

# People and Ideas on the Move, 2000 B.C.–250 B.C.

## Previewing Main Ideas

**INTERACTION WITH ENVIRONMENT** Early peoples often migrated from their lands to find new homes that promised a better life. Once they moved, they had to deal with a new environment.

**Geography** *Why did so many of the ancient trade routes cross the seas?*

**RELIGIOUS AND ETHICAL SYSTEMS** Three major world religions developed during this time. Hinduism and Buddhism originated in India, while Judaism developed in Southwest Asia.

**Geography** *What routes of communication existed between the Bay of Bengal near India and Phoenicia and Jerusalem in Southwest Asia?*

**ECONOMICS** Traders transported their goods to other parts of the world. Among the early trading peoples were the Phoenicians, who dominated the Mediterranean. Sea traders also traveled between India and Arabia.

**Geography** *How was the Arabian Peninsula well situated to take part in world trade?*

### INTEGRATED TECHNOLOGY

#### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



#### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

## EASTERN HEMISPHERE

**2000 B.C.**

Hittites migrate to Anatolia. (Hittite burial stone) ▶



**1500 B.C.**

Aryans invade India.

**2000 B.C.**

**1500 B.C.**

## WESTERN HEMISPHERE

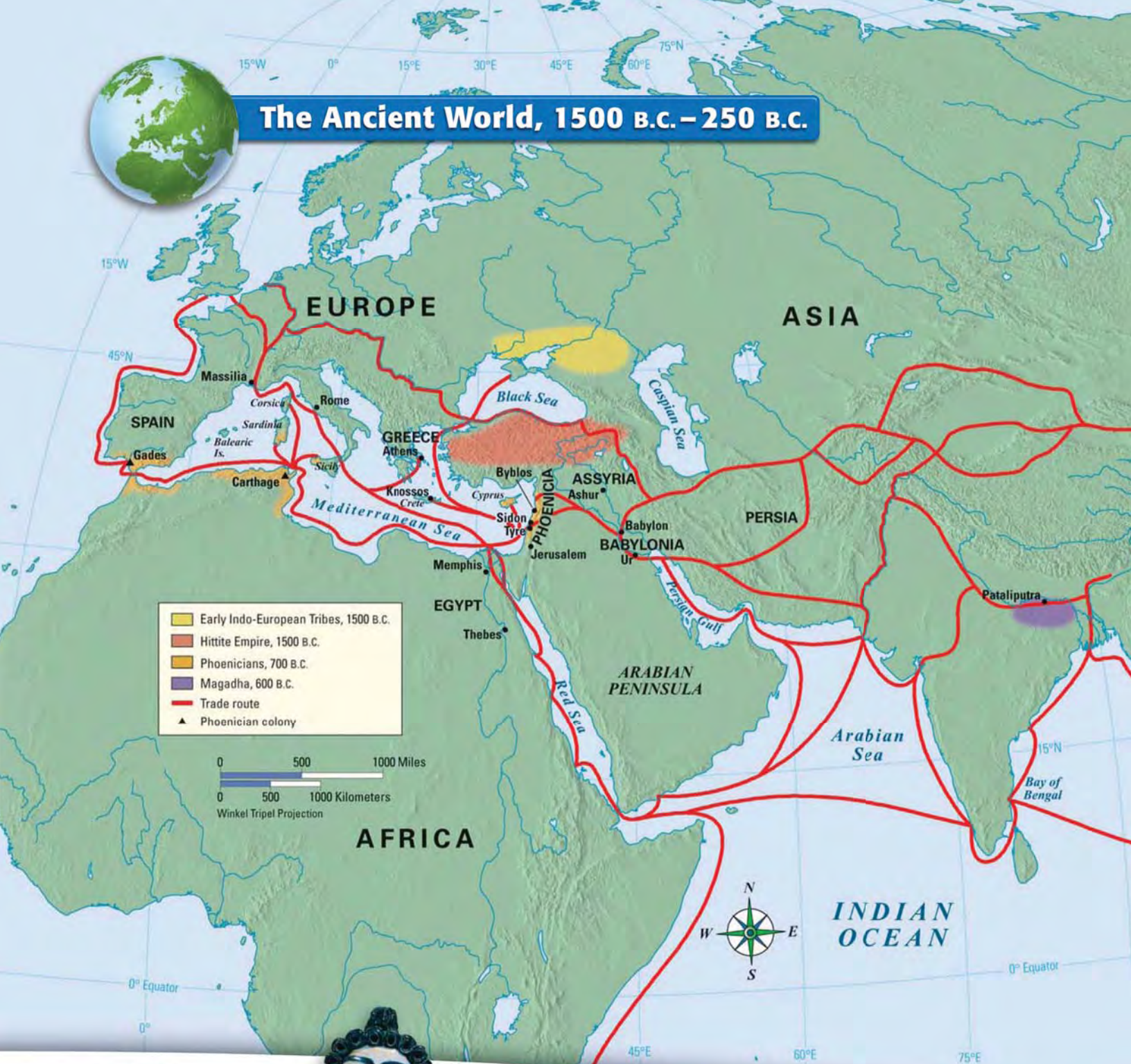
**1200 B.C.**

◀ Olmec civilization emerges in southeast Mexico. (Olmec giant stone head)





# The Ancient World, 1500 B.C. – 250 B.C.



**1100 B.C.**

Phoenicians begin to dominate Mediterranean trade. (Carthaginian glass bead) ▶



**814 B.C.**

Carthage founded as a Phoenician trade center.

**586 B.C.**

Jerusalem captured by Babylonians.

**1000 B.C.**

**900 B.C.**  
Chavín culture arises in Peru.

**500 B.C.**  
Zapotecs found Monte Albán. (Zapotec jade mask) ▶



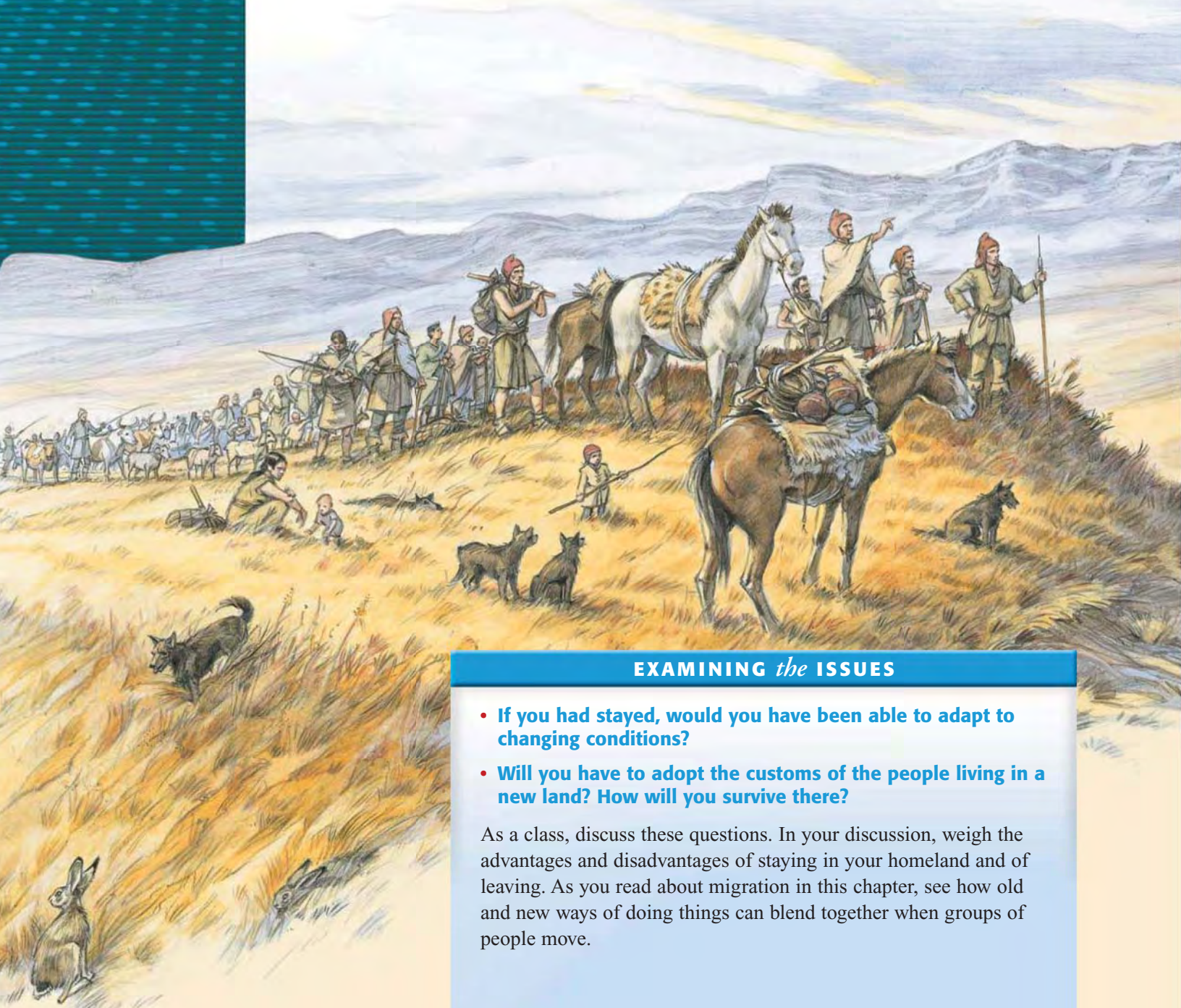
**250 B.C.**



## Why might you leave your homeland?

When your family, along with many others, decided to leave its homeland, you wondered whether you should go. It was hard to leave the land you love. Yet life there was becoming increasingly difficult. As your community grew larger, grazing for its many animals had become scarce. And lately, there had been rumors of coming invaders.

You have been walking and riding for days. Now you wonder whether you should have stayed. Will you find a new homeland, a better place in which to live? Will you survive the journey? Will you be welcome in a new land?



### EXAMINING *the* ISSUES

- **If you had stayed, would you have been able to adapt to changing conditions?**
- **Will you have to adopt the customs of the people living in a new land? How will you survive there?**

As a class, discuss these questions. In your discussion, weigh the advantages and disadvantages of staying in your homeland and of leaving. As you read about migration in this chapter, see how old and new ways of doing things can blend together when groups of people move.





# The Indo-Europeans

## MAIN IDEA

**INTERACTION WITH ENVIRONMENT** Indo-Europeans migrated into Europe, India, and Southwest Asia and interacted with peoples living there.

## WHY IT MATTERS NOW

Half the people living today speak languages that stem from the original Indo-European languages.

## TERMS & NAMES

- Indo-Europeans
- steppes
- migration
- Hittites
- Anatolia
- Aryans
- Vedas
- Brahmin
- caste
- *Mahabharata*

**SETTING THE STAGE** In India and in Mesopotamia, civilizations first developed along lush river valleys. Even as large cities such as Mohenjo-Daro and Harappa declined, agriculture and small urban communities flourished. These wealthy river valleys attracted nomadic tribes. These peoples may have left their own homelands because of warfare or changes in the environment.

## Indo-Europeans Migrate

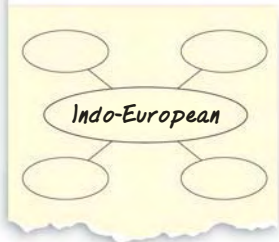
The **Indo-Europeans** were a group of nomadic peoples who may have come from the **steppes**—dry grasslands that stretched north of the Caucasus (KAW•kuh•suhs). The Caucasus are the mountains between the Black and Caspian seas. These primarily pastoral people herded cattle, sheep, and goats. The Indo-Europeans also tamed horses and rode into battle in light, two-wheeled chariots. They lived in tribes that spoke forms of a language that we call Indo-European.

**The Indo-European Language Family** The languages of the Indo-Europeans were the ancestors of many of the modern languages of Europe, Southwest Asia, and South Asia. English, Spanish, Persian, and Hindi all trace their origins back to different forms of the original Indo-European language.

Historians can tell where Indo-European tribes settled by their languages. Some Slavic speakers moved north and west. Others, who spoke early Celtic, Germanic, and Italic languages, moved west through Europe. Speakers of Greek and Persian went south. The Aryans (AIR•ee•uhnzh), who spoke an early form of Sanskrit, located in India.

Notice the similarities of words within the Indo-European family of languages.

**TAKING NOTES**  
**Categorizing** Use a web diagram to record some of the languages that stem from Indo-European.

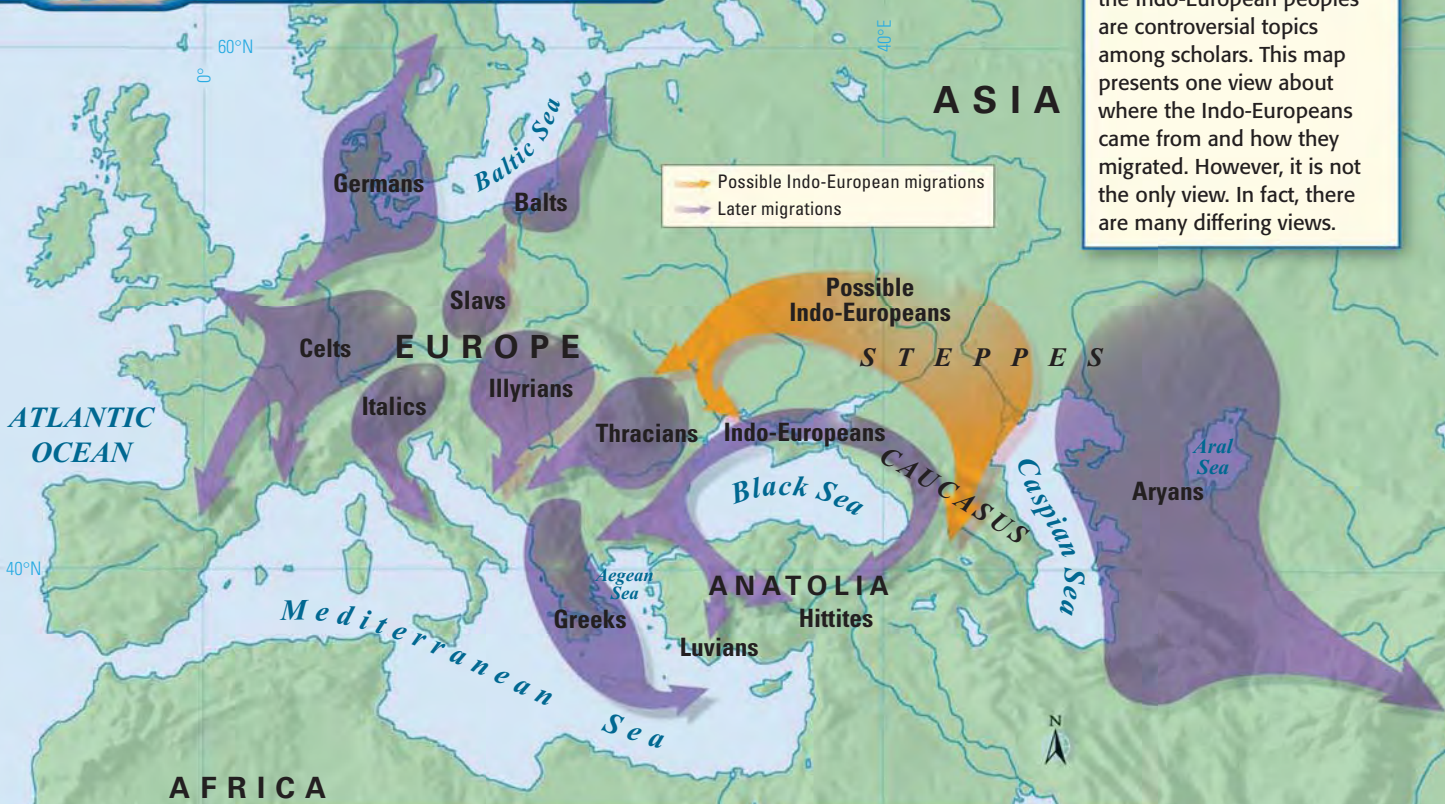


Language Family Resemblances				
English	Sanskrit	Persian	Spanish	German
mother	mātár	muhdáhr	madre	Mutter
father	pitár	puhdáhr	padre	Vater
daughter	duhitár	dukhtáhr	hija	Tochter
new	návas	now	nuevo	neu
six	sát	shahsh	seis	sechs

## Indo-European Migrations, Starting about 1700 B.C.

### Diverse Views

The origins and migrations of the Indo-European peoples are controversial topics among scholars. This map presents one view about where the Indo-Europeans came from and how they migrated. However, it is not the only view. In fact, there are many differing views.



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Location** Which Indo-European people reached the farthest west?
2. **Movement** Describe the movement of the Indo-Europeans in their earliest migrations.

**An Unexplained Migration** No one knows why these people left their homelands in the steppes. Whatever the reason, Indo-European nomads began to migrate outward in all directions between 1700 and 1200 B.C. These **migrations**, movements of a people from one region to another, happened in waves over a long period of time.

## The Hittite Empire

By about 2000 B.C., one group of Indo-European speakers, the **Hittites**, occupied **Anatolia** (AN•uh•TOH•lee•uh), also called Asia Minor. Anatolia is a huge peninsula in modern-day Turkey that juts out into the Black and Mediterranean seas. Anatolia is a high, rocky plateau, rich in timber and agriculture. Nearby mountains hold important mineral deposits. Separate Hittite city-states came together to form an empire there in about 1650 B.C. The city of Hattusas (hah•TOO•sahs) was its capital.

The Hittite empire went on to dominate Southwest Asia for 450 years. Hittites occupied Babylon, the chief city in the Tigris-Euphrates Valley, and struggled with Egypt for control of northern Syria. Neither the Hittites nor the Egyptians were able to get the upper hand. So, the two peoples ended their conflicts by signing a peace treaty. They each pledged to help the other fight off future invaders.

**Hittites Adopt and Adapt** The Hittites used their own Indo-European language with one another. However, for international use, they adopted Akkadian, the language of the Babylonians they had conquered. The Hittites borrowed ideas about literature, art, politics, and law from the Mesopotamians. The Hittites thus blended their own traditions with those of other, more advanced peoples.



**Chariots and Iron Technology** The Hittites excelled in the technology of war. They conquered an empire against Egyptian opposition—largely through their superior chariots and their iron weapons. The Hittite war chariot was light and easy to maneuver. The chariot had two wheels and a wooden frame covered with leather and was pulled by two or sometimes four horses. The Hittite chariot proved itself a superb fighting machine.

The Hittites used iron in their chariots, and they owed many of their military victories to the skill of their ironworkers. Ancient peoples had long known that iron was stronger than bronze. They also knew that it could hold a sharper edge. However, the process of purifying iron ore and working it into weapons and tools is complex.

Around 1500 B.C., the Hittites were the first in Southwest Asia to work with iron and harden it into weapons of war. The raw materials they needed—iron ore and wood to make charcoal—were easily available to them in the mountains of Anatolia. Knowledge of iron technology traveled widely with the Hittites—in both their trade and conquests. **A**

Despite its military might, the powerful Hittite empire fell quite suddenly around the year 1190 B.C. As part of a great wave of invasions, tribes attacked from the north and burned the Hittite capital city.



▲ This Hittite relief sculpture shows an archer in a chariot with his charioteer.

#### MAIN IDEA

#### Recognizing Effects

**A** How did environmental features in Anatolia help the Hittites advance technologically?

## Aryans Transform India

Before 2000 B.C., the Hittites began establishing themselves in Anatolia. At the same time, some scholars believe, another Indo-European people, the **Aryans**, whose homeland was probably somewhere between the Caspian and Aral seas, crossed over the northwest mountain passes into the Indus River Valley of India. Other scholars believe the Aryans originated in India. There is no archaeological evidence to prove either hypothesis.

Though they left almost no archaeological record, their sacred literature, the **Vedas** (VAY•duhz), left a picture of Aryan life. The Vedas are four collections of prayers, magical spells, and instructions for performing rituals. The most important of the collections is the Rig Veda. The Rig Veda contains 1,028 hymns to Aryan gods. For many years, no written form of the Vedas existed. Instead, elders of one generation passed on this tradition orally to the next generation.

**A Caste System Develops** The Aryans fought their enemies, a people they called *dasas*. The Aryans differed from the *dasas* in many ways. Aryans were taller, lighter in skin color, and spoke a different language. Unlike the earlier inhabitants of the Indus Valley, the Aryans had not developed a writing system. They were also a pastoral people and counted their wealth in cows. The *dasas*, on the other hand, were town dwellers who lived in communities protected by walls.

Aryans were organized into four groups based on occupation: 1) **Brahmins** (priests), 2) warriors, 3) traders and landowners, and 4) peasants or traders. The group that an Aryan belonged to determined his or her role in society.

As the Aryans settled in India, they developed closer contacts with non-Aryans. To regulate those contacts, the Aryans made class restrictions more rigid. *Shudras*

## > Analyzing Art

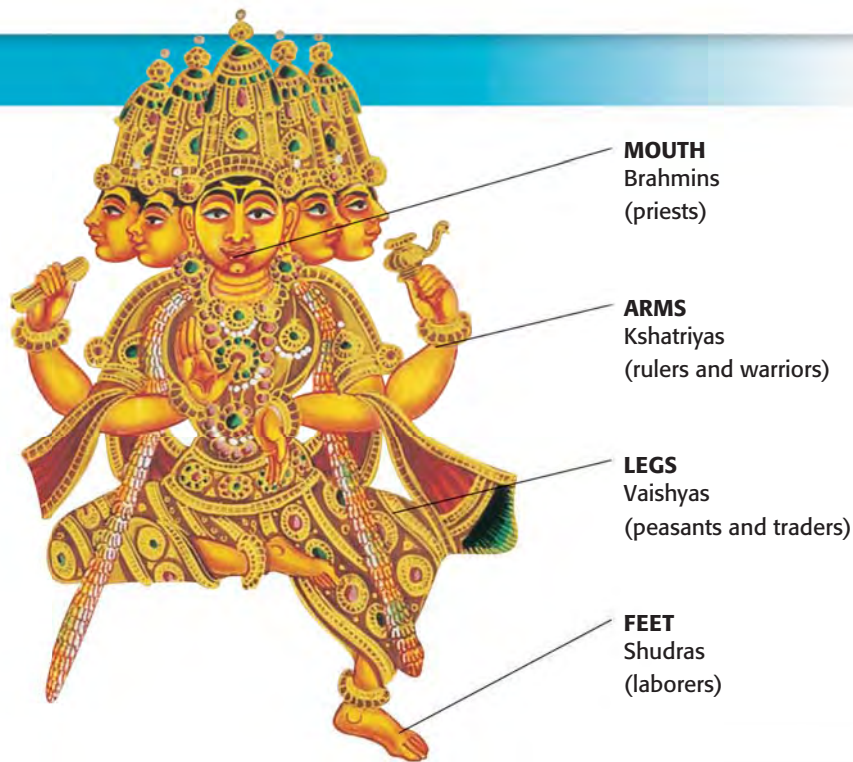
### The Aryan Caste System

The four major castes emerged from Purusha (the first human being) shown at the right. Purusha is identified with the creator god Brahma. The Brahmins (priests) were his mouth, the warriors were his arms, the landowners and traders were his legs, and the laborers and peasants were his feet.

#### SKILLBUILDER:

#### Interpreting Visual Sources

**Making Inferences** Why might the caste of Brahmins (priests) have been associated with the mouth?



were laborers who did work that Aryans did not want to do. *Varna*, or skin color, was a distinguishing feature of this system. So the four major groups came to be known as the *varnas*. Later, in the 15th century A.D., explorers from Portugal encountered this social system and called these groups **castes** (kasts).

As time went on, the four basic castes gradually grew more complex—with hundreds of subdivisions. Classical texts state that caste should not be determined by birth. However, over time, some communities developed a system in which people were born into their caste. Their caste membership determined the work they did, whom they could marry, and the people with whom they could eat. Cleanliness and purity became all-important. Those considered the most impure because of their work (butchers, gravediggers, collectors of trash) lived outside the caste structure. They were known as “untouchables,” since even their touch endangered the ritual purity of others. **B**

**Aryan Kingdoms Arise** Over the next few centuries, Aryans extended their settlements east, along the Ganges and Yamuna river valleys. (See map on page 65.) Progress was slow because of difficulties clearing the jungle for farming. This task grew easier when iron came into use in India about 1000 B.C.

When the Aryans first arrived in India, chiefs were elected by the entire tribe. Around 1000 B.C., however, minor kings who wanted to set up territorial kingdoms arose among the Aryans. They struggled with one another for land and power. Out of this strife emerged a major kingdom: Magadha. Under a series of ambitious kings, Magadha began expanding in the sixth century B.C. by taking over surrounding kingdoms. By the second century B.C., Magadha had expanded south to occupy almost all of the Indian subcontinent.

One of the great epics of India, the **Mahabharata** (MAH•huh•BAH•ruh•tuh), reflects the struggles that took place in India as the Aryan kings worked to control Indian lands. One part of the *Mahabharata* is the *Bhagavad Gita*. It tells the story of a warrior prince about to go to war. His chariot driver is Krishna, a god in human form.

#### MAIN IDEA

#### Making Inferences

**B** How were the more physical forms of work viewed by Aryans?





◀ This painting of Krishna battling with a demon in the form of a snake was created in 1785.

One of the most famous incidents in Indian literature occurs when Krishna instructs the young warrior on the proper way to live, fight, and die:

#### PRIMARY SOURCE

He who thinks this Self [eternal spirit] to be a slayer, and he who thinks this Self to be slain, are both without discernment; the Soul slays not, neither is it slain. . . . But if you will not wage this lawful battle, then will you fail your own [caste] law and your honor, and incur sin. . . . The people will name you with dishonor; and to a man of fame dishonor is worse than death.

KRISHNA, speaking in the *Bhagavad Gita*

The violence and confusion of the time led many to speculate about the place of the gods and human beings in the world. As a result, religion in India gradually changed. New religions were born, which you will read about in Section 2.

## SECTION

# 1

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

• Indo-Europeans • steppes • migration • Hittites • Anatolia • Aryans • Vedas • Brahmin • caste • Mahabharata

#### USING YOUR NOTES

2. Why did so many languages originate from Indo-European roots?



#### MAIN IDEAS

3. What were some of the technological achievements of the Hittites?
4. What were some of the borrowings of the Hittites?
5. Where do some historians think the Aryans lived before they arrived in India?

#### CRITICAL THINKING & WRITING

6. **FORMING OPINIONS** What important contributions did the Aryans make to the culture and way of life in India in terms of religion, literature, and roles in society?
7. **DRAWING CONCLUSIONS** Look at the Hittite chariot on page 63. What made it an excellent fighting machine?
8. **COMPARING AND CONTRASTING** What were some of the differences between the Aryans and the *dasas* in India?
9. **WRITING ACTIVITY** **INTERACTION WITH ENVIRONMENT**  
Write an **expository essay** in which you discuss environmental reasons why the Indo-Europeans might have migrated.

#### INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to create a **chart** that shows how a word in English is expressed in other Indo-European languages. Choose languages other than the ones listed on page 61 in this section.

#### INTERNET KEYWORD

*words in Indo-European languages*





# Hinduism and Buddhism Develop

## MAIN IDEA

**RELIGIOUS AND ETHICAL SYSTEMS** The beliefs of the Vedic Age developed into Hinduism and Buddhism.

## WHY IT MATTERS NOW

Almost one-fifth of the world's people today practice one of these two religions.

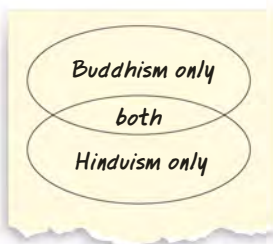
## TERMS & NAMES

- reincarnation
- karma
- Jainism
- Siddhartha Gautama
- enlightenment
- nirvana

**SETTING THE STAGE** At first, the Aryans and non-Aryans followed their own forms of religion. Then as the two groups intermingled, the gods and forms of their religions also tended to blend together. This blending resulted in the worship of thousands of gods. Different ways of living and different beliefs made life more complex for both groups. This complexity led some people to question the world and their place in it. They even questioned the enormous wealth and power held by the Brahmin priests. Out of this turmoil, new religious ideas arose that have continued to influence millions of people today.

### TAKING NOTES

**Comparing and Contrasting** Use a Venn diagram to compare the beliefs and practices of Buddhism and Hinduism.



## Hinduism Evolves Over Centuries

Hinduism is a collection of religious beliefs that developed slowly over a long period of time. Some aspects of the religion can be traced back to ancient times. In a Hindu marriage today, for example, the bride and groom marry in the presence of the sacred fire as they did centuries ago. The faithful recite daily verses from the Vedas.

From time to time, scholars have tried to organize the many popular cults, gods, and traditions into one grand system of belief. However, Hinduism—unlike religions such as Buddhism, Christianity, or Islam—cannot be traced back to one founder with a single set of ideas.

**Origins and Beliefs** Hindus share a common worldview. They see religion as a way of liberating the soul from the illusions, disappointments, and mistakes of everyday existence. Sometime between 750 and 550 B.C., Hindu teachers tried to interpret and explain the hidden meaning of the Vedic hymns. The teachers' comments were later written down and became known as the Upanishads (oo•PAHN•ih•shahdz).

The Upanishads are written as dialogues, or discussions, between a student and a teacher. In the course of the dialogues, the two explore how a person can achieve liberation from desires and suffering. This is described as *moksha* (MOHK•shah), a state of perfect understanding of all things. The teacher distinguishes between atman, the individual soul of a living being, and Brahman, the world soul that contains and unites all atmans. Here is how one teacher explains the unifying spirit of Brahman:

## PRIMARY SOURCE

Thou art woman, Thou art man, Thou art the lad and the maiden too. Thou art the old man tottering on his staff: Once born thou comest to be, thy face turned every way! A dark-blue moth art Thou, green [parrot] with red eyes. Pregnant with lightning—seasons, seas: Thyself beginningless, all things dost Thou pervade. From Thee all worlds were born.

Svetasvatara Upanishad. IV. 3–4

When a person understands the relationship between atman and Brahman, that person achieves perfect understanding (*moksha*) and a release from life in this world. This understanding does not usually come in one lifetime. By the process of **reincarnation** (rebirth), an individual soul or spirit is born again and again until *moksha* is achieved. A soul's **karma**—good or bad deeds—follows from one reincarnation to another. Karma influences specific life circumstances, such as the caste one is born into, one's state of health, wealth or poverty, and so on.

**Hinduism Changes and Develops** Hinduism has gone through many changes over the last 2,500 years. The world soul, Brahman, was sometimes seen as having the personalities of three gods: Brahma, the creator; Vishnu, the protector; and Shiva, the destroyer. Vishnu also took on many forms or personalities, for example, as Krishna, the divine cowherder, and as Rama, the perfect king. Over the centuries, Brahma gradually faded into the background, while the many forms of Devi, a great Mother Goddess, grew in importance.

Hindus today are free to choose the deity they worship or to choose none at all. Most, however, follow a family tradition that may go back centuries. They are also free to choose among three different paths for achieving *moksha*. These are the path of right thinking, the path of right action, or the path of religious devotion. **A**

**Hinduism and Society** Hindu ideas about karma and reincarnation strengthened the caste system. If a person was born as an upper-caste male—a Brahmin, warrior, or merchant—his good fortune was said to come from good karma earned in a former life. However, a person who was born as a female, a laborer, or an untouchable might be getting the results of bad deeds in a former life. With some exceptions, only men of the top three varnas could hope to achieve *moksha* in their present life. The laws of karma worked with the same certainty as the world's other natural laws. Good karma brought good fortune and bad karma resulted in bad fortune.

Together, the beliefs of Hinduism and its caste structure dominated every aspect of a person's life. These beliefs determined what one could eat and the way in which one ate it, personal cleanliness, the people one could associate with, how one dressed, and so on. Today, even in the most ordinary activities of daily life, Hindus turn to their religion for guidance.

**New Religions Arise** The same period of speculation reflected in the Upanishads also led to the rise of two other religions: Jainism (JY•nihz•uhm) and Buddhism. Mahavira, the founder of **Jainism**, was born about 599 B.C. and died in 527 B.C. Mahavira believed that everything in the universe has a soul and so should not be

### MAIN IDEA

#### Making Inferences

**A** How might the lack of a single founder result in Hinduism changing more over time than other religions?

▼ Vishnu grew to become a major Hindu god. He is seen here as the whole Universe in all its variety. He is blue, the color of infinity.





harmful. Jain monks carry the doctrine of nonviolence to its logical conclusion. They sweep ants off their path and wear gauze masks over their mouths to avoid breathing in an insect accidentally. In keeping with this nonviolence, followers of Jainism looked for occupations that would not harm any creature. So they have a tradition of working in trade and commerce. **B**

Because of their business activities, Jains today make up one of the wealthiest communities in India. Jains have traditionally preached tolerance of all religions. As a result, they have made few efforts to convert followers of other faiths. Because of this tolerance, Jains have not sent out missionaries. So, almost all of the nearly five million Jains in the world today live in India.

#### MAIN IDEA

#### Synthesizing

**B** How far might the Jain respect for life extend?

## The Buddha Seeks Enlightenment

Buddhism developed out of the same period of religious questioning that shaped modern Hinduism and Jainism. The founder of Buddhism, **Siddhartha Gautama** (sihd•DAHR•tuh GOW•tuh•muh), was born into a noble family that lived in Kapilavastu, in the foothills of the Himalayas in Nepal. According to Buddhist legend, the baby exhibited the marks of a great man. A prophecy indicated that if the child stayed at home he was destined to become a world ruler. If the child left home, however, he would become a universal spiritual leader. To make sure the boy would be a great king and world ruler, his father isolated him in his palace. Separated from the world, Siddhartha married and had a son.

**Siddhartha's Quest** Siddhartha never ceased thinking about the world that lay outside, which he had never seen. When he was 29, he ventured outside the palace four times. First he saw an old man, next a sick man, then a corpse, and finally a wandering holy man who seemed at peace with himself. Siddhartha understood these events to mean that every living thing experiences old age, sickness, and death and that only a religious life offers a refuge from this inevitable suffering. Siddhartha decided to spend his life searching for religious truth and an end to life's suffering. So, soon after learning of his son's birth, he left the palace.

Siddhartha wandered through the forests of India for six years seeking **enlightenment**, or wisdom. He tried many ways of reaching an enlightened state. He first debated with other religious seekers. Then he fasted, eating only six grains of rice a day. Yet none of these methods brought him to the truth, and he continued to suffer. Finally, he sat in meditation under a large fig tree. After 49 days of meditation, he achieved an understanding of the cause of suffering in this world. From then on, he was known as the Buddha, meaning "the enlightened one."

**Origins and Beliefs** The Buddha preached his first sermon to five companions who had accompanied him on his wanderings. That first sermon became a landmark in the history of the world's religions. In it, he laid out the four main ideas that he had come to understand in his enlightenment. He called those ideas the Four Noble Truths:

#### Vocabulary

*fasted*: ate very little.

### History Makers



#### Siddhartha Gautama

c. 563–483 B.C.

According to Buddhist tradition, Siddhartha Gautama's mother had dreamt of a beautiful elephant that was bright as silver. When asked to interpret the dream, Brahmin priests declared that the child to be born would either be a great monarch or a Buddha (an enlightened one).

Tradition also relates that at Gautama's birth, he exhibited the signs of a child destined for greatness. There were 32 such signs, including golden-tinged skin, webbed fingers and toes, a knob on the top of his skull, a long tongue, a tuft of hair between his eyebrows, and a thousand-spoked wheel on each foot. Some images of the Buddha display these traits.

The Four Noble Truths	
<b>First Noble Truth</b>	Life is filled with suffering and sorrow.
<b>Second Noble Truth</b>	The cause of all suffering is people's selfish desire for the temporary pleasures of this world.
<b>Third Noble Truth</b>	The way to end all suffering is to end all desires.
<b>Fourth Noble Truth</b>	The way to overcome such desires and attain enlightenment is to follow the Eightfold Path, which is called the Middle Way between desires and self-denial.

The Eightfold Path, a guide to behavior, was like a staircase. For the Buddha, those who were seeking enlightenment had to master one step at a time. Most often, this mastery would occur over many lifetimes. Here is how he described the Middle Way and its Eightfold Path:

#### PRIMARY SOURCE

What is the Middle Way? . . . It is the Noble Eightfold Path—Right Views, Right Resolve, Right Speech, Right Conduct, Right Livelihood, Right Effort, Right Mindfulness, and Right Concentration. This is the Middle Way.

**BUDDHA**, from *Samyutta Nikaya*

By following the Eightfold Path, anyone could reach **nirvana**, the Buddha's word for release from selfishness and pain.

As in Hinduism, the Buddha accepted the idea of reincarnation. He also accepted a cyclical, or repetitive, view of history, where the world is created and destroyed over and over again. However, the Buddha rejected the many gods of Hinduism. Instead, he taught a way of enlightenment. Like many of his time, the Buddha reacted against the privileges of the Brahmin priests, and thus he rejected the caste system. The final goals of both religions—*moksha* for Hindus and *nirvana* for Buddhists—are similar. Both involve a perfect state of understanding and a break from the chain of reincarnations. **C**

#### MAIN IDEA

##### Comparing

**C** In what ways are Buddhism and Hinduism similar?

▼ Buddhist tradition says that just before he died, the Buddha lay on his right side between two trees. This reclining Buddha is made of bronze.







▲ Buddhist monks view a temple at Angkor Wat in Cambodia.

**The Religious Community** The five disciples who heard the Buddha’s first sermon were the first monks admitted to the *sangha*, or Buddhist religious order. At first, the *sangha* was a community of Buddhist monks and nuns. However, *sangha* eventually referred to the entire religious community. It included Buddhist laity (those who hadn’t devoted their entire life to religion). The religious community, together with the Buddha and the *dharma* (Buddhist doctrine or teachings), make up the “Three Jewels” of Buddhism.

**Buddhism and Society** Because of his rejection of the caste system, many of the Buddha’s early followers included laborers and craftspeople. He also gained a large following in northeast India, where the Aryans had less influence. The Buddha reluctantly admitted women to religious orders. He feared, however, that women’s presence would distract men from their religious duties.

Monks and nuns took vows (solemn promises) to live a life of poverty, to be nonviolent, and not to marry. They wandered throughout India spreading the Buddha’s teachings. Missionaries carried only a begging bowl to receive daily charity offerings from people. During the rainy season, they retreated to caves high up in the hillsides. Gradually, these seasonal retreats became permanent monasteries—some for men, others for women. One monastery, Nalanda, developed into a great university that also attracted non-Buddhists.

The teachings of the Buddha were written down shortly after his death. Buddhist sacred literature also includes commentaries, rules about monastic life, manuals on how to meditate, and legends about the Buddha’s previous reincarnations (the *Jatakas*). This sacred literature was first written down in the first century B.C.

**Buddhism in India** During the centuries following the Buddha’s death, missionaries were able to spread his faith over large parts of Asia. Buddhist missionaries went to Sri Lanka and Southeast Asia in the third century B.C. Buddhist ideas also traveled along Central Asian trade routes to China. However, Buddhism never gained a significant foothold in India, the country of its origin. Several theories exist about Buddhism’s gradual disappearance in India. One theory states that

**Vocabulary**  
*pilgrimages*: travels to holy places.

Hinduism simply absorbed Buddhism. The two religions constantly influenced each other. Over time, the Buddha came to be identified by Hindus as one of the ten incarnations (reappearances on earth) of the god Vishnu. Hindus, therefore, felt no need to convert to Buddhism.

Nonetheless, despite the small number of Buddhists in India, the region has always been an important place of pilgrimages for Buddhists. Today, as they have for centuries, Buddhist pilgrims flock to visit spots associated with the Buddha's life. These sites include his birthplace at Kapilavastu, the fig tree near Gaya, and the site of his first sermon near Varanasi. Buddhists also visit the *stupas*, or sacred mounds, that are said to contain his relics. The pilgrims circle around the sacred object or sanctuary, moving in a clockwise direction. They also lie face down on the ground as a sign of humility and leave flowers. These three actions are important rituals in Buddhist worship.

**Trade and the Spread of Buddhism** As important as missionaries were to the spread of Buddhism, traders played an even more crucial role in this process. Along with their products, traders carried Buddhism beyond India to Sri Lanka. Buddhist religion was also brought southeast along trade routes to Burma, Thailand, and the island of Sumatra. Likewise, Buddhism followed the Central Asian trade routes, called the Silk Roads, all the way to China. From China, Buddhism spread to Korea—and from Korea to Japan. The movement of trade thus succeeded in making Buddhism the most widespread religion of East Asia. Throughout human history, trade has been a powerful force for the spread of ideas. Just as trade spread Buddhism in East Asia, it helped spread cultural influences in another major region of the world: the Mediterranean basin, as you will learn in Section 3.

## Connect to Today

### Buddhism in the West

Throughout the 20th century, large numbers of Asians have immigrated to the West, particularly to North America. Many of them brought Buddhism with them. Today, Buddhist temples are a common feature of many large cities in the West.

Since the 1950s, many non-Asians who were dissatisfied with the religions of the West have turned to Buddhism for insight into life's meaning. Today, Buddhism can claim about one million Asian and non-Asian believers in North America.

### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Create a bar graph to show the number of Buddhists in some American cities. Go to [classzone.com](http://classzone.com) for your research.

## SECTION 2 ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- reincarnation
- karma
- Jainism
- Siddhartha Gautama
- enlightenment
- nirvana

### USING YOUR NOTES

2. What are the terms for enlightenment in each religion?



### MAIN IDEAS

3. What are the Four Noble Truths of Buddhism?
4. How has Hinduism influenced social structure in India?
5. How did Buddhism spread?

### CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** How might the belief in reincarnation provide a form of social control?
7. **COMPARING** How are the Vedas and the Upanishads similar?
8. **MAKING INFERENCES** Look at the image of Vishnu on page 67. Why might blue represent infinity?
9. **WRITING ACTIVITY** **RELIGIOUS SYSTEMS** How did the experiences of Siddhartha Gautama influence his religious and ethical beliefs? Write a brief **biography** of his life. Include family background, accomplishments, and a list of his beliefs.

### CONNECT TO TODAY CREATING A MAP

Where in the world is Hinduism the main religion? What about Buddhism? Copy an **outline map** of the world. Then color in those regions of the world where Buddhism and Hinduism are the dominant religions. Use a different color for each religion.





# Seafaring Traders

## MAIN IDEA

**ECONOMICS** Trading societies extended the development of civilizations beyond the Fertile Crescent region.

## WHY IT MATTERS NOW

Traders spread knowledge of reading and writing, including an ancient form of the alphabet that we use today.

## TERMS & NAMES

- Minoans
- Aegean Sea
- Knossos
- King Minos
- Phoenicians

**SETTING THE STAGE** Buddhism spread to Southeast Asia and to East Asia mainly through Buddhist traders. In the Mediterranean, the same process took place: traders in the region carried many new ideas from one society to another. They carried new ways of writing, of governing, and of worshiping their gods.

### TAKING NOTES

**Comparing** Identify accomplishments that were Minoan and those that were Phoenician in the following chart.

Minoan	Phoenician
1.	1.
2.	2.
3.	3.

## Minoans Trade in the Mediterranean

A powerful seafaring people, the **Minoans** (mih•NOH•uhnz) dominated trade in the eastern Mediterranean from about 2000 to 1400 B.C. They lived on Crete, a large island on the southern edge of the **Aegean Sea** (ee•JEE•uhn). The Minoans produced some of the finest painted pottery of the time. They traded that pottery, along with swords, figurines, and vessels of precious metals, over a large area.

Along with their goods, Minoans also exported their art and culture. These included a unique architecture, burial customs, and religious rituals. Minoan culture had a major influence on Greece, for example. Trading turned Crete into a “stepping stone” for cultural exchange throughout the Mediterranean world.

**Unearthing a Brilliant Civilization** Archaeologists in the late 19th and early 20th centuries excavated **Knossos**, the Minoan capital city. There, they found the remains of an advanced and thriving culture. It must have been a peaceful one as well, since Minoan cities did not seem to need fortifications to protect them. The archaeologists named the civilization they found in Crete *Minoa* after **King Minos**



(MY•nuhs). According to legend, Minos was a king who owned a half-human, half-bull monster called the Minotaur (MIHN•uh•TAWR). He kept the monster locked inside a labyrinth, a complicated maze from which no one could escape.

The excavation of Knossos and its painted walls produced much information about Minoans. The wall paintings, as well as the official seals and vases, show the Minoans as graceful, athletic people who loved nature and beautiful objects. They also enjoyed sports such as boxing, wrestling, and bull leaping.

Many Minoan artworks depict women and their role in religious ceremonies. The art suggests that women held a higher rank than in most neighboring cultures. A great Mother Earth Goddess seems to have ruled over the other gods of Crete. Also, priestesses took charge of some shrines, aided by male assistants.

## Social History

### Bull Leapers of Knossos

The wall painting to the right captures the death-defying jump of a Minoan bull leaper in mid-flight. Many works of Minoan art show young men performing incredible acrobatic leaps over the horns of angry bulls. In one case, the gymnast jumps over the bull's horns, makes a somersault off its back, and lands behind its tail.

In another gymnastic feat, some team members hang on to the horns of a bull, using their bodies to cushion its horns and to force its head low, while another team member jumps over its back.

What was the reason for this bull leaping? Was it a sport? Just a “fun” activity? An initiation for young warriors? Or a religious ritual? Most likely it was all of these things.



The Minoans sacrificed bulls and other animals to their gods. In at least one case, a young man was sacrificed. Excavation of a mountain temple revealed the bones of a 17-year-old boy on an altar, along with the skeletons of three priests. The positions of the skeletons suggest that the priests carried out the human sacrifice just before the building collapsed.

**Minoan Culture’s Mysterious End** The Minoan civilization finally ended about 1200 B.C. The reasons for its end are unclear. Could it have been the result of some natural disaster? Did the island become overpopulated? Or was it overrun by invaders?

The civilization had withstood previous disasters. In about 1700 B.C., a great disaster, perhaps an earthquake, destroyed most Minoan towns and cities. The Minoans rebuilt the cities with equal richness. Then in 1470 B.C. a series of earthquakes rocked Crete. The quakes were followed by a violent volcanic eruption on the neighboring island of Thera. Imagine the shaking of the earth, the fiery volcanic blast, then a huge tidal wave, and finally a rain of white volcanic ash.

The disaster of 1470 B.C. was a blow from which the Minoans never fully recovered. This time, the Minoans had trouble rebuilding their cities. Nonetheless, Minoan civilization did linger on for almost 300 years. After that, invaders from Greece may have taken advantage of their weakened condition to destroy them. Some Minoans fled to the mountains to escape the ruin of the kingdom. Crete’s influence as a major sea power and cultural force was over. **A**

#### MAIN IDEA

#### Summarizing

**A** What adjectives might describe Minoan civilization?

## Phoenicians Spread Trade and Civilization

About 1100 B.C., after Crete’s decline, the most powerful traders along the Mediterranean were the **Phoenicians** (fih•NIHSH•uhnz). Phoenicia was mainly the area now known as Lebanon. Phoenicians never united into a country. Instead, they founded a number of wealthy city-states around the Mediterranean that sometimes competed with one another. The first cities in Phoenicia, such as Byblos, Tyre, and Sidon, were important trading centers.



The Phoenicians were remarkable shipbuilders and seafarers. They were the first Mediterranean people to venture beyond the Strait of Gibraltar. Some scholars believe that the Phoenicians traded for tin with inhabitants of the southern coast of Britain. Some evidence exists for an even more remarkable feat—sailing around the continent of Africa by way of the Red Sea and back through the Strait of Gibraltar. Such a trip was not repeated again for 2,000 years. The Greek historian Herodotus (hih•RAHD•uh•tuhs) relates the feat:

**PRIMARY SOURCE**

The Phoenicians set out from the Red Sea and sailed the southern sea [the Indian Ocean]; whenever autumn came they would put in and sow the land, to whatever part of Libya [Africa] they might come, and there await the harvest; then, having gathered in the crop, they sailed on, so that after two years had passed, it was in the third that they rounded the Pillars of Heracles [Strait of Gibraltar] and came to Egypt. There they said (what some may believe, though I do not) that in sailing round Libya they had the sun on their right hand [in reverse position].

HERODOTUS, in *History*, Book IV (5th century B.C.)

**Commercial Outposts Around the Mediterranean**

The Phoenicians’ most important city-states in the eastern Mediterranean were Sidon and Tyre, both known for their production of red-purple dye, and Byblos, a trading center for papyrus. (See map on page 59.) Phoenicians built colonies along the northern coast of Africa and the coasts of Sicily, Sardinia, and Spain. The colonies were about 30 miles apart—about the distance a Phoenician ship could sail in a day. The greatest Phoenician colony was at Carthage (KAHR•thihj), in North Africa. Settlers from Tyre founded Carthage in about 814 B.C.

The Phoenicians traded goods they got from other lands—wine, weapons, precious metals, ivory, and slaves. They also were known as superb craftspeople who worked in wood, metal, glass, and ivory. Their red-purple dye was produced from the murex, a kind of snail that lived in the waters off Sidon and Tyre. One snail, when left to rot, produced just a drop or two of a liquid of a deep red-purple color. Some 60,000 snails were needed to produce one pound of dye, which only royalty could afford.

**Phoenicia’s Great Legacy: The Alphabet** As merchants, the Phoenicians needed a way of recording transactions clearly and quickly. So the Phoenicians developed a writing system that used symbols to represent sounds. The Phoenician system was phonetic—that is, one sign was used for one sound. In fact, the word *alphabet* comes directly from the first two letters of the Phoenician alphabet: *aleph* and *beth*. As they traveled around the Mediterranean, the Phoenicians introduced this writing system to their trading partners. The Greeks, for example, adopted the Phoenician alphabet and changed the form of some of the letters.

Alphabets—Ancient and Modern		
Phoenician	Greek	English
𐤀	A	A
𐤁	B	B
𐤂	Γ	C
𐤃	Δ	D
𐤄	E	E
𐤅		F
𐤆		G
𐤇	Z	
𐤈	H	H
𐤉	Θ	
𐤊	I	I
𐤋	K	J
𐤌	Λ	K
𐤍	M	L
𐤎	N	M
𐤏	Ξ	N
𐤐	O	O
𐤑	Π	P
𐤒		Q
𐤓	P	R
𐤔	Σ	S
𐤕		T
𐤖	T	U
𐤗	Υ	
𐤘	Φ	V
		W
	X	X
	Ψ	
𐤙		Y
𐤚	Ω	Z

**SKILLBUILDER: Interpreting Charts**

- 1. Comparing** Which letters show the most similarity across the three alphabets?
- 2. Making Inferences** Why might one language have fewer letters in its alphabet than another?



## Phoenician Trade

Phoenicia was located in a great spot for trade because it lay along well-traveled routes between Egypt and Asia. However, the Phoenicians did more than just trade with merchants who happened to pass through their region. The Phoenicians became expert sailors and went looking for opportunities to make money.

The Patterns of Ancient Trade, 2000–250 B.C.



### Merchant Ships

Phoenician sailors developed the round boat, a ship that was very wide and had a rounded bottom. This shape created a large space for cargo.

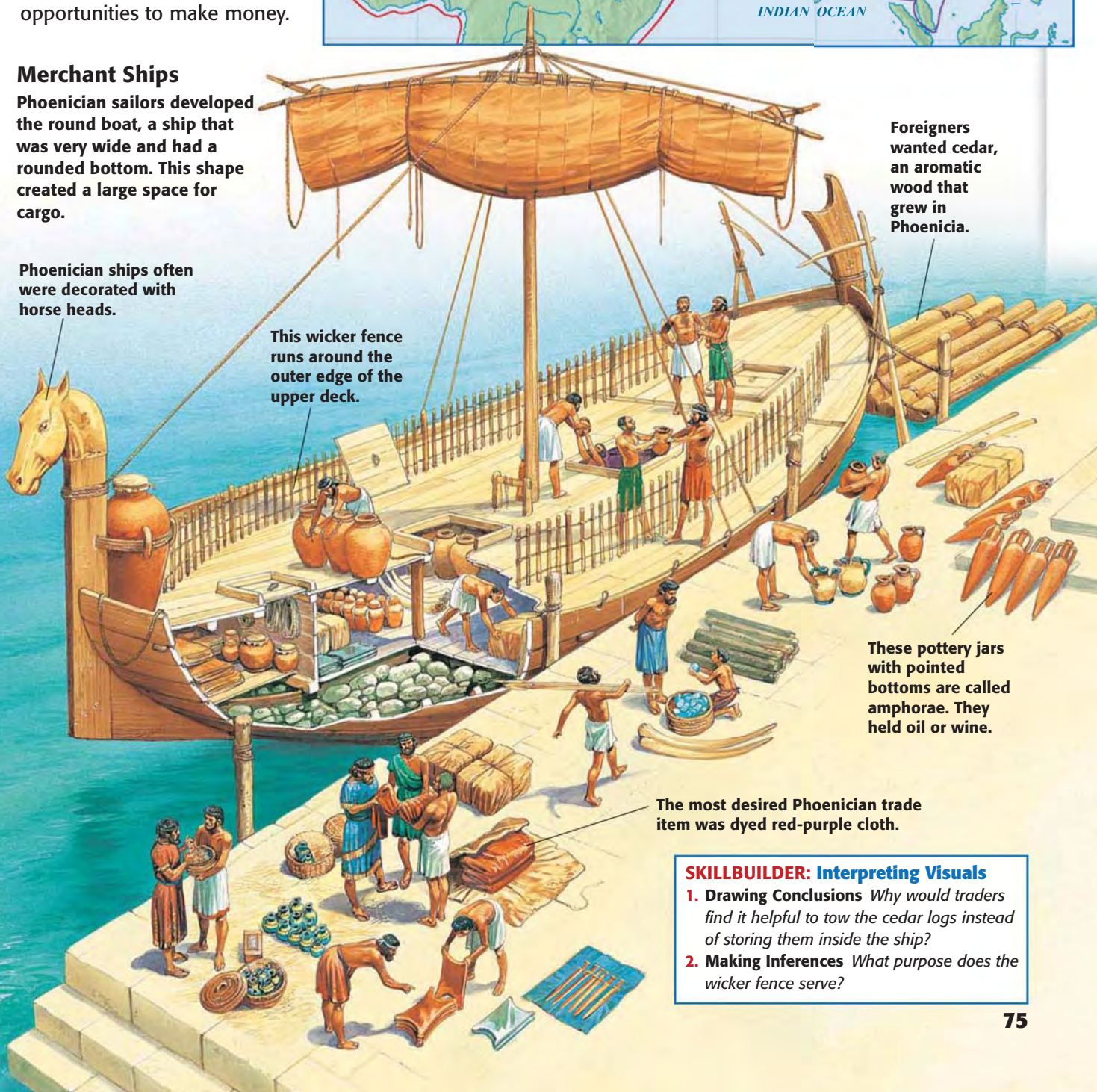
Phoenician ships often were decorated with horse heads.

This wicker fence runs around the outer edge of the upper deck.

Foreigners wanted cedar, an aromatic wood that grew in Phoenicia.

These pottery jars with pointed bottoms are called amphorae. They held oil or wine.

The most desired Phoenician trade item was dyed red-purple cloth.



### SKILLBUILDER: Interpreting Visuals

- 1. Drawing Conclusions** Why would traders find it helpful to tow the cedar logs instead of storing them inside the ship?
- 2. Making Inferences** What purpose does the wicker fence serve?





▲ Phoenician inscription from a sarcophagus

Few examples of Phoenician writing exist. Most writings were on papyrus, which crumbled over time. However, the Phoenician contribution to the world was enormous. With a simplified alphabet, learning was now accessible to more people.

Phoenician trade was upset when their eastern cities were captured by Assyrians in 842 B.C. However, these defeats encouraged exiles to set up city-states like Carthage to the west. The Phoenician homeland later came under the control of the Babylonians and of the Persian empire of King Cyrus I. One of their most lasting contributions remains the spread of the alphabet.

## Ancient Trade Routes

Trading in ancient times also connected the Mediterranean Sea with other centers of world commerce, such as South and East Asia. Several land routes crossed Central Asia and connected to India through Afghanistan. Two sea routes began by crossing the Arabian Sea to ports on the Persian Gulf and the Red Sea. From there, traders either went overland to Egypt, Syria, and Mediterranean countries, or they continued to sail up the Red Sea. To cross the Arabian Sea, sailors learned to make use of the monsoon winds. These winds blow from the southwest during the hot months and from the northeast during the cool season.

To widen the variety of their exports, Indian traders used other monsoon winds to travel to Southeast Asia and Indonesia. Once there, they obtained spices and other products not native to India.

Though traveling was difficult in ancient times, trading networks like those of the Phoenicians ensured the exchange of products and information. Along with their goods, traders carried ideas, religious beliefs, art, and ways of living. They helped with the process of cultural diffusion as well as with moving merchandise.

Phoenician traders made crucial contributions to world civilization. At the same time, another eastern Mediterranean people, the Jews, were creating a religious tradition that has lasted more than 3,000 years. This is discussed in Section 4.

### Vocabulary

*monsoon*: a wind that affects climate by changing direction in certain seasons.

## SECTION

# 3

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Minoans
- Aegean Sea
- Knossos
- King Minos
- Phoenicians

### USING YOUR NOTES

2. Which of these achievements do you think was the most important? Why?

Minoan	Phoenician
1.	1.
2.	2.
3.	3.

### MAIN IDEAS

3. What did the excavations at Knossos reveal about Minoan culture?
4. Where did the Phoenicians settle and trade?
5. Why did the Phoenicians develop a writing system?

### CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** What might have caused the collapse of Minoan culture?
7. **COMPARING** What were some similarities between the Minoans and Phoenicians in terms of trade?
8. **ANALYZING PRIMARY SOURCES** Go back to Herodotus' account of a voyage around Africa on page 74. What words show his doubt? Why was he doubtful?
9. **WRITING ACTIVITY** **ECONOMICS** The Phoenicians founded many city-states. These city-states often competed. Do you think it would have made more sense to cooperate? Write a brief **essay** explaining your opinion.

### CONNECT TO TODAY MAKING A DATABASE

How might a commonly or widely accepted language make business and trade easier to transact? Make a **database** of bulleted points showing the ways a widely known language (such as English) would make it easier to conduct business around the world.



# The Origins of Judaism

## MAIN IDEA

**RELIGIOUS AND ETHICAL SYSTEMS** The Hebrews maintained monotheistic religious beliefs that were unique in the ancient world.

## WHY IT MATTERS NOW

From this tradition, Judaism, the religion of the Jews, evolved. Judaism is one of the world's major religions.

## TERMS & NAMES

- Palestine
- Canaan
- Torah
- Abraham
- monotheism
- covenant
- Moses
- Israel
- Judah
- tribute

**SETTING THE STAGE** The Phoenicians lived in a region at the eastern end of the Mediterranean Sea that was later called **Palestine**. The Phoenicians were not the only ancient people to live in Palestine. The Romans had given the area that name after the Philistines, another people who lived in the region. **Canaan** (KAY•nuhn) was the ancient home of the Hebrews, later called the Jews, in this area. Their history, legends, and moral laws are a major influence on Western culture, and they began a tradition also shared by Christianity and Islam.

## The Search for a Promised Land

Ancient Palestine's location made it a cultural crossroads of the ancient world. By land, it connected Asia and Africa and two great empires, both eager to expand. To the east lay Assyria and Babylonia and to the west Egypt. Palestine's seaports opened onto the two most important waterways of that time: the Mediterranean and the Red seas. The Hebrews settled in Canaan, which lay between the Jordan River and the Mediterranean Sea. According to the Bible, Canaan was the land God had promised to the Hebrew people.

**From Ur to Egypt** Most of what we know about the early history of the Hebrews is contained in the first five books of the Hebrew Bible. Jews call these books the **Torah** (TAWR•uh) and consider them the most sacred writings in their tradition. Christians respect them as part of the Old Testament.

In the Torah, God chose **Abraham** (AY•bruh•HAM) to be the "father" of the Hebrew people. God's words to Abraham expressed a promise of land and a pledge:

### PRIMARY SOURCE

Go from your country and your kindred and your father's house to the land that I will show you. I will make of you a great nation, and I will bless you, and make your name great.

Genesis 12:1-2

Abraham was a shepherd who lived in the city of Ur, in Mesopotamia. The Book of Genesis tells that God commanded him to move his people to Canaan. Around 1800 B.C., Abraham, his family, and their herds made their way to Canaan. Then, around 1650 B.C., the descendants of Abraham moved to Egypt.

### TAKING NOTES

#### Following Chronological Order

Use a time line to show major Hebrew leaders and one fact about each.

2000 B.C.

Abraham:  
father of  
Jewish people.





▲ This statue of Moses was carved by Michelangelo.

**The God of Abraham** The Bible tells how Abraham and his family roamed for many years from Mesopotamia to Canaan to Egypt and back to Canaan. All the while, their God, whose name was Yahweh, watched over them. Gods worshiped by other people were often local, and were associated with a specific place.

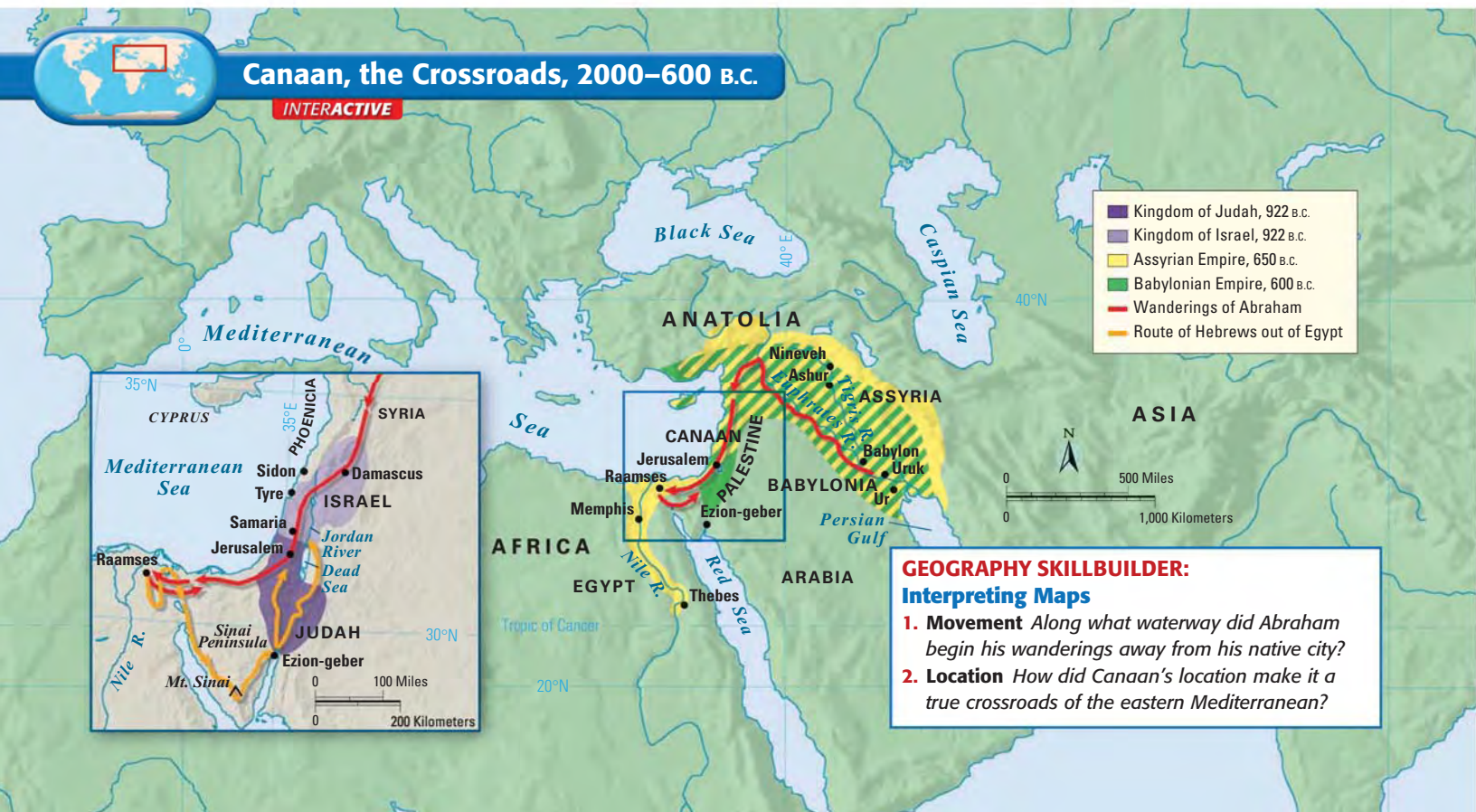
Unlike the other groups around them, who were polytheists, the Hebrews were monotheists. They prayed to only one God. **Monotheism** (MAHN•uh•thee•IHZ•uhm), a belief in a single god, comes from the Greek words *mono*, meaning “one,” and *the-ism*, meaning “god-worship.” The Hebrews proclaimed Yahweh as the one and only God. In their eyes, Yahweh had power over all peoples, everywhere. To the Hebrews, God was not a physical being, and no physical images were to be made of him.

The Hebrews asked Yahweh for protection from their enemies, just as other people prayed to their gods to defend them. According to the Bible, Yahweh looked after the Hebrews not so much because of ritual ceremonies and sacrifices but because Abraham had promised to obey him. In return, Yahweh had promised to protect Abraham and his descendants. This mutual promise between God and the founder of the Hebrew people is called a **covenant** (KUHV•uh•nuhnt).

## Moses and the Exodus

The Bible says the Hebrews migrated to Egypt because of a drought and threat of a famine. At first, the Hebrews were given places of honor in the Egyptian kingdom. Later, however, they were forced into slavery.

**“Let My People Go”** The Hebrews fled Egypt—perhaps between 1300 and 1200 B.C. Jews call this event “the Exodus,” and they remember it every year during the



**GEOGRAPHY SKILLBUILDER:**  
**Interpreting Maps**

- 1. Movement** Along what waterway did Abraham begin his wanderings away from his native city?
- 2. Location** How did Canaan's location make it a true crossroads of the eastern Mediterranean?

## > Analyzing Primary Sources

### The Ten Commandments

The Ten Commandments are the ten orders or laws given by God to Moses on Mount Sinai. These orders serve as the basis for Jewish laws.

#### PRIMARY SOURCE

1. I am the Lord your God. . . . You shall have no other gods besides me.
2. You shall not make for yourself a sculptured image.
3. You shall not swear falsely by the name of the Lord your God.
4. Remember the Sabbath day and keep it holy.
5. Honor your father and your mother. . . .
6. You shall not murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not bear false witness against your neighbor.
10. You shall not covet . . . anything that is your neighbor's.

Exodus 20: 2–14

#### DOCUMENT-BASED QUESTIONS

1. **Comparing** Do the first four commandments concern themselves more with the Hebrews' relationship with God or with one another?
2. **Contrasting** What do the last six commandments have in common that distinguishes them from the first four?



▲ Tradition dictates that the Torah be written on a scroll and kept at the synagogue in an ornamental chest called an ark.

festival of Passover. The Torah says that the man who led the Hebrews out of slavery was named **Moses**. It is told that at the time of Moses' birth, the Egyptian pharaoh felt threatened by the number of Hebrews in Egypt. He thus ordered all Hebrew male babies to be killed. Moses' mother hid her baby in the reeds along the banks of the Nile. There, an Egyptian princess found and adopted him. Though raised in luxury, he did not forget his Hebrew birth. When God commanded him to lead the Jews out of Egypt, he obeyed.

**A New Covenant** While the Hebrews were traveling across the Sinai (SY•ny) Peninsula, Moses climbed to the top of Mount Sinai to pray. The Bible says he spoke with God. When Moses came down from Mount Sinai, he brought down two stone tablets on which Yahweh had written the Ten Commandments.

These commandments and the other teachings that Moses delivered to his people became the basis for the civil and religious laws of Judaism. The Hebrews believed that these laws formed a new covenant between God and the Hebrew people. God promised to protect the Hebrews. They promised to keep God's commandments. **A**

**The Land and People of the Bible** The Torah reports that the Hebrews wandered for 40 years in the Sinai Desert. Later books of the Bible tell about the history of the Hebrews after their wanderings. After the death of Moses, they returned to Canaan, where Abraham had lived. The Hebrews made a change from a nomadic, tribal society to settled herders, farmers, and city dwellers. They learned new technologies from neighboring peoples in Canaan.

#### MAIN IDEA

##### Contrasting

**A** How did the religion of the Hebrews differ from many of the religions of their neighbors?



When the Hebrews arrived in Canaan, they were loosely organized into twelve tribes. These tribes lived in separate territories and were self-governing. In times of emergency, the Bible reports that God would raise up judges. They would unite the tribes and provide judicial and military leadership during a crisis. In the course of time, God chose a series of judges, one of the most prominent of whom was a woman, Deborah.

**Hebrew Law** Deborah’s leadership was unusual for a Hebrew woman. The roles of men and women were quite separate in Hebrew society. Women could not officiate at religious ceremonies. In general, a Hebrew woman’s most important duty was to raise her children and provide moral leadership for them.

The Ten Commandments were part of a code of laws delivered to Moses. The code included other rules regulating social and religious behavior. In some ways, this code resembled Hammurabi’s Code with its attitude of “an eye for an eye and a tooth for a tooth.” However, its strict justice was softened by expressions of God’s mercy. The code was later interpreted by religious teachers called prophets. These interpretations tended to emphasize greater equality before the law than did other codes of the time. The prophets constantly urged the Hebrews to stay true to their covenant with God.

The prophets taught that the Hebrews had a duty to worship God and live justly with one another. The goal was a moral life lived in accordance with God’s laws. In the words of the prophet Micah, “He has told you, O mortal what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?” This emphasis on right conduct and the worship of one God is called ethical monotheism—a Hebrew idea that has influenced human behavior for thousands of years through Judaism, Christianity, and Islam. **B**

**MAIN IDEA**

**Summarizing**

**B** What does Hebrew law require of believers?

**> Analyzing Key Concepts**

**Judaism**

Judaism is the religion of the Jewish people. In Judaism, one of the most important ways for a person to please God is to study the scriptures, or sacred writings, and to live according to what they teach. Many Jews keep a scroll of an important scripture passage in a mezuzah (a holder attached to a doorpost) like the one shown here.



**The Sacred Writings of Judaism**

Sacred Writings	Contents
<p><b>Hebrew Bible</b></p>	<p><b>Torah</b></p> <ul style="list-style-type: none"> <li>• first five books of the Bible</li> <li>• recounts origins of humanity and Judaism</li> <li>• contains basic laws of Judaism</li> </ul> <p><b>Prophets</b></p> <ul style="list-style-type: none"> <li>• stories about and writings by Jewish teachers</li> <li>• divided into Former Prophets and Latter Prophets</li> <li>• recounts Jewish history and calls for repentance and obedience</li> </ul> <p><b>Writings</b></p> <ul style="list-style-type: none"> <li>• a collection of various other writings</li> <li>• includes poetry, history and stories, and philosophical writings called wisdom literature</li> </ul>
<p><b>Talmud</b></p>	<p><b>Mishnah</b></p> <ul style="list-style-type: none"> <li>• written versions of Jewish oral law</li> </ul> <p><b>Gemara</b></p> <ul style="list-style-type: none"> <li>• explanations and interpretations of the Mishnah</li> </ul>

**SKILLBUILDER: Interpreting Charts**

- 1. Contrasting** *What is contained in the Hebrew Bible that is not in the Talmud? What is in the Talmud that is not in the Hebrew Bible?*
- 2. Hypothesizing** *What kind of poetry would you expect to find in the Hebrew Bible? Explain what you think the subjects or themes of the poems might be.*

## The Kingdom of Israel

Canaan—the land that the Hebrews believed had been promised them by God—combined largely harsh features such as arid desert, rocky wilderness, grassy hills, and the dry, hot valley of the Jordan River. Water was never plentiful; even the numerous limestone formations soaked up any excess rainfall. After first settling in the south-central area of ancient Palestine, the Hebrews expanded south and north.

**Saul and David Establish a Kingdom** The judges occasionally pulled together the widely scattered tribes for a united military effort. Nonetheless, the Philistines, another people in the area, threatened the Hebrews' position in ancient Palestine. The Hebrews got along somewhat better with their Canaanite neighbors. Eventually, the only large tribe left of the 12 tribes was the tribe of Judah. As a result, Hebrews came to be called *Jews*, and their religion, *Judaism*.

From about 1020 to 922 B.C., the Hebrews united under three able kings: Saul, David, and Solomon. The new kingdom was called **Israel** (IHZ•ree•uhl). For 100 years, Israel enjoyed its greatest period of power and independence.

Saul, the first of the three kings, was chosen largely because of his success in driving out the Philistines from the central hills of ancient Palestine. Saul is portrayed in the Bible as a tragic man, who was given to bouts of jealousy. After his death, he was succeeded by his son-in-law, David. King David, an extremely popular leader, united the tribes, established Jerusalem as the capital, and founded a dynasty.

**Solomon Builds the Kingdom** About the year 962 B.C., David was succeeded by his son Solomon, whose mother was Bathsheba. Solomon was the most powerful of the Hebrew kings. He built a trading empire with the help of his friend Hiram, the king of the Phoenician city of Tyre. Solomon also beautified the capital city of Jerusalem. The crowning achievement of his extensive building program in Jerusalem was a great temple, which he built to glorify God. The temple was also to be a permanent home for the Ark of the Covenant, which contained the tablets of Moses' law.

The temple that Solomon built was not large, but it gleamed like a precious gem. Bronze pillars stood at the temple's entrance. The temple was stone on the outside, while its inner walls were made of cedar covered in gold. The main hall was richly decorated with brass and gold. Solomon also built a royal palace even more costly and more magnificent than the temple.

**The Kingdom Divides** Solomon's building projects required high taxes and badly strained the kingdom's finances. In addition, men were forced to spend one month out of every three working on the temple. The expense and forced labor caused much discontent. As a result, after Solomon's death, the Jews in the northern part of the kingdom, which was located far from the south, revolted. By 922 B.C., the kingdom had divided in two. Israel was in the north and **Judah** (JOO•duh) was in the south. 🕒

### MAIN IDEA

#### Drawing Conclusions

🕒 How might geographical distance make the split of Israel and Judah more likely?

### History Makers



#### King Solomon 962?–922? B.C.

In the Bible, Solomon prays to God for “an understanding mind,” which God grants him.

Soon after, the story goes, two women and a baby boy were brought before him. Each woman claimed the baby was hers. After hearing their testimony, Solomon declared, “Divide the living boy in two; then give half to the one and half to the other.”

One said: “Please, my lord, give her the living boy; certainly do not kill him!” However, the other woman accepted: “It shall be neither mine nor yours; divide it.”

Solomon knew that the woman who would give up the child to save it was the real mother.

#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on King Solomon, go to [classzone.com](http://classzone.com)



The next 200 years were confusing for the two kingdoms of Israel and Judah. Sometimes they fought each other; sometimes they joined together to fight common enemies. Each of the kingdoms had periods of prosperity, followed by low periods of conflict and decline.

## The Babylonian Captivity

Disaster finally struck as the two kingdoms lost their independence. In 738 B.C., both Israel and Judah began paying **tribute**—peace money paid by a weaker power to a stronger—to Assyria. By paying tribute, Israel and Judah hoped to ensure that the mighty Assyrian empire would not attack. But this tribute was not enough and in 725 B.C. the Assyrians began a relentless siege of Samaria, the capital of Israel. By 722 B.C., the whole northern kingdom had fallen to the Assyrians' ferocious assault.

The southern kingdom of Judah resisted for another 150 years before it too was destroyed. The destruction of Judah was to come at the hands of the Babylonians. After conquering Israel, the Assyrians rapidly lost power to a rising Babylonian empire. The great Babylonian king Nebuchadnezzar (nehb•uh•kuhd•NEHZ•uhr) ran the Egyptians out of Syria and ancient Palestine, and he twice attacked Jerusalem. The city finally fell in 586 B.C. Solomon's temple was destroyed in the Babylonian victory. Many of the survivors were exiled to Babylon. During the exile in Babylon, the Bible describes how the prophet Ezekiel urged his people to keep their religion alive in a foreign land.

Then about 50 years after the fall of Judah, another change in fortune occurred: in 539 B.C., the Persian king Cyrus the Great conquered Babylon. The next year, Cyrus allowed some 40,000 exiles to return to Jerusalem to rebuild the temple. Many, however, stayed in Babylonia.

Work on the second temple was completed in 515 B.C. The walls of Jerusalem were rebuilt in 445 B.C. Soon, however, other empires dominated the region—first the Persians, then the Greeks, and then the Romans. These new empires would take control both of ancient Palestine and the destiny of the Jewish people. **D**

### MAIN IDEA

#### Making Inferences

**D** The temple was rebuilt before the walls of Jerusalem. What does this fact indicate about the Jews after the Babylonian captivity?

## SECTION 4 ASSESSMENT


**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Palestine
- Canaan
- Torah
- Abraham
- monotheism
- covenant
- Moses
- Israel
- Judah
- tribute

### USING YOUR NOTES

2. Which of these leaders do you think was the most important? Why?

2000 B.C.



Abraham:  
father of  
Jewish people

### MAIN IDEAS

3. Where did Abraham and his family originally come from?
4. What were some of the achievements of Solomon?
5. What was the Babylonian Captivity?

### CRITICAL THINKING & WRITING

6. **DEVELOPING HISTORICAL PERSPECTIVE** What were the main problems faced by the Hebrews between 2000 B.C. and 700 B.C.?
7. **ANALYZING ISSUES** What were some of the factors that made Canaan a good place for the Hebrews to settle?
8. **COMPARING** In what ways are the laws delivered to Moses similar to Hammurabi's Code?
9. **WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS** What might have been the advantages of monotheism? Write a **paragraph** in which you support your opinions.

### CONNECT TO TODAY CREATING A PIE GRAPH

What are some of the important monotheistic religions in the world today? Create a **pie graph** in which you show the relative size of various monotheistic religions.

## INTERACTIVE

# The Flood Story

The tale of a devastating flood appears among the legends of ancient peoples throughout the world. In some versions, the story of the flood serves to explain how the world came to be. In others, the flood is heaven's punishment for evil deeds committed by humans.

### A PRIMARY SOURCE

#### The Torah

Only one man, Noah, found favor in the Hebrew God Yahweh's eyes.

And God said to Noah, "I have determined to make an end of all flesh, for the earth is filled with violence because of them. . . . Make yourself an ark of cypress wood. . . . And of every living thing, of all flesh, you shall bring two of every kind into the ark . . . they shall be male and female. ". . .

The rain fell on the earth forty days and forty nights. . . . At the end of forty days Noah opened the window of the ark . . . and . . . sent out the dove . . . and the dove came back . . . and there in its beak was a freshly plucked olive leaf; so Noah knew that the waters had subsided from the earth. . . .

Then God said to Noah, "Go out of the ark. . . . Bring out with you every living thing that is with you. . . . I establish my covenant with you, that . . . never again shall there be a flood to destroy the earth."

### B PRIMARY SOURCE

#### The Epic of Gilgamesh

In this Mesopotamian legend, Utnapishtim, like Noah, escapes a worldwide flood by building an ark. Ea, the god of wisdom, warns Utnapishtim of the coming catastrophe in a dream.

O man of Shurruk, son of Ubara-Tutu; tear down your house and build a boat, abandon possessions and look for life. . . .

I loaded into [the boat] all that I had of gold and of living things, my family, my kin, the beast of the field both wild and tame. . . .

For six days and six nights the winds blew, torrent and tempest and flood overwhelmed the world. . . . When the seventh day dawned the storm from the south subsided, the sea grew calm, the flood was stilled; I looked at the face of the world and there was silence, all mankind was turned to clay. . . . I opened a hatch and the light fell on my face. Then I bowed low, I sat down and I wept, the tears streamed down my face, for on every side was the waste of water.

### C PRIMARY SOURCE

#### The Fish Incarnation of Vishnu

The Hindu god Vishnu, in his first earthly incarnation, took the form of Matsya, the fish, and saved humankind.

One day, as the sage Manu was praying at the river Ganges, a small fish asked for his protection. Manu put the fish in an earthen jar, but soon the fish was too big for the jar. So Manu put it into the river, but soon it outgrew the river. So Manu put the fish in the ocean. . . .

The fish told Manu there would be a great deluge [flood]. He advised Manu to build a large boat and take . . . the seeds of various kinds of plants, and one of each type of animal. When the deluge came, the fish said, he would take the ark . . . to safety.

Sure enough, when the deluge occurred, the fish was there. Manu tied the boat to the horns of the fish. . . . The fish then pulled the boat through the waters until it reached a mountain peak.

### D PRIMARY SOURCE

#### Anonymous

This art dates from the fifth century A.D. It shows Noah and his ark in the Hebrew flood story. In the picture, Noah is welcoming back the dove he had sent out from the ark at the end of 40 days. The dove is carrying in its beak an olive leaf.



### Document-Based QUESTIONS

1. Based on Source A, what promise does God make to mankind?
2. What are some of the differences among the gods in Sources A, B, and C?
3. What are some of the similarities among the flood stories in Sources A, B, and C?
4. In Source D, what is the dove bringing to Noah and what might it represent?



# Chapter 3 Assessment

## TERMS & NAMES

For each term or name below, briefly explain its importance in the years 3500 B.C. to 259 B.C.

- |                       |                |
|-----------------------|----------------|
| 1. Indo-Europeans     | 5. Minoans     |
| 2. caste              | 6. Phoenicians |
| 3. reincarnation      | 7. monotheism  |
| 4. Siddhartha Gautama | 8. Moses       |

## MAIN IDEAS

### The Indo-Europeans Section 1 (pages 61–65)

- What are three reasons that historians give to explain why Indo-Europeans migrated?
- What are two technologies that helped the Hittites build their empire?
- How were the Aryans different from the non-Aryans (*dasas*) that they encountered when migrating to India?

### Hinduism and Buddhism Develop Section 2 (pages 66–71)

- In Hinduism, how are the ideas of karma, reincarnation, and *moksha* connected?
- Why were lower castes more likely to convert to Buddhism?

### Seafaring Traders Section 3 (pages 72–76)

- What did the Minoans export?
- What is Phoenicia's greatest legacy to the world?

### The Origins of Judaism Section 4 (pages 77–83)

- What is ethical monotheism and why is it important?
- What caused the division of Solomon's kingdom?
- What are two ways in which early Judaism differed from other religions of the time?

## CRITICAL THINKING

### 1. USING YOUR NOTES

**RELIGIOUS AND ETHICAL SYSTEMS** In a chart, fill in information about three world religions.

Religion	Founder	Time Originated	Area Originated
Hinduism			
Buddhism			
Judaism			

### 2. DRAWING CONCLUSIONS

**INTERACTION WITH ENVIRONMENT** How important were the migrations of the Indo-European peoples? How lasting were the changes that they brought? Explain your conclusion.

### 3. RECOGNIZING EFFECTS

What were some of the effects of King Solomon's reign?

### 4. COMPARING




**ECONOMICS** How were the economic foundations of Minoan and Phoenician civilizations similar?

### 5. DEVELOPING HISTORICAL PERSPECTIVE

Why was monotheism unusual in its time and place?

## VISUAL SUMMARY

### Three Major Religions

	 <b>Hinduism</b>	 <b>Buddhism</b>	 <b>Judaism</b>
<b>Number of Gods</b>	Many gods, all faces of Brahman	Originally, no gods	One God
<b>Holy Books</b>	Vedas; Upanishads, <i>Mahabharata</i> , and others	Books on the teachings and life of the Buddha	The Torah and other books of the Hebrew Bible
<b>Moral Law</b>	Karma	Eightfold Path	Ten Commandments
<b>Leaders</b>	Brahmins	Monks	Priests, judges, kings, prophets
<b>Final Goal</b>	<i>Moksha</i>	Enlightenment, Nirvana	A moral life through obedience to God's law

The following passage tells how the Hebrews asked the prophet Samuel to appoint their king. Use the quotation and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

PRIMARY SOURCE

Then all the elders of Israel gathered together and came to Samuel at Ramah, and said to him, “. . . appoint for us, then, a king to govern us, like other nations.” . . . Samuel prayed to the Lord, and the Lord said to Samuel, “Listen to the voice of the people in all that they say to you; for they have not rejected you, but they have rejected me from being king over them. Just as they have done to me, from the day I brought them up out of Egypt to this day, forsaking me and serving other gods, so also they are doing to you.”

1 SAMUEL 8:4–8

- What seems to be the writer’s reaction to the Hebrews’ demand for a king?
  - A. approval
  - B. disapproval
  - C. indifference
  - D. amusement
- Who does this passage say was Israel’s real king?
  - A. Samuel
  - B. The Lord
  - C. Moses
  - D. Solomon

Use the statue of a Hittite god and your knowledge of world history to answer question 3.



- What does the fact that this statue is made of gold tell you about how the owner viewed it?
  - A. trivial
  - B. valuable
  - C. worthless
  - D. disposable

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Tutorials
- Strategies
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 60, you considered leaving your homeland before you knew what some of the consequences of your decision might be. Now that you’ve read the chapter, reconsider your decision. Would you still make the same choice, or have you changed your mind? Discuss the consequences of your decision on your life.

2. WRITING ABOUT HISTORY

Write an **expository essay** describing how ironworking helped the Aryans to carry out their migrations to India, as well as their conquering and settling of territory.

Consider the effect of ironworking technology on the following:

- weapons and tools
- transportation
- conquest
- settlement

INTEGRATED TECHNOLOGY

Participating in a WebQuest

**Introduction** You are a member of a special committee commissioned by the Indian government to abolish the caste system.

**Task** Create an electronic presentation of the issues you had to consider and the problems you faced in abolishing the caste system.

**Process and Procedures** Assume the role of one of these committee members—religious leader, economist, historian, sociologist—to research Indian society and to present the issues. Use this chapter and the Internet as resources for your research.

**Evaluation and Conclusion** The caste system was officially abolished by the Indian government in 1955. How did this project contribute to your understanding of the caste system? What additional information would you like to know?