familiar with the religious hymns of the Israelites.
- Assess how Psalm 23 reflects Israelite beliefs.

### Build Background Knowledge **L3**

Ask students to recall the beliefs of the Israelites (*that they were monotheistic and that they believed that God had established a covenant making them his “chosen people”*) Based on their previous reading, have them predict how the Israelites would describe God in a religious hymn.

### Instruct **L3**

- **Ask What does the psalm say the Lord provides to the Israelites? What phrases are clues?** (*comfort, peace—“still waters,” “green pastures”; food—“preparest a table before me / in the presence of my enemies”; protection—“fear no evil . . . thou art with me,” “dwell in the house of the Lord”*) **Would you say this is a psalm of appreciation or of criticism of God?** (*great appreciation*)
- Ask students to consider the history of the Israelites. Ask **What events might have led them to include the phrase “my enemies” in this psalm?** (*enslavement in Egypt, the Babylonian Captivity, conquest by the Assyrians and Babylonians*)

### Monitor Progress

To confirm students' understanding, ask them to describe the mood and main idea of the psalm.

### Thinking Critically

1. “I shall not want,” “I fear no evil for thou art with me,” or “goodness and mercy shall follow me.”
2. A shepherd is someone who protects his flock of animals; the writer feels protected by God.