

# UR-UTU'S STORY: THE MESOPOTAMIAN FAMILY

## CHAPTER SUMMARY

Clay tablets uncovered in the ruins of the home of a man named Ur-Utu, who lived in the ancient Mesopotamian city of Sippar, have provided historians with an important glimpse of family life in the region.

## ACCESS

### WHAT DO YOU KNOW?

Where do you keep photos and other special reminders of your family? What would a historian looking at your family photos, cards, letters, or awards learn about your life? Why do you think historians would want to learn about daily life?

### BUILDING BACKGROUND

Copy the K-W-L graphic organizer from page 8 of this study guide into your history journal. In the *What I Know* column, write everything you already know about family life in Mesopotamia. In the *What I Want to Know* column, write what you want to know about the subject. After you finish the chapter, fill in the *What I Learned* column with what you learned from reading the chapter.

## CAST OF CHARACTERS

Write one sentence for each character below, each describing who the person was.

Ur-Utu (ur-OO-too) \_\_\_\_\_

Inanna-mansum (in-AHN-na MAN-soom) \_\_\_\_\_

Ilsha-hegalli (IL-sha-hay-GHAL-lee) \_\_\_\_\_

Ra'imtum (Ra-IM-tum) \_\_\_\_\_

In your history journal, make a family tree with the characters above.

## WORD BANK

receipts

Find the sentence on page 85 in which the word above is used. Rewrite the sentence in which it appears, using the word's definition instead.

What other word in the same sentence has a meaning similar to the word above?

\_\_\_\_\_ (a) loan \_\_\_\_\_ (b) silver \_\_\_\_\_ (c) contracts \_\_\_\_\_ (d) barley

## WHAT HAPPENED WHEN?

Write a sentence stating what the chapter says took place in the year below.

1650 BCE \_\_\_\_\_

## DO THE MATH

Refer back to Chapter 10 and calculate the number of years between the year above and the end of the rule of Hammurabi.

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## COMPREHENSION

### SEQUENCE OF EVENTS

The sentences below describe events in the family life of Ur-Utu. Using the blanks, number the events in the order in which they took place.

- \_\_\_\_\_ 20th-century archaeologists excavated the Mesopotamian city of Sippar.
- \_\_\_\_\_ Inanna-mansum came into an inheritance and decided to choose a wife.
- \_\_\_\_\_ As a young man, Ur-Utu became a priest like his father Inanna-mansum.
- \_\_\_\_\_ Ur-Utu went to scribal schools as a boy to learn to read and write.
- \_\_\_\_\_ Ilsha-hegalli brought a dowry when she married Inanna-mansum.
- \_\_\_\_\_ Ur-Utu was forced to discard his tablets as he fled, and they got buried under the walls of his house when it was destroyed.
- \_\_\_\_\_ Foreign forces invaded Sippar, surprising Ur-Utu, who tried to gather his clay tablets before fleeing.
- \_\_\_\_\_ Ur-Utu became a wealthy man and kept records of his possessions and other information on clay tablets.

After this exercise, copy the sequence of events chart (from page 9 of this study guide) into your history journal. Fill it out with the last four events of this sequence.

## WORKING WITH PRIMARY SOURCES

Marriage contract (about 2200 BCE)

Read the contract below, keeping in mind that the bride was a slave. Use complete sentences to answer the questions that follow.

Rimum, son of Shamkhatum, has taken as a wife and spouse Bashtum, the daughter of Belizunu. . . . If Bashtum to Rimum, her husband, shall say, "You are not my husband," they shall strangle her and cast her into the river. If Rimum to Bashtum, his wife, shall say, "You are not my wife," he shall pay 10 shekels of money as her alimony. They swore by Shamash, Marduk, their king Samsu-iluna, and Sippar.

1. Who is the groom in the marriage? \_\_\_\_\_
2. Who is the bride in the marriage? \_\_\_\_\_
3. What will happen to the bride if she wants a divorce?  
\_\_\_\_\_  
\_\_\_\_\_
4. What will happen to the groom?  
\_\_\_\_\_  
\_\_\_\_\_
5. Why are the bride and groom treated differently in the divorce agreement?  
\_\_\_\_\_  
\_\_\_\_\_

# SCRIBES, SCHOOL, AND SCHOOLBOYS: EDUCATION IN MESOPOTAMIA

## CHAPTER SUMMARY

Only the wealthiest children, mainly boys, were sent to school. There they learned to read and write by copying words and stories on clay tablets.

## ACCESS

### WHAT DO YOU KNOW?

What punishment would you receive if you were late to school? What would happen if you had sloppy handwriting or if you spoke without raising your hand in class? In this chapter, you'll read about how lucky you are that you go to school in the 21st century CE and not the 21st century BCE.

### BUILDING BACKGROUND

To understand what school was like for young people in Mesopotamia, you might want to compare it to schools today. Copy the Venn diagram graphic organizer from page 9 of this study guide into your history journal. Label one circle *BCE* and list things that were done only in Mesopotamia. Label the other circle *CE* and list things that are done only in modern schools. In the overlapping area, list things that were done long ago and that are still done today.

## CAST OF CHARACTERS

Write a sentence describing the person below.

Pagirum (PAH-gee-rum) \_\_\_\_\_

List three things Pagirum did to earn his living.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

## WORD BANK

scribe

Find the paragraph on page 92 that explains the meaning of this word. Below, copy the sentence that explains what the word means.

### WITH A PARENT OR PARTNER

The word *scribe* or similar words using many of the same letters can be found in many modern words. Work with a parent or partner to list all the words you can think of that contain the word *scribe* or a similar combination of letters.

## WHAT HAPPENED WHEN?

State what happened in the year below.

2000 BCE \_\_\_\_\_

Why would this year be called the 21st century BCE and not the 20th century BCE?

## CRITICAL THINKING

### FACT OR OPINION?

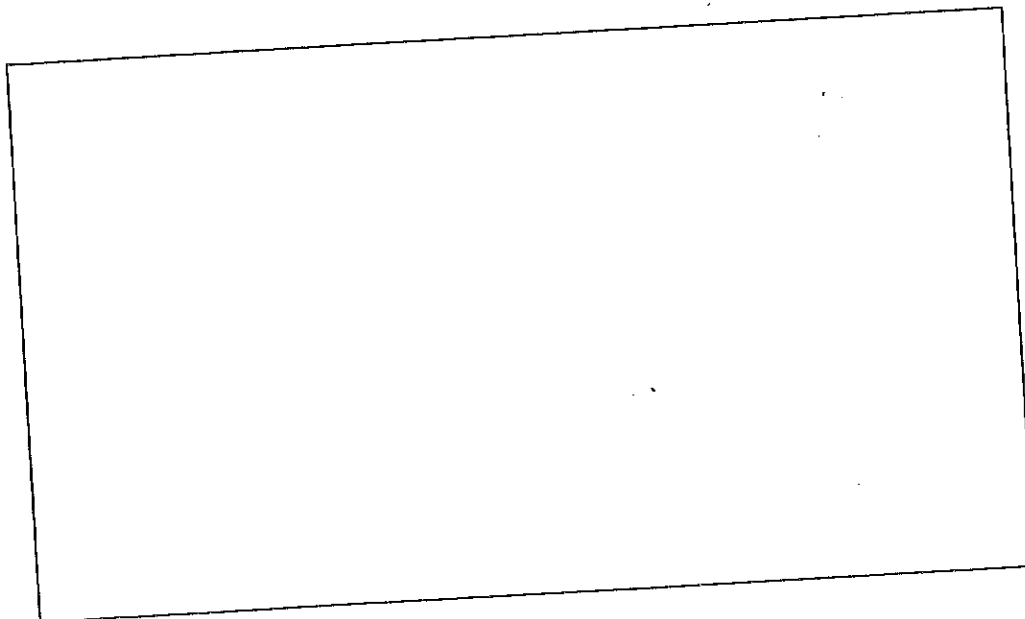
A fact is a statement that can be proved. An opinion judges things or people, but it cannot be proved or disproved. Label each sentence from the chapter "F" if it is a fact, or "O" if it is an opinion.

- \_\_\_\_\_ 1. Before the day was done, the boy had been caned nine times, once for messy handwriting and later for talking during class.
- \_\_\_\_\_ 2. The poor guy couldn't do anything right that day.
- \_\_\_\_\_ 3. In many ways, he sounds like a modern student on a really bad day.
- \_\_\_\_\_ 4. Only wealthy parents could afford to send their children to the scribal schools in Mesopotamia.
- \_\_\_\_\_ 5. Their studies must have been pretty boring by modern standards.
- \_\_\_\_\_ 6. The strict teachers ordered harsh punishments, but the rewards of education were great.
- \_\_\_\_\_ 7. Pagirum was self-employed.
- \_\_\_\_\_ 8. Not all scribes were equally good at their duties.
- \_\_\_\_\_ 9. Although most of Pagirum's clients were ordinary citizens, he probably worked for the king occasionally too.
- \_\_\_\_\_ 10. A different scribe drew up this contract, listing the fields, their location, and borders.

## WRITE ABOUT IT

Pagirum was a very busy fellow, and he probably needed a little help keeping track of his appointments. Imagine that you are the scribe's assistant. In your history journal, write out a day of jobs for the boss. (Remember that since Mesopotamia used the same 60 minutes-an-hour schedule as we do, you can break the appointments into minutes.) Begin with this: "Honored master, your day begins at 7:00 in the king's court. There needs to have you write down . . ." and then continue with at least four appointments. (Refer back to the book for the names of Mesopotamian "customers" to use.)

Pagirum's fame probably spread by word of mouth, since most people couldn't read, though there were some wealthy people who could. Imagine that Pagirum assigns you to develop a "business card" (actually, clay tablet) advertising "Pagirum: All-Purpose Scribe." In the box below, design a card listing the services provided and come up with a catchy slogan to attract business.



# LOVERS, SISTERS, AND COOKS: SCENES FROM A MESOPOTAMIAN PALACE

## CHAPTER SUMMARY

The letters and messages exchanged between members of the family of King Zimri-Lim of Mari gave important information about the way Mesopotamian royal families lived.

## ACCESS

### WITH A PARENT OR PARTNER

In this chapter, you will learn about the life of a royal family in Mesopotamia in the 18th century BCE. With a partner, take turns answering these questions: How often do you argue with a brother, sister, or other relative? What do you argue about most often? Which adult do you turn to in order to settle arguments?

### BUILDING BACKGROUND.

Create a cause and effect chart like the T-chart shown on page 9 of this study guide. Put the actions of the characters in the chapter—for example, Zimri-Lim leaves the palace to lead his army—in the *cause* column. Put the results of those action—Shibtu writes letters to her husband—in the *effect* column.

## CAST OF CHARACTERS

Write one sentence each describing the people below.

- Shibtu (SHIB-too) \_\_\_\_\_
- Zimri-Lim (ZIM-ree-LIM) \_\_\_\_\_
- Shimatum (SHIH ma toom) \_\_\_\_\_
- Kirum (KEY-room) \_\_\_\_\_
- Inib-sharri (IN-ib-SHAR-ree) \_\_\_\_\_
- Haya-Sumu (HIE-ya SOO-moo) \_\_\_\_\_

Make a family tree for King Zimri-Lim in your history journal.

## WORD BANK

wife  
How was the meaning of the vocabulary word above different for kings and for common men in Mesopotamia?

\_\_\_\_\_

## WHAT HAPPENED WHEN?

18th century BCE \_\_\_\_\_  
Look at the dates you have listed in timelines to this point. What other important events occurred in the years between 1700 and 1800 BCE?

\_\_\_\_\_

\_\_\_\_\_

## IDENTIFYING POINT OF VIEW

King Zimri-Lim, his wife, and his daughters exchanged many letters. Each of the lines below is taken from a letter in the chapter. Mark "Z" in the blank if the letter was written by Zimri-Lim. Mark the blank "S" if it was written by his wife, Shibtu. Write "D" if the letter was written by one of the king's daughters.

- \_\_\_\_\_ 1. "But my lord must take good care of himself when he is in the full sun."
- \_\_\_\_\_ 2. "His eating and drinking is continuous. . . . What about me?"
- \_\_\_\_\_ 3. "If my lord does not . . . bring me home, I shall surely die."
- \_\_\_\_\_ 4. "Gather your household . . . cover your head and leave."
- \_\_\_\_\_ 5. "There is neither fault nor crime on my part."
- \_\_\_\_\_ 6. "May my father send me just one . . . reliable man among his servants, so that I can come home quickly?"
- \_\_\_\_\_ 7. "May a tablet come from my lord so that my heart may be calmed."
- \_\_\_\_\_ 8. "I have had omens read for the health of my lord."

## WRITE ABOUT IT

Go back to any sentences marked "D" and decide which daughter wrote it: Inib-sharri, Shimatum, or Kirum. List in your history journal the number of the sentence and the name of the daughter. Explain briefly the circumstances behind the message. Then imagine you are the king, and write your own response to each daughter's request, giving advice as necessary.

## ALL OVER THE MAP REGIONS

Study of the map of Mesopotamia and Hatti to the right, then complete the sentences that follow.

1. The area north of Mesopotamia was called

- \_\_\_\_\_ (a) Mediterranean.  
 \_\_\_\_\_ (b) Hattusa.  
 \_\_\_\_\_ (c) Hatti.  
 \_\_\_\_\_ (d) Babylon.

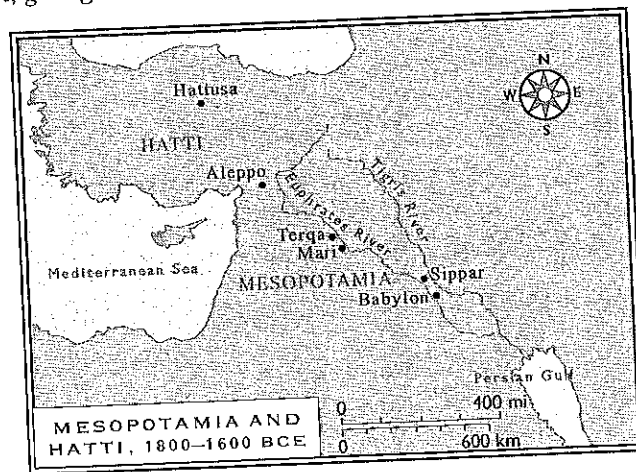
2. A merchant vessel sailing from Mari to the Persian Gulf would travel a distance of about \_\_\_\_\_ (a) 600 miles. \_\_\_\_\_ (b) 600 km. \_\_\_\_\_ (c) 400 miles. \_\_\_\_\_ (d) 400 km.

3. The city of Mari was about \_\_\_\_\_ miles \_\_\_\_\_ of Babylon.

- \_\_\_\_\_ (a) 500, southeast \_\_\_\_\_ (c) 200, south  
 \_\_\_\_\_ (b) 300, northwest \_\_\_\_\_ (d) 400, west

4. The cities of \_\_\_\_\_ and \_\_\_\_\_ were located between the Tigris and Euphrates Rivers.

- \_\_\_\_\_ (a) Aleppo, Hattusa \_\_\_\_\_ (c) Babylon, Mari  
 \_\_\_\_\_ (b) Terqa, Mari \_\_\_\_\_ (d) Sippar, Babylon



## THINK ABOUT IT

Why do you think more cities on the map located on or near the Euphrates River than on the Tigris River? Explain your answer in complete sentences.

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# CHAPTER 16

## THE SURPRISE ENDING OF THE BABYLONIAN EMPIRE: HITTITE VICTORIES AND INDO-EUROPEAN LANGUAGES

### CHAPTER SUMMARY

After centuries of unchallenged power, the Babylonian Empire was conquered by the Hittites in the late 16th century BCE. The Hittite rulers became as powerful as those in Egypt, and the many ethnic groups under their rule created an environment that led to the development of a language that is the ancestor of English and several other modern languages.

### ACCESS

#### WITH A PARENT OR PARTNER

How many times has your family moved? How often did your parents, grandparents, or ancestors move? Work with a parent or partner to develop a family movement timeline. Trace it back as far as you can.

#### BUILDING BACKGROUND

This chapter is about the changes that follow a conquest. Draw a sequence of events chart in your history journal like the one on page 9 of this study guide. In the first box, write *Babylon Falls to Hittites*. That's the first event in the chapter. Enter each event after that in sequence in the other boxes.

### CAST OF CHARACTERS

Write one sentence each describing the people below.

Samsu-ditana (SAM-soo-dee-TAH-nah) \_\_\_\_\_

Mursili (MUHR-see-lee) \_\_\_\_\_

Hattusili (HAH-too-see-lee) \_\_\_\_\_

Which character above compared himself to the ancient Mesopotamian king Sargon?

\_\_\_\_\_

### WORD BANK

#### WORDS IN CONTEXT

Answer the questions about the underlined words in the sentences below.

The king of Babylon Samsu-ditana must have felt pretty smug and secure.

- The ruler of Babylon who felt safe probably also felt smug, or \_\_\_\_\_ (a) meek. \_\_\_\_\_ (b) confident. \_\_\_\_\_ (c) threatened. \_\_\_\_\_ (d) smart.

Later, Mursili's assassin was murdered by another wanna-be king.

- The sentence describes a murder by someone who \_\_\_\_\_ the king.  
\_\_\_\_\_ (a) was loyal to \_\_\_\_\_ (c) would become  
\_\_\_\_\_ (b) had been \_\_\_\_\_ (d) hoped to become

- A "wanna-be" king is a person who \_\_\_\_\_

\_\_\_\_\_ (a) was once a king. \_\_\_\_\_ (c) wants to be king.  
\_\_\_\_\_ (b) ruled wanna-be as a king. \_\_\_\_\_ (d) likes the king.

## WHAT HAPPENED WHEN?

### BUILDING A TIMELINE

In your history journal, copy the timeline graphic organizer on page 9 of this study guide. Write *The Old Babylonian Empire* as your title. Then list the following dates on the dateline. Connect the dates to boxes. In the boxes, write what happened on each date. (Refer to the timeline on page 106.)

|          |               |               |               |
|----------|---------------|---------------|---------------|
| 1900 BCE | 1792-1750 BCE | 1775-1761 BCE | 1749-1712 BCE |
| 1650 BCE | 1625-1595 BCE | 1595 BCE      |               |

### DO THE MATH

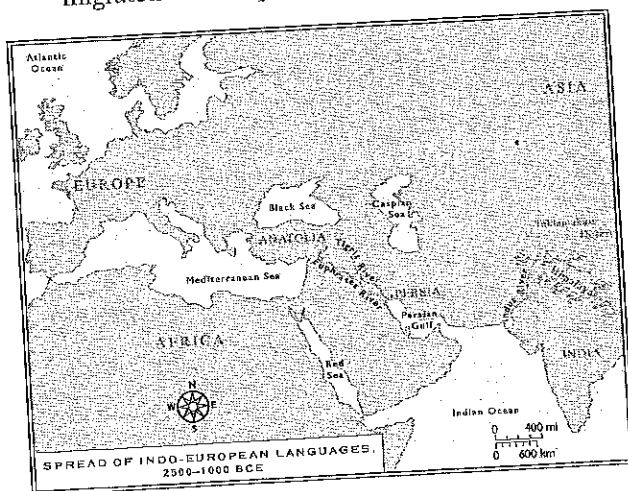
- How long did the Old Babylonian Empire last? \_\_\_\_\_
- The United States was founded in 1776. How much older or younger than the Old Babylonian Empire is the United States now? \_\_\_\_\_

## COMPREHENSION

### SEQUENCE OF EVENTS

The sentences below describe the events around the fall of the Babylonian Empire. Complete each sentence by writing *before* or *after* in the blank.

- Hammurabi ruled Babylon \_\_\_\_\_ "the man of Hatti marched against Akkad."
- Mursili's troops destroyed Aleppo \_\_\_\_\_ they conquered Babylon.
- There was no information about Samsu-ditana \_\_\_\_\_ about 1595 BCE.
- Hattusili led his army across the Euphrates River \_\_\_\_\_ Mursili attacked Babylon.
- Mursili was assassinated \_\_\_\_\_ Babylon was conquered.
- The Kassites took control of Babylon \_\_\_\_\_ the Hittites destroyed the city.
- The Indo-Europeans migrated into Mesopotamia \_\_\_\_\_ the Hittites came to power.
- The language spoken by the Hittites developed \_\_\_\_\_ Indo-Europeans migrated to Mesopotamia.



### ALL OVER THE MAP MOVEMENT

The map to the left should show the spread of Indo-European languages. Complete the following exercises.

- The chapter speculates that the first Indo-Europeans may have originated in an area north of the Black Sea and northwest of the Caspian Sea. Draw lines to indicate how their language may have spread from this area to
  - Persia, and then to India and north to the Himalayas.
  - Mesopotamia and Anatolia.
  - through Europe, extending west to England and Spain, and north through what is now Germany.
  - North through what is now western Russia.
- Draw a legend below the map to label and explain the lines you drew on the map.
- Describe the natural barriers that separated India from invading armies to the north.

# BRIDES AND BROTHER KINGS: DIPLOMACY AND THE GREAT POWERS

## CHAPTER SUMMARY

The alliance between the rulers of five kingdoms—the five “brother” kings—in Mesopotamia and Egypt in the 14th century BCE led to a 150-year period of peace and trade. All of those kingdoms, except Egypt, collapsed in the 12th century BCE after attacks by invaders from the northern Mediterranean called the Sea Peoples.

## ACCESS

### WHAT DO YOU KNOW?

In this chapter, you will learn about how trade between kingdoms brought a period of peace. What are the possessions that you trade with your friends? Video games, clothes, CDs? Are some of your friends better trading partners than others? If so, why?

### BUILDING BACKGROUND

Organize the information in this chapter into a main idea map (see page 8 of this workbook) in your history journal. In the center circle, write *Great Kings*. Draw five linking circles, and in each one write the name of one of the main Near Eastern kingdoms. Then make a smaller circle listing what each kingdom had to trade to the others. The kingdom of Alashiya had copper, for example.

## CAST OF CHARACTERS

Write one sentence each describing the people below.

Tadu-Heba (TAH-doo-HAY-bah) \_\_\_\_\_

Amenhotep (AH-men-HOH-tep) \_\_\_\_\_

Tushratta (toosh-RAH-tah) \_\_\_\_\_

Ammurapi (ah-moo-RAH-pee) \_\_\_\_\_

Which character above might have called the others “my lord”?

## WORD BANK

### WORDS IN CONTEXT

Answer the questions about the underlined words in the sentences below.

*Although Tushratta described the wedding gifts as being for Egypt's king, in fact, most of them were for the bride—a rich dowry from her doting father.*

1. Which word in the sentence helps to explain dowry?

\_\_\_\_\_ (a) wedding \_\_\_\_\_ (b) king \_\_\_\_\_ (c) Egypt \_\_\_\_\_ (d) doting

2. If a dowry is given to a bride and her husband, the word probably means \_\_\_\_\_ (a) gifts. \_\_\_\_\_ (b) promises. \_\_\_\_\_ (c) contract. \_\_\_\_\_ (d) license.

3. A “doting” father who gives a rich dowry must \_\_\_\_\_ his daughter.  
\_\_\_\_\_ (a) ignore \_\_\_\_\_ (b) bore \_\_\_\_\_ (c) forget \_\_\_\_\_ (d) adore

*Egypt was struggling to stay in one piece, and Babylonia was in decline.*

4. If Egypt was “struggling,” as the first part of the sentence above states, it's likely that Babylonia was \_\_\_\_\_ (a) powerful. \_\_\_\_\_ (b) expanding. \_\_\_\_\_ (c) doing well.  
\_\_\_\_\_ (d) in a similar situation.

5. Which word means the same or about the same as “in decline”?

\_\_\_\_\_ (a) development \_\_\_\_\_ (b) failing \_\_\_\_\_ (c) rising \_\_\_\_\_ (d) prospering

## WHAT HAPPENED WHEN?

Look at the timeline on page 113. Fill in the blanks below using events in the timeline of the International Age.

1595–1500 BCE \_\_\_\_\_

1500 BCE \_\_\_\_\_

1387–1350 BCE \_\_\_\_\_

1185 BCE \_\_\_\_\_

1176 BCE \_\_\_\_\_

### TIMELINE REVIEW

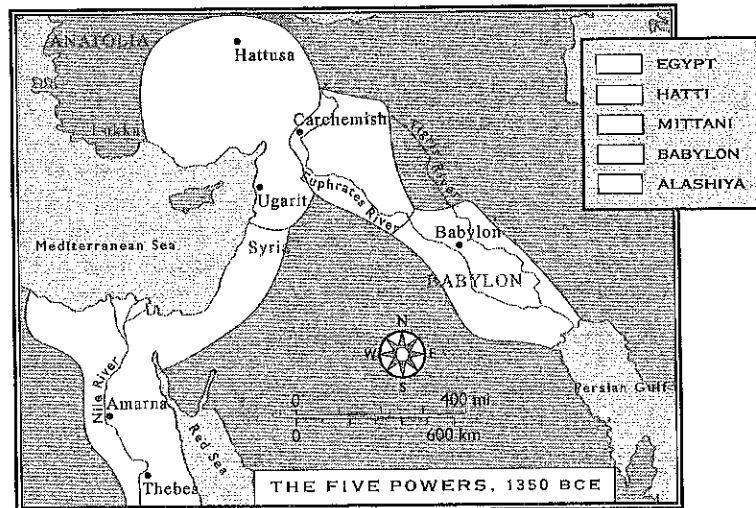
Go back to the timeline you made for Chapter 16. In your history journal, build a new timeline, using the graphic organizer on page 9 of this study guide. The dateline should extend for 1,000 years, marked off into 10 breakdowns of 100-year spans. Fill in all the key dates with information from the timelines in chapters 16 and 17.

## ALL OVER THE MAP

### REGIONS

Complete the following exercises. Answer questions 2 through 6 in your history journal.

1. Use patterns or shading to indicate the territories of the five powers: Egypt, Hatti, Mittani, Babylon, and Alashiya. Key your patterns to the legend.
2. Which of the five kingdoms could use rivers as waterways to transport goods?
3. Which rivers could each power use?
4. Which kingdom had a trading city closest to the Mediterranean Sea? Identify that city.
5. Explain why was the Mediterranean Sea more important to the five powers than the Persian Gulf or the Red Sea.
6. Use the mileage scale to determine which large city was located farthest from the Mediterranean Sea. Identify the kingdom where this city was located.



## CRITICAL THINKING

### DRAWING CONCLUSIONS

Put a check mark in front of the statements below that tell about the period known as the International Age of ancient Near Eastern history.

- \_\_\_\_ 1. Kings decided to live in peace to trade with each other.
- \_\_\_\_ 2. Akkadian became the official language of diplomacy.
- \_\_\_\_ 3. The Hittite capital, Hattusa, was burned and abandoned.
- \_\_\_\_ 4. Egypt was struggling, Babylon was in decline.
- \_\_\_\_ 5. The five kings called one another “brother.”
- \_\_\_\_ 6. The ships landed and invaders swarmed in, setting fire to houses and buildings.
- \_\_\_\_ 7. Copper, a major ingredient, was needed everywhere to make weapons and tools.
- \_\_\_\_ 8. Their wives wrote to one another too.
- \_\_\_\_ 9. The Near East was a changed place by 1100 BCE.
- \_\_\_\_ 10. Ugarit, one of the great trading centers of the Hittite Empire, was nestled in a valley in Syria with a view of the blue Mediterranean.

# KING DAVID AND HIS FAMILY: THE SETTLEMENTS AND MOVEMENTS OF THE ISRAELITES

## CHAPTER SUMMARY

In about 1200 BCE, the 12 tribes that made up the people known as the Israelites settled in an area called the Levant. Their history has come down to the present time as a part of the Hebrew Bible, also called the Old Testament.

## ACCESS

### WHAT DO YOU KNOW?

In this chapter, you will read about people whose names may sound familiar. Many people today are named after people in the Hebrew Bible. Where does your first name come from? Are you named after someone in your family? Were you named after someone who was famous? What did your name originally mean?

### BUILDING BACKGROUND

In your history journal copy the K-W-L graphic organizer from page 8 of this study guide. In the *What I know* column, write everything you already know about the names you recognize in the chapter. For example, is it a boy's name? A girl's name? Do you personally know anyone with that name? In the *What I Want to Know* column, write questions about what you want to know about the person who originally had that name. After you finish the chapter, fill in the *What I Learned* columns with what you learned about the important names in the Hebrew Bible.

## CAST OF CHARACTERS

Write one sentence each describing the people listed below.

Saul \_\_\_\_\_

David \_\_\_\_\_

Samuel \_\_\_\_\_

Ruth \_\_\_\_\_

Naomi (nay-OH-mee) \_\_\_\_\_

Solomon (SOLL-uh-mun) \_\_\_\_\_

Omri (OHM-ree) \_\_\_\_\_

How many of the characters above are Israelites? \_\_\_\_\_

## WORD BANK

### WORDS IN CONTEXT

Answer the questions about the underlined words in the sentences below.

Many different authors penned these books.

1. Which word in the sentence helps explain the underlined word?

\_\_\_\_\_ (a) many \_\_\_\_\_ (b) different \_\_\_\_\_ (c) authors \_\_\_\_\_ (d) these

2. If a book is "penned," that means it is

\_\_\_\_\_ (a) closed behind a fence. \_\_\_\_\_ (b) sold. \_\_\_\_\_ (c) written. \_\_\_\_\_ (d) read.

Eventually, editors put these texts into one book that became known as the Hebrew Bible.

3. From reading the sentence, you can assume that editors are people who work with

\_\_\_\_\_ (a) religious leaders. \_\_\_\_\_ (b) texts. \_\_\_\_\_ (c) kings. \_\_\_\_\_ (d) writers.

4. The job of editors in the sentence above would be to \_\_\_\_\_ the texts that made up the Hebrew Bible.

\_\_\_\_\_ (a) write \_\_\_\_\_ (b) copy \_\_\_\_\_ (c) collect \_\_\_\_\_ (d) read

In what language do you think these books were written? \_\_\_\_\_  
What is the difference between a scribe and an author? \_\_\_\_\_

## WHAT HAPPENED WHEN?

About 1200 BCE \_\_\_\_\_

1100–900 BCE \_\_\_\_\_

922 BCE \_\_\_\_\_

## DO THE MATH

Using one of the numbers above, estimate when David ruled Israel.

## CRITICAL THINKING

### MAIN IDEA AND SUPPORTING DETAILS

Each sentence in *italics* below states a main idea from the chapter. Check off the one sentence that does not support or tell more about the main idea.

- Israel and its neighboring kingdoms were alike in many ways.*
  - ☐ (a) They all traded goods with each other, but sometimes they fought over lands.
  - ☐ (b) Their kings led troops, rebuilt cities, levied taxes, and tried to keep order at home.
  - ☐ (c) Despite many similarities, the Israelites differed from the other peoples of the Levant.
  - ☐ (d) Azitawadda was forgotten for thousands of years.
- For a time, the Levant churned with these invasions.*
  - ☐ (a) The people of Israel spoke Hebrew, which was similar to their neighbors' languages.
  - ☐ (b) It's a small area, about half the size of California, and it was overrun with people speaking many different languages and following many different customs.
  - ☐ (c) The invading tribes did not fight over customs, though.
  - ☐ (d) They battled over land.
- After Solomon's death, around 922 BCE, the kingdom of Israel broke in two.*
  - ☐ (a) The southern part of the land chose Solomon's son as its king.
  - ☐ (b) The northern part of the kingdom kept the name of Israel but chose a new king and a new capital city.
  - ☐ (c) After David's death, his son Solomon took over the kingdom.
  - ☐ (d) Sometimes they were friendly with one another; other times they were at war.

## COMPARE AND CONTRAST

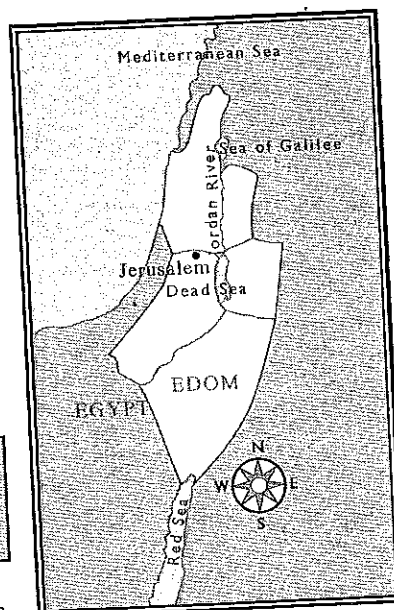
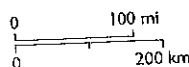
In your history journal, create a Venn diagram like the one on page 9 of this study guide. Label one circle *Israel*. Label the other *Neighbors*. In the area that overlaps, write the things Israel had in common with its neighbor nations. In the other circles, write the things that set Israel and its neighbors apart from each other.

## ALL OVER THE MAP

### REGIONS

Complete the following exercises on the map of the Levant to the right.

- Use shading and patterns to indicate the territories of Israel, Moab, and Judah. Key your patterns in the legend provided.
- Add labels for the three kingdoms in the previous exercise, plus Phoenicia and Aram.
- Use the mileage scale to measure the distance from the Sea of Galilee to the Dead Sea.
- From which direction did the people who spoke the Aramaic language migrate to Israel?



# ONE GOD, MANY STORIES: THE BELIEFS OF THE ISRAELITES

## CHAPTER SUMMARY

The account of the creation of Earth, according to the Hebrews, is set down in Genesis, the first book of the Hebrew Bible. One of the stories in Genesis tells of a great flood that covered the earth. A similar story was part of Mesopotamian belief.

## ACCESS

### WHAT DO YOU KNOW?

In this chapter, you will read about some of the earliest written stories about people who are punished for their mistakes by God or, in some cases, gods. When you do something wrong, how are you punished? What is the worst punishment you have ever received? Did the punishment encourage you to avoid repeating the action? Does punishment work with you?

### BUILDING BACKGROUND

In your history journal, make a cause and effect graphic organizer like the T-chart on page 9 of this study guide. List the actions described in the Hebrew Bible in the *cause* column. Write the result of that action in the *effect* column. Do the same for the Mesopotamian story of the great flood.

## CAST OF CHARACTERS

Write one sentence each describing the people listed below.

Noah \_\_\_\_\_

Abraham \_\_\_\_\_

Isaac (EYE-zak) \_\_\_\_\_

Ishmael (ISH-may-el) \_\_\_\_\_

Jacob \_\_\_\_\_

Joseph \_\_\_\_\_

In your history journal, create a family tree using as many of these characters as you can.

## WORD BANK

Genesis

Find this word on page 120. Read the sidebar that explains the meaning of the word. Write a sentence based on this meaning of the word instead of using the word as a book of the Hebrew Bible, as it is used in the chapter.

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## CRITICAL THINKING

### COMPARE AND CONTRAST

Both the Israelites and the Mesopotamians wrote down stories that formed the foundation of their religious beliefs. Some of these beliefs were similar, and some were different. In your history journal, make a Venn diagram like the one on page 9 of this workbook. Label one circle *Israelites*, and label the other *Mesopotamians*. Go through the statements below. For those statements that apply only to the Israelites, write the statements' numbers in the *Israelites* circle. For those statements that describe only the Mesopotamians, write the statements' numbers in the *Mesopotamians* circle. Write the numbers for any statements that describe both Israelites and Mesopotamians in the area where the circles overlap.

1. An honest man was warned that a flood would soon cover the earth.
2. One God named Yahweh created the world.
3. Adam and Eve, the first humans, lived in the Garden of Eden.
4. Earth was flooded by an angry god who said humans were noisy.
5. There were many gods who expected people to serve and care for them.
6. The first humans were expelled from paradise because they ate forbidden fruit.
7. At one time, all humans spoke the same language.
8. An honest man was told to build a boat and fill it with animals.
9. The two brothers became the "fathers" of two peoples.
10. The chief god was impatient with humans, but a kind god protected them.

## WORKING WITH PRIMARY SOURCES

### The Book of Genesis

Read the passage below from Genesis and answer the questions that follow. Use complete sentences.

A river flowed out of Eden . . . and . . . divided and became four rivers. The name of the first is Pishon. . . . The name of the second river is Gihon. . . . The name of the third river is Tigris. . . . And the fourth river is the Euphrates. The LORD God took the man and put him in the garden of Eden . . . saying, "You may freely eat of every tree of the garden; but of the tree of the knowledge of good and evil you shall not eat. . . ." Then the LORD God said, "It is not good that the man should be alone; I will make him a helper fit for him." . . . So the LORD God caused a deep sleep to fall upon the man, and while he slept took one of his ribs . . . and the rib which the LORD God had taken from the man he made into a woman and brought her to the man. . . .

1. What rivers that flowed out of the Garden of Eden provided the water for the first cities in Mesopotamia?

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2. What did God tell the man he could eat in the Garden of Eden?

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3. What one thing did God tell the man he could not do?

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4. How did God create the first woman?

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