Idea and Armies

Mayan sculpture of a serpent

3000 B.C. Farming villages established in Americas
1800 B.C. Abraham leads some Hebrews into Canaan
1500 B.C. Phoenicians develop alphabet
522 B.C. Darius reigns over Persia
200 A.D. Ghana established
Comparing Information Study Foldable

Make this foldable to help you compare and contrast Middle Eastern and African and American civilizations.

**Step 1** Fold one sheet of paper in half from side to side.

**Step 2** Turn the paper and fold it into thirds.

**Middle Eastern Civilizations**

**African & American Civilizations**

**Both**

This will make three tabs.

**Step 3** Unfold and draw two overlapping ovals and label them as shown.

Make the ovals overlap in the middle section.

**Step 4** Cut the top layer only along both fold lines.

Reading and Writing

As you read, take notes about the different civilizations under the appropriate tab. When civilizations share the same characteristics, be sure to write the information under the “Both” tab.

### Primary Sources

See pages 678–679 for other primary source readings to accompany Unit 3.

Read “Machu Picchu is Discovered” from the World History Primary Source Document Library CD-ROM.

### Journal Notes

What contributions to the modern world were made by civilizations more than 3,000 years ago? Note details about these contributions as you read.

- **600 A.D.** Mayan civilization reaches its peak
- **1240 A.D.** Kingdom of Mali established
- **1438 A.D.** Incan Empire founded
The Phoenicians and the Hebrews
1200 B.C.–510 B.C.

- 1830 B.C. Phoenician civilization develops
- 1800 B.C. Abraham leads some Hebrews to Canaan
- 1200 B.C. Hebrews escape enslavement in Egypt
- 814 B.C. Carthage is founded

- ▲ Ivory carving of a palm tree
- ◂ Israelites being led into captivity
Why It's Important
At the eastern end of the Mediterranean Sea lies a piece of land shared today by Lebanon (leb’ uh nuhn) and Israel. In ancient times, it was the bridge that connected Egypt and Mesopotamia, and it was known as Canaan (kā’ nuhn). Soldiers, shepherds, and merchants who passed through Canaan carried new ideas and goods between Egypt and Mesopotamia.

Two groups—the Phoenicians and the Hebrews—settled in Canaan and formed small kingdoms. Each group was interested in trade and in learning. Through these peaceful activities, they made important contributions to later civilizations.

SECTION 1 The Phoenicians
The Phoenicians lived in the northern part of Canaan. Most of what is known about them comes from the Bible, the writings of other ancient peoples, and the ruins of their cities and ships.

The Phoenician people were part of a larger group known as the Canaanites (kā’ nuh nîts). The Canaanites came from the desert south and east of Canaan. They were herders who wandered from pasture to pasture. Another group—the Philistines (fil’ uh stênz)—lived in southern Canaan along the Mediterranean coast. They came from the eastern Mediterranean near Greece. The Philistines were traders and shipbuilders.
The Growth of Trade  By 1200 B.C., the Phoenicians had built cities and towns along a narrow strip of land between the mountains and the sea. Although the land was rich, there was not enough to grow food for all of the people. For this reason, many Phoenicians turned to the sea to make a living.

The mountains near Phoenicia were covered with cedar forests. These forests provided wood that the Phoenicians used to build strong, fast ships. The Phoenicians started out as coastal traders. In time, they became widely traveled merchant shippers who controlled the trade of the Mediterranean. They exchanged cedar logs, cloth, glass trinkets, and perfume for gold and other metals. Many Phoenician ships were traveling workshops. Sailors who were also artisans carried their tools with them and worked onboard the ships.

Phoenician sailors and explorers plotted their courses by the sun and stars. They traveled to places where no one else dared to go. They brought Middle Eastern culture to unexplored areas of the western Mediterranean. Some experts believe the Phoeni-

Linking Across Time

Glass Making  Artisans along the Phoenician coast discovered the art of glassblowing in the 1st century B.C. (below). This revolutionary technique remained in wide use until the late 1800s A.D. and is considered an art form today (right). What role did Phoenician trade play in spreading new ideas?
cians actually sailed around the west coast of Africa to India. They may even have sailed across the Atlantic Ocean to the Americas 2,000 years before Christopher Columbus.

From their business dealings, the Phoenicians learned the value of making agreements. They used the same idea to keep peace with their larger, more powerful neighbors. They signed peace treaties, or agreements between states or countries, in which they promised to supply free shipments of goods. In exchange for these shipments, the other countries agreed to guarantee Phoenician independence.

The Cities of Phoenicia Phoenicia never became a united country. Mountains separated one group of Phoenicians from another. The only contact was through narrow mountain passes or by sea. As a result, Phoenicia remained a collection of independent city-states. The largest of these were Tyre (tī'ohr), Byblos (byŏl's), Beirut (bā' rōt'), and Sidon (sid' ŭn).

Though the people of all of these city-states spoke the same language and practiced the same religion, they did not always get along. The search for more profit from trade led to jealousy and quarrels among the city-states. The Phoenicians called themselves by the names of their city-states. Only people from other places called them Phoenicians.

At first, each city-state was ruled by a king who also served as high priest. In time, rich merchant families made the kings share their power with councils of merchants. Soon, the councils were telling the kings what to do.

Most Phoenician cities had stone walls around them for protection. Behind these walls stood the family-owned shops of merchants and artisans. Shopkeepers sold their goods outside their shops. Since wood was plentiful, many of the Phoenicians were carpenters and cabinetmakers. They were also very good at metalwork, which they learned from the Egyptians and the Mesopotamians.

Phoenician cities were very crowded. Streets were narrow and buildings were close together. Most buildings were made of stone or brick and had high narrow doors, windows, columns, and tiled roofs. Some houses had roof gardens.

Outside the walls of the city stood the port. It was the center of activity. Ships docked to load and unload goods. Phoenician merchants kept records of shipments of papyrus, gold, and linen from Egypt, pottery from Mesopotamia, and copper and hides from Cyprus (sī' pruhz). Goods were stored in great warehouses until they went to market in Phoenicia or were shipped overseas.

Phoenician cities were also important cloth-dyeing centers. The Phoenicians made an expensive purple dye that was in great demand. In fact, the name “Phoenician” means “of purple merchants.” According to legend, a Phoenician god named...
Melqart (mel’ kart) was walking along the seashore with his girlfriend Tyrus (tı’ rus) and a dog. When the dog picked up a shellfish called *murex* (myuhr’ eks) and bit into it, the dog’s mouth turned purple. Tyrus liked the color so much that she said she would not marry Melqart unless he gave her a gown of that color. Melqart gave her the gown and started the dye-making trade in Phoenicia.

**Gods and Goddesses**  
The Phoenicians believed in many gods who were closely tied to nature. Since they thought the gods met people only on hills and under trees, they worshiped only in these places at first. Later, they built temples. Each had an entrance hall, a main hall, and a **holy of holies**, or most sacred chamber, where the image or sacred stone of the god was kept. Sacrifices of wine, perfume, animals, and humans were made on a nearby stone altar. Only priests could offer these sacrifices. It was thought that this strengthened the power of the gods and kept them friendly toward people.

The Phoenicians believed in a life after death. At first, they buried their dead in clay *urns* (ernz), or ornamental vases. Later, influenced by Egyptian customs, they embalmed the bodies, wrapped them in linen, and placed them in stone coffins in hillside cemeteries.
**Carthage**  Some Phoenician sailors and traders set up trading posts along the coast of North Africa. Other Phoenicians built colonies, or permanent settlements, in these areas. These colonies soon turned into cities.

The most famous of these cities was Carthage (kar’ thij), founded in 814 B.C. in present-day Tunisia (tú nè’ zhē uh). Legend states the city was founded by a Phoenician princess named Dido (dí’ dō). At first Dido ruled the city of Tyre. Her brother, however, thought that he should rule Tyre. So, he killed Dido’s husband and overthrew Dido. She fled to North Africa where she and her followers built Carthage.

Carthage soon became a Mediterranean power. It was a great trading city. Ships from Carthage may have traveled to the British Isles in search of tin, a metal highly valued by merchants.

**The Alphabet**  Through trade, the Phoenicians spread ideas as well as goods. Their most important gift was the idea of an alphabet. The Phoenicians did not invent the alphabet. They did, however, pass it on to other cultures.

At first, the Phoenicians used a system of picture writing. However, it was difficult to keep trade records this way. So, they looked for an easier writing system. They borrowed a simple version of Egyptian hieroglyphs from the people of the Canaanite towns that lay to the south. By the time the Canaanite system of writing reached Phoenicia, it had become an alphabet.

**ALPHABETS**  This chart shows how different alphabets developed from the Phoenician alphabet. The characters of the alphabets closely resemble each other. On whose system of writing did the Phoenicians base their alphabet?
The Canaanite system of writing had 22 symbols, or letters, from which any number of words could be formed. Since it was easy to use, the Canaanite system provided the writing system Phoenician traders needed for keeping records.

The Phoenicians made the Canaanite alphabet their own. They carried it to Europe, where the Greeks borrowed it and made a few changes. Later, the Romans borrowed it from the Greeks. Most western alphabets, including the English, are based on the Roman alphabet.

**Section 1 Assessment**

1. **Define:** treaties, holy of holies, colonies.
2. Why did the Phoenicians turn to trade to make a living?
3. How did the Phoenicians view their gods?

**Critical Thinking**

4. **Making Generalizations** Why is the alphabet a major contribution to civilization?

**Graphic Organizer Activity**

5. Draw a diagram like this one, and use it to show the causes and effects of the rise of Phoenician trade.

### SECTION 2 The Hebrews

Like the Phoenicians, the Hebrews, or Israelites, were a small group among the peoples of the ancient Middle East. Because of their religion, however, they have had a great influence on the world’s civilizations. Their religion still exists today. It is called Judaism (jū’ dē iz uhm).

Most early Hebrews were nomadic (nō mad’ ik), or wandering, herders; some were traveling merchants. Leading long trains of donkeys loaded with goods, these merchants walked from one trading post to the next. The Hebrews followed a route that started from the city of Ur on the Euphrates River. There, Hebrew artisans made goods from gold, copper, and ivory. Hebrew merchants then stuffed the goods into bags, loaded them on donkeys, and started up the valley of the Tigris and Euphrates. At Harran (hah rahn’), a city near the Turkish mountains, they exchanged their goods for silver. Sometimes, merchants continued west and then south along the Mediterranean coast to trade with Egyptian, Phoenician, and Cretan (krēt’ uhn) merchants.
The story of the Hebrews and their god is written in the Bible. It states that Yahweh (yah’ wâ), or God, made an agreement with Abraham. Abraham and his followers were to leave Ur and go to Canaan. There, they were to worship and obey Yahweh as the one true god. In exchange, Yahweh promised that they and their descendants, or offspring such as children, grandchildren, great-grandchildren, and so on, could always live in Canaan.

During ancient times, most people believed in many gods. These gods behaved like humans but were more powerful. The Hebrews, however, believed that Yahweh was different from humans. He did not get hungry or thirsty, marry, or have children. According to the Hebrews, Yahweh did only what was just and right, even though He was powerful and could do whatever He wanted.

Abraham and members of his household settled in Canaan around 1800 B.C. In Canaan, they raised flocks of sheep and grew wheat, figs, and olives. Abraham’s grandson, Jacob, had 12 sons. Each son led a separate family group. These Hebrew groups later formed 12 Hebrew tribes. The Hebrews stayed in Canaan for about 100 years. Then, a drought came, and they went to Egypt where they could get food.

What did the agreement with Yahweh promise the descendants of Abraham’s followers?
Maps provide many kinds of information. One thing maps can show is distance, or how far one point on a map is from another. To do this, most maps have a scale.

A map scale shows the relationship between the distances on the map and the actual distances on Earth. The length of a scale represents a certain number of miles or kilometers on Earth. Using this scale, it is possible to figure actual distances between any two points on this map.

For example, to figure the distance between the cities of Beirut and Tyre, use a ruler to measure how far apart they are. Now, compare this length with the map scale. Since Beirut and Tyre are about one-half inch, or 1.3 centimeters, apart on the map, the actual distance between them on Earth is about 50 miles, or 80 kilometers.

**Map Practice**

1. What is the distance between Sidon and Damascus?
2. From north to south, how long is the Dead Sea?
3. How far is it from Jerusalem to Beirut?
Moses and the Ten Commandments  After the Hebrews settled in Egypt, they were enslaved. About 600 years later, Moses, the Hebrew leader at the time, appeared before the pharaoh and told him to end Hebrew enslavement and let the Hebrews leave Egypt. The pharaoh at first refused but later agreed. Moses then led the Hebrews out of Egypt. The pharaoh again changed his mind and led his army in pursuit. According to the Bible, Yahweh parted the Red Sea to allow the Hebrews to cross and they escaped into the Sinai (si’ nı¯) Desert. They called their escape the Exodus (ek’ suh duhs).

Life in the desert was hard, but Moses told the Hebrews not to give up. Moses led them to Mount Sinai. There, he climbed to the top of the mountain to receive a message from God. The Bible states that Yahweh told Moses that He would protect the Hebrews and lead them back to Canaan. In return, they were to renew the covenant (kuv’ uh nuhnt), or agreement, with Him. They were to promise to obey certain laws, the most important of which became the Ten Commandments.

The Ten Commandments stated that the Hebrews were to give their loyalty only to Yahweh. They were not to worship other gods or idols (ı’ ´dls). The Ten Commandments also taught that it was wrong to lie, steal, or murder, and that people should honor their parents and respect other people’s property.

The Hebrews believed God was just, and they too should be just. They used laws to influence the way people behaved. Their
laws affected not only individuals but the whole community. The Hebrews believed in social justice. Everyone had a right to be treated fairly.

**The Promised Land**  Moses died shortly before the Hebrews reached Canaan. The Hebrews were afraid that without a strong leader they would not be able to enter Canaan. The people who already lived there had built many walled cities on hilltops. Soldiers in lookout towers guarded the cities against enemy attack. However, Joshua, a new leader and a good general, brought the Hebrews safely into the promised land.

Once they had settled in Canaan, the Hebrews became farmers and shepherds. They copied the Canaanites’ tools and borrowed their alphabet. Canaan was rocky and dry. There was little water. So, during the two months of the rainy season, farmers collected and stored water in small caves or underground basins. During the dry season, they used what they had stored to irrigate their crops of olives, flax, barley, wheat, and grapes.

Most Hebrews lived in one-room houses. The room was divided in two, with one section slightly higher than the other. During the day, people cooked and did other household chores in the lower level. At night, donkeys and goats bedded down there, while the family slept on the upper level. The walls of the houses

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**People in History**

**Moses**  C. 1300 B.C.–1200 B.C  
**Hebrew Prophet**

During the Hebrew enslavement, the pharoah ordered the death of all Hebrew male infants. To save her son, Moses’ mother put him in a papyrus basket and floated him down the Nile. Pharoah’s daughter rescued the baby and raised him as her own. Moses later fled Egypt and worked as a shepherd until about age 80, when according to the Bible, Yahweh instructed him to free his people.

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**HARVEST IN ANCIENT ISRAEL**  Hebrew writers called Canaan “a land flowing with milk and honey.” This area, however, had a dry climate and little water. The Hebrews had to work hard to farm the land. Hebrew farmers and their workers gathering the harvest are shown in this painting. What crops did the Hebrews grow in Canaan?
Making Comparisons

Suppose you want to buy a portable compact disc (CD) player, and you must choose among three models. You would probably compare characteristics of the three models, such as price, sound quality, and size to figure out which model is best for you. In the study of world history, you often compare people from different cultures or regions. You might also compare people and events from one time period with those from a different time period.

Learning the Skill  When making comparisons, you examine two or more groups, situations, events, or documents. Then you identify any similarities and differences. For example, the chart on this page compares the characteristics of two ancient civilizations.

When making comparisons, you first decide what items will be compared and determine which characteristics you will use to compare them. Then you identify similarities and differences in these characteristics.

PHOENICIAN AND HEBREW CIVILIZATIONS

<table>
<thead>
<tr>
<th>CULTURAL CHARACTERISTIC</th>
<th>PHOENICANS</th>
<th>HEBREWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeland</td>
<td>Canaan</td>
<td>Canaan</td>
</tr>
<tr>
<td></td>
<td>city-states</td>
<td>12 tribes</td>
</tr>
<tr>
<td>Political organization</td>
<td>kings/merchant councils</td>
<td>kings/council of elders</td>
</tr>
<tr>
<td>Method of rule</td>
<td>artisans, merchants, shippers</td>
<td>herders, farmers, traders</td>
</tr>
<tr>
<td>Main occupations</td>
<td>belief in many gods closely tied to nature</td>
<td>belief in one all-powerful god</td>
</tr>
<tr>
<td>Religion</td>
<td>spread of an alphabet</td>
<td>idea of a single, just god</td>
</tr>
</tbody>
</table>

Skill Practice

Analyze the information on the chart on this page. Then answer these questions.

1. What items are being compared?
2. What characteristics are being used to compare them?
3. In what ways were the Phoenicians and the Hebrews similar?
4. In what ways were the two groups different?
5. Suppose you wanted to compare the Phoenician and Hebrew religions in more detail. What are some of the characteristics you might compare?

Glencoe’s Skillbuilder Interactive Workbook CD-ROM, Level 1, provides instruction and practice in key social studies skills.
were made of mud-brick or stone plastered with mud and white-washed. Floors were made of beaten clay. Wooden beams supported a flat, thatched roof, which was covered with clay.

**Kings**  
After Joshua died the 12 Hebrew tribes split apart. Each tribe was led by a council of elders. In times of crisis, a temporary leader called a **judge** settled disputes and led troops into battle.

In time, the Hebrews decided they needed a king to unite them. A warrior-farmer named Saul became their first king. He ruled well for several years. Toward the end of his reign, however, he lost the people’s support. When Saul died in battle, David became the new king.

David reunited the Hebrews and defeated the Canaanites. He captured a Canaanite fortress and on that site established Jerusalem (juh ru’ suh luhm), the capital of the Hebrew kingdom. A fine musician, David wrote many of the **psalms** (sahms), or sacred songs, found in the Bible.

After David died, his son Solomon (sahl’ uh muhn) became king. Through trade and treaties with other lands, Solomon brought peace and made the Hebrew kingdom more powerful. He built a huge temple in Jerusalem out of limestone, cedar wood, and gold. It was designed and built by artisans from Phoenicia.

Solomon’s wealth and wisdom became known all through the Middle East. Many Hebrews, however, were not happy with Solomon. They did not like working on his building projects or paying the high taxes he demanded. After Solomon died, the Hebrews in the northern part of the country set up their own separate kingdom called Israel. A southern kingdom, which was ruled from Jerusalem, became known as Judah. For nearly 200 years, the two kingdoms fought each other off and on. Gradually, both became weak enough for others to conquer.

**The Prophets**  
**Prophets**, or persons claiming to have messages from God, appeared in the Hebrew kingdoms. They came from cities and villages. They were teachers, farmers, and shepherds. They criticized the way the Hebrews were living. The rich were mistreating the poor, and government officials were accepting bribes. The prophets reminded the Hebrews of their duty to God and to one another. They warned the Hebrews that Yahweh would punish them if they did not return to His ways.

Some prophets added a new meaning to the laws of Moses. They taught that Yahweh was the god not only of Hebrews, but of everyone.

The people refused to listen to the prophets’ warnings. Then, it was too late. Powerful neighbors took over the Hebrew kingdoms. After 722 B.C., the Israelites, the people of the northern kingdom, disappeared. Although the Judeans survived, most were forced to move to Babylonia in 586 B.C.
While in Babylonia, the Judeans, or Jews, made changes in their religion. Having lost the great temple at Jerusalem, they had to find some other way to worship God. They began meeting in small groups on the sabbath, or day of rest. The groups would pray and talk about their religion and history. The Jews wrote down their laws, sayings, and stories of the past on scrolls. The study of these writings led the Jews to value learning, and their teachers became important leaders.

The Jews spent 70 years in Babylonia before they were allowed to return to their homeland. They rebuilt Jerusalem and the temple. Under a scribe named Ezra, they wrote down the laws of Moses in five books called the Torah (tor’ uh). Other writings were added later to make the Old Testament of the Bible.

HEBREW PROPHETS

<table>
<thead>
<tr>
<th>Name</th>
<th>Teachings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elijah</td>
<td>Everyone should behave in a moral way.</td>
</tr>
<tr>
<td>c. 850 B.C.</td>
<td>Prayers and sacrifices do not make up for bad deeds.</td>
</tr>
<tr>
<td>Amos</td>
<td>Behaving justly is much more important than ritual.</td>
</tr>
<tr>
<td>c. 755 B.C.</td>
<td>God is a god of love and compassion who loves His people the way a father loves his children.</td>
</tr>
<tr>
<td>Hosea</td>
<td>God suffers when people turn from Him and do not follow His commandments.</td>
</tr>
<tr>
<td>745-730 B.C.</td>
<td>People can have peace and prosperity only if they carry out God’s will.</td>
</tr>
<tr>
<td>Isaiah of Jerusalem</td>
<td>The future depends on how justly one behaves in the present.</td>
</tr>
<tr>
<td>740-701 B.C.</td>
<td>Both rich and poor have to obey God’s laws.</td>
</tr>
<tr>
<td>Micah</td>
<td>It is important to “do justly, love mercy, and walk humbly with thy God.”</td>
</tr>
<tr>
<td>714-700 B.C.</td>
<td>Suffering is the result of wickedness.</td>
</tr>
<tr>
<td>Jeremiah</td>
<td>God will make a new covenant with the Jews in the future.</td>
</tr>
<tr>
<td>626-587 B.C.</td>
<td>People are responsible for their own behavior.</td>
</tr>
<tr>
<td>Ezekiel</td>
<td>God is the god of all people.</td>
</tr>
<tr>
<td>593-571 B.C.</td>
<td>God will free Israel and lead it back to the promised land.</td>
</tr>
<tr>
<td>Isaiah of Babylon</td>
<td>c. 545 B.C.</td>
</tr>
</tbody>
</table>
Major Contributions  The Hebrews were the first people to believe in one god. At first, they believed God was concerned only about them. They expected other people to worship many gods. Later, some prophets said God cared about all peoples and all nations.

The Hebrews were the first to believe in a just god. They believed individuals and society should likewise be just. Their laws were designed to teach people to treat one another fairly.

Section 2 Assessment
1. Define: descendants, social justice, judge, psalms, prophets, sabbath.
2. Where did the Hebrews trade? What goods did they trade?
3. What new ideas did the Hebrews develop and contribute to later civilizations?

Critical Thinking
4. Demonstrating Reasoned Judgment
   How was the Hebrew belief in one god important to civilization?

Graphic Organizer Activity
5. Draw a diagram like this one, and use it to show milestones in the history of the Hebrews. (Add boxes as needed.)

Chapter Summary & Study Guide
1. Phoenician civilization began to develop about 1830 B.C.
2. Phoenicians earned a living from the sea and from trade items such as cedar and purple dye.
3. One of the most important Phoenician contributions was the spread of an alphabet.
4. The Phoenicians set up colonies along the North African coast, including Carthage, founded in 814 B.C.
5. According to the Bible, God made an agreement with Abraham whereby the Hebrews could always live in Canaan if they would worship Him alone.
6. About 1200 B.C., the Hebrews escaped Egyptian bondage and, under Moses’ leadership, made a new covenant with God, promising to obey the Ten Commandments.
7. An important Hebrew contribution was the belief in a single just god and a just society.

Self-Check Quiz
Visit the Human Heritage Web site at humanheritage.glencoe.com and click on Chapter 6—Self-Check Quiz to assess your understanding of this chapter.
Using Key Terms

Imagine that you are a traveler to Canaan. Use the following words to write a letter home explaining the new ideas that you have learned about during your visit.

- treaties
- holy of holies
- colonies
- descendants
- social justice
- judge
- psalms
- prophets
- sabbath

Understanding Main Ideas

1. Why were the Phoenicians successful long-distance sailors?
2. What were some of the features of a Phoenician city-state?
3. According to the Bible, what agreement did Yahweh make with Abraham?
4. Why did the Hebrews believe in social justice?
5. Why did the Hebrews make changes in their religion while living in Babylonia?

Critical Thinking

1. How can people who have very limited natural resources still manage to earn a living?
2. Why were language and religion by themselves not enough to unify the Phoenician people?
3. How does the idea that God is just affect the way people behave?
4. Explain the phrase, “Do justly, love mercy, and walk humbly with thy God.”
5. Why do you think many people during this time believed that people should listen to prophets?

Graphic Organizer Activity

Culture Create a diagram like this one, and use it to compare Phoenician and Hebrew religious beliefs and practices.

Phoenicians Both Hebrews

Geography in History

Places and Regions The Hebrews moved from place to place within the same region along the Mediterranean Sea. Choose one of their migrations and describe the geography and features of the land through which they passed. Then make a map showing the route and the geographic features of their migration.

Using Your Journal

Review any details you may have noted about the contributions of the Phoenicians and the Hebrews. Write a paragraph explaining how these contributions have affected your life.