

GLOBAL HISTORY & GEOGRAPHY IH

EARLY CIVILIZATIONS ASSIGNMENTS

MR. REGAN

Date	Classwork	Homework
Wed. 9/24	<p>What is a civilization? What led to the establishment of civilizations?</p> <p>Where were early river valley civilizations located?</p>	Make sure that you have completed through Slide # 3 on p. 4 of the Unit Packet.
Thurs. 9/25	<p>How did inhabitants of Early River Valley Civilizations innovate to meet their needs?</p> <p>How did the innovations of the early river valley civilizations affect their inhabitants and later periods in history?</p>	Complete through p. 9 of the Unit Packet by Wed. 10/2.
Fri. 9/26	Hammurabi's Code & Babylonian Society SHEG Lesson	Complete the Writing Assignment on pp. 7 - 8 of the SHEG Lesson Packet by Wed. 10/2.
Mon. 9/30 & Tues. 10/1	NO SCHOOL -- RELIGIOUS HOLIDAY OBSERVANCE	
Wed. 10/2	<p>Collect SHEG Lesson packet</p> <p>How did Judaism form? What are the major beliefs of Judaism?</p>	<p>Complete through p. 12 of the Unit Packet</p> <p>Prep for First Civilizations & Judaism Quiz at the end of class on Thurs. 10/3</p>
Thurs. 10/3	<p>How does Judaism impact the lives of Jewish people?</p> <p>How and where did Judaism spread?</p> <p>Quiz, Judaism, at the end of class</p>	<p>Complete the Unit packet for turn in on Fri. 10/4</p> <p>Prep for Unit Test on Fri. 10/4.</p>
Fri. 10/4	Early Civilizations Test	

DEVELOPMENT OF CIVILIZATION: The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions, and shared a number of defining political, social, and economic characteristics.

Complex societies and civilizations adapted to and modified their environment to meet the needs of their population. Students will explore how the Mesopotamian, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter.

Complex societies and civilizations shared common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy, and they made unique contributions. Students will explore the Mesopotamian, Shang, and Indus River valley civilizations by examining archaeological and historical evidence to compare and contrast characteristics and note their unique contributions.

What is a civilization? What led to the establishment of civilizations?

Slide 1: Directions: Examine the image on the screen, then discuss with your partner what you see & think about civilizations. Record your thoughts below.





Introduction

A **civilization** is a complex society in which a large number of people live. The first civilizations which emerged after the Neolithic Revolution between 5500 and 2000 BCE were **Mesopotamia, Shang China, and the Indus River Valley Civilization**. These first civilizations began in cities. These cities were larger, more populated, and more complex than Neolithic villages.

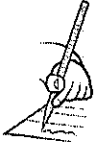
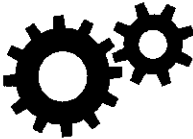
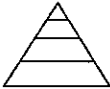
Do you live in a civilization?

Historians have identified several characteristics that most civilizations have in common, including: **religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy**.

Directions: For each of the following characteristics of civilizations, provide evidence from the town, city, state, and/or country you live in to prove that you live in a civilization.

<p>Religion</p> 	<p>Job Specialization</p>  <p>The division of work into specific jobs.</p>	<p>Cities</p> 	<p>Government</p> 

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<p>Language/Writing Systems</p> 	<p>Technology</p> 	<p>Social Hierarchy</p>  <p>The division of society based on wealth, religion, ethnicity, or other factors</p>

What led to the establishment of civilizations?

Slide 2: Directions: Read & annotate the excerpt below. Then, respond to the questions.

The earliest civilizations developed after 3000 BCE. The first civilizations appeared in a place called Mesopotamia which is located in modern-day Iraq. Civilizations developed on every continent except Antarctica and shared common characteristics like written language, legal systems, job specialization, and a form of government.

Prior to civilizations with cities, there was the Paleolithic Age during which time people hunted and gathered food. There was not a stable supply of food. Sometimes, they were able to find enough plants or kill enough animals in order to keep everyone alive. However, there were other times when they were unable to find plants and animals, and the population died off.

Around 10,000 BCE, there was a major turning point called the Neolithic Revolution. During the Neolithic Revolution, people learned how to domesticate animals and develop agriculture. This provided a predictable supply of food. Not only was there a predictable supply of food, there was a surplus. A food surplus is extra food. This extra food not only helped keep people alive, it also meant that the population could grow even larger because there was enough food to keep people alive and to produce more children. As the population grew, cities began to form. In these cities, there were legal codes and social classes to organize society. There was also job specialization which meant that different people performed specific tasks. For example, some people were farmers, while others may have made clothes, or built homes. As cities grew larger, they became more complex.

1. Where did the first civilizations appear?
2. Was there a stable food supply during the Paleolithic Era? Explain.
3. How did the Neolithic Revolution create a predictable food supply?
4. What is a food surplus?

5. How did food surpluses lead to the development of civilizations?

Slide 3: Directions: Examine the map on the screen & respond to the questions.

1. Based on the map above, what geographic feature did the early civilizations settle near?

2a. Which civilization is the furthest east? _____

2b. Which civilization is the furthest west? _____

4. Which rivers were the ancient Mesopotamian civilization located between?

5. Which river was the ancient Chinese civilization located near? _____

6. Which river was the ancient Indus River Valley Civilization located near? _____

8. On which continent was the ancient Mesopotamian, Chinese, and Indus Valley civilizations located on? _____

How did inhabitants of Early River Valley Civilizations innovate to meet their needs?

Directions: Water is one of the most important resources in our society. Answer the questions below about our current uses of water.



1. What do we use water for? Identify at least five uses we have for water in the space below.

2. Today, how do you think that water gets to where we need it?

During the **Neolithic era**, people stopped moving around and settled down in one place. Once people settled down in one place, they had to **modify** their environments to meet their needs. When humans **ADAPT** to or **MODIFY** their environment, they **change** their behavior and change the world around them to meet their needs. People abandoned hunting and gathering and permanent settlements were established.

- Why did humans need access to more water after experiencing the Neolithic Revolution?

Example 1: Irrigation

The environmental problem is that there is ...

so

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Early River Valley Civilizations modified their environments to create ...

unreliable access to water



IRRIGATION SYSTEMS

What is irrigation? Irrigation is the process of bringing water from a natural source like a river to an area without water.

Slide 4: Watch the VIDEO, 'What is Irrigation?' (2:03)

Based on the video, identify advantages and disadvantages to using irrigation in the chart below.

Advantages to Using Irrigation

Disadvantages to Using Irrigation

Irrigation in Ancient Egypt and Mesopotamia

Slide 4: Directions: Watch this Discovery Education Video on irrigation in Ancient Mesopotamia (1:37) then complete the tasks the follow.

Describe the technique used by Ancient people living in Mesopotamia to meet their water and food needs.

Explain the effects / impact of using these techniques on ancient Mesopotamia.

Example 2: Terrace Farming and Mud Brick Making

The environmental problem is that there is ...

so

Early River Valley Civilizations modified their environments to create ...

not enough flat land to farm because of mountains

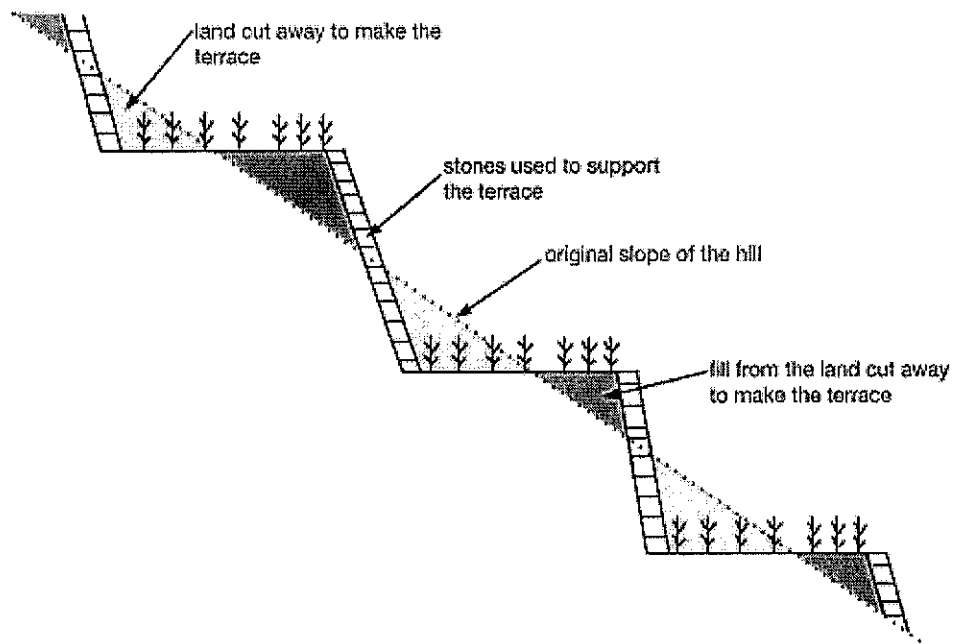


TERRACE FARMING

Slide 4: Terrace Farming in Ancient China.

Directions: Examine the image below and watch this video on the rice terraces in Yunnan, China (1:02) then complete the question that follows.

Terrace Farming



In your own words, describe what terrace farming is and explain how terrace farming benefited the Ancient Chinese.

Example 3: Mud Brick Making.

Slide 4. Directions: Watch this CCTV video on how a modern day mud brick maker makes bricks (3:55), a process that is not that different from the technique used by people in Ancient Mesopotamia and the Indus River Valley Civilization.

Describe the techniques used to make mud bricks.

Explain how being able to create bricks might have affected the Early River Valley Civilizations.

Example 4: Trade & Organization. The following excerpt is from 'Indus Valley, Inc.' by Shanti Menon, *Discover Magazine*, December 1998, pp. 66-71. The article describes the discovery of cities in the ancient Indus Valley, and what archaeologists have been able to learn about the culture of the people who lived there. Answer the questions that follow.

"No pyramids or burial mounds marked the area (Indus River Valley) as the site of an ancient power. Yet 4,600 years ago, at the same time as the early civilizations of Mesopotamia and China, great cities arose along the floodplains of the ancient Indus and Saraswati rivers in what is now Pakistan and northwest India. The people of the Indus Valley didn't build towering monuments, bury their riches along with their dead, or fight legendary and bloody battles. They didn't have a mighty army or a divine emperor. Yet they were a highly organized and stupendously successful civilization. They built some of the world's first planned cities, created one of the world's first written languages, and thrived in an area twice the size of Egypt and Mesopotamia for 700 years...

To archeologists of this century and the last, Harappa and Mohenjo-Daro (two cities discovered by archaeologists) ... posed an interesting, if unglamorous puzzle. Excavations revealed large, orderly walled cities of massive brick buildings, with highly sophisticated sanitation and drainage systems and a drab, institutional feel Superior plumbing and uniform housing, no matter how well designed, don't fire the imagination like ziggurats and gold-laden tombs. "But there's more to society than big temples and golden burials," argues

Jonathan Mark Kenoyer, an archeologist at the University of Wisconsin in Madison. "Those are the worst things that ancient societies did, because they led to their collapse. When you take gold and put it in the ground, it's bad for the economy. When you waste money on huge monuments instead of shipping, it's bad for the economy. The Indus Valley started out with a very different basis and made South Asia the center of economic interactions in the ancient world."...

Kenoyer's archeological evidence suggests that the cities got their start as a farming villages around 3300 B.C. Situated near the Ravi River, one of several tributaries of the ancient Indus River system of Pakistan and northwestern India, Harappa lay on a fertile floodplain. Good land and a reliable food supply allowed the village to thrive, but the key to urbanization was its location at the crossroads of several major trading routes.

Traders from the highlands of nearby Baluchistan and northern Afghanistan to the west brought in copper, tin, and lapis lazuli; clam and conch shells were brought in from the southern seacoast, timber from the Himalayas, semiprecious stones from Gujarat, silver and gold from Central Asia. The influx of goods allowed Harappans to become traders and artisans as well as farmers. And specialists from across the land arrived to set up shop in the new metropolis.

Enterprising Harappan traders exported finely crafted Indus Valley products to Mesopotamia, Persia, and Central Asia and brought back payment in precious metals and more raw materials. By 2200 B.C., Harappa covered about 370 acres and may have held 80,000 people, making it roughly as populous as the ancient city of Ur in Mesopotamia. And it soon had plenty of neighbors. Over the course of 700 years, some 1,500 Indus Valley settlements were scattered over 280,000 square miles of the subcontinent...

Unlike the haphazard arrangement of Mesopotamian cities, Indus Valley settlements all followed the same basic plan. Streets and houses were laid out on a north-south, east-west grid, and houses and walls were built of standard-size bricks. Even early agricultural settlements were constructed on a grid, "People had a ritual conception of the universe, of universal order," says Kenoyer. "The Indus cities and earlier villages reflect that." This organization, he believes, could have helped the growing city avoid conflicts, giving newcomers their own space rather than leaving them to elbow their way into established territories

Part of that ritual conception included a devotion to sanitation. Nearly every Harappan home had a bathing platform and a latrine, says Kenoyer, and some Indus Valley cities reached heights of 40 feet in part because of concern about hygiene. Cities often grow upon their foundations over time, but in the Indus Valley, homes were also periodically elevated to avoid the risk of runoff from a neighbor's sewage, "It's keeping up with the Joneses' bathroom," he quips, "that made these cities rise so high so quickly." Each neighborhood had its own well, and elaborate covered drainage systems carried dirty water outside the city. By contrast, city dwellers in Mesopotamian cities tended to draw water from the river or irrigation canals, and they had no drains.

The towering brick cities, surrounded by sturdy walls with imposing gateways, reminded early researchers of the medieval forts in Delhi and Lahore. But Kenoyer points out that a single wall, with no moat and with no sudden turns to lead enemies into an ambush, would

have been ill-suited for defense. He thinks the walls were created to control the flow of goods in and out of the city. At Harappa, standardized cubical stone weights have been found at the gates, and Kenoyer suggests they were used to levy taxes on trade goods coming into the city. The main gateway at Harappa is nine feet across, just wide enough to allow one oxcart in or out. "If you were a trader," he explains, "you wanted to bring goods into a city to trade in a safe place, so bandits wouldn't rip you off. To get into the city, you had to pay a tax. If you produced things, you had to pay a tax to take goods out of the city. This is how a city gets revenues."

In spite of this practice, excavators have turned up some hints of the wealth an individual could accumulate. Two decades ago, in the rural settlement of Allahdino, near modern Karachi in Pakistan, archeologists stumbled upon a buried pot filled with jewelry, the secret hoard of a rich landowner. Among the silver and gold necklaces and gold bands, beads, and rings was a belt or necklace made of 36 elongated carnelian beads interspersed with bronze beads. Shaping and drilling these long, slender beads out of hard stone is immensely difficult and time-consuming. Indus craftsmen made a special drill for this purpose by heating a rare metamorphic rock to create a superhard material. Even these high-tech drills could perforate carnelian at a rate of only a hundredth of an inch per hour. Kenoyer estimates that a large carnelian belt like the one at Allahdino would have taken a single person 480 working days to complete. It was most likely made by a group of artisans over a period of two or three years...

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- What is the thesis / main idea presented by the author?

- What are three pieces of evidence the author uses to prove her thesis?

How did Judaism form?

Slide # 1 Introduction

Directions: Examine the images on the screen, then fill out the chart with what you see & think.

See List three things you <i>see</i> in the images above	Think Based on your observations, what do you <i>think</i> the objects in the images above have in common?

Geographic Context

The Israelites were a group of people who lived in **Middle East**. They established a kingdom starting around 1030 BCE-1020 BCE that lasted until it was conquered by the Assyrian empire in 722 BCE. The Israelites were the first people to practice a religion that became known as **Judaism**.

Slide # 2 -- Watch IsraelPalestine for Critical Thinkers: #1 Ancient Roots (start-2:33).

Slide # 3 -- Maps

1. Based on the map, which region of the world was Ancient Israel in?
2. Describe the relative location of Ancient Israel. Use two other locations to describe where Ancient Israel was.
3. Based on the previous video, what geographic features were located in Ancient Israel?

Sourcing: How do we know what we know about Ancient Israel? How is our knowledge limited?

Directions: Read about each of the following sources and answer the questions that follow.

Much of what we know about Ancient Israel and the Israelites comes from **Judaism's sacred text**, the **Hebrew Bible**, also known as the **Torah**. Christians know the Torah as the "**Old Testament**." Many Jewish people believe that the words in the Torah came from the God they believe in and as a result, are true.

Historians examine the Torah as a source. They investigate how it was created, who wrote it, when they wrote it, and any bias the writers might have had. Historians try to **corroborate** the information in the Torah using **archaeological evidence** from where the Israelites lived and the records left by other civilizations at the time.

The Torah (Hebrew Bible)

The Torah consists of five books titled Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. It includes an **origin story** of the world in which the god, called Yahweh, created everything for humans. The books tell of God's agreement with Abraham to favor the Jewish people (identified as the covenant), describes the Israelites' escape from slavery in Egypt led by Moses, and their long journey to the "promised land." The Torah also contains the Ten Commandments, and other lessons on how to live one's life according to God.

Traditionally, it is believed that the five books of the Torah were written by Moses, but because of many repetitions, inconsistencies, and a description of Moses' death, many scholars believe that the Torah was compiled by multiple writers, or groups of writers, between the 10th and 6th centuries BCE.

Depending on the perspective with which you read the Torah, it can be a historical text (or primary source) which provides clues about how the Israelites lived or it can be a religious text which provides rules to govern people's spiritual lives.

Source: Adapted from "Writers of the Bible." NOVA.
<http://www.pbs.org/wgbh/nova/ancient/writers-bible.html>

1. What can historians learn from the Torah?
2. What limits does the Torah have as a historical source?

Archaeological Evidence

For the last 150 years archaeologists interested in the Bible have combed the Middle East looking for evidence to corroborate the stories in the Torah.

Archaeologists have yet to find evidence of Abraham, Moses, or the exodus of the Israelites out of Egypt in the records and remains left by the Egyptians or other civilizations, but other discoveries have been made.

Slide # 4 -- The Merneptah Stele

An inscription on a stele (large stone monument) that lists all of the areas conquered by the Pharaoh Merneptah around 1206 BCE mentions people called the "Israelites." This shows that the Israelites lived in the area that the Torah says they lived at around the time it claims they were there.

How large was the kingdom of Israel?

The Torah states that Israel was a large kingdom that ruled from Egypt to Mesopotamia and was ruled by the kings named Saul, David, and Solomon. In 1993, archaeologists discovered an inscription which dates about 840 B.C.E. that mentions a "House of David," which supports the Torah's claim. In addition, the Torah describes a construction project that Solomon undertook to erect gates in the Israelite towns. Archaeologists have found gates matching the description in three settlements and dated those gates in the 10th-century BCE. These two pieces of evidence suggest that the kingdom of Israel existed and that David and Solomon were rulers of it.

Other evidence though suggests that the kingdom was not nearly as large and powerful as the Hebrew Bible claims. Most of the Israelite settlements found in the Middle East were small communities, not large cities and not spread over as large an area as the books of the Torah suggest.

Source: Adapted from "Archaeology of the Hebrew Bible." NOVA.
<http://www.pbs.org/wgbh/nova/ancient/archeology-hebrew-bible.html>

3. What can historians learn from archeological evidence?

4. What limits does archeological evidence have as a historical source?

Major Beliefs and Impact: What are the major beliefs of Judaism?

Directions: As you read about the following beliefs of Judaism, answer the questions that accompany each section.

1. Monotheism

Most civilizations in the Middle East at the time of the Ancient Israel practiced **polytheistic** religions. **Judaism** was the first **monotheistic** religion that continued to exist and impact world history.

Word	Polytheism			Monotheism		
Prefix and Root	Poly	+	theism	Mono	+	theism
Meaning	“many”		“having to do with god”	“one”		“having to do with god”
Examples	Animism is a belief system in which people worship many different natural spirits. For example, some Animistic religions might worship a god of the sun, a volcano, or of the forest.			Judaism, Christianity, and Islam all worship the same singular god who the Jewish people call “Yahweh,” Christians call “God,” and Muslims refer to as “Allah.”		

2. The Covenant

A **covenant** is an **agreement**. Jewish people believe that God made covenants with several figures mentioned in the Torah. The covenants below are between God and the father of Judaism, Abraham.

Now the LORD had said unto Abram, Get thee out of thy country [Egypt], and from thy kindred [relatives], and from thy father's house, unto a land that I will shew [show] thee: And I will make of thee a great nation, and I will bless thee, and make thy name great; and thou shalt be a blessing:

And I will bless them that bless thee, and curse him that curseth thee: and in thee shall all families of the earth be blessed.[...]

In the same day the LORD made a **covenant** with Abram, saying, Unto thy seed have I given this land, from the river of Egypt unto the great river, the river Euphrates[...]

And God said unto Abraham, Thou shalt keep my covenant therefore, thou, and thy seed after thee in their generations

Source: Genesis 12:1- 3; Genesis 15:18- 21; Genesis 17:9- 12; King James Version of the Holy Bible.
Retrieved July 28, 2015, from <http://www.sacred-texts.com/bib/kjv/gen.htm>

1. Based on this section of the Torah, what did God promise to Abraham?

3. The Ten Commandments

Most belief systems have **ethical/moral codes of conduct** that describe how one should live their life based on the beliefs of that religion. For Judaism, the **Ten Commandments**, that appear in the Torah, are the clearest code of conduct. According to the Torah, God inscribed the commandments on two stone tablets and gave them to Moses to share with the rest of the Israelites.

The Ten Commandments

And God spake all these words, saying,

(1) I am the LORD thy God[...]

(2) Thou shalt have no other gods before me. Thou shalt not make unto thee any graven [engraved] image, or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth. Thou shalt not bow down thyself to them, nor serve them[...]

(3) Thou shalt not take the name of the LORD thy God in vain[...]

(4) Remember the sabbath day, to keep it holy[....] in it thou shalt not do any work, thou, nor thy son, nor thy daughter, thy manservant, nor thy maidservant, nor thy cattle, nor thy stranger that is within thy gates[....]

(5) Honour thy father and thy mother: that thy days may be long upon the land which the LORD thy God giveth thee.

(6) Thou shalt not kill.

(7) Thou shalt not commit adultery [cheat on one's husband or wife].

(8) Thou shalt not steal.

(9) Thou shalt not bear false witness [lie] against thy neighbour.

(10) Thou shalt not covet [want] thy neighbour's house, thou shalt not covet thy neighbour's Wife, nor his manservant, nor his maidservant, nor his ox, nor his ass, nor anything that is thy neighbour's[....]

Source: Exodus 20: 1-21, King James Version of the Holy Bible. Retrieved July 29, 2014, from <http://www.sacred-texts.com/bib/kjv/exo020.htm>

2. Identify one piece of evidence from the Ten Commandments that suggests that Judaism is a monotheistic religion.

3. Based on the Ten Commandments, describe a person who lives their life according to God's laws.

4. Major Figures of Judaism

Abraham	<ul style="list-style-type: none">• Father of Judaism• Life story is told in the book of Genesis in the Hebrew Bible• God made a covenant with Abraham promising to bless him with descendants "like the sands of the sea" and a nation for him and the Israelites
Moses	<ul style="list-style-type: none">• Life story told in the Torah• Freed the Israelite slaves from Egypt• God gave Moses the Ten Commandments• Many Jewish people believe he wrote the Torah

How did Judaism impact the lives of Ancient Israelites?

The Babylonian Exile (Captivity)

Slide # 5 -- Directions: Watch this History Channel video clip, Exile of the Jews and read the excerpt below, then answer the questions that follow.

Starting around 597 BCE, the **Babylonian Empire**, centered in the city of Babylon in the Fertile Crescent, conquered the Kingdom of **Judah**. The upper class Jewish people, Israelites who lived in Judah, were ordered by the Babylonian King, Nebuchadnezzar II, to leave Jerusalem and live in captivity in Babylon.

The period of time from **597 to 539 BCE**, which ended when the Persian king Cyrus the Great took over Babylon and allowed the Jews to return to Judah, is known as the **Babylonian Exile or Captivity**.

This period had a great effect on the Jewish people. They wondered how such a terrible thing could happen to God's "chosen people." In addition, their sacred temple where they worshiped their god was destroyed.

As a result, some of the Jewish people in Babylon became more religious. They commemorated the fall of Jerusalem with days of prayer and celebrated the Sabbath (day of rest set aside for religious reasons). The profession of the **scribes**, people who copied religious documents, grew in importance. Historical writings and religious teachings were compiled and revised by the scribes to create the Torah. The writers viewed the recent events as punishment for their sins, especially the sin of worshipping gods other than Yahweh. At the same time, the scribes and others in exile hoped that the Jewish faith would bring the Israelites together and that they would be able to rebuild the Temple once the exile was over.

The Babylonian exile represents both one of Judaism's darkest hours and also the beginning of its history as an enduring universal religion that gave birth to the later monotheistic traditions of Christianity and Islam.

Adapted from "Babylonian Exile." New World Encyclopedia.
http://www.newworldencyclopedia.org/entry/Babylonian_Exile

1. Based on the video and reading above identify two pieces of evidence that show how the Babylonian exile changed Judaism.

Slides # 6 & 7 - Spread: The Jewish Diaspora

Directions: Read the text and analyze the map on the screen, then answer the questions that follow.

The term **diaspora** (in Ancient Greek, διασπορά – "a scattering or sowing of seeds") refers to any people or ethnic group forced to leave its traditional homeland, and the spreading out of those people that results from it. It is especially used to with reference to the Jewish people, who have lived most of their historical existence as a *diasporan* people.

The Jewish diaspora began with the Babylonian Exile. Although some of the captives that were forced to live in Babylon returned to Judea after they were released by the Persian King Cyrus the Great, others settled elsewhere. They were *dispersed* in lands around the Mediterranean Sea. Major centers of Jewish diasporan culture emerged in such places as Alexandria, Asia Minor, and Babylonia.

A second major expulsion and diaspora of the Jewish people from Judea took place between 66 CE and 136 CE. In 66 CE, the Roman Empire had been in control of Judea for some time, but had mostly respected the rights of the Jewish people to practice their religion. Due to Roman administrators who were disrespectful towards their religion, and disagreements over taxes, the Judeans rebelled against the Romans. In response, the Roman military destroyed most of Jerusalem including the Second Temple to the Jewish God. For the next 66 years tensions between the Judeans and Romans intensified with riots and wars and calmed. At the end of this period, much of the Jewish population had either chosen to leave Judea or were forced out.

Some Jewish people remained in Judea or the surrounding area, but most left. In the sixth century there were 43 Jewish communities in Palestine, scattered along the coast, in the Negev, east of the Jordan, and in villages in the Galilee region, and in the Jordan River valley. Jewish communities expelled from Judea were sent, or decided to go, to various Roman provinces in the Middle East, Europe, and North Africa.

Source: Adapted from "Diaspora" *New World Encyclopedia*.
<http://www.newworldencyclopedia.org/entry/Diaspora>

1. Why did the Jewish diaspora occur?
2. Where did Jewish people spread their religion after they were expelled from Judea?