So far we have studied Early Humans, Ancient China and Ancient Egypt. Now it is time to learn about the Ancient Hebrews/Ancient Israel - a group of people whose moral and ethical traditions are still reflected in Western Civilization today.

**Essential Questions:**
1. What is the origin, development, and significance of the Jewish religion? How did it survive?
2. What are the beliefs and sources of ethical teachings within Judaism?
3. Who were Abraham, Moses, Naomi, Ruth, David, and Solomon? And what significance did they have?
4. What was the Exodus, and its significance to Jewish and other people?
5. These are the questions you will explore, and make meaning of, through this WebQuest.

**Tasks**

You are about to embark on a journey to discover the history, culture, and religion of the Ancient Hebrews. To achieve this goal, you will complete a number of learning activities while collecting data to include in your final project.

**Follow the procedures outlined in the "Process" section of this WebQuest to achieve the learning goals.** Each assignment corresponds with our learning objectives in class.

Do your best to keep up with the daily assignments to be sure you are ready to participate in class discussions and activities.

The WebQuest will conclude on day 10 with the "Gallery of Experts" presentations. Have fun! After completion of this WebQuest, you should be able to:

- Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
- Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.
- Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.
- Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

Go on to the "Process" section to find out what you will do!
You will receive a grade based on the extent of completion of this WebQuest. Days 1-5 each include an activity that will be graded for points. You will also be monitoring your participation during Week Two for the group project. The final presentation will be evaluated according to the rubric (See Rubric Below). This entire Web Quest is worth 10 points! &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&n...
During week two, you will be working on your group research project. You will have the opportunity to earn an additional 40 points. See Rubric for scoring criteria.

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Beginning (7)</th>
<th>Developing (8)</th>
<th>Very Good (9)</th>
<th>Outstanding (10)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation / Research Efforts</td>
<td>Student has limited or no involvement in research. Student provides little or no contributions to group research.</td>
<td>Student has some involvement in research efforts. May have limited contributions to research.</td>
<td>Student has sufficient involvement in research efforts; is involved in most aspects of research with the group. Provides good input to group.</td>
<td>Student exhibits exceptional research efforts. Student is involved in all aspects of research for the group. May be the lead researcher for the group or may have completed additional research independently.</td>
<td>Individual Score</td>
</tr>
<tr>
<td>Information</td>
<td>Information presented is limited, inaccurate, or irrelevant to the topic. Information is copied word for word from sources.</td>
<td>Information presented is relevant to the topic, but may include some inaccurate information. Information may be copied word for word from sources.</td>
<td>Information presented is mostly accurate and relevant to the topic. Information is shared is mostly paraphrased and/or cited.</td>
<td>Information presented is extensive, accurate, and relevant to the topic. Information shared is mostly paraphrased and/or cited.</td>
<td>Group Score</td>
</tr>
<tr>
<td>Delivery</td>
<td>Student does not participate in oral presentation or Student reads directly from notes and never looks at the audience; difficult to comprehend.</td>
<td>Student struggles to maintain eye contact with the audience; refers to notes often. Student pacing may be too fast or slow, or uses a very quiet voice.</td>
<td>Student mostly maintains eye contact; sometimes refers to notes. Student uses a soft but clear voice; has good pacing.</td>
<td>Student maintains eye contact, does not read directly from notes, and speaks with a powerful, clear voice. Excellent pacing and intonation.</td>
<td>Individual Score</td>
</tr>
<tr>
<td>Visual Aid</td>
<td>Visual aid is incomplete, missing, lacks detail, or is not well connected to the topic; Students do not refer to visual aid during presentation.</td>
<td>Visual aid is appropriate for the topic, but lacks detail and/or effort; Students do not effectively use visual aid to add interest to the presentation.</td>
<td>Visual aid is appropriate for the topic, and has good details; Students refer to visual aid during presentation.</td>
<td>Visual aid has extensive detail, and is relevant to presentation topic. Students effectively use visual aid to add interest to the presentation.</td>
<td>Group Score</td>
</tr>
</tbody>
</table>

**Conclusion**

*** Congratulations, you have completed the WebQuest!*** I hope you enjoyed learning about the Ancient Hebrews. The purpose of your quest was to examine the contributions this ancient culture has made to world history. Although our personal beliefs and cultures may vary from those that we study, it is important to be aware of the belief systems, history, and events that have shaped the world as we know it. As we continue with our in-class learning, reflect on our Grade 6 essential question: How do people survive or thrive? Think about the struggles and accomplishments of this group of people, and what impact they have had on history, religion, and culture. If you want to learn more, please revisit the sites and explore the resources provided in the WebQuest. Also, take advantage of the additional resources below.

- Reference Dictionary:
- Kids Bible Maps:
- Do you like maps and audio? This site is kid-friendly and includes audio articles, maps, and information about important people in this era.
- Encyclopedia of World Biography:
- Use the search engine on this site to find out more about people in history.
- Israel Bible Museum:
- Love artwork? Visit this site to see real paintings depicting the 10 Commandments and more.
- Virtual Museum Exhibits: See topics such as Archaeology, artifacts, the land, common people, and more.
- The more that you Read, the more things you will Know. The more that you Learn, the more places you will Go.

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**Teacher Page**

This WebQuest was designed as an alternative way to address the California History-Social Studies content standard for Grade Six: Ancient Civilizations. According to the CA Dept. of Education, History-Social Science Content Standards for California Public Schools. Grade Six: World History and Geography Standards. p.23: Students in grade six expand their understanding of...
history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds. Use this WebQuest as a supplement to classroom instruction, or as additional independent study. The quest includes small assignments that may be used as formative assessments, or as a way to make sure every student is gathering the important information presented in each part of the task. Through the final presentation, students will demonstrate mastery of the content standards, and will have the opportunity to learn from their peers. This is an excellent opportunity to practice oral use of the content-area language, communication skills, and collaborative learning. Additionally, this WebQuest includes a number of written assignments, linking summarizing and reflection to the Social Studies content.

Standards
Grade Six: World History and Geography: Ancient Civilizations.
Standard 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.

2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.

3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.

4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.

5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

Credits
This is a tough topic to explore, as appropriate resources for young students is quite limited. Thank you to these sites for providing user-friendly and kid-friendly resources!

The Story of Judaism (Youtube video) by Riley Heeren is a great introduction to the content area and is very kid-friendly.

Kids Bible Maps provided resources for differentiation. This site offered listening and articles at different reading levels for most topics.

Virtual Museum Exhibits website provided multiple resources for students to gather information, explore related topics, and expand on their learning.

Other