
NEW
TESTAMENT
GREECE AND
ROME

TEACHERS GUIDE

*With tremendous gratitude
we wish to acknowledge
and express our appreciation
to those who assisted in the
making of this manual:*

Ned Bustard
Christi McCullars
Shea Foster
Emily Fischer
and Aaron Larsen

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Dear Friends,

We hope this guide will be helpful as you study the New Testament, Greece, and Rome this year. You are about to take a journey through the past where you can see God's providence, judgement, and provision for His people on a daily basis. This study should help build an understanding of the world into which Christ was born, the tremendous suffering our Lord bore for our sins and the persecution our Christian forefathers experienced. And then we finally see a victory of sorts for Christianity with the Edict of Milan. God was faithful to His people through the years just as He is today. What a joy it is for young children to come to realize God's faithfulness as they learn from the past.

There are 32 events/people featured in the cards in this series. That is approximately one per week. A few of the cards have extra projects which may spread into the following week. The projects are only suggestions, so use your imagination and have fun with your group. You will note that the projects vary to appeal to different ages. You may choose the ones you think are appropriate for your student(s). We recommend singing the song daily for the first several weeks, after that three times a week is usually enough. Remember, the reason for the song is to help memorize the chronology of the events. It is also good to have the children recite events, in proper order, rather than singing it after the song has been memorized. A sample school week might be planned as follows:

MONDAY: Sing the song (you may want to have a student come to the front of the room and hold up the flashcards in order as the class sings). Present the new card. Read what it says on the back and discuss it. Allow different students to read it out loud if you can. Then allow the students to answer questions on the worksheet. The questions are based on information on the cards.

TUESDAY: Sing the song. Orally review questions from this card's worksheet and from previous events. Obviously you cannot review every question every day, so do a sampling. Assign different children different sources from the resource list on the card and allow them to look up the information and share it with the class.

WEDNESDAY: Sing the song. Orally review questions from the worksheet. Do one of the projects.

THURSDAY: Sing the song. Orally review from this week and previous weeks. Discuss how this card relates to those before it. Do another project, if there is one.

FRIDAY: Give test. Use remaining time for class instruction and drill. If you have already studied the Old Testament/Ancient Egypt series we strongly encourage review and testing of that series. Appendix 1 is provided for testing the student(s) on four different cards each week.

Having fun makes it easy to learn. Using the cards for games is one way. Ask the children to shuffle them and then see who can get their cards in order the fastest. Or have four to six students mix up their cards and then play Go Fish. This allows them to get familiar with the titles. Or you can get in a large room and see who can make their own timeline the fastest. A good way to drill questions in a classroom is to divide the children into two teams and ask questions in order. Teams receive a point for each right answer.

We have found one of the best ways to file the cards is to laminate them, punch a hole in the top right corner, and keep them on a large ring. The children can add the newest card and also have the previous cards handy. Another idea is to laminate them, put a Velcro strip on the card and on the wall, and start a timeline that children can put up and take down over and over again. An extra set of cards mounted at the end of the room for a reference timeline is a good idea too.

In order to encourage children to read historical fiction related to classroom work, we suggest a book chart to show points earned for each book read by each student. After receiving a certain number of points we allow the child to have a special lunch with their teacher. You could have a mom bring in a special lunch or allow the winners to go out.

Each worksheet, test, or writing assignment should receive three grades, one each for Content, Grammar and Linguistics (Spelling).

GRADING: A grading scale you may find helpful is to count ten points for essay questions, five points for one sentence answers and two points for fill in the blank answers. The percentile grade will then be the total number of points achieved divided by the total number of points possible.

GRAMMAR: The child should answer the questions in a complete sentence in which they first restate the question. For example: What is the Scripture reference for Creation? The Scripture reference for Creation is Genesis 1-2. This grade should be applied to an application grade in grammar, but should not affect history content grades. We suggest application at twenty percent of the overall grade.

LINGUISTICS: The children should spell all words correctly. You should deduct for misspelled words once the rule for spelling a particular word has been mastered. For example: i before e except after c. Once this has been covered a child's grade would be reduced if they spelled receive as receive. If they are using a history card to do their worksheet they should be taught that those words to be transcribed directly from the card should be spelled correctly. This grade would be applied towards a linguistics application grade. Again we suggest twenty percent, but not to affect their history grade.

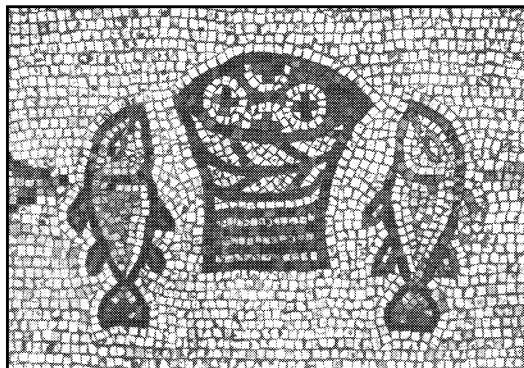
When you look at the tests you will see that there are not the same number of questions on each test or worksheet. We assign five points per question, with the listings of the chronology receiving two points per item listed. Partial credit may be counted because the questions are essay and they may have portions correct. Some students may ask why they are receiving three grades on each paper. We believe that it is important for a student to realize that grammar and linguistics matter in history class as well as in grammar class. All three contribute to help make students understood by others, and are thus intertwined.

Finally we welcome your feedback and comments. We hope that his resource will enrich the education of those children entrusted to you, and will help them understand the comprehensive responsibility that God requires of them.

Sincerely,

Marlin Detweiler
Laurie Detweiler

Marlin and Laurie Detweiler
Veritas Press
September 15, 1998



NEW TESTAMENT, GREECE, AND ROME

Teachers Guide

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MINOAN CULTURE

Worksheet

1. What are the approximate dates of the Minoan Culture?

2. What was the first European civilization? Where did it develop?

3. Who was King Minos?

4. Where did the Minoans choose to build their towns?

5. How did the Minoans travel? What is the primary reason they traveled so much?

6. Where did they build their largest palace?

MINOAN CULTURE

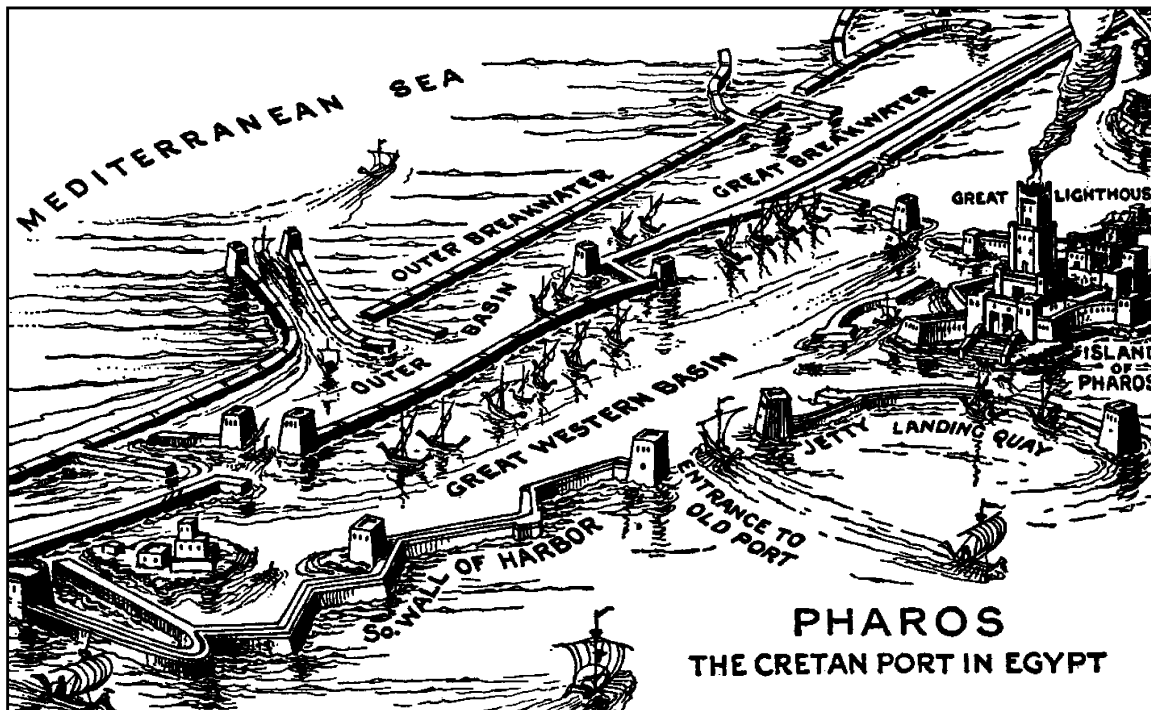
Worksheet, Page 2

7. Why is it thought the Minoans believed in life after death?

8. What alphabet did the Minoans develop?

9. How is their culture best described?

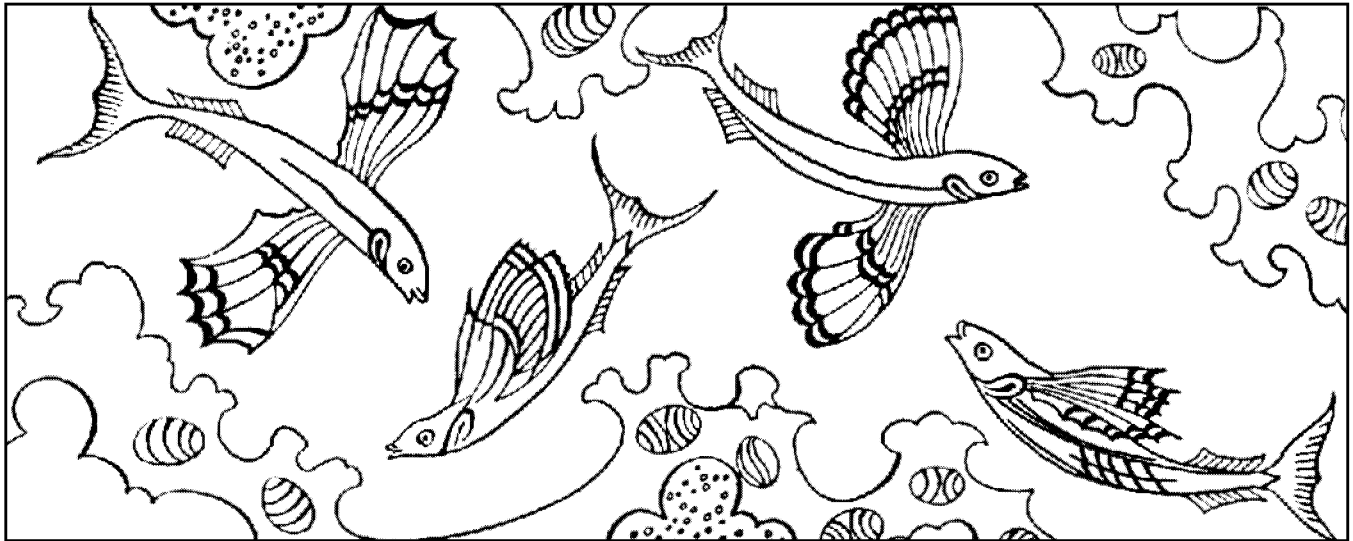
10. How is it thought the Minoan civilization ended?



MINOAN CULTURE

Project

Frescos



Much of what we have learned about the Minoans has come from frescos painted on palace walls. Frescos are paints done on wet plaster. The paint absorbs into the plaster as the plaster dries and through the years does not fade much. In particular, the frescos at Knossos have given archaeologists valuable information about the Minoan culture. They have learned much about the Minoan dress and life events from these paintings.

Minoan artwork is not still, but full of motion. When looking at the paintings, you feel as if they are moving. The people appear to be very graceful and full of life. Many times animals were painted in the frescos with the people.

On the following page you will find instructions for making your own fresco.

MINOAN CULTURE

Project, Page 2

Materials

Plaster of Paris

Styrofoam vegetable trays (can usually be obtained from grocery stores)

pencil

water color paints and brush

vegetable oil

Instructions

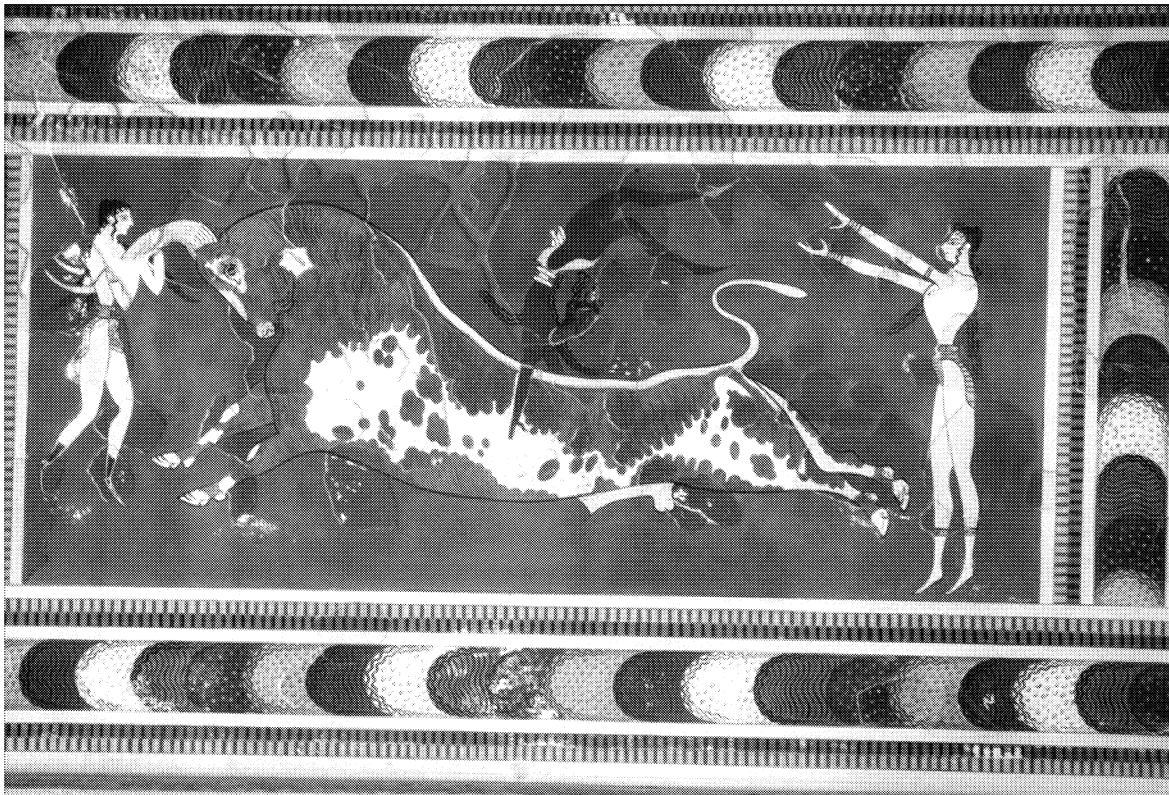
Mix Plaster of Paris according to instructions on package.

Rub or spray tray with vegetable oil.

Pour plaster into tray to make it 3/4 full. Allow to dry.

With examples from card and other available resources draw your own typical but unique fresco.

Paint the scene with water colors.



MINOAN CULTURE

Project 2

Many frescos were done about bull-leaping. There may be a good reason for this. The bull may have become sacred to the people. We do know of a famous Greek myth about the Minotaur.

The Minotaur

There were almost as many stories of heroes as of gods. The heroes were men who had done some deed of great bravery. They were usually the sons of a god or goddess and a human being. Almost every Greek city had its hero. The favorite of Athens, for instance was Theseus; and every Athenian child knew the story of his wonderful exploits, and could tell of the old days when every year Athens had to send seven brave youths and seven fair maidens to Crete to be devoured by the Minotaur, a horrible creature with the body of a man and the head of a bull. At last, Theseus, the king's son, insisted upon being one of the seven youths; and he left Athens in the ship with black sails that carried terrified young people to their awful fate. Now Theseus had no idea of being eaten by the Minotaur or any other monster, if sturdy fighting could prevent it. He was determined to kill the beast and save his friends or perish. So when the vessel reached Crete and the youths and maidens were brought before the king, he stood out in front of them and said: "King Minos, I demand the privilege of meeting the Minotaur first. I am a prince, and it is my right to be the leader of my people." King Minos smiled disagreeably and said: "Go first if you will, and I will see to it that your people follow you; depend upon that."

Theseus was a brave young fighter, and certainly he would never have run away from the monster; but whether he would have been able to kill it without any help is another question. In some way, however, he and the king's beautiful daughter Ariadne had met, and they had fallen in love with each other. Luckily for him, Ariadne knew where to find a sword that in the hands of a valiant man would cut off the Minotaur's ugly head. There was yet another danger to meet that was even more alarming than an encounter with a monster, and that was the labyrinth which was the home of the Minotaur (Some say this labyrinth may have been based on the palace in Knossos because it would have seemed like a maze with all its rooms and corridors.) It had been made by a most skillful workman named Daedalus, and was so cunningly contrived, with its mazes and windings and turns and twists, that no one who was once within it could ever find his way out. Not even a magic weapon would be of service here; but Ariadne's own bright wits were better than any sword. "Hold fast one end of this silken cord," she said to Theseus, "and I will hold the ball as it unwinds. Then when you turn to come back, wind the little cord, and it will lead you straight to me." It all came about as she had said. Theseus killed the monster, then he followed the silken clue till it brought him again to Ariadne. He and the princess and the Athenian youths and maidens sailed away quickly for Athens; and never again did the Athenians pay such a terrible tribute.

Although myths like this are obviously not true. They impacted the Greek society greatly. As Christians we measure all we hear and see by the Word of God.



MINOAN CULTURE

Project 2, Page 2



Theseus and the Minotaur

MINOAN CULTURE

Test

1. What was the first European civilization? Where did it develop?

2. What title did the Greeks use for their king that was similar to the Egyptian term “Pharaoh?”

3. Where did the Minoans build their towns? Why?

4. How did the Minoans travel? For what reason did they travel?

5. Where was the largest Minoan built palace?

6. Why is it assumed that the Minoans believed in life after death?

7. What is the name of the early Greek alphabet developed by the Minoans?

8. What typified the lifestyle of the Minoans?

MINOAN CULTURE

Test, Page 2

9. What is believed to have caused the end of the Minoan culture?

10. What are the approximate dates of the Minoan culture?

MYCENAEN CULTURE

Worksheet

1. What is the approximate date of the Mycenaen Culture?

2. Of what lands did the warring Mycenaens gain control by 1450 BC?

3. From what did the Mycenaen civilization receive it's name?

4. How do we know that the Mycenaens settled the Peloponessus?

5. What was the nature of the Mycenaen people?



MYCENAEN CULTURE

Worksheet, Page 2

6. What was a citadel or acropolis? How did the Mycenaens use them?

Describe a particular one.

7. Name the typical items exported by the Mycenaens. How do we know they exported these things?

8. What was the primary way the Mycenaens supported their economy?

9. How did the Mycenaen Culture end?



MYCENAEN CULTURE

Project

Mycenaen Pottery

The palace was the center of economic life. Crops were kept in store rooms to use or be exported. Pottery and other items to be exported were produced by skilled artisans or craftsman who worked for the king. The craftsman had workshops on the citadel (or acropolis) where they produced pottery including pots, jars, and statues to be used by the king and his family, exported, or as payment to other craftsman and soldiers.



MYCENAEN CULTURE

Project, Page 2

Mycenaen Pottery

Materials

air-drying clay

bowl of water

clay tools or a pencil

tempera paint

Instructions

Take a lump of clay about the size of a golf ball, roll it into a sphere and then flatten to a circle that is approximately $\frac{3}{8}$ " thick.

Take a second lump of clay the same size as the first and roll it into a cylinder about $\frac{3}{8}$ " thick.

Score the flat circle with tools or pencil by making 1" score lines near the edge perpendicular to it. (See "A")

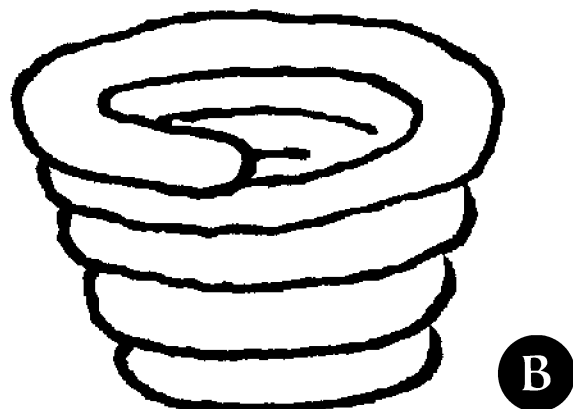
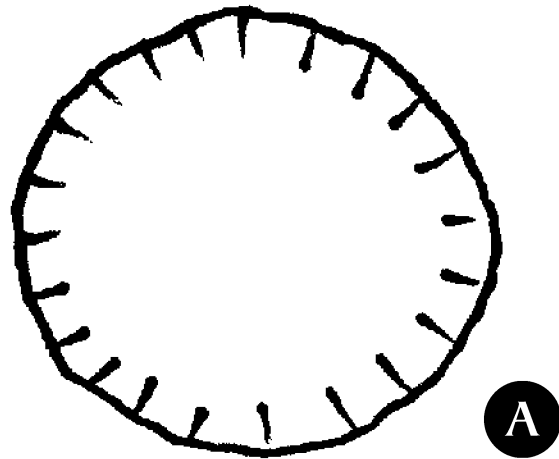
Take the cylinder and wrap it around the edge of the circle to build the first layer on top of the pot base.

Repeat until desired height is achieved. (See "B")

Wet hands and smooth walls of pot. (See "C")

Shape as desired and allow to dry.

Paint the pot after it is dry. (Use pictures from resources for ideas as to colors and designs.)



MYCENAEN CULTURE

Test

1. What are the approximate dates of the Mycenaen Culture?

2. From what did the civilization receive its name?

3. What was found at Athens and Thebes that has aided our understanding of the Mycenaens?

4. Describe what typified the Mycenaen's lifestyle.

5. Describe the features of a citadel (or acropolis).

6. What were the occupations and careers of the Mycenaens?

7. How do we know the Mycenaens were skilled artisans?

8. What caused the end of the Mycenaen civilization?

TROJAN WAR

Worksheet

1. Did the Trojan War actually ever occur?

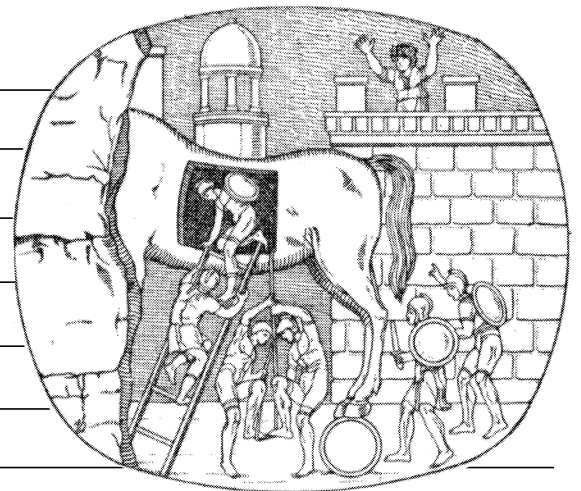
2. What is the approximate date of the war which the Trojan War resembles?

3. Describe and name the person who wrote the Iliad? What is it about?

4. What group of people joined together to defeat the Trojans?

5. How did the Greeks get inside Troy?

6. How was the city of Troy destroyed?



TROJAN WAR

Project 2

Trojan Horse Model

Supplies

Beige or white heavy construction paper
markers
tempera paint
glue
scissors
twine

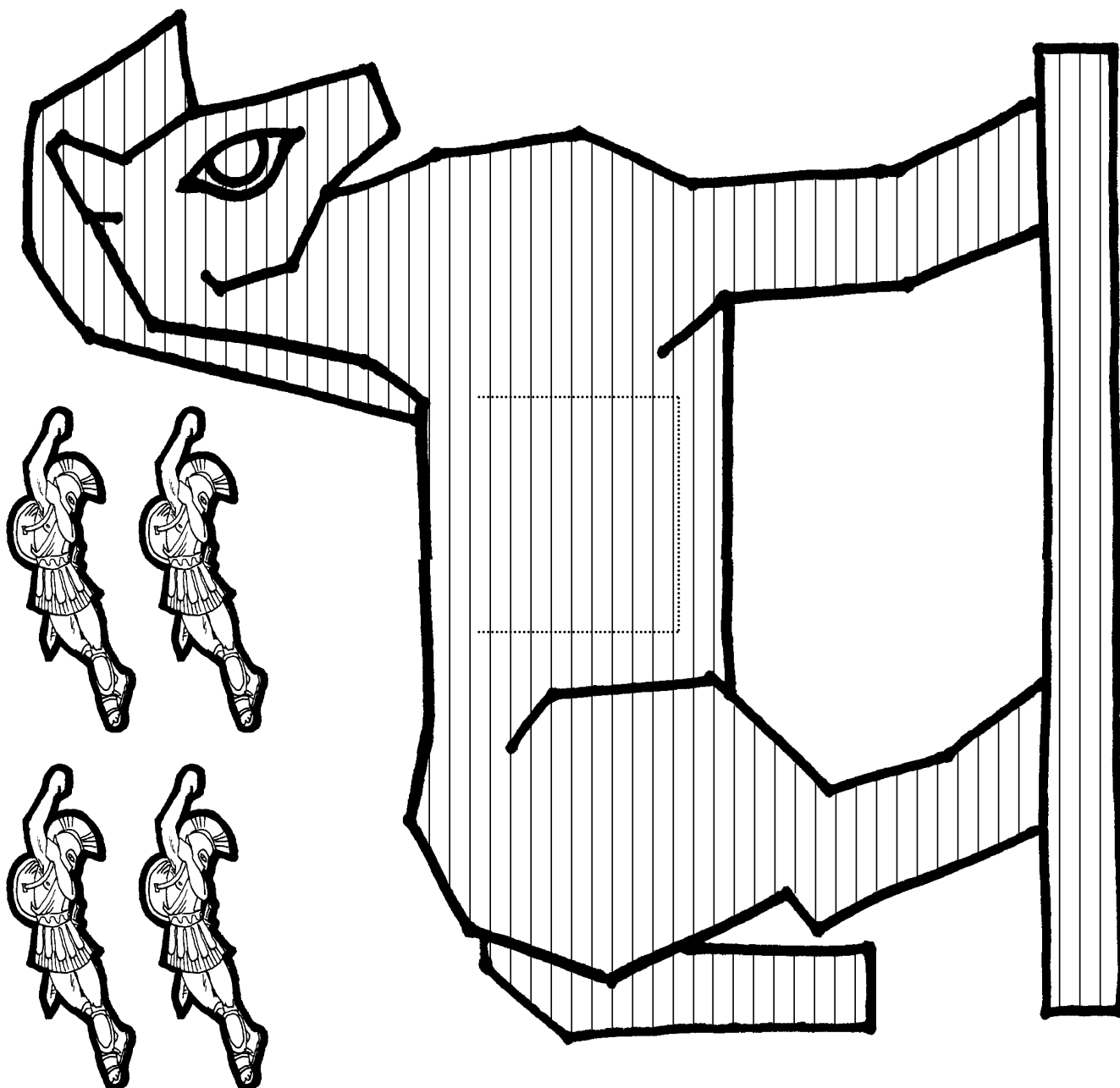
Instructions

1. Photocopy onto beige or white construction paper the image of the horse and warriors.
2. Cut out the images.
3. Paint the horse brown with tempera paint. Detail with black as necessary.
4. Cut the entrance/exit in the side of the horse.
5. Color the warriors with markers.
6. Attach twine to the entrance/exit of the horse side.
7. Attach the warriors to the twine so as to have them “climbing out of the horse”.

You may want to build a larger version from refrigerator boxes and have the children attack another class from the inside of it.

TROJAN WAR

Project 2, Page 2



TROJAN WAR

Project 2—Literature Unit

The Trojan Horse, How the Greeks Won the War

CHAPTER ONE

The Wall

1. On the back draw a picture of the city of Troy.
2. In what modern country was Troy located?

3. What surrounded Troy?

4. Give two reasons why no one could climb over the wall.

5. What was the only way to enter Troy?

6. Who was the King of Troy? Why was he not content?

7. Why did the Greeks pay a toll to pass through the channel connecting the Aegean and Black Seas?

TROJAN WAR

Project 2, Page 2—Literature Unit

CHAPTER TWO

War

1. What was the name of King Menelaus' wife? What happened to her?

2. Who was King Menelaus' brother? What message did he receive?

3. Why did the Greeks go to war?

4. Who was Athena? Why did both the Greeks and Trojans bring her a gift?

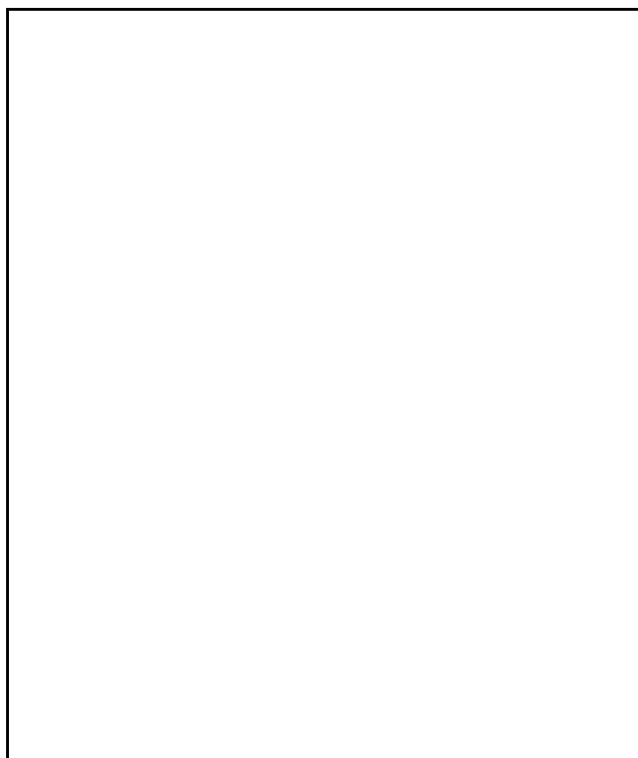
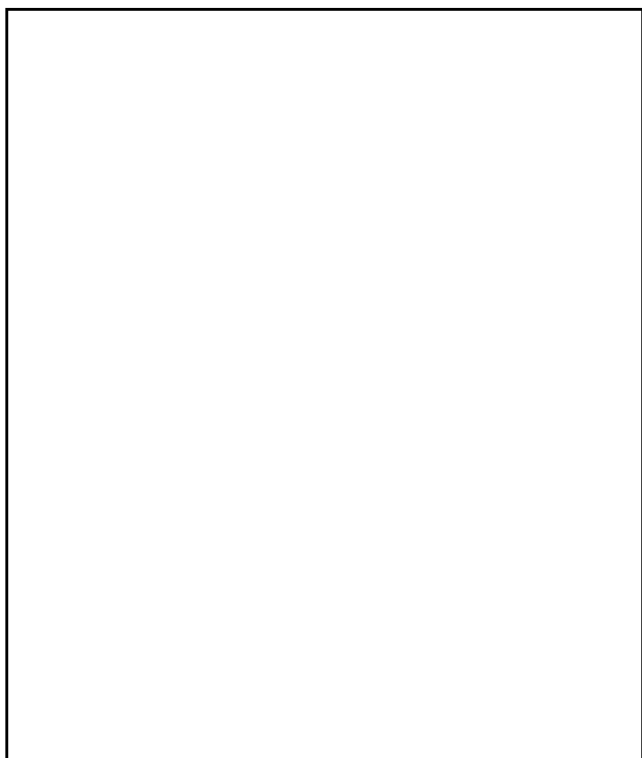
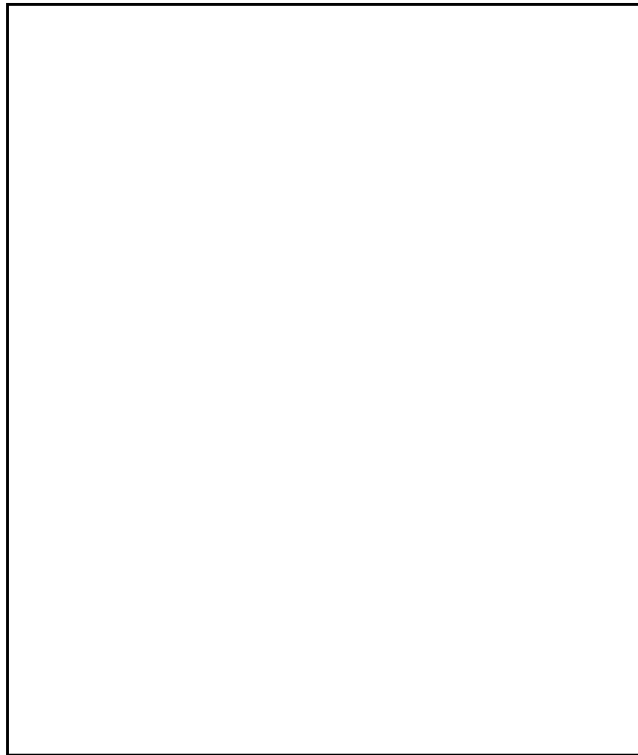
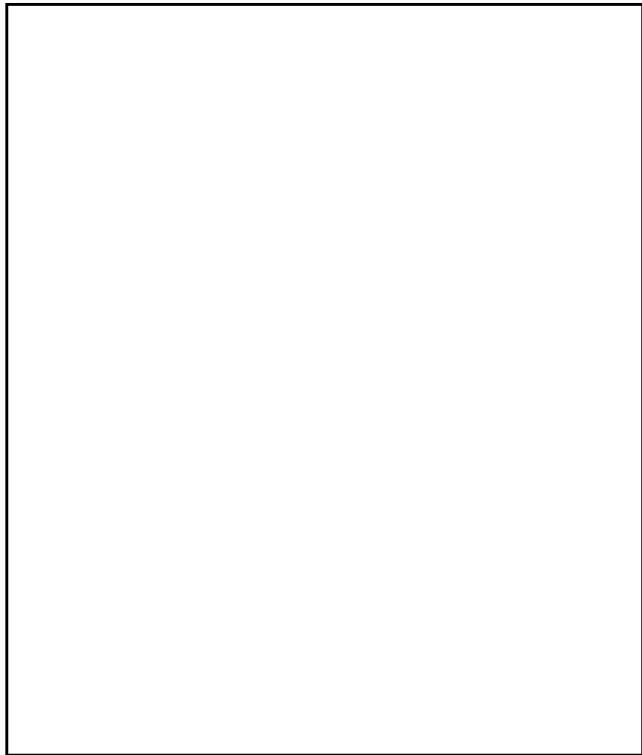
5. Who won the first battle? Who won the battles in the following years?

6. What was the only way Odysseus believed the Greeks could defeat Troy?

TROJAN WAR

Project 2, Page 3—Literature Unit

Illustrate building the the Trojan Horse and how it was used.



TROJAN WAR

Project 2, Page 4—Literature Unit

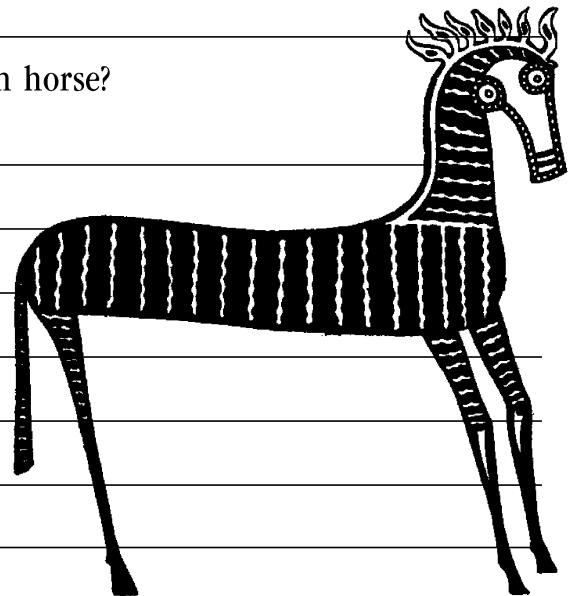
CHAPTER FOUR

Doom is Near!

1. What did King Priam say the Trojans should do to the wooden horse?

2. When Sinon the Greek is found what did he tell the Trojans about the horse?

3. Eventually what did the Trojans do with the wooden horse?



TROJAN WAR

Project 2, Page 6—Literature Unit

CHAPTER SIX

Discovery

1. Who wrote about the Trojan War?

2. What was the name of the poem he wrote about the Trojan War?

What Greek literature is older than this poem?

3. What famous archaeologist discovered the ruins of Troy?

4. What did the archaeologist find? What notable items did he not find?

TROJAN WAR

Test

1. What is the approximate date the Trojan War supposedly occurred?

2. Who wrote the poem about the Trojan War? What was it called?

3. Describe the legend of the Trojan War.

4. How did the Greeks defeat the Trojans?

TROJAN WAR

Test, Page 2

Review

1. What was the first European civilization?

2. What is a Greek term similar to the Egyptian term “Pharaoh?”

3. What is the name of the alphabet developed by the Minoans?

4. Describe Mycenaean culture.

5. What caused the end of Mycenaean civilization?

PHOENICIAN CIVILIZATION AND THE ALPHABET

Worksheet

1. What were the approximate dates of the Phoenicians Civilization?

2. Where did the Phoenicians live? What were they known as in the Bible?

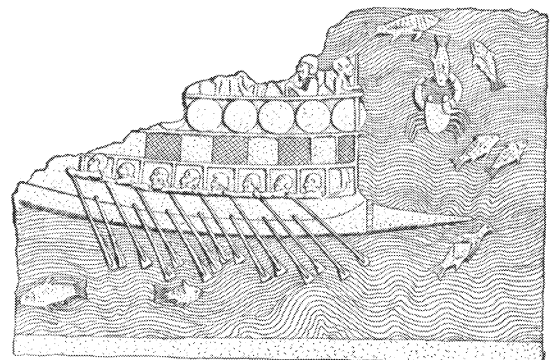
3. How did the name “Phoenicians” develop?

4. What were the predominant occupations of the Phoenicians?

5. Why were they known as the greatest seafarers of the ancient world?

6. What was the Phoenicians most important contribution to civilization?

7. How many consonants did their
alphabet have? How many vowels?



PHOENICIAN CIVILIZATION AND THE ALPHABET

Project

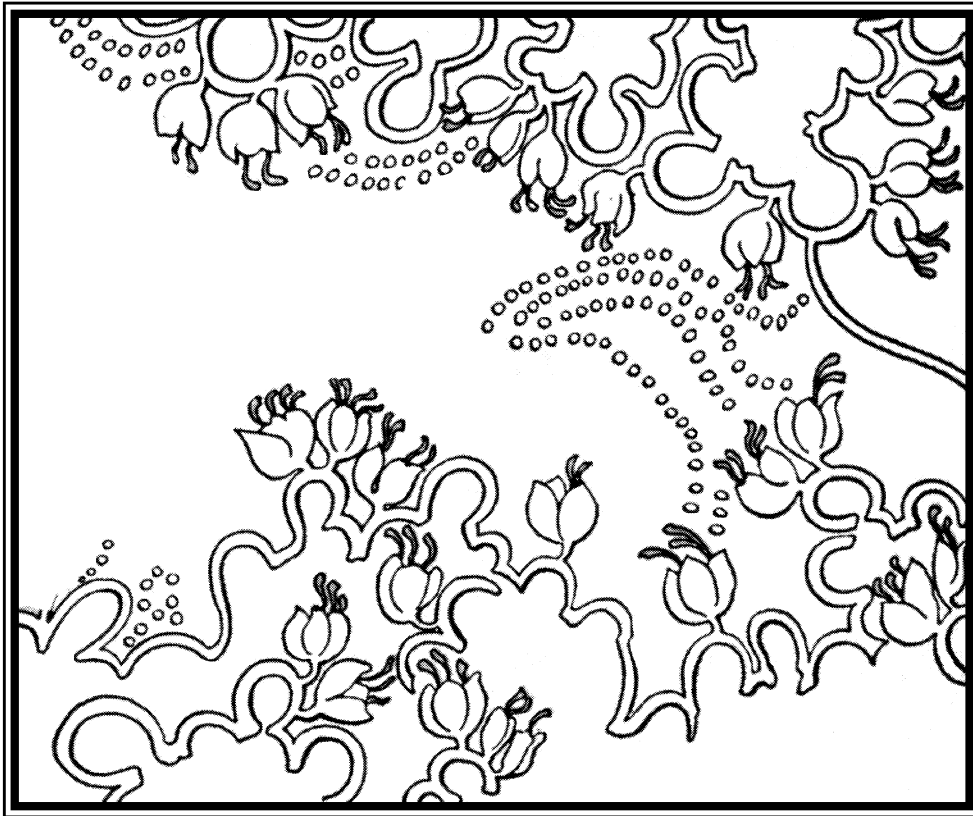
Greeting Card

PHOENICIAN	LATER GREEK	LATIN
א ב ג ד ה ו ז ח ט י כ ל מ נ ס פ ק ר ש ת	Α Β Γ Δ Ε Ζ Η Θ Ι Κ Λ Μ Ν Ξ Ο Π Ρ Σ Τ	A B C D E F V (Z) H (TH, PH) I K, KH L M N X O P (S) Q R S T

Reproduce the following page to make a card for your parents that uses the Phoenician alphabet. Color the fresco and then in the space provided under the image, translate the words below using the Phoenician alphabet.

Then write a personal note of thanks using *our* alphabet on the inside that expresses your gratitude for the education they are giving you.

"Mom and Dad, I love you and by the way..."



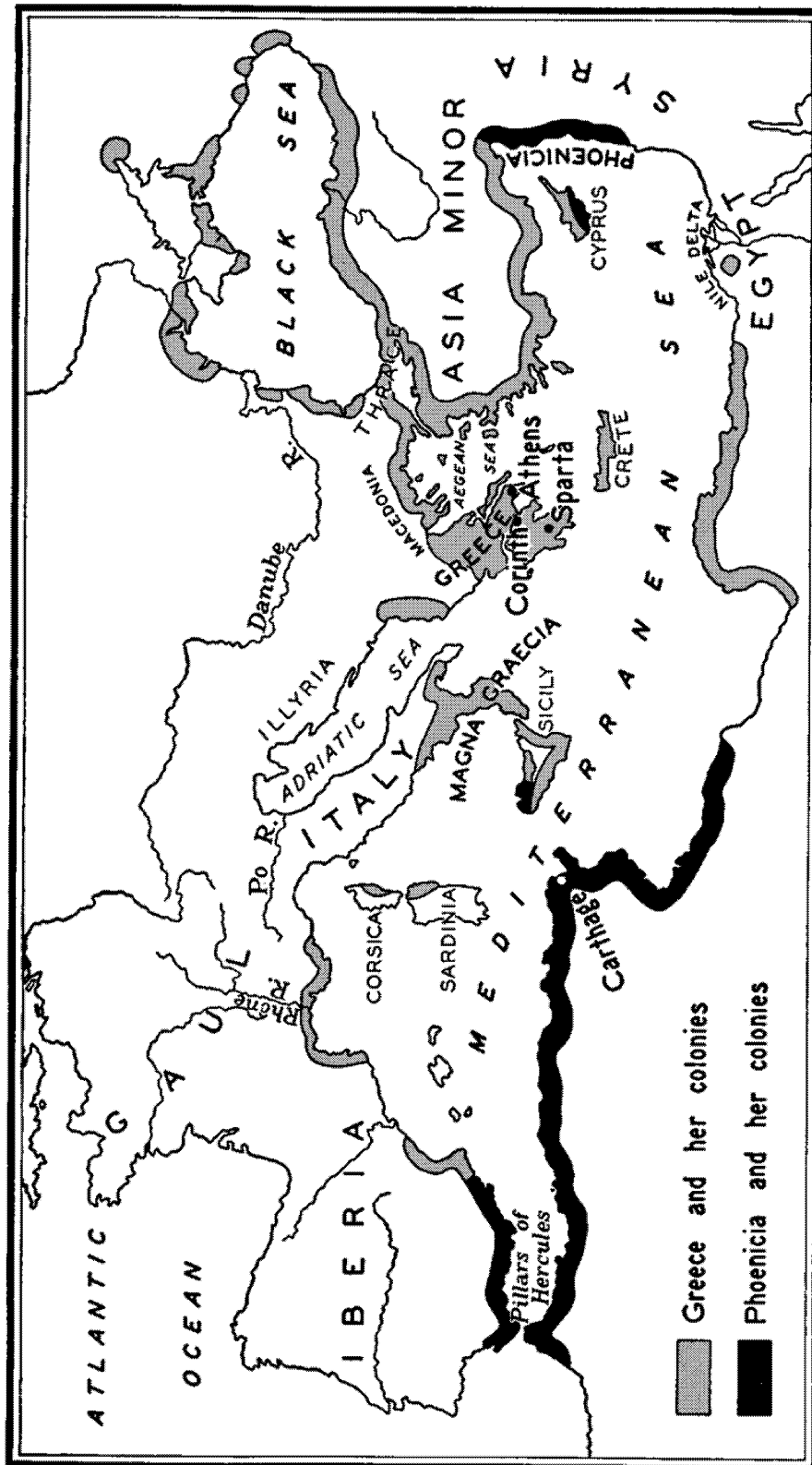
Cover:
FLORAL FRESCO FROM THE
PALACE OF KNOSSOS

Veritas
press
CARDS

Fine Greeting Cards Since the Dawn of Time

PHOENICIAN CIVILIZATION AND THE ALPHABET

Project 2



The Phoenicians settled along the coast of present day Lebanon. They used the sea and their great ships to make a living by trading along the Mediterranean coastline. They established colonies to assist in their trading at many points on the coast.

Discuss the geographic relationship of Egypt, Crete, and Greece with the Phoenician trade routes.

PHOENICIAN CIVILIZATION AND THE ALPHABET

Test

1. What is the approximate date of the Phoenician Civilization?

2. What is the relationship between the Canaanites and the Phoenicians?

3. From what did the Phoenicians receive their name?

4. What was the Phoenicians most important contribution to civilization?

5. What were the predominant occupations for the Phoenician people?

6. What is the translation of the Greek word “phoinos?”

7. How many letters were in the Phoenician alphabet? How many vowels did this include?

PHOENICIAN CIVILIZATION AND THE ALPHABET

Test, Page 2

Review

1. What was the first European civilization?

2. What were some of the items produced by the skilled artisans of Mycenae?

3. Who popularized the story of the Trojan War?

What was the name of the book in which he wrote about it?

4. Why is it thought the Minoans believed in life after death?

5. Describe the Mycenaen culture.

ISRAEL DIVIDES INTO TWO KINGDOMS

Worksheet

1. What is the approximate date that Israel divided into Two Kingdoms?

2. What was the reason Israel was divided?

3. Where is this event recorded in Scripture?

4. Who was king when Israel was divided into two kingdoms?

Why did it not happen during Solomon's reign?

5. Who was Jeroboam?

6. Who was Ahijah?

7. Who was Rehoboam?

ISRAEL DIVIDES INTO TWO KINGDOMS

Project

Read 1 Kings 11. Using complete sentences, write a paragraph describing the Biblical meaning in the picture.

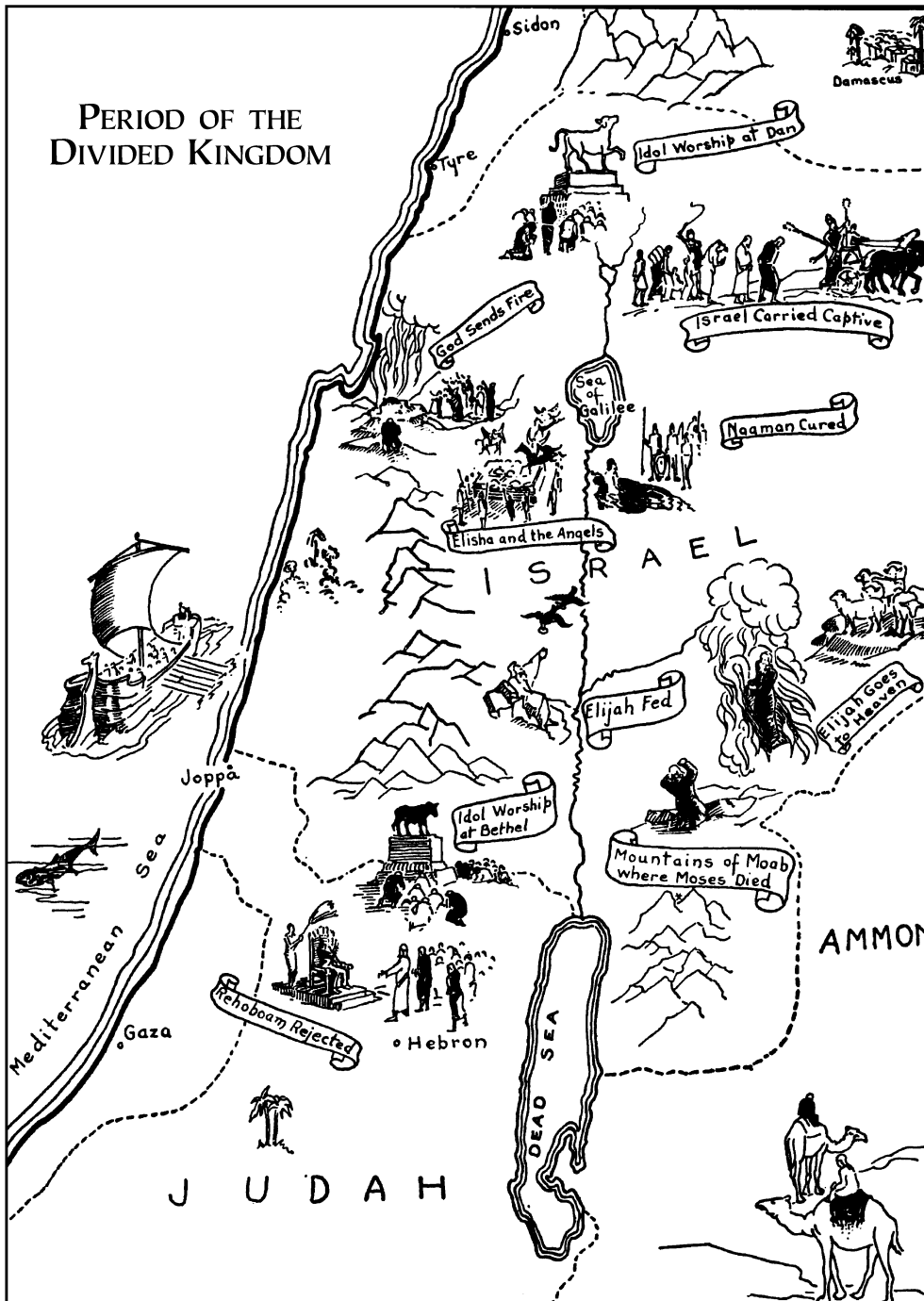


ISRAEL DIVIDES INTO TWO KINGDOMS

Project 2

Mapping the Kingdoms

Color the Kingdom of Judah yellow, the Kingdom of Israel orange, Phoenicia purple, Mediterranean Sea blue, and Babylonia pink.



ISRAEL DIVIDES INTO TWO KINGDOMS

Test

1. What is the Scripture reference for Israel Divides into Two Kingdoms?

2. Approximately when was Israel divided?

3. Why was Israel divided?

4. Who was king when Israel was divided? Who became ruler of each of the kingdoms?

5. What prophet appeared to Jeroboam? What did he tell him?

6. What did Jeroboam do before ruling the divided kingdom?

7. Why did God not split the kingdom during Solomon's reign?

ISRAEL DIVIDES INTO TWO KINGDOMS

Test, Page 2

Review

1. Where did the Minoans build their towns? Why?

2. What is a citadel?

3. How did the Minoans support their economy?

4. What trick did the Greeks use to defeat the Trojans as recorded in The Iliad?

5. What were the Phoenicians known as in Scripture?

HOMER AND GREEK MYTHOLOGY

Worksheet

1. When is it believed that Homer lived?

2. What was Homer's profession?

3. What were Homer's most famous stories?

4. What physical problem did Homer have?

5. How did the Greeks explain the world around them during Homer's day?

6. Name three Greek gods.

7. Describe the similarities and differences between the Greek gods and man.



HOMER AND GREEK MYTHOLOGY

Project

Homer, the Great Storyteller

A long, long time ago—perhaps three thousand years or more—there was a man named Homer. No one knows much about him; but there are legends that he was born on the island of Chios and that he was blind. He wandered about the land, homeless, but was welcomed wherever he chose to go, because he was a poet (then known as a bard). He once described how a blind poet was treated at a great banquet, and probably that is the way in which people treated him. He said that when the feast was ready, a page was sent to lead in the honored guest. A silver-studded chair was brought forward for him and set against a pillar. On the pillar the page hung his harp, so near him that he could touch it if he wished. A little table was placed before him, and on it was put a tray spread with food and wine. When the feasting was at an end, he sang a glorious song of the mighty deeds of men. The Greeks liked to hear stories just as well as the people of today, and they shouted with delight. Then they all went out to the racecourse, the page leading the blind singer carefully along the way. There were races and wrestling matches and boxing and throwing of the discus. After this, the poet took his harp and stepped to the center of the circle. The young men gathered around him eagerly, and he chanted a story of Ares, the war god, and Aphrodite, goddess of beauty and love.

Illustrate Homer as a bard in the frame below.



HOMER AND GREEK MYTHOLOGY

Project 2—Literature Unit

D'Aulaires' Book of Greek Myths

READ IN OLDEN TIMES (PAGE 9)

1. How did the Greeks gods originate?

2. Describe the Greek gods.

3. Where did the Greek gods live?

4. What did the Greek gods look like when visiting earth?

5. Who did the Greeks believe began all of life?

6. What do we, as Christians, know about the Greek's beliefs?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 3—Literature Unit

D'Aulaires' Book of Greek Myths

READ THE TITANS (PAGES 12 - 15)

1. What name was given to the group of Mother Earth's first children. List their names.

2. When Gaea gave birth again, Uranus was not proud.

On the back draw a picture of these new children to show why he did not like them.

3. When Gaea gave birth once again Uranus was disgusted. What did he do?

4. What did Mother Earth ask her sons, the Titans, to do to their father?

5. On the back draw a picture of the fight between Uranus and Cronus.

6. Who was Mother Earth's second husband?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 4—Literature Unit

D'Aulaires' Book of Greek Myths

7. Who was now lord of the universe? Why did Mother Earth become angry with him?

8. Why did Cronus swallow his children?

9. Draw a picture of Cronus on the back.

10. Rhea, Cronus's wife, asked Mother Earth to help her save her sixth child.

What was the child's name? What did they do?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 5—Literature Unit

D'Aulaires' Book of Greek Myths

READ ZEUS AND HIS FAMILY (PAGES 16 - 23)

1. Zeus was tended by gentle _____ and was nursed by the fairy

_____.

2. What did Zeus receive to eat?

3. What did Zeus make from the hide of the goat?

4. Who was Zeus's first wife? Of what was she the goddess?

5. What advice did Zeus's wife give him about overpowering his father?

6. Who tricked Cronus into eating a magic herb? What did eating it cause him to do?

7. Why did Cronus surrender his powers to Zeus?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 6—Literature Unit

D'Aulaires' Book of Greek Myths

8. Zeus was now the lord of the _____. He did not want to rule _____ . He shared his powers with his _____ and _____. But, the _____ and their sons revolted. They refused to let themselves be ruled by the new _____. Only _____ and his brother _____ left the Titans to join Zeus, for Prometheus could look into the _____, He knew that _____ would win.

9. Who did Zeus free to fight with him? What did they make for Zeus use to fight?

10. What did Zeus do to the Titans after he defeated them in what was a terrible battle?

11. Angry with Zeus for sending her sons, the _____ into the dark pit of _____, Mother Earth now brought forth two _____ and sent them against Zeus. Zeus fought a battle with them and sent _____ into the Mountain Aetna to be trapped forever.

12. What happened to Echidna, Typhon's hideous mate?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 7—Literature Unit

D'Aulaires' Book of Greek Myths

ZEUS AND HIS FAMILY

Hera

1. Describe Hera's personality.

2. What did Zeus do to Io to protect her from Hera?

3. What was unusual about Argus, Hera's servant who was to watch over Io?

4. How did Hermes get past Argus?

5. From where do the eyes on a peacock come?

Hephaestus

1. Of what was Hephaestus the god?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 8—Literature Unit

D'Aulaires' Book of Greek Myths

2. What did Hephaestus build to help him?

3. Who was Hephaestus' wife?

Aphrodite

1. What was unusual about Aphrodite's background?

2. Who was Aphrodite's son?

3. How did Aphrodite stay young and beautiful?

Ares

1. Describe Ares' personality.

HOMER AND GREEK MYTHOLOGY

Project 2, Page 9—Literature Unit

D'Aulaires' Book of Greek Myths

2. What did Eris like to do?

3. How did Ares handle pain?

Athena

1. How was Athena born?

2. Why did Zeus swallow Metis?

3. What was Arachne's foolish boast?

4. Into what did Athena turn Arachne?

5. What was Athena's gift to Athens?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 10—Literature Unit

D'Aulaires' Book of Greek Myths

6. What did Athena do for Athens?

Poseidon

1. Of what was Poseidon the god?

2. Who was Poseidon's wife?

3. Who were the twins born on the island of Delos?

Apollo

1. In what did Apollo ride?

2. What did Python guard?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 11—Literature Unit

D'Aulaires' Book of Greek Myths

3. Who killed Python?

Artemis

1. Who was Artemis' twin brother?

2. What did Artemis request of Zeus?

3. Why did Artemis change Actaeon into a stag?

4. How was Actaeon killed?

5. What do Otus and Ephialtes do with Ares?

6. How were Otus and Ephialtes killed?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 12—Literature Unit

D'Aulaires' Book of Greek Myths

7. What did the King of Chios do to Orion so Orion could not take his daughter?

8. How did Orion die?

9. What was done with Orion's image so he would not be forgotten?

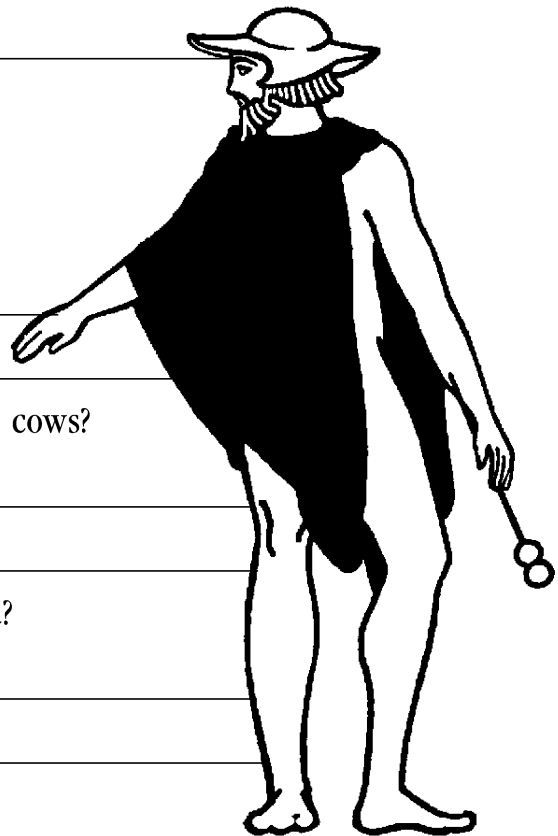
Hermes

1. Whose cows did Hermes steal?

2. How did Hermes erase the tracks when he stole the cows?

3. What did Hermes give in return for the whole herd?

4. What three things did Zeus give to Hermes?



HOMER AND GREEK MYTHOLOGY

Project 2, Page 13—Literature Unit

D'Aulaires' Book of Greek Myths

Hades

1. Why was Hades called the Hospitable One?

2. What was the river that flowed around the underworld?

3. Who was the ferryman to the underworld?

4. What was Cerberus?



Persephone and Demeter

1. What did Demeter threaten she would do if she did not get her daughter back?

2. Why did Persephone have to go back to Hades?

3. What causes the seasons according to Greek mythology?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 14—Literature Unit

D'Aulaires' Book of Greek Myths

Dionysus

1. How did Semele die?

2. What did Dionysus invent?

3. Into what did Dionysus change the sailors?

4. Who gave up her throne so Dionysus could have a throne?

MINOR GODS, NYMPHS, SATYRS, AND CENTAURS

Prometheus

1. What were Prometheus and Epimetheus given the task of creating?

2. What did Prometheus steal?



HOMER AND GREEK MYTHOLOGY

Project 2, Page 15—Literature Unit

D'Aulaires' Book of Greek Myths

3. What happened when men got fire?

4. Why did Zeus chose the offering of the scraps and entrails?

5. What was Prometheus' punishment for teaching humans to cheat the gods?

Pandora

1. Zeus had given Pandora insatiable _____ and then gave her a _____ and warned her _____.

2. The moment she opened the _____, out swarmed _____.

3. Pandora clapped the lid on just in time to keep _____ inside. If it had gotten out, the miseries would have _____.

Deucalion

1. What did Deucalion build?

2. How was Deucalion's race formed?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 16—Literature Unit

D'Aulaires' Book of Greek Myths

Eos

1. Who was Eos?

2. What did Zeus grant Tithonus?

3. What happened to Tithonus since he did not ask for eternal youth?

Helios and Phaethon

1. What did Helios do?

2. What did Helios ride in at night?

3. For what did Phaethon wish?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 17—Literature Unit

D'Aulaires' Book of Greek Myths

4. What did Zeus have to do to save the earth from destruction?

Pan

1. What was unique about Pan's body?

Echo, Syrinx and the Wild and Vulgar Centaurs

1. What did Hera take away from Echo?

2. How did Daphne escape Apollo?

3. Draw a Centaur on the back.

Asclepius

1. At what was Asclepius particularly gifted?

2. How did Asclepius die?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 18—Literature Unit

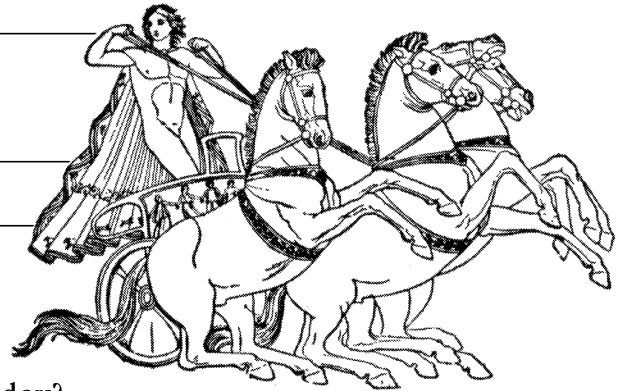
D'Aulaires' Book of Greek Myths

Muses

1. How many Muses were there?

2. What did Mnemosyne teach her daughters?

3. What did Apollo teach the Muses?



Orpheus

1. What happened to Orpheus' wife on her wedding day?

2. Why did Orpheus go the underworld?

3. What happened to Orpheus when he looked back to see if Euridice was behind him?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 19—Literature Unit

D'Aulaires' Book of Greek Myths

MORTAL DESCENDANTS OF ZEUS

Danaus, Perseus, and the Gorgon

1. In each group of events number the sentences to show the order in which they occurred.

_____ The 49 daughters killed their husbands.

_____ King Danaus fled in a ship so his brother's sons would not marry his daughters.

_____ Their was no heir to King Danaus' throne.

_____ Acrisius put Danae in a sealed chamber.

_____ Danae and Zeus had a son named Perseus.

_____ Danae and Perseus were put out to sea in a chest.

_____ Acrisius heard that Danae's son would kill him.

2. How did the following items help Perseus on his quest?

a. eye of the Gray Sisters

b. shield

c. magic bag

3. What happened to Perseus and Andromeda when they died?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 20—Literature Unit

D'Aulaires' Book of Greek Myths

Clever and Vainglorious Kings

Explain the pictures of the kings on the following pages.

1. Midas (p. 125)

2. Sisyphus (p. 127)

3. Bellerophon (p. 128)

4. Melampus (p. 130)

Heracles

1. Why did Heracles have to do the ten labors?

2. List the ten labors that Heracles had to do.

HOMER AND GREEK MYTHOLOGY

Project 2, Page 21—Literature Unit

D'Aulaires' Book of Greek Myths

Theseus

1. List the facts in the story that are discussed on the Minoans history card.

Oedipus

1. Explain the answer to the riddle of the Sphinx on p. 158.

2. Oedipus killed his _____ and married his _____. When he realized this he was so upset that he _____.

The Golden Fleece

1. How had Jason earned Hera's help?

2. Why did King Pelias send Jason after the golden fleece?

3. What Bible story is similar to the story about the King of Colchis sacrificing his son?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 22—Literature Unit

D'Aulaires' Book of Greek Myths

4. What were the sailors who went with Jason called?

5. Draw a harpy.

6. Who did Eros make to fall in love with Jason?

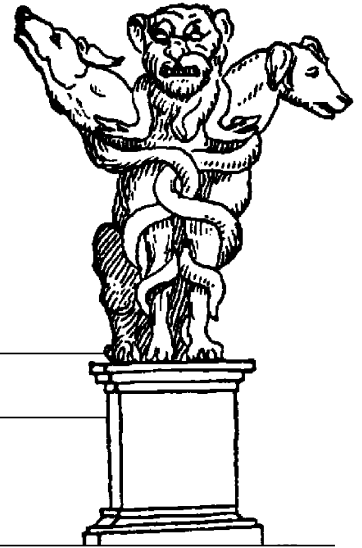
7. How was Jason able to stand the heat of the fire-breathing bulls?

8. What did Medea do that made all the gods angry at her?

9. Why were the Sirens dangerous?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 23—Literature Unit



D'Aulaires' Book of Greek Myths

10. How did King Pelius die?

11. What oath to Medea did Jason break?

12. How did Jason die?

The Calydonian Boar Hunt

1. Who shot the arrow that stopped the Calydonian boar?

2. What was unique about the winner of the Calydonian Boar Hunt?

Apples of Love and the Apple of Discord

1. What happened if you lost a footrace to Atalanta?

HOMER AND GREEK MYTHOLOGY

Project 2, Page 24—Literature Unit

D'Aulaires' Book of Greek Myths

2. What happened if you won a footrace with Atalanta?

3. How did Melanion beat Atalanta?

4. What caused Athena, Hera, and Aphrodite to quarrel?

5. What did Aphrodite promise to Paris if he would choose her?

6. List three facts from the story that are not listed on the Trojan War history card.

HOMER AND GREEK MYTHOLOGY

Project 2, Page 25—Literature Unit

D'Aulaires' Book of Greek Myths

Answers

IN OLDEN TIMES

1. They were created by a folk of shepherds and herdsmen.
2. They looked and acted like humans but were more handsome, could do no wrong, and were immortal
3. Mt. Olympus
4. In their own shape or disguised as humans or animals.
5. Mother Earth
6. Their gods are false and man-made. Our God is true and uncreated

GAEA, MOTHER EARTH

Gaea, the Earth, came out of darkness. Mother Earth married Uranus (the sky) and all living things came from them.

THE TITANS

1. Titans and Titanesses
2. Cyclops (a one-eyed giant)
3. He threw them into a deep pit along with the Cyclops
4. Kill their father
5. see pg. 12
6. Pontus
7. Cronus. He would not set his monstrous brothers free
8. He was afraid one would grow stronger than him
9. see pg. 14
10. Zeus. Rhea gave Cronus a stone to swallow and secretly hid Zeus

ZEUS AND HIS FAMILY

1. nymphs goat Amaltheia
2. ambrosia and nectar
3. impenetrable breastplate
4. Metis, goddess of Prudence

5. not to try to overthrow his father on his own
6. Metis, it made him vomit up his children
7. All his children joined Zeus against him
8. Universe alone brothers sisters Titans gods Prometheus Epimetheus future Zeus
9. The sons of Mother Earth. weapons
10. He locked them in Tartarus
11. Titans Tartarus terrible monsters Typhon
12. She hid in a cave and raised Typhon's children

HOMER AND GREEK MYTHOLOGY

Project 2, Page 26—Literature Unit

D'Aulaires' Book of Greek Myths

Answers

ZEUS AND HIS FAMILY

Hera

1. jealous
2. he changed her into a cow
3. he had 100 bright eyes on his body
4. he bored Argus to death
5. Hera put them there so people would remember Argus

Hephaestus

1. smiths and fire
2. robots of gold and silver
3. Aphrodite

Aphrodite

1. she had no father or mother
2. Eros
3. she dove into the sea from which she came each year

Ares

1. vain, cruel
2. make trouble between friends
3. he screamed and acted like a child

Athena

1. she sprung fully grown from Zeus' head
2. Mother Earth predicted Metis would have a son that would overthrow Zeus
3. she boasted she learned nothing from Athena
4. spider
5. olive tree
6. she protected it.

Poseidon

1. sea
2. Amphitrite
3. Apollo and Artemis

Apollo

1. chariot pulled by white swans
2. the oracle of Delphi
3. Apollo

Artemis

1. Apollo
2. that he not make her marry
3. he saw Artemis bathing
4. his own hounds killed him
5. they put him in a jar
6. they killed each other with javelins with which they were trying to kill a deer
7. he made him blind
8. Apollo sent a scorpion that stung Orion
9. it was put in the sky as a constellation

Hermes

1. Apollo's
2. he tied branches to their tails to brush out their tracks
3. Apollo's lyre
4. golden hat with wings, winged sandals and cape

Hades

1. he always has room for one more soul
2. Styx
3. Charon
4. the three-headed watchdog of the underworld

Persephone and Demeter

1. never make the earth green again
2. she ate a few pomegranate seeds
3. when Persephone goes to Hades, Fall and Winter comes—when she returns Demeter is happy so Spring and Summer come

HOMER AND GREEK MYTHOLOGY

Project 2, Page 27—Literature Unit

D'Aulaires' Book of Greek Myths

Dionysus

1. she tried to look on Zeus in all his splendor
2. making wine from grape juice
3. dolphins
4. Hestia

MINOR GODS, NYMPHS, SATYRS, AND CENTAURS

Prometheus

1. repopulating the earth with living creatures
2. fire
3. they looked to the heavens and sacrificed to the gods
4. Prometheus covered had covered them with fat
5. an eagle ate out his liver every day

Pandora

1. curiosity sealed jar never to open it
2. jar a horde of miseries
3. hope put an end to it

Deucalion

1. ark
2. he threw rocks over his shoulders

Eos

1. mother of the four winds
2. eternal life
3. he kept getting older, and he shriveled into a grasshopper

Helios and Phaethon

1. he rode across the sky in his glowing chariot
2. vessel of gold
3. to drive Helios' chariot for one day
4. he threw a thunderbolt at the chariot

Pan

1. he had goat's legs

Echo, Syrinx

and the Wild and Vulgar Centaurs

1. her ability to form her own words
2. her father turned her into a tree
3. a man from the head to the waist then a horse's body from the waist down

Asclepius

1. healing the sick
2. Zeus killed him with a thunderbolt

Muses

1. nine
2. all that happened since the beginning of time
3. to sing

Orpheus

1. she was killed by a snake
2. to get his bride
3. Euridice could not leave the underworld

MORTAL DESCENDANTS OF ZEUS

Danaus, Perseus, and the Gorgon

1. 2, 1, 3
2, 3, 4, 1
2. a. he got the gray sisters to tell where Medusa lived
b. he looked in the reflection so he wouldn't turn to stone
c. he put Medusa's head in it
3. they were put in the sky

HOMER AND GREEK MYTHOLOGY

Project 2, Page 28—Literature Unit

D'Aulaires' Book of Greek Myths

Clever and Vainglorious Kings

1. he was given ears like a donkey because he voted against Apollo
2. he had to push a rock up a hill so he would be too busy to cause trouble
3. Bellerophon beat Chimera by putting lead in its fiery mouth
4. Melampus was very kind to all animals

Heracles

1. in a fit of rage he killed his children
2. killed 1) monstrous lion 2) hydra 3) boar 4) dangerous birds 5) bring back Artemis' hind 6) clean the stables of Augeas 7) get the girdle of Hippolyta 8) capture man-eating mares 9) catch fire-breathing bull 10) bring herd of red cows

Theseus

1. island of Crete ruled by King Minos
Palace of Cnossus (Knossos)
Theseus killed the Minotaur

Oedipus

1. a child crawls on all fours, then stands on two feet, and lastly walks with a cane
2. father mother put out his eyes

The Golden Fleece

1. he carried her across the river
2. he thought Jason would be killed trying to get it
3. Abraham and Isaac
4. Argonauts
5. Draw a picture of a fat bird with a woman's head
6. Medea
7. Medea gave him a slave
8. she helped Jason kill her brother

9. if you heard their singing you couldn't leave
10. he got into a boiling caldron thinking he would become young
11. that he would always love her
12. a piece of the Argo fell and hit him in the head

The Calydonian Boar Hunt

1. Atalanta
2. his life would end when the log burned up

Apples of Love and the Apple of Discord

1. you would die
2. you could marry her
3. he threw apples to distract her during the race
4. Eris offered a golden apple to the most beautiful of them
5. he could have the most beautiful woman in the world
6. Aphrodite promised Paris he could have the most beautiful woman in the world; Helen was the daughter of Zeus; Paris and Menelaus fought a duel for Helen, but Aphrodite rescued Paris and the duel was undecided.

HOMER AND GREEK MYTHOLOGY

Project 3

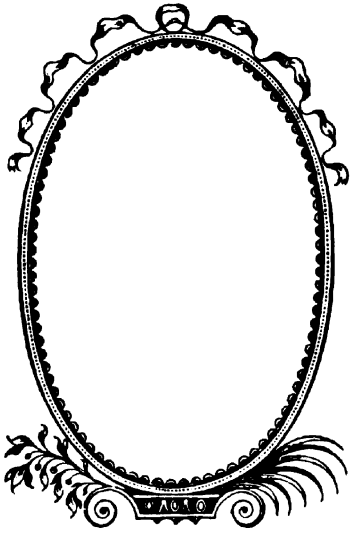
Mythological Gods

On the following two pages you will find the names of each of the twelve major Olympian gods and Hestia. In each space above the name draw a picture of the god or goddess with colored pencils or markers. Under each name write of what they were god or goddess. (Refer to pages 22 and 23 of *D'Aulaires Book of Greek Myths*.)

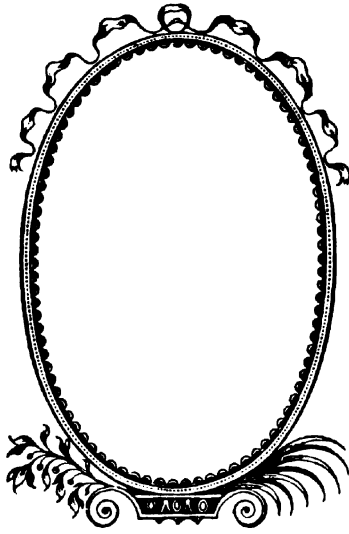


HOMER AND GREEK MYTHOLOGY

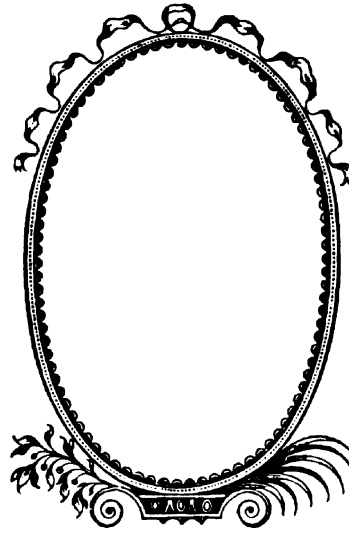
Project 3, Page 2



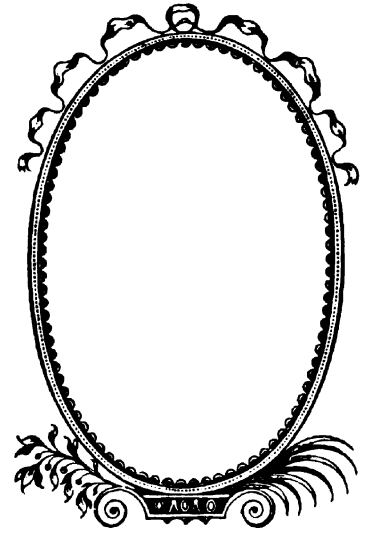
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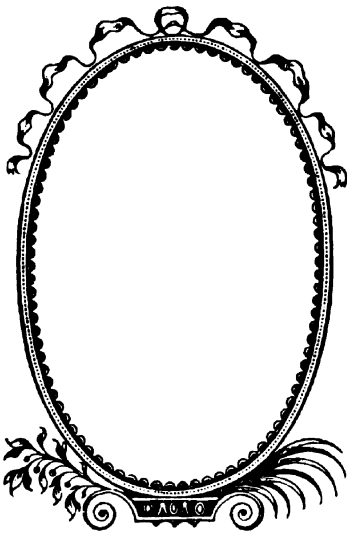
HERA



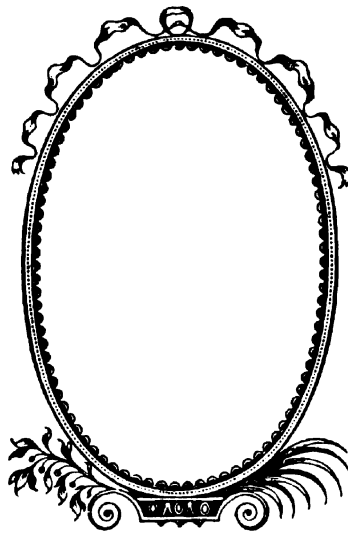
POSEIDON



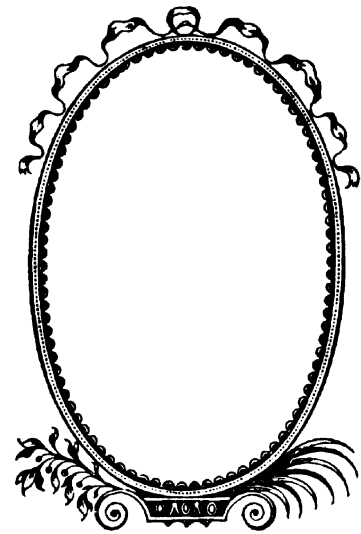
ATHENA



ARES



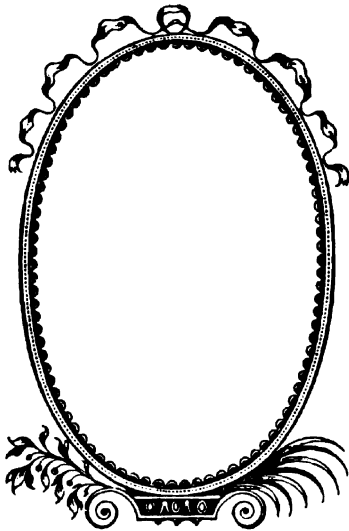
APHRODITE



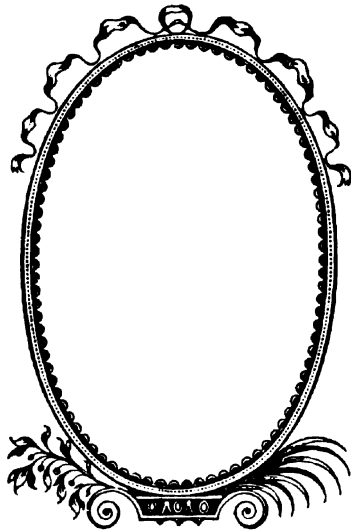
HEPHAESTUS

HOMER AND GREEK MYTHOLOGY

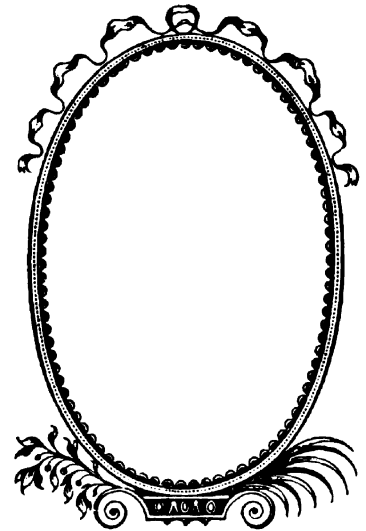
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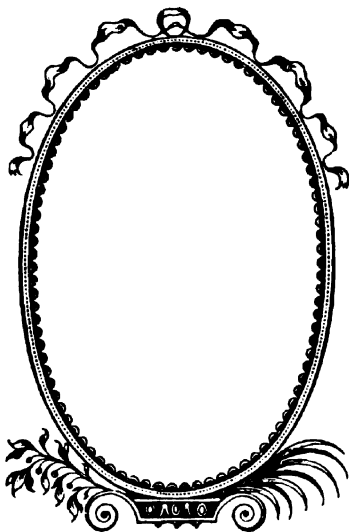
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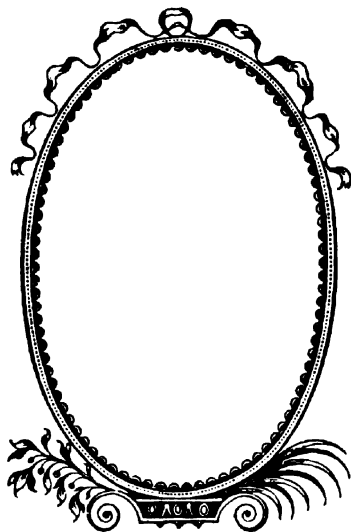
HERMES



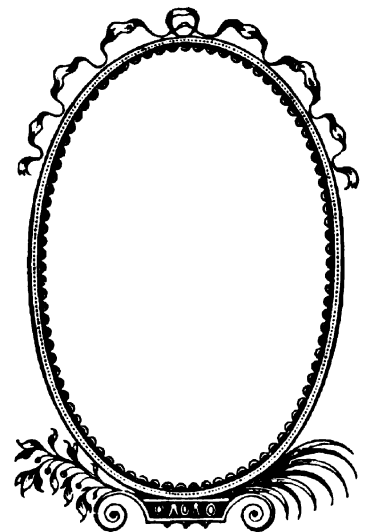
DIONYSUS



DEMETER
AND PERSEPHONE



APOLLO



HESTIA

HOMER AND GREEK MYTHOLOGY

Project 4

Zeus' Family Reunion

Plan a special activity to conclude your unit. Have students choose a Greek god or goddess to portray. (It is best to have as many different characters represented as possible.) Using *D'Aulaires Book of Greek Myths* and other references, students will research into their character to write a report. Units 4 and 6 of the *Institutes for Excellence in Writing* (by Andrew Pudewa) give superb guidelines for gathering information and structuring the report. At the Family Reunion students will read their reports.

Consider the following ideas for your family reunion:

Invitation:

Send home invitations to parents in advance. Have students make their own invitations or use the sample one provided.

Costumes:

Have students dress like their character. An example of an easy-to-make-tunic is provided. Also, students may hold a prop that represents their character. (ex. Zeus - lightning bolt or Dionysus - bowl of grapes)



Decorations:

FAMILY TREE: (see pgs. g06-36)

Make a large tree. Have the students design an 8" x 11" poster with their god's or goddess's name on it. After reports are read, students will come up to the tree and put their poster on the tree to show their relationship to other characters. Chronus should be placed on the trunk. Zeus and Hera should be posted in the middle of the tree so their children will all fit on the tree. A sketch of a sample tree is included.

DO YOU REMEMBER WHEN:

Make a big mural listing and depicting the students' favorite events from the stories they read.

Food:

Provide ambrosia (see next page) and grape juice as refreshment.

Game:

Make namecards of gods and goddesses. Tape a name to each child's back. The children go to each other and ask questions with only "yes" or "no" answers. The children use the question and answer process to determine the name on their back. When the children guesses the names on their backs they get a new name so the game can continue as long as desired.

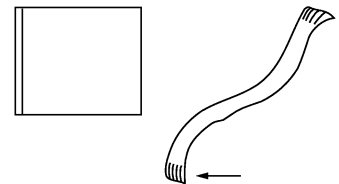
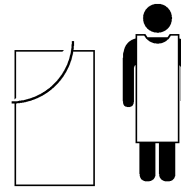
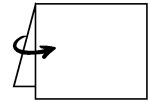
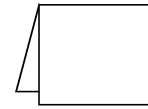
HOMER AND GREEK MYTHOLOGY

Project 4, Page 2

Zeus' Family Reunion

Tunic of the gods

1. Use a piece of 45" fabric. Measure from the shoulder to just below the knee to determine the amount of fabric needed (Approx. 2 yds). Old sheets may be used, too.
2. Fold a two yard length in half as shown on right.
3. Fold 45" width in half as shown on left.
4. Cut out neck hole in the corner with two folds as shown on left. (It's better to cut a second time than to cut too much the first time.)
5. Cut belt from different colored fabric as shown on right. (Approx. 1.5 yards long) Fringe the edge with scissors.
6. Tie belt around waist.
7. Have children wear sandals for shoes.



Ambrosia (Serves 12 to 14)

- 10 valencia or navel oranges
- 1 cup of sugar
- 7 cups of shredded coconut
- Mix together and chill.



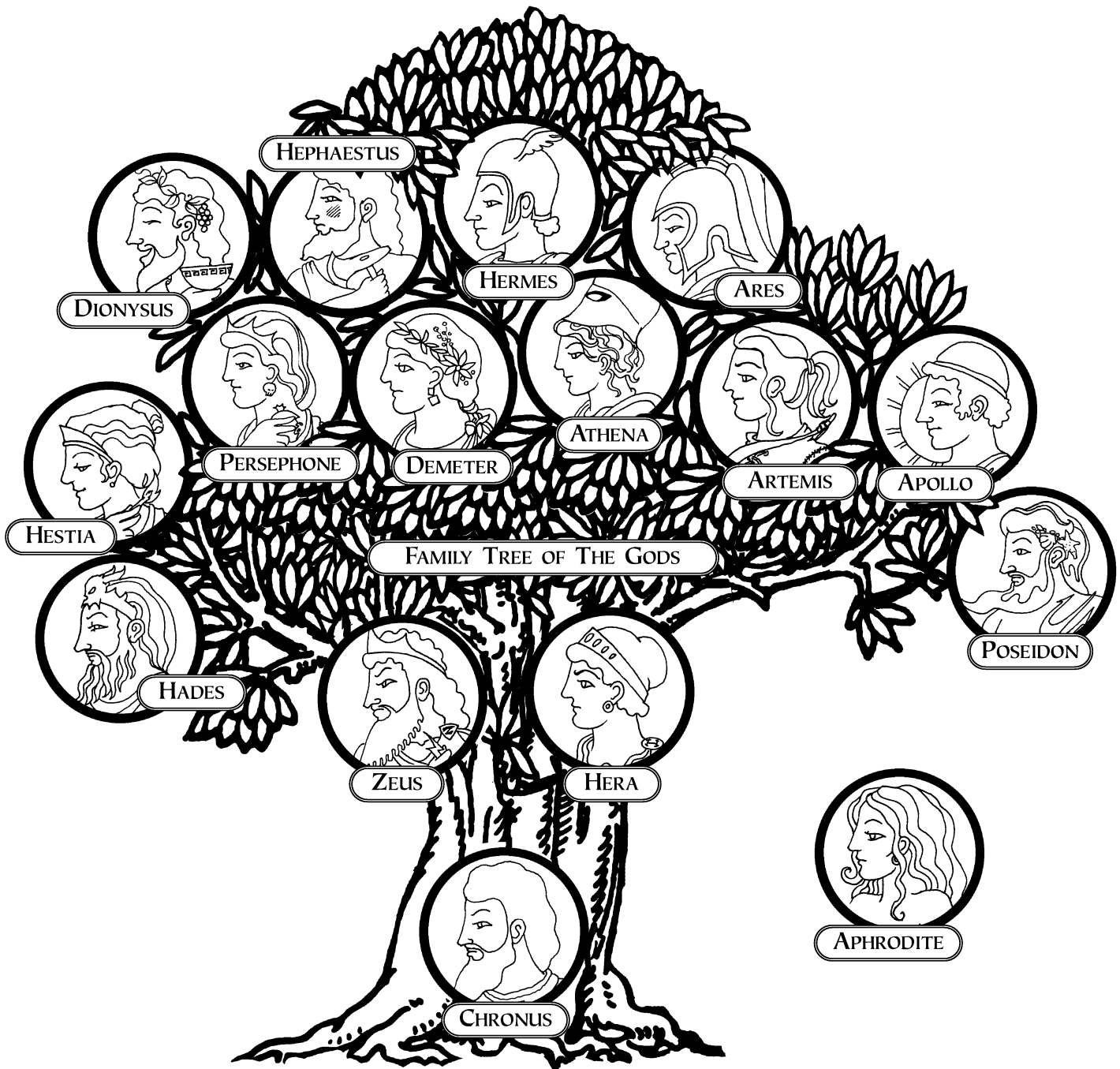
YOU ARE CORDIALLY INVITED TO MOUNT
OLYMPUS TO A BANQUET FOR THE GODS.
FESTIVITIES WILL INCLUDE FOOD AND
DRINK AS WELL AS A TIME FOR THE GODS
TO REMINISCE ABOUT SOME OF THEIR
FAVORITE PAST MEMORIES. MORTALS ARE
REMINDED NOT TO GET INVOLVED IN ANY
JUDGING OF BEAUTY CONTESTS BETWEEN
THE GODDESSES, NOT TO FLIRT WITH ZEUS
WHEN HERA IS AROUND, AND NOT TO
EAT ANY FRUIT THAT HADES MIGHT OFFER.

NO R.S.V.P. REQUIRED—
THE GODS ALREADY KNOW
IF YOU ARE COMING.

HOMER AND GREEK MYTHOLOGY

Project 4, Page 3

Family Tree



HOMER AND GREEK MYTHOLOGY

Project 5—Literature Unit

The Children's Homer —Comprehension Questions

Have the children write the answers to these questions on a separate piece of paper. Make sure to use complete sentences.

Part 1

CHAPTER ONE

1. Who is Telemachus?
2. What does it mean when Odysseus was “foreseeing the disasters?”
3. Name, in order, the things that Odysseus did to try to convince the messenger that he was “mad.”
4. Why did Odysseus not want to enter the war against Troy?
5. Who is Penelope?

CHAPTER TWO

1. What was the first clue that the stranger was not a threat to Telemachus?
2. What advice did the stranger give to Telemachus concerning his father, Odysseus?
3. Why was the house of Odysseus being wasted away?
4. What is a “wooer?”
5. Name, in order, the different forms that the stranger became.

CHAPTER THREE

1. What caused the change in Telemachus?
2. What does the word “minstrel” mean?
3. Why were the wooers so upset about this council that Telemachus called?
4. Who is Phemius?
5. What did Telemachus think about all night?

CHAPTER FOUR

1. Who is Egyptus, and why did he have tears in his eyes?
2. What is the reason that the herald placed a staff into the hands of Telemachus when he rose to speak?

3. Who is Laertes?
4. What is the purpose of Penelope weaving a wide web of cloth?
5. What is the sign of the two eagles who flew over the place where the council was being held?

CHAPTER FIVE

1. What did the goddess Athene instruct Telemachus to do?
2. Who is the only person Telemachus told of his plans to go to Pylos and Sparta?
3. How did Telemachus manage to get a ship and crew together for his voyage?
4. Alphabetize these words:
darkened dear danger desire doors
5. What is a “spacious” room?

CHAPTER SIX

1. The greatest of the Cities of men was what city?
2. Describe the city of Troy as sung by the minstrel.
3. Who was the King of Phthia?
4. Who guided the ship of Telemachus and his crew?
5. Who was Helen?

CHAPTER SEVEN

1. What was the first city at which the ship landed?
2. The dark-haired god of the sea was named _____.
3. What words of encouragement did the goddess Athene speak to Telemachus concerning him approaching Nestor?
4. Why did Nestor provide a chariot and horses for Telemachus?
5. What does “reverenced” mean?

HOMER AND GREEK MYTHOLOGY

Project 5, Page 5—Literature Unit

The Children's Homer —Comprehension Questions

CHAPTER EIGHT

1. Name, in order, the five things that Telemachus and Peisistratus did after they were led into the palace.
2. Who came into the high hall just before they had finished their meal?
3. Why did Telemachus begin to weep?
4. Who was Peisistratus' father?
5. Why did Helen give a drug to the men?

CHAPTER NINE

1. Who is Eidothee?
2. When does Proteus come out of the sea?
3. Name three things Proteus became while he was being held.
4. What news of Odysseus did the Ancient One of the Sea bring to Menelaus?
5. What is a "vestibule"?

CHAPTER TEN

1. What does it mean when something or someone is "immortal"?
2. Who is Achilles?
3. The noblest of all men who defended King Priam's city was whom?
4. How did the nymph Thetis hide her son?
5. How did the wise Odysseus find Achilles?

CHAPTER ELEVEN

1. What does it mean when a council was "summoned"?
2. What is a "soothsayer"?
3. What caused the quarrel between Achilles and Agamemnon in the beginning?
4. Who stopped from slaying Agamemnon with his sword?
5. How did this chapter end?

CHAPTER TWELVE

1. What happened to other brave men because of the quarrel between Achilles and Agamemnon?
2. Which goddess had lion's eyes?
3. What does the word "fleeces" mean?
4. Why didn't Agamemnon the king get any sleep?

CHAPTER THIRTEEN

1. A Trojan warrior smote king Agamemnon on the arm. What does that mean?
2. Why didn't king Agamemnon continue to fight in the war?
3. Who was the healer worth the lives of many men?

CHAPTER FOURTEEN

1. Achilles was standing by the stern of his ship. What part is the stern?
2. From where were the Greeks flinging great stones upon the attackers?
3. What was the omen that Hector announced as best?
4. Who is the greatest of the gods?

CHAPTER FIFTEEN

1. Who was the first of the great Trojan Champions to go down before the onset of Patroklos?
2. What does the word "slew" mean?
3. Who was the mother of Achilles?

CHAPTER SIXTEEN

1. Where do the gods dwell?
2. What is the name of the god who was lame and crooked of foot?
3. What is the reason Thetis went to Olympus?

HOMER AND GREEK MYTHOLOGY

Project 5, Page 3—Literature Unit

The Children's Homer —Comprehension Questions

4. Thetis flew down from Olympus like what animal?

CHAPTER SEVENTEEN

1. What does Achilles say to his immortal horses?
2. What is the brightest of all stars, yet is a sign of evil?
3. Summarize this chapter in one complete sentence.

CHAPTER EIGHTEEN

1. What made Helen begin to weep?
2. Who or what did Hector pray to Zeus concerning?
3. What are three triumphs of Hector after he went back into battle?

CHAPTER NINETEEN

1. What was the pledge Hector wanted to make with Achilles?
2. How did Hector die?
3. Where was Hector's mother standing when she witnessed the great fight?

CHAPTER TWENTY

1. Who was the messenger of Zeus?
2. What advice did the messenger give to King Priam?
3. How did Achilles die?
4. Achilles was laid in a grave on what day?

CHAPTER TWENTY ONE

1. Who was the first person to see Hector's father bringing his body back home?
2. Where was the body taken?
3. What took place on the tenth day? On the eleventh day? On the twelfth day?

CHAPTER TWENTY TWO

1. Who won the armor of Achilles?
2. What was the purpose of the great Wooden Horse?
3. How did the Wooden horse get inside the walls of the city?
4. What happened when the warriors came out of the Wooden Horse?

CHAPTER TWENTY THREE

1. What message did Athene give to Telemachus?
2. What gift did Helen give to Telemachus for his mother's keeping?
3. What was the sign of the eagle with a goose in its claws?

Part 2

CHAPTER ONE

1. Who was the god of the sea?
2. Give three characteristics of the Island where Odysseus was being held by the nymph Calypso.
3. What is the reason Calypso gave for keeping Odysseus on the island?
4. What happened to the raft that Odysseus had built?

CHAPTER TWO

1. Who is Nausicaa?
2. What made Odysseus wake up?
3. Alphabetize these words:
people prayed pity princess palm

CHAPTER THREE

1. The doors of King Alcinous' palace were _____ and the posts were of _____.
2. What did the minstrel sing about?

HOMER AND GREEK MYTHOLOGY

Project 5, Page 4—Literature Unit

The Children's Homer —Comprehension Questions

3. Name three games that were played out from the palace.
4. What two games are the Phaenicians perfect in playing?

CHAPTER FOUR

1. Describe what Cyclops looked like.
2. What did the Cyclops eat for his midday meal?
3. What name did Odysseus give to Cyclops as his own?
4. What did the men use as a sacrifice to the gods for helping them escape the Cyclops?

CHAPTER FIVE

1. Who is Eolus?
2. For how long did they sail the West Wind?
3. On which day did Odysseus come in sight of Ithaka?
4. What happened that pushed the ship away from their land?

CHAPTER SIX

1. What lies all around where the Sirens sit?
2. Which is the only ship that ever passed through the island of the Sirens?
3. How did Odysseus keep from getting sucked down into Charybdis?

CHAPTER SEVEN

1. What was King Alcinous' reaction to the story Odysseus told?
2. How did Odysseus finally reach his land?
3. What did the wooers decide to do when they heard that Telemachus had gone to Sparta for help?

CHAPTER EIGHT

1. How did Eumaeus treat Odysseus? Did he know it was really Odysseus?
2. What made Odysseus stay with Eumaeus instead of going into the town to beg?
3. Alphabetize these words: storms should surely swineherd send

THE STORY OF EUMAEUS THE SWINEHERD

1. What does the word "dwelt" mean?
2. What does Laertes do all day long?
3. How did Eumaeus become a swineherd and end up on the island of Ithaka?
4. How did this chapter end?

CHAPTER NINE

1. Who helped Odysseus change his appearance?
2. What did Odysseus appear to be?

CHAPTER TEN

1. What did Telemachus order Eumaeus to do with Odysseus?
2. What are "vagabonds"?
3. What did Antinous do to Odysseus?
4. How did this chapter end?

CHAPTER ELEVEN

1. Why was Irus not happy with Odysseus?
2. What was the prize for the winner of the fight?
3. What did the goddess Athene do to Penelope while she was sleeping?

CHAPTER TWELVE

1. What does the word "neglect" mean?
2. Why did Penelope weep?
3. How did the scar get on the foot of Odysseus?
4. How will Penelope choose which wooer will be her husband?

HOMER AND GREEK MYTHOLOGY

Project 5, Page 5—Literature Unit

The Children's Homer —Comprehension Questions

CHAPTER THIRTEEN

1. Who was Ctesippus?
2. Why does the second-sighted man leave the house of Odysseus?
3. Alphabetize these words:
mouth mockery meat might men

CHAPTER FOURTEEN

1. Who is the man that brought the bow to Odysseus?
2. What happened when Odysseus held the bow in his hands?
3. What was scattered at the feet of Odysseus?
4. What was heard outside?

CHAPTER FIFTEEN

1. Who is the first man Odysseus killed with his arrow?
2. Who were the two men helping Odysseus kill the wooers?
3. How did this chapter end?

CHAPTER SIXTEEN

1. How did Penelope finally know that the man truly was Odysseus?

CHAPTER SEVENTEEN - THE FINAL CHAPTER

1. Who did Odysseus decide to visit at the beginning of this chapter?
2. In Laertes' garden were _____ pear trees, _____ apple trees, and _____ fig trees. (Numerical answer)
3. What are "fisherfolk"?
4. How does this story end?

HOMER AND GREEK MYTHOLOGY

Project 5, Page 6—Literature Unit

The Children's Homer —Comprehension Questions

Answers

Part I

CHAPTER 1

1. the son of Odysseus
2. he knew that disaster was going to come
3. he yoked two different animals to the same plough, he ploughed the field, then he sowed it, not with seeds, but with salt
4. he had a wife and an infant son that he did not want to leave
5. the wife of Odysseus

CHAPTER 2

1. the stranger left his spear in the spearstand
2. he advised Telemachus to go look for his father
3. because the wooers were waiting for Penelope to decide which man she would marry
4. a person who is wanting to take a woman as his wife
5. woman, then an eagle, then Athene

CHAPTER 3

1. he knew Athene was right and decided in his heart to take the advice
2. a musician who entertains
3. they did not want to leave the house of Odysseus
4. the minstrel
5. he thought of what he would say to the council the next day

CHAPTER 4

1. an older man of the council. Because his son had been killed in the war against Troy, too

2. so that everyone would listen to him
3. the father of Odysseus
4. when she was finished weaving the web, she would have to choose a husband
5. affliction to those who insult the house of Odysseus

CHAPTER 5

1. go back home and wait for a ship and crew to be gathered for his voyage
2. his nurse, Eurycleia
3. Athene gathered them for Telemachus
4. danger darkened dear desire doors
5. lots of room or space

CHAPTER 6

1. Troy
2. high towers, great gates, strong men, well armed, lots of gold and silver
3. Peleus
4. the goddess Athene
5. the fairest woman in the world

CHAPTER 7

1. Pylos
2. Poseidon
3. the right words will come
4. so he could travel on land
5. to have held in high respect

CHAPTER 8

1. they were brought to the bath, they were given cloaks, they dressed themselves, they were led into the King's hall, and they washed their hands
2. Helen
3. he was thinking about his father
4. King Menelaus
5. to stop them from being sad

HOMER AND GREEK MYTHOLOGY

Project 5, Page 7—Literature Unit

The Children's Homer —Comprehension Questions

CHAPTER 9

1. daughter of the Ancient One of the Sea
2. when the sun is highest in the heavens
3. leopard, boar, stream of water, flowering tree
4. that he was alive and being held on an island
5. a part of the house for sleeping quarters

CHAPTER 10

1. it can never age or die
2. the greatest of the heroes who had fought against Troy
3. Hector
4. she dressed him as a maiden
5. he tricked him into picking out a sword instead of a gleaming mirror

CHAPTER 11

1. they were commanded to meet together
2. someone who can tell the future
3. they were fighting over maidens
4. Athene
5. Achilles is still filled with anger for Agamemnon

CHAPTER 12

1. they were killed in the battle
2. Athene
3. a type of cloth; material
4. he could sense the Trojans that were encamped along the plains

CHAPTER 13

1. he hit him with a sword
2. because he was injured
3. Machaon

CHAPTER 14

1. the rear of the ship

2. from the towers that were along the wall
3. "to fight a good fight for our country"
4. Zeus

CHAPTER 15

1. Sarpedon
2. kill
3. Thetis

CHAPTER 16

1. Olympus
2. Hephaistos
3. to beg the gods to make Achilles a new armor
4. hawk

CHAPTER 17

1. bring him home safely from this battle
2. Orion's Dog
- 3.

CHAPTER 18

1. she was sad over the death of Hector
2. that his infant son would become far greater than his father
3. drove the Greeks back to their ships, affrighted the Greeks with his thousand watchfires, broke through the wall that the Greeks had built

CHAPTER 19

1. if one dies, the other will be able to have his body buried with honor in his own home
2. Achilles slew him in the neck with his sword
3. she was standing on the tower of the wall

HOMER AND GREEK MYTHOLOGY

Project 5, Page 8—Literature Unit

The Children's Homer —Comprehension Questions

CHAPTER 20

1. Iris
2. the messenger told King Priam to go beg for his son's body to be returned to his own home
3. he died by an arrow in battle
4. on the eighth day

CHAPTER 21

1. his sister
2. to his own bed
3. tenth day: they bore brave Hector away, eleventh day: they feasted, twelfth day: the battle began anew

CHAPTER 22

1. Odysseus
2. to finally take the city of Troy
3. the Trojans thought it was amazing so they pushed it inside the walls
4. they slew the whole city and took its treasures

CHAPTER 23

1. to leave and go back home
2. a robe
3. Odysseus would come home and get rid of the wooers
4. Odysseus is on his way home

Part II

CHAPTER 1

1. Poseidon
2. blossoming wood, soft meadows, violets, fountains, clear streams
3. because she loved him
4. the waves shattered it

CHAPTER 2

1. the daughter of the King of the Island
2. Nausicaa was playing loudly with her maidens
3. palm people pity prayed Princess

CHAPTER 3

1. golden, silver
2. Achilles and Odysseus
3. boxing, wrestling, racing, dancing
4. running and dancing

CHAPTER 4

1. giant with one eye in the middle of his forehead
2. two men
3. Noman
4. the sheep of Cyclops

CHAPTER 5

1. lord of the winds
2. nine days
3. on the tenth day
4. the sailors opened the bag with winds blowing here and there

CHAPTER 6

1. bones of men
2. Jason of Argo
3. he grabbed onto a branch

CHAPTER 7

1. he offered Odysseus a ship straight home
2. King Alcinous' ship brought him home
3. they took a ship to find and kill him

CHAPTER 8

1. he treated him kind; no
2. Eumaeus told him of the wooers

HOMER AND GREEK MYTHOLOGY

Project 5, Page 9—Literature Unit

The Children's Homer —Comprehension Questions

3. send should storms surely swineherd

THE STORY OF EUMAEUS THE SWINEHERD

1. to live among
2. he sits and thinks about Odysseus
3. he was sold by a traitor
4. Telemachus came home

CHAPTER 9

1. Athene
2. an old beggar

CHAPTER 10

1. take him into town to beg
2. homeless travelers
3. he hit him with a chair
4. Odysseus was sitting on the threshold of his own house

CHAPTER 11

1. because he was another beggar
2. becoming the only beggar allowed in Ithaka, and some pudding
3. made her look like her youth and beautiful

CHAPTER 12

1. to abandon, to leave
2. she missed her husband
3. attack of a boar
4. whoever could bend the great bow of Odysseus

CHAPTER 13

1. the rudest and roughest wooer of them all
2. because he could sense trouble
3. meat men might mockery mouth

CHAPTER 14

1. Eumaeus
2. he bent the great bow
3. bronze-weighted arrows
4. thunder

CHAPTER 15

1. Antinous
2. Telemachus and Eumaeus
3. the women found out that Odysseus was alive

CHAPTER 16

1. he described the bed that he had made

CHAPTER 17

1. his father, Laertes
2. 13; 10; 40
3. men who fish; fishermen
4. Odysseus is home with his family happily ever after

HOMER AND GREEK MYTHOLOGY

Project 6

The instructions for this project can be found on Appendix 2-1.

Homer and Mycenaean Civilization

I

The Mycenaean Greeks built a very impressive, and powerful civilization. In fact, the king of one neighboring civilization that was much larger, the Hittites, was even a little afraid of them. Much of what we know about them is a result of archaeology, a science that involves digging up ancient ruins to see what we can learn about ancient people. Some of the most amazing ruins that archaeologists have dug up to learn about ancient Mycenaean civilization are the ruins of Mycenae and Tyrens, which were important Mycenaean fortresses, and Troy, where they fought an important war. Mycenae and Tyrens are so impressive that later Greeks thought that they couldn't have been built by normal people. They told a story that they were built with the help of the Cyclops, a very big giant with one eye.

II

But how, you may ask, did the archaeologists know where to dig? The answer is that many of them used their knowledge of ancient Greek myths, legends and stories. The most important source of those stories is Homer. In fact, the most famous archaeologist to explore Greek civilization, Heinrich Schlieman, who was from Germany, was an avid fan of Homer. Back in the 1800s, many experts thought that Homer had probably just made up all of those wonderful stories, but Schlieman was determined to prove them wrong. He was the first archaeologist to discover the ruins of Mycenae and Troy, and he did mainly by using his detailed, scholarly knowledge of Homer.

III

The works that inspired Schlieman were Homer's epic poems *The Iliad*, and *The Odyssey*. An epic poem is a very long poem that tells exciting stories about warriors and great men. *The Iliad* is a story that takes place during the Trojan War, though it doesn't actually include the famous story of the Trojan Horse. It is actually about a bitter argument that develops between Agamemnon, the high king of the Greeks, and Achilles, their greatest leader and warrior, and it ends right before the end of the war. *The Odyssey* is about another great leader, Odysseus, about his difficult journey home and about his difficult homecoming. Homer's epics were considered the single most important piece of literature in ancient Greece and many young boys had them nearly memorized by the time their education was finished. Of course, as the story of Schlieman shows us, many modern people had similar feelings for them.

HOMER AND GREEK MYTHOLOGY

Project 6, Page 2

Vocabulary

1. *civilization:*

2. *archaeology:*

3. *ruin:*

4. *myth:*

5. *legend:*

6. *detailed:*

7. *scholarly:*

8. *epic:*

9. *ancient:*

10. *literature:*

HOMER AND GREEK MYTHOLOGY

Project 6, Page 3

Key Word Outline:

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

II. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

III. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

HOMER AND GREEK MYTHOLOGY

Project 6, Page 4

Answers

Vocabulary

1. *civilization*: the way in which a people or a nation thinks, lives and organizes itself
2. *archaeology*: the science that studies the remains of past people
3. *ruin*: something that has fallen apart or been buried with age
4. *myth*: a traditional story, usually one that explains certain things that civilization thinks are very important
5. *legend*: a very old story that may be believed to be true, but is usually only partly true
6. *detailed*: very thorough
7. *scholarly*: showing much study and learning
8. *epic*: a long poem about heroic characters
9. *ancient*: very old
10. *literature*: writing that is seen to have artistic or educational value

Key Word Outline:

- I. Title: The Myceneasns
 1. Myceneans built civilization
 2. Hitites afraid
 3. Know archaeology ruins
 4. Amazing Mycenae Tyrns
 5. Impressive couldn't normal
 6. Built Cyclops giant
- II. Title: Homer and Schlieman
 1. How archaeologists know
 2. Used knowledge stories
 3. Most important Homer
 4. Famous Schlieman fan
 5. Experts though made up
 6. Schlieman determined prove
 7. First to discover Troy
- III. Title: Homer's epic poems
 1. Inspired Schlieman poems
 2. Epic exciting warriors
 3. Illiad Trojan War
 4. Argument Agamemnon Achilles
 5. Oddysey difficult journey
 6. Epics important literature
 7. Modern similar feelings

HOMER AND GREEK MYTHOLOGY

Test

1. At what time is it believed that Homer lived?

2. What did Homer do for a living? What was this profession called?

3. Name two stories Homer composed.

4. What physical problem did Homer have?

5. Did the Greeks believe in the God of the Bible?

6. Name three Greek gods? For what were they known?

7. How did the Greeks think their gods were similar to humans?

How did they think they were different?

8. Did the Greeks ever see or hear from any of their gods?

HOMER AND GREEK MYTHOLOGY

Test, Page 2

Review

1. What was the first European civilization? From what did they receive their name?

2. Describe a Mycenaen citadel. What was it's purpose?

3. What story is about the Trojan War? Who wrote it?

4. Why did God divide Israel into two kingdoms?

5. Name the events studied to date in chronological order including dates and Scripture references (where applicable).

THE OLYMPICS

Worksheet

1. What is the approximate date of the first Olympics?

2. What was the purpose of the Olympics?

3. The Olympic festival was so _____ that warring tribes would stop _____ during the games.

4. Who was allowed to participate in the Olympics?

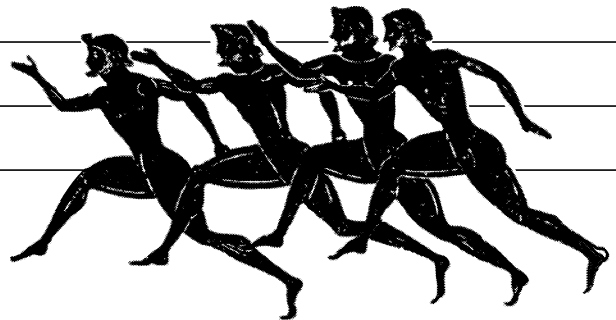
5. Fill in what occurred on each day of the Olympics.

Day one:

Days two to four:

Day five:

6. What did the winner of an event receive at the ceremony? At home afterwards?

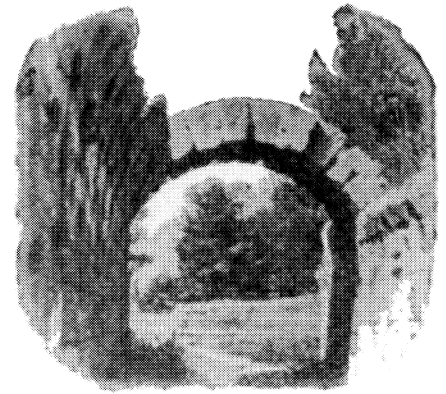


THE OLYMPICS

Project

The Olympian Games

There was one thing in which the Greeks were united, and that was the games, in which no one who was not a Greek could take part. The most famous were held at Olympia in Elis. Through all the changes in the different states these had been continued, and they were regarded as being so sacred that no matter how fiercely two Greek tribes might be fighting, they always had a truce during the time of the Olympian games and the days allowed for going and returning. No Greek who could afford to make the journey would think of losing a celebration of the games; and the roads leading to Olympia must have been a wonderfully interesting sight for a week or two before and after the midsummer days on which the festival was held.



Ruins of Entrance to the
Foot-Race Course at Olympia

Imagine the first day of the celebration! The different states had all sent representatives, and these men wore their richest garments and rode in the handsomest chariots that could be obtained. The Greeks enjoyed processions so much that there can hardly fail to have been a parade of these, and after it there was almost certainly a solemn sacrifice to Zeus. Then came the important work of making sure that those who wished to engage in the games had a right to do so. Not only the athletes, but the umpires and trainers, had to swear that they were free-born Greeks of unmixed blood, and that they would obey the rules of the games. Even with this oath, they had also to prove their citizenship and the athletes had to show that they had followed the rules of diet and training required. All this would occupy one day from morning till night. The following days - three and perhaps more were given to the contests. There were racing, wrestling, boxing, leaping, throwing of quoits, and hurling of javelins. Last of all were the famous races of four-horse chariots. When the moment had come, there was a loud blast on the trumpets, the barriers fell, and the horses darted forward, while the crowd shouted and cheered in the wildest excitement.

The fifth day was given up to the victors. A boy was sent to the sacred grove to cut with a golden knife branches from a wild olive tree. These were made into wreaths, which were presented to the successful men. It was the proudest moment of a man's life when the herald called his name, his father's name, and that of his native city, and he stepped forward to receive his crown. The crowds shouted their applause, and he forgot the long, weary months of training and thought only of the fame that he had won.

The olive wreath with all that it stood for was reward enough, but there were many more honors awaiting its happy wearer. He usually made a sacrifice to Zeus, and in this all his countrymen who were present were glad to join, for he had brought glory to their country. While the sacrifice was burning, they marched around the altar in a splendid procession, singing choruses of praise to the gods to the music of the flute and the cithara. This was only the beginning, for the sacrifice was followed by numerous banquets. The city

THE OLYMPICS

Project, Page 2

that presided at the games gave feasts to the victors, and the victors gave feasts to their friends. Even this was not all, for often a statue in honor of the successful man was set up at Olympia, and maybe another at his own home. Even the return of a victor to his native city was a splendid sight. He was dressed in a rich purple robe, and brought to his home in a chariot drawn by four white horses. His friends and relatives followed him, all in their holiday garments; and then came a crowd, singing and cheering and shouting at the top of their voices. When they had come to the walls, the procession stopped. "What need of walls of defense for a city that has such men as he?" the people cried; and then a piece of the city wall was torn down and the four white horses pranced over the ruins. Of course banquets followed, and often a generous gift of gold and silver. The



The Wrestlers

philosophers of the day sometimes reminded the citizens that these victors in the games were of small value to the state. "They are of no use in peace," declared the wise men, "for not their minds but their bodies have been trained; and they are of no use in war, for their training is so one-sided that they soon break down if they attempt military service."

Nevertheless, the worship of the athlete continued. In some places he dined every day at the expense of the city, and all the rest of his life had a front seat reserved for him in the theatre. His name was carefully inscribed on the register that was kept at Olympia, and he was honored as long as he lived. The Greeks had so much regard for these games that they dated events from them, counting the year of a celebration and the following three years as an "Olympiad." For instance, 776 B.C. they called the first year of the first Olympiad; 770 B.C., the third year of the second Olympiad.

For more than a thousand years these games were continued without a break. Their influence upon Greek life can hardly be rated too highly. They affected commerce, for where so many thousand people were gathered together, there must have been a vast amount of buying and selling. They affected art, for at the games the sculptor could find the finest of living models. They affected the manners of the people, their regard for religious rites, and also their interest in literature and oratory; for at most of the games contests in these lines also were held. The Greeks never



The Olympia Foot-Race

became-united into one nation, but the games did much to make them feel that they had interests in common, and that if a tribe called in the aid of a foreigner against another tribe, it was in some degree a traitor to the country.

THE OLYMPICS

Project 2

Olympic Field Day

Costume Materials

Inexpensive muslin cut into 42" squares plus a belt of 4" x 60" of the same material (Two squares and one belt for each child).

Large safety pins

Beads (with the hole large enough to fit over the safety pin)

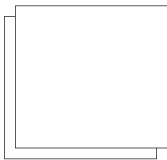
Markers

Green pipe cleaners

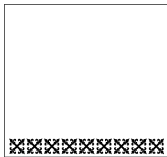
Two copies of "leaf sheet" per person (see below)

Green construction paper

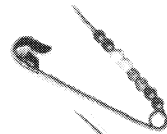
Costume Instructions



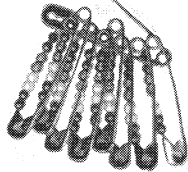
Give each child two squares of muslin and one belt.



Have the student draw and color a border with markers on the belt and the bottom of each square piece.



Fill pointed side of eight safety pins with beads.



Close each one over an empty safety pin. Use empty pin to attach the two muslin squares at shoulders.



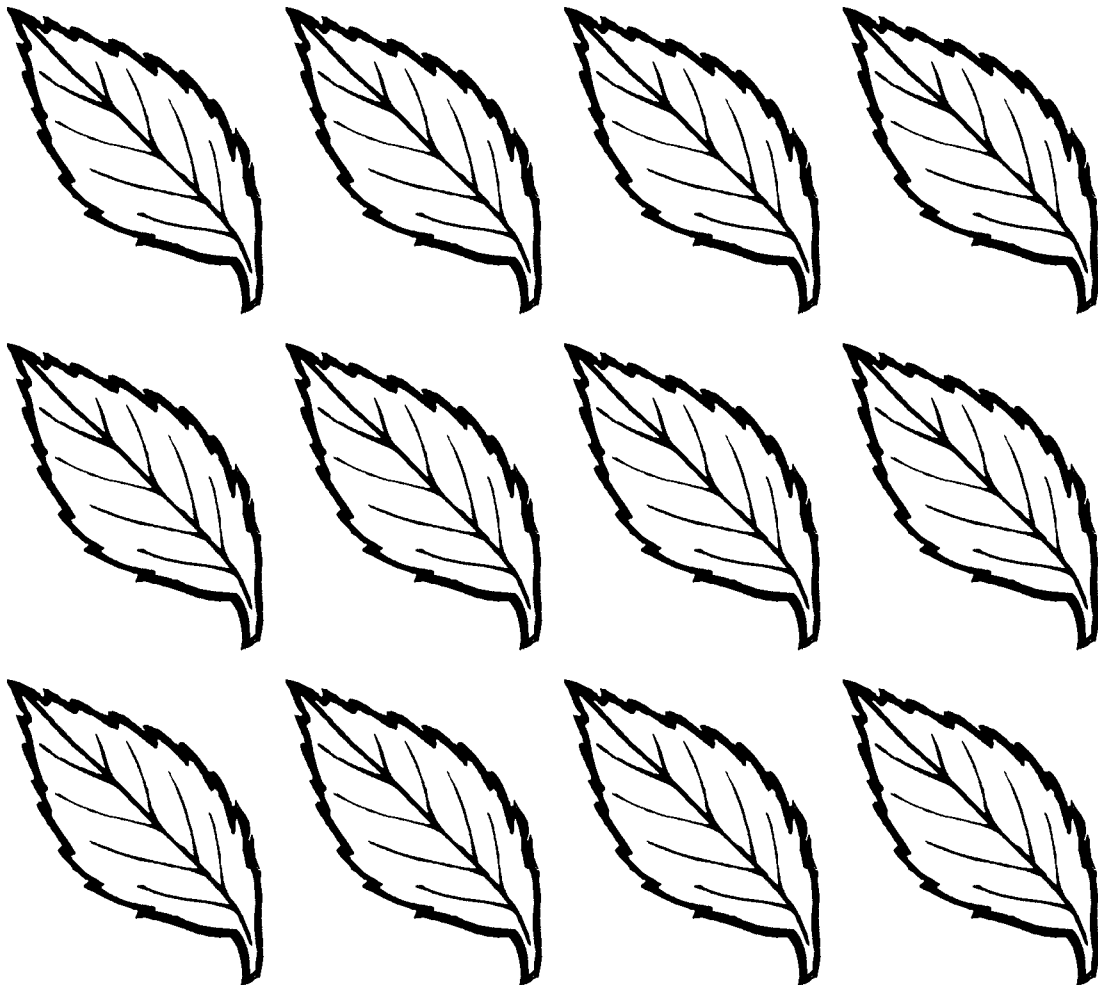
Tie belt at waist.

THE OLYMPICS

Project 2, Page 2

Costume Instructions (Contd.)

Photocopy enough leaves onto green construction paper to make a wreath (20 per wreath). Cut them out. Take pipe cleaners, connect them by twisting and make a circle that rests comfortably on the student's head. Cut additional green pipe cleaner to three inch length (10 per student). Glue leaves to each end of 3" pipe cleaner and allow to dry. Twist onto "head band" into the shape illustrated. Make enough wreaths to give one per victor of the events on the following page.



THE OLYMPICS

Project 2, Page 3

Events

The following events are suggested for your Olympic games:

50 yard dash

1/4 mile race

Long jump

Softball throw

Frisbie throw

Civilized wrestling.

Have the two competing students place the outside of their right feet together and join right hands. At the whistle they may pull and push the other until one moves his right foot. The remaining competitor is the victor. Competitors may not touch each other with their left hands but may move their left foot to keep their balance.

You may want to separate boys and girls for the competition.

Awards

Have a "herald" award all winners with a wreath by calling out his father's name and the name of the city he is from while someone else places the wreath on his head. The winner should then give thanks to God, not Zeus, as he recognizes that God has blessed him with these gifts.



THE OLYMPICS

Test

1. When did the first Olympics occur?

2. Why were the Olympics held?

3. Who was permitted to participate in the Olympic games?

4. How long did the Olympics last each time they were held?

5. Describe what happened each day.

6. What did winners receive at the end? What did they do during the victory ceremony?

THE OLYMPICS

Test, Page 2

Review

1. Where was the largest Minoan palace built?

2. From where did the Mycenaen culture receive its name?

3. Describe the legend of the Trojan War.

4. From what did the Phoenicians receive their name?

5. Including dates, list in chronological order all events studied to date.

FOUNDING OF ROME

Worksheet

1. What is the approximate date of the founding of Rome?

2. What is the legend about the founding of Rome?

3. Who actually founded Rome?

4. Who was the largest group of people living in Italy when Rome was begun?
What was their spoken language?

5. Who were the first citizens of Rome?



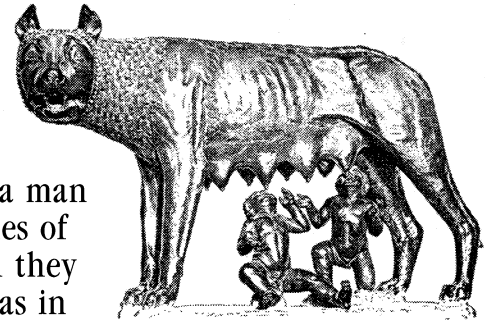
FOUNDING OF ROME

Project

Legend of Rome Comic Strip

The Legends of the Seven Kings of Rome

In Troy, a famous town of Asia Minor, there once lived a man named Aeneas. For ten long years the Greeks, fierce enemies of the Trojans, had been trying to take the city; and at length they succeeded. They set fire to it, and soon the whole town was in flames. Aeneas fought as long as there was any hope in fighting, then he took his aged father on his shoulders, and keeping fast hold of the hand of his little son Ascanius, he fled through the burning streets and over the ruins of the walls to the country. Many of his friends joined him, and they hid away together among the mountains. After a while the gods told Aeneas to build some boats and set out on the sea, for he and his companions must make a new home for themselves in Italy.



They obeyed and set sail, and after many troubles and adventures they reached the Italian shores. Aeneas married Lavinia, the daughter of the king of Latium, and afterward became ruler of that province. He built a town which he named La-vin'i-um, in honor of his wife. After he died Ascanius ruled; but he soon found that his town was becoming too crowded. He concluded, therefore, to leave it and build another on a ridge of a neighboring hill. This he named Alba Longa, or the long white city.

For three hundred years the descendants of Ascanius ruled in Latium. Then there was trouble. The rightful king was Numitor, but his brother Amulius stole the kingdom and murdered Numitor's son. There was also a daughter, Rhea Sylvia, but Amulius disposed of her by making her a priestess of the goddess Vesta. One day Amulius was told that his niece had twin sons whose father was the war god Mars. "If they are allowed to live, they will grow up and claim the kingdom," thought Amulius; so he put Rhea Sylvia to death and ordered one of his men to throw the boys into the river Tiber. The man obeyed, but the river had overflowed its banks, and when it went down again, it left the two babies on dry land at the foot of the Palatine Hill, not drowned by any means, but exceedingly hungry and crying with all their might. A she wolf coming for a drink heard the crying and went to the children. She seemed to think they were some new kind of cub, for she carried them to her den and nursed them there for some time. At length they were discovered by a shepherd named Faustulus. He frightened the wolf away and carried the babies home to his wife. When Romulus and Remus, as they were called, had grown up, Faustulus told them that they were not his children, but the grandsons of Numitor, and that Numitor was the rightful king. Then the young men and their shepherd friends overcame the wicked Amulius. He was put to death, and the kingdom was given back to Numitor.

The two brothers determined to form a kingdom for themselves, and to build a city near the place where they had been thrown into the water. But now there was trouble, for it was fitting that the elder brother should give his name to the city, and they were twins! Let the gods decide," they said. So Romulus climbed the Palatine Hill and Remus the Aventine, and they watched all day and all night; but the gods gave them no sign. Just at sunrise,

FOUNDING OF ROME

Project, Page 2

however, Remus saw six vultures fly across the sky. His followers shouted with delight and hailed him as king. While they were still shouting, the friends of Romulus cried out joyfully; for, behold, Romulus had seen a flight of twelve vultures! But who could say whether it was worth more to see six birds first or twelve birds second?

The question seems to have been settled in some way in favor of Romulus, for he began to build on the Palatine Hill a wall for a town. Remus jumped over it and said scornfully, "That is what your enemies will do." "And this is the way they will fare," retorted Romulus, and struck his brother angrily. Remus fell down dead, and all his life Romulus grieved for the brother whom he had slain in a moment of anger.

The walls were completed and the place was named Rome; but it needed people. "I will admit as citizens whoever choose to come," said Romulus; and at this, there came crowds of men who had fled from their enemies or from justice. Romulus took them in and protected them.

Rome became strong, but the men of the neighboring states looked upon it scornfully and would not allow their daughters to marry Romans. "If you want wives to match your men," they said to Romulus, "you would better open an asylum for women slaves and thieves and outcasts."

Romulus kept his temper, and a little later he even invited his scornful neighbors to some games in honor of Neptune. All were curious to see the new city, and they did not wait for any urging. The Sabines especially came in full numbers and brought their wives and children also. The Romans entertained them hospitably, and soon the guests were all eagerly watching the games. Suddenly the Romans rushed upon their visitors, seized the young maidens among them, and carried them away to become their wives.

Then the Romans fought with one tribe after another, -with the Sabines last of all, because these people waited till they were fully prepared to fight. The most important thing for the Sabines to do was to take the Roman citadel, that is, the strong fortress which Romulus had built on a hill to protect the city, and they secretly asked the young girl Tarpeia, daughter of the Roman commander, what reward she would demand to let them in. "Give me what you wear on your left arms," she replied, pointing to their heavy golden bracelets. They agreed and she opened the gate. But they also carried their shields upon their left arms, and they felt such scorn for the disloyal maiden that they threw these upon her, and so crushed her to death. That is why the cliff on one side of the ledge on which the citadel stood is called the Tarpeian Rock. For many years afterward, traitors were punished by being hurled from this very cliff.

When the Sabines were once within the city, a savage fight followed between them and the Romans; but now the stolen women had a word to say. Their husbands had treated them kindly and they had become fond of their new homes. They ran fearlessly into the battle, straight between the angry fighters, and begged on the one side their fathers, and on the other their husbands, not to murder one another. The men were so amazed that they stopped fighting, and after a parley they agreed to make peace and even to dwell together as one nation.

After reading the above, use the following pages to create a comic strip about the legend of Romulus and Remus.

FOUNDING OF ROME

Project, Page 3

FOUNDING OF ROME

Test

1. What is the approximate date of the founding of Rome?

2. Who are Romulus and Remus? Tell their story.

3. Who were the Etruscans?

4. What was the spoken language of the largest group of people living in Italy?

Who were these people?

5. Who were the first citizens of Rome?

Review

1. How did Minoans travel? For what reason did they travel?

GREECE COLONIZED, DEMOCRACY BEGINS

Worksheet

1. What is the approximate date of the colonization of Greece?

2. How did the colonization of Greece begin?

3. Where did the colonies develop?

4. Ancient Greece was composed of _____.

5. Who often fought for control of the states?

6. What was *demokratia*? Describe it. Who introduced it to Athens?

7. Who voted on all matters of government?

GREECE COLONIZED, DEMOCRACY BEGINS

Worksheet, Page 2

8. Who were the *strategoí*?

9. What form of government are the Greeks credited with beginning?



GREECE COLONIZED, DEMOCRACY BEGINS

Project

Booklet of Greek Democracy

Using the cover page below and the following pages to create a booklet that describes and illustrates the main features of early Greek democracy in Athens. Helpful resources include *Illustrated World History, The Greeks* (pages 60, 61) and *Eyewitness Books, Ancient Greece* (page 18). The student should use pictures and text to describe each of the governmental groups.

Have the students read their completed booklet to the class. The teacher may want to ask questions of the students to assure more thorough understanding.



DEMOCRACY IN GREECE

GREECE COLONIZED, DEMOCRACY BEGINS

Project, Page 2



THE ASSEMBLY



THE COUNCIL

GREECE COLONIZED, DEMOCRACY BEGINS

Project, Page 3



THE LEGAL SYSTEM



THE ARCHONS

GREECE COLONIZED, DEMOCRACY BEGINS

Project, Page 4



THE STRATEGOI

GREECE COLONIZED, DEMOCRACY BEGINS

Project 2

School Government Exercise

Select two or three students to act as the *Council*. Ask them to come up with a proposal for the rest of the class who will vote on the proposal as the *Assembly*. Encourage discussion at both levels. Several ideas for the Council to consider are:

- a. New rules for a favorite playground game
- b. How to handle a certain bad behavior
- c. How to determine the order for standing in line for something

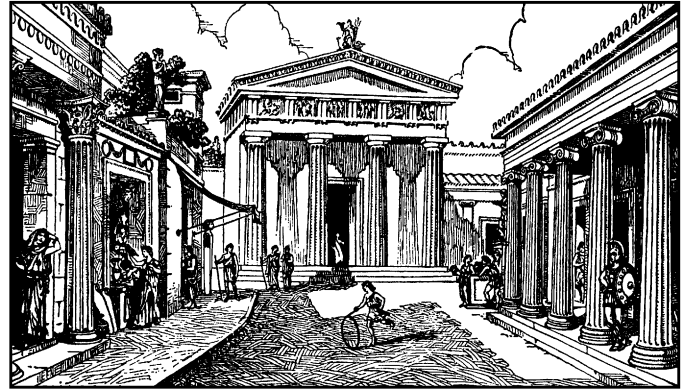
You may find it good and necessary to explain that the classroom is a benevolent monarchy and not a democracy should some of the ideas not be consistent with your rules and expectations.

GREECE COLONIZED, DEMOCRACY BEGINS

Project 3

Ionic Capital

Doric, Ionic and Corinthian columns developed in Greek architecture. The best examples of Ionic columns can now be found at the Acropolis. This style is lighter and more delicate than the Doric style column, bearing a resemblance to a stylized palm tree.



Supplies

18 oz. oatmeal canister
2 toilet paper tubes
8 popsicle sticks
7.5" x 4.5" sheet of thin cardboard
2" x 8" sheet of thin cardboard
masking tape
glue
acrylic paint and sand
or, Fleckstone™ paint

Directions

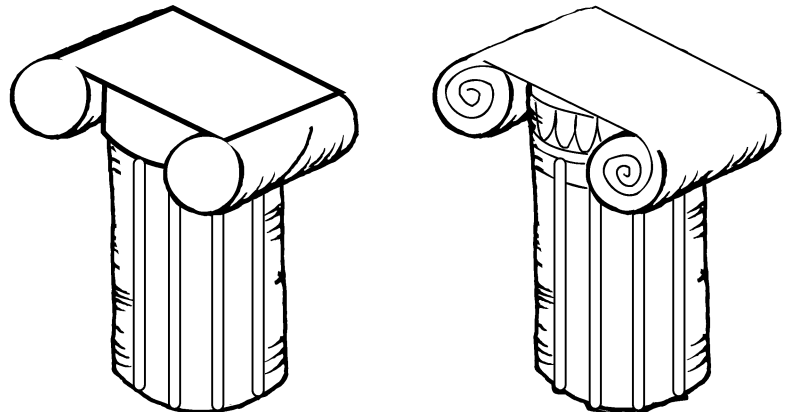
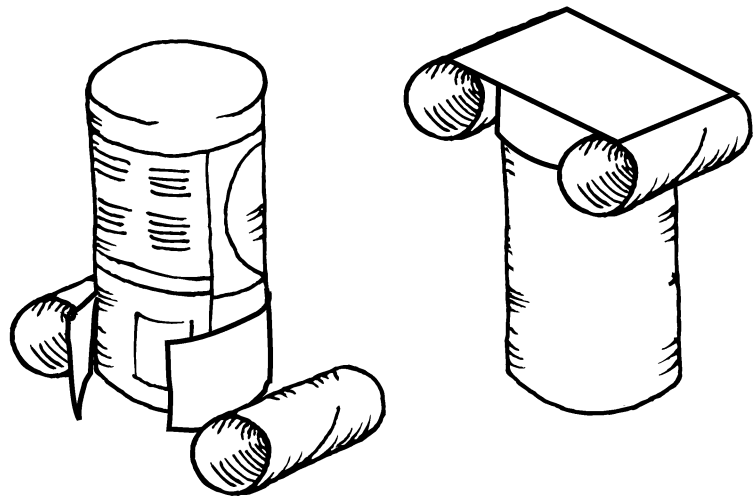
Glue the toilet paper tubes and cardboard strip to oatmeal canister as shown.

Glue 7.5" x 4.5" cardboard sheet across top.

Tape over the ends of the tubes.

Paste on popsicle sticks around canister, spacing evenly.

Paint column with a combination of grays, black and white acrylic paint with a pinch of sand in the paint for texture. Sponges are good to use for a modeled effect. Or, use Fleckstone™ paint for a stone-like finish. Add details in black acrylic paint and let dry.



GREECE COLONIZED, DEMOCRACY BEGINS

Test

1. What is the approximate date of the colonization of Greece?

2. Describe how the colonization of Greece began. Where did the colonies develop?

3. Who fought for control of the Greek city states?

4. What form of government did Cleisthenes introduce to Athens in 508 B.C.? Describe it.

5. What were the military leaders called?

6. Where does today's democracy find its roots?

GREECE COLONIZED, DEMOCRACY BEGINS

Test, Page 2

Review

1. What are the approximate dates of the Minoan culture?

2. What was found at Athens and Thebes that has aided our understanding of the Myceneans?

3. What is the translation of the Greek word “phoinos?”

4. Why was Israel divided?

5. Name the events studied to date in chronological order.

ISRAEL AND JUDAH FALL

Worksheet

1. What do we mean when we say a nation “fell?”

2. When did Israel fall? When did Judah fall?

3. Why did these nations fall? How do we know this is the reason?

4. Where in Scripture do we find these events recorded?

5. To what nation did Israel fall? To what nation did Judah fall?



ISRAEL AND JUDAH FALL

Project

Read II Kings 17 & 25. Using complete sentences, write a paragraph describing why God caused the fall of His nation.



ISRAEL AND JUDAH FALL

Project 2

Read the paragraph below with your students and discuss it with them as they color the woodcut from the 1479 Cologne Bible.

Ahaz at the Altar; Hoshea in Captivity

Ahaz was a weak king of Judah who made sacrifices to foreign gods. He changed the sacred arrangements of the great temple and installed a new type of altar he had seen among the Assyrians. Ahaz was just one of many kings in Judah and in Israel who could no longer protect their people against their powerful neighbors. About a hundred years after the death of Elisha, the kingdom of Israel, under its last king, Hoshea, was conquered by the Assyrians and the people led off into captivity in Assyria. About a hundred and thirty years after that, Judah was defeated by the Babylonians, Solomon's temple was destroyed, and the people carried off to Babylon. 17 (2 Kings 16, & 25)



ISRAEL AND JUDAH FALL

Test

1. What do we mean when we say a nation “fell?”

2. What is the date when Israel fell? What is the date when Judah fell?

3. Why did these nations fall? How do we know this is the reason?

4. What is the Scripture reference for the fall of Israel and Judah?

5. To what nation did Israel fall? To what nation did Judah fall?

Review

1. What title did the Greeks use for king during the Minoan period that was the similar to a Pharaoh in Egypt?

2. Who wrote the poem about the Trojan War? What was it called?

PROPHETS OF GOD

Worksheet

1. What are the approximate dates that prophets were regularly used by God?

2. Why did God continue to send prophets to His people?

3. Next to each prophet fill in each category.

Prophet

Date

King/Kingdom

Joel

Hosea

Amos

Micah

Isaiah

Nahum

Zephaniah

Habakkuk



PROPHETS OF GOD

Project

Using complete sentences, write a paragraph describing one of the visions of Isaiah. Be sure to include the Scripture reference.



PROPHETS OF GOD

Project 2

Prophet Concentration

Directions:

1. Copy and cut out the cards
2. Divide into teams, preferably ones that are as evenly matched as possible
3. Shuffle cards. Lay cards with events showing down and match Prophet sets.
4. Keep score

Notes:

1. The first sheet of cards contains all nine prophets listed on the back of the card, along with their dates and the kingdoms to which their messages were directed.
2. The second sheet contains other information about six of the prophets (two are repeated). Look in Scripture for the answers to whom the prophets prophesied.
3. The final sheet is a blank one which can be used for the children to add new cards, time permitting.

PROPHETS OF GOD

Project 2, Page 2

JOEL

HOSEA

AMOS

MICAH

ISAIAH

HABAKKUK

ZEPHANIAH

NAHUM

JONAH

PROPHETS OF GOD

Project 2, Page 3

ISRAEL

c.760

ISRAEL

c. 760 - 720

JUDAH

c.835

JUDAH

c.609

JUDAH

c.739 - 635

BOTH

c.737 - 690

**ASSYRIA
(NINEVAH)**

c.850

**ASSYRIA
(NINEVAH)**

c.650

JUDAH

c.640

PROPHETS OF GOD

Project 2, Page 4

JOEL

HOSEA

AMOS

MICAH

JOEL

HOSEA

ZEPHANIAH

NAHUM

MICAH

PROPHETS OF GOD

Project 2, Page 5

*Prophesied to all
Israel against
injustice and
pagan religious
practice*

*Prophesied from
the reign of
Jeroboam II to
that of Hoshea*

*Prophesied during
the reign of Joash
the boy-king*

*Prophesied
against Israel's
unfaithfulness*

*Called the
"Son of
Bethuel"*

*Was a
contemporary
of Isaiah*

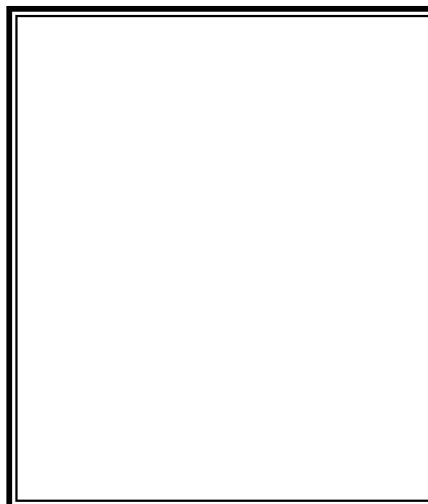
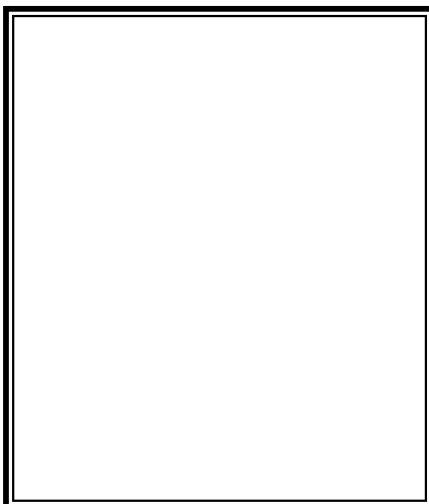
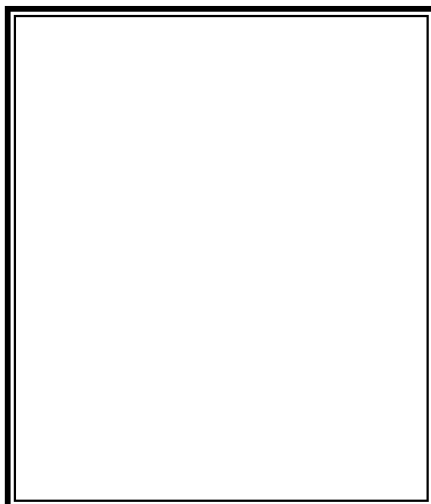
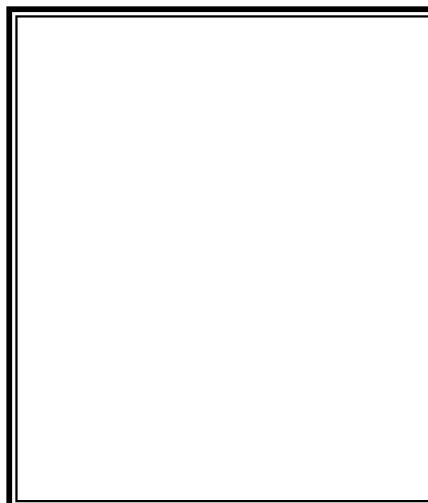
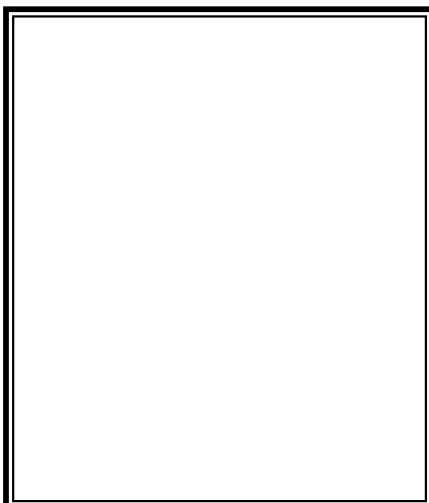
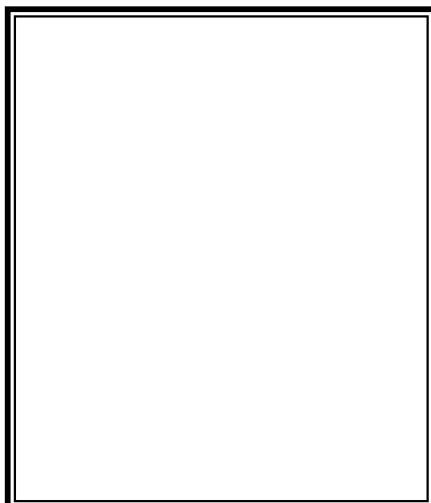
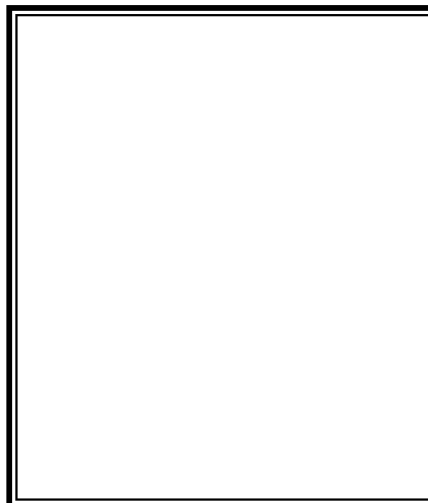
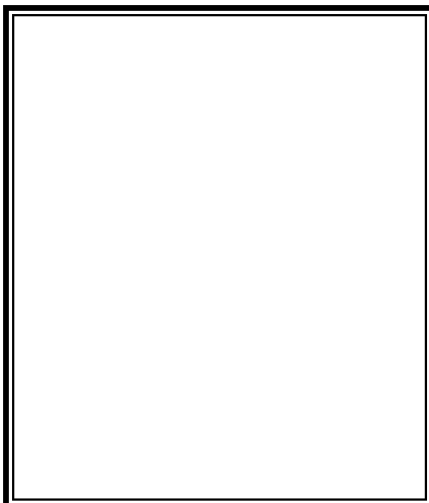
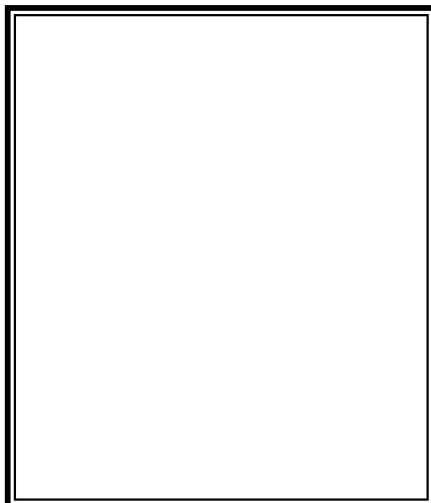
*Attacked the
leaders and the
upper class for
injustice*

*Prophesied against
Assyria, Judah's
greatest enemy*

*Called on Judah
to abandon
paganism and
seek the Lord*

PROPHETS OF GOD

Project 2, Page 6



PROPHETS OF GOD

Test

1. What are the approximate dates of the prophets of God?

2. What was God's purpose in sending His prophets to His people?

3. List three prophets discussed on the card. Tell under whom they were king and to whom they prophesied.

PROPHETS OF GOD

Test, Page 2

Review

1. Describe the legend of the Trojan War?

2. What was the relationship between the Canaanites and the Phoenicians?

3. Who was permitted to participate in the Olympic games?

4. Who was king when Israel was divided? Who became ruler of each kingdom?

5. List in chronological order all the events studied to date.

Next to each list the appropriate dates and Scripture references where applicable.

ROMAN REPUBLIC DEVELOPED

Worksheet

1. What are the approximate dates of the “Roman Republic Developed?”

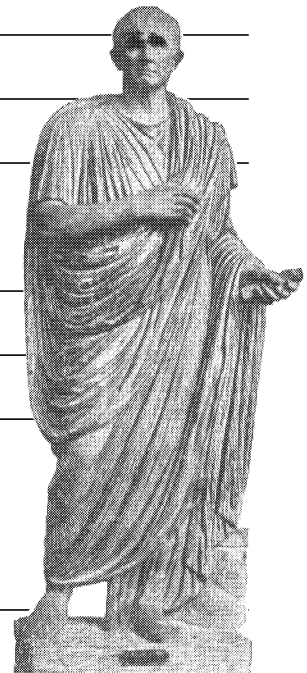
2. After the Romans broke away from the Etruscan king what form of government did they establish?

3. What were the leaders of this new government called? How did they receive their position?

4. What were the two classes of Romans? Describe each one.

5. What did strife between the two classes cause?

6. What relationship does the United States form of government have with the Roman republic?



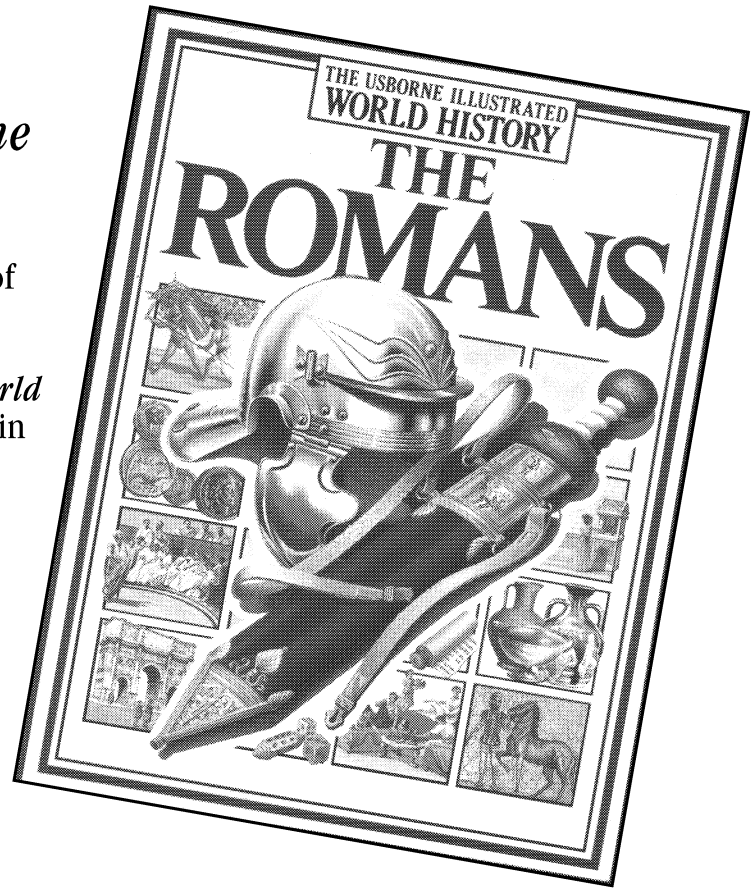
ROMAN REPUBLIC DEVELOPED

Project

Roman Government Outline

On the following pages you will find worksheets to aid in the understanding of the government structure in the Roman republic.

Using the *The Usborne Illustrated World History, the Romans*, pages 10 and 11 fill in the blanks of the text and fill in the job descriptions of each of the various officials.



ROMAN REPUBLIC DEVELOPED

Project, Page 2

The Government of the Roman Republic

Rome was governed by the _____, originally a group of 100 _____ who were from _____ families. The patricians were the _____ citizens. The senators voted in an election known as an _____, to elect senators to be _____ officials.

Below, please see the various elected and appointed officials.

2 _____
Job Description:



8 _____
Job Description:



2 _____
Job Description:

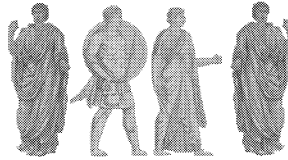


ROMAN REPUBLIC DEVELOPED

Project, Page 3

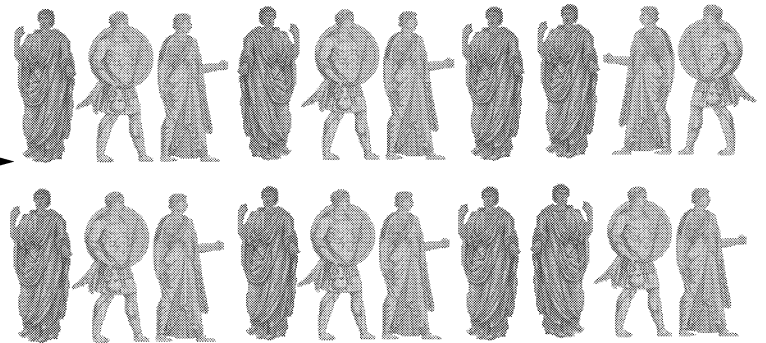
4 _____

Job Description:



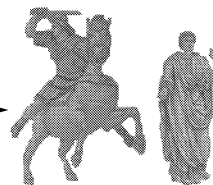
20 _____

Job Description:



Dictator (temporary)

Job Description:



Magister Equitum

Job Description:

ROMAN REPUBLIC DEVELOPED

Project 2

Assign the various offices to each of the students in your class and ask them to write a fictitious account of a specific time period of the life in “public office.” You may even want to describe a particular political environment for them to have just “lived through” to stimulate their imaginations. You may use the following page for this assignment.

CIRCUMSTANCES TO CONSIDER FOR THIS MIGHT INCLUDE:

a time of peace

a time of war

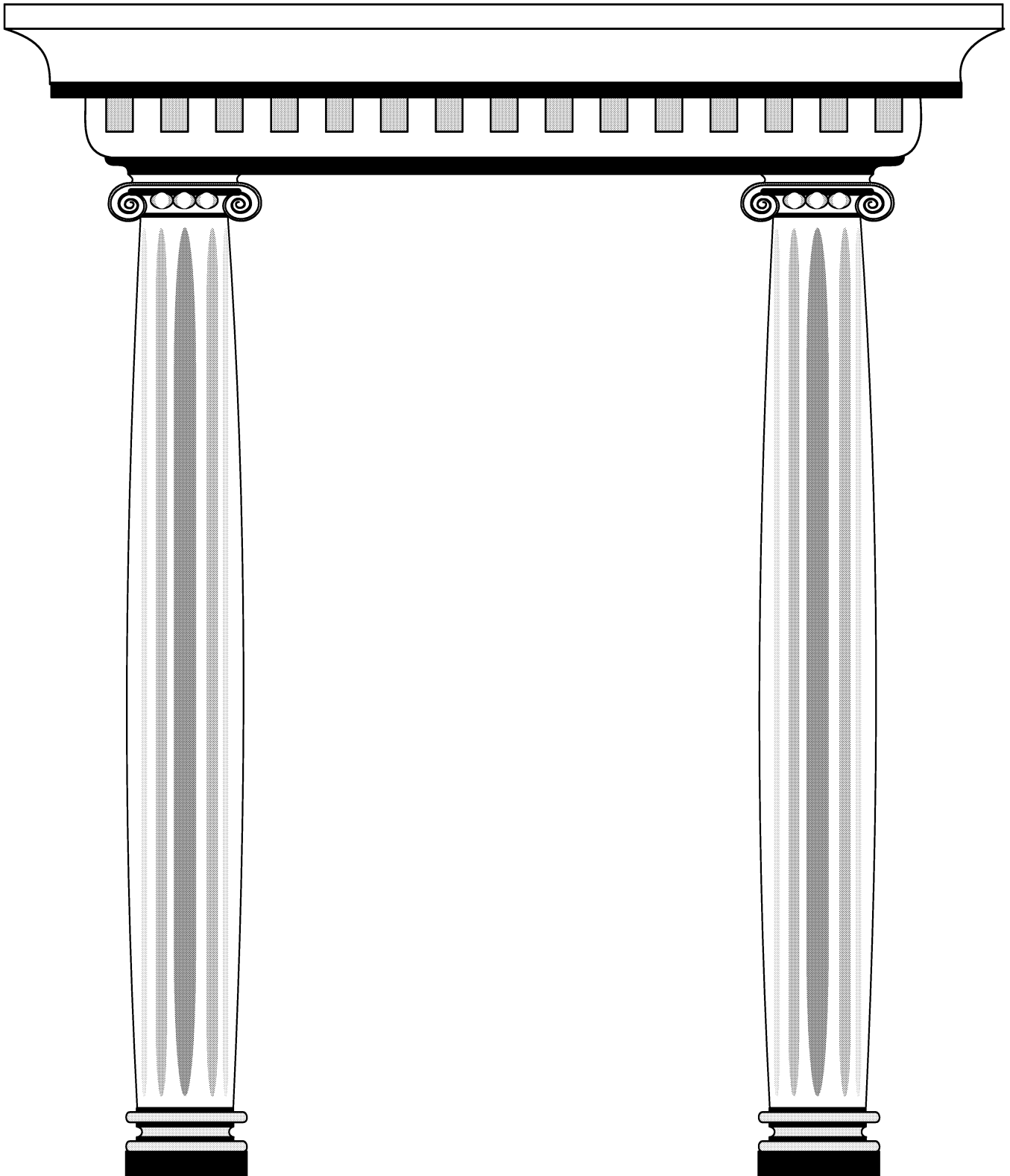
anticipating an upcoming election and running for office

preparing for certain holidays

You might have different circumstances for different roles to broaden the classes’ collective understanding. After completing the write up of their “diary” consider having them give the report to the class and have the students role play with the person giving the report by asking questions.

ROMAN REPUBLIC DEVELOPED

Project 2, Page 2



ROMAN REPUBLIC DEVELOPED

Test

1. What is the approximate date that the Roman republic developed?

2. When the Romans broke away from the Etruscan king what form of government did they establish?

3. Who were the consuls?

4. What were the two classes of people in the Rome at this time? Describe them.

5. What eventually caused the breakup of the Roman republic?

6. What country's government was modeled after the Roman republic?

PERSIAN WARS

Worksheet

1. What are the approximate dates of the Persian Wars?

2. What is the modern geographic area that the Persians occupied?

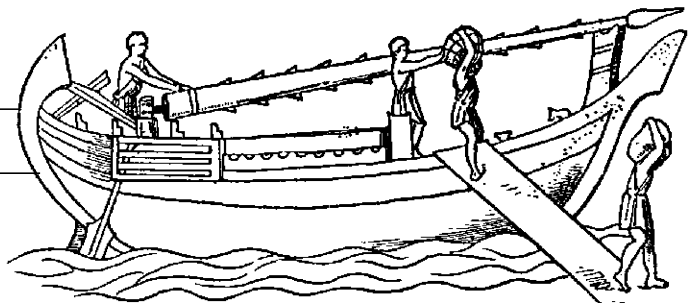
3. In 546 B.C. what part of Greece did the Persians conquer?

4. How did the Persian wars begin?

5. Which two Greek groups united in order to fight the Persians? Which battle did this help them to win?

6. From what did the marathon race originate?

7. Who eventually conquered the Persians?



PERSIAN WARS

Project

In early times a great danger threatened Greece. The Persians, a people of western Asia, were rapidly conquering all the surrounding nations. Babylon, Palestine, Phoenicia, and even Egypt were overcome by their arms. It seemed that the Great King of Persia would soon rule the world.

In some ways the Persians were a great people, but they took away from the nations which they conquered all right to think and act for themselves. How could the world make progress if everything were decided by the will of one king?

Finally the armies of the Great King conquered Asia Minor. In this region there were many Greek cities, for bands of Greeks often sailed forth from home and founded new cities on coasts and islands, sometimes far away from their native shores.

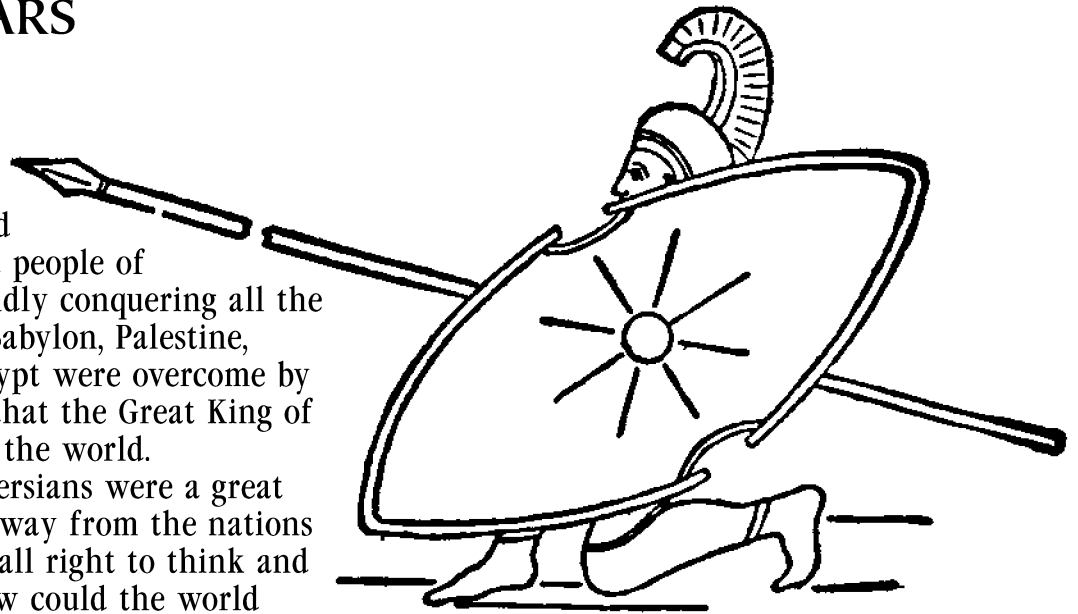
Naturally the Athenians sent soldiers and ships to aid the Greeks of Asia Minor when they rebelled against Persia. But this act so enraged the Persian king Darius that he determined to conquer Greece itself. He could not endure that those people of Europe should dare to defy him when the greatest nations of Asia trembled as his slaves. So set was he upon revenge that he ordered a slave to stand behind his throne whenever he dined and say, lest he should forget, "Master, remember the Athenians." The Great King sent messengers to Greece to order her people to submit and to send to him earth and water as a sign that he owned their land. How could the Greek cities, which did not even have a common government, refuse?

Many of the cities were terrified, and surrendered. But Sparta and Athens defied Darius. They even threw his messengers into a well and told them to take as much earth and water as they wanted. Then all the cities that stood firm formed a league to resist Persia. The Spartans were chosen leaders because they were the best soldiers.

Soon the great Persian army came. Sailing across the sea from Asia Minor, they captured all the islands and finally landed on the plain of Marathon near Athens. There were at least one hundred thousand men, and their white tents covered all the shore.

On the hills overlooking the plain were the Athenians, only about ten thousand in all. In haste they had sent to Sparta for help, but the Spartans made excuses and delayed coming. The only aid the Athenians had was from a little town called Plataea, not far away. In days past the Athenians had protected the Plataeans, and they were grateful. When the news came that Athens was in danger, every man and boy in Plataea who could carry spear and shield marched at once to join their friends. But of these brave soldiers there were only one thousand.

It seemed impossible that the Athenians should have any chance against the great Persian host. But some things not to be seen at first glance favored them. They were free men, defending their wives and little ones, while the soldiers of the Great King fought only



PERSIAN WARS

Project, Page 2

because they were ordered to do so. It is even said that some of them had to be driven into battle with whips. The Greeks also had, better weapons. They wore bronze breastplates, and helmets with horsehair crests, while their legs were protected by bronze pieces called greaves. They bore thick, round shields, and carried long spears. Since boyhood they had exercised in gymnastics, and were strong and skillful. The weapons of the Persians were much lighter, and some of them had only armor made of wickerwork. Athens, too, had the advantage, of a brave general, Miltiades, in whom all had confidence. Though his countrymen were so few in numbers, Miltiades thought their best chance was to attack. So he drew up his warriors in a line as long as the whole front of the Persian. host, but only a few ranks deep, while the masses of the Persians seemed to fill the whole plain. Yet when he gave the signal the Greeks charged boldly down the hill. On they came, with their long line of gleaming shields, each warrior shouting the war cry, and running bravely forward.

Now with a crash the men of Asia and the men of Europe met. But in spite of their numbers both wings of the Persian army were broken, and fled. For a time their center, where the best Persian troops were stationed, stood firm, but the Athenians closed in from both sides, and soon the whole great Persian army was running to its ships.

At home in Athens, as a famous story tells, the old men and the women and children waited anxiously to hear the news. How long the time seemed! But at last they saw a runner covered with dust. He had fought that day at Marathon, and then sped over the twenty-four miles to Athens to bear the news. Exhausted, he struggled into the eager crowd. "Victory!" he gasped, and fell dead.

The Athenians were overjoyed with their success. But their leaders knew well that the Persians would come again. The wisest statesman among them, Themistocles, told them that they must be ready to fight on sea as well as on land. On his advice they built many more ships.

In spite of his rage over the defeat of his army at Marathon, King Darius was so busy with other things that he could not attack Greece again. But after his death the new king, Xerxes, took up the quarrel.

From all parts of his vast empire he collected soldiers. How many men there were in his huge army we cannot tell exactly. The Greeks thought there were over five million, and stories were told of how, wherever the multitude marched, they drank up all the pools and streams and devoured all the food, so that when they had passed the inhabitants starved to death. There were among them soldiers from forty-six nations, clad in all sorts of garments and armed with all sorts of weapons.

Xerxes assembled a great fleet, too, much larger than that of all Greece. But lest storms should hinder, he determined to lead his army by land. A great bridge of boats was therefore built across the narrow strait between Asia Minor and Europe, and over this the long procession marched while the Great King watched from a marble throne. Then they journeyed southward to, assail Greece, while the fleet, sailing along the coast, kept as nearly even with them as possible. All Greece was terrified, and some of the cities sent messengers to Xerxes, begging to be spared from destruction. But there were still brave hearts in Sparta and Athens. In northern Greece, between steep mountains and the sea, is a narrow pass

PERSIAN WARS

Project, Page 3



PLAN OF BATTLE OF MARATHON

called Thermopylae, the “Hot Gates,” because there was a spring of warm water. Through this the Persian host must march. But in this pass were three hundred Spartans led by one of their kings, Leonidas, with a number of allies from other cities.

The Spartans seemed a mere handful of men against so many Persian soldiers, and Xerxes contemptuously ordered the Greeks to give up their arms. “Come and take them,” replied Leonidas. Only a few Persians could enter the pass at one time; again and again they tried, but were always hurled back by the brave Spartans. Even Xerxes' best troops were beaten. For two days Leonidas hold the pass.

Finally a traitor Greek told the Persians of a path over the hills by which they might fall upon the Spartans from the rear. For the Greeks to stay in the pass longer was certain death. But by a law of Sparta her warriors must never flee. Leonidas and his three hundred felt they could not desert their post. Struck by their brave example, many of the allies said they would stay, too.

So Leonidas and his men held their ground and fought till every man perished. But heaps upon heaps of slain Persians proved how bravely they had struggled. The pass of Thermopylae was lost, but the world can never forget the example of Leonidas and his

PERSIAN WARS

Project, Page 3

three hundred. Of such stuff were Spartans made.

In later days a monument was built to mark the place where the heroes died. Upon it were carved no high-sounding words of praise, but a simple verse which meant a great deal more:

*“Go, passerby, to Sparta tell
Obedient to her law we fell.”*

The Persians now marched on and overran northern Greece. Even Athens could not be defended. But her people were still unconquered. Led by the clever Themistocles, they embarked upon the ships which they had so wisely built. The women and children were taken to a place of safety, but the men again put to sea. Though the Persians captured the city and ruthlessly destroyed the buildings, they had not destroyed the real Athens. Athens was in the fleet, still eager to strike a blow for freedom. The other Greeks now wanted to sail away to defend their own homes, but Themistocles felt it was better to fight the fleet of Xerxes at once. So, pretending to be a secret friend to the Persians, he sent a message to their king telling him that the Greeks were quarreling among themselves and that if he would send vessels to close up the entrance to the bay where their ships lay, he could easily destroy them.

Xerxes did so, and the next day he had a lofty throne set up on a hill overlooking the sea that he might watch his ships overcome the Greeks. Since he had three times as many vessels, he felt sure that he would win. In the blue Bay of Salamis the great battle took place. Driven by their long oars, ship dashed against ship, each striving to crash into the other with her sharp beak. The air was filled with arrows and darts, and above the din rose the fierce shouts of the warriors. Sometimes the ships came side by side, and the men swarmed over the rails to fight it out hand to hand. But the Greeks were the better sailors, and, moreover, were thinking of their wives and little ones, whom they must save from the enemy. When the battle was over the vast Persian fleet had been beaten and many of its vessels sunk. Xerxes had still a large army and many ships left.

But his heart failed him. He knew now what manner of men the Greeks were. So he returned to Asia, leaving behind merely a part of his army to carry on the war. These soldiers the Greeks overcame the next year in another great land battle. Thus Greece was saved. The Persian king might still tyrannize over the people of Asia, but Europe was to be free. Had the Greeks been frightened by mere numbers, all would have been lost. But Marathon and Salamis showed the world what a few brave men, who prefer death to slavery, can do.

PERSIAN WARS

Project 2

The Greek Trireme

Materials

One copy of the ship on the following page (per child)

One sheet of white construction paper (per child)

Blue tissue paper (several shades)

Markers

Scissors

Glue

Paint brush

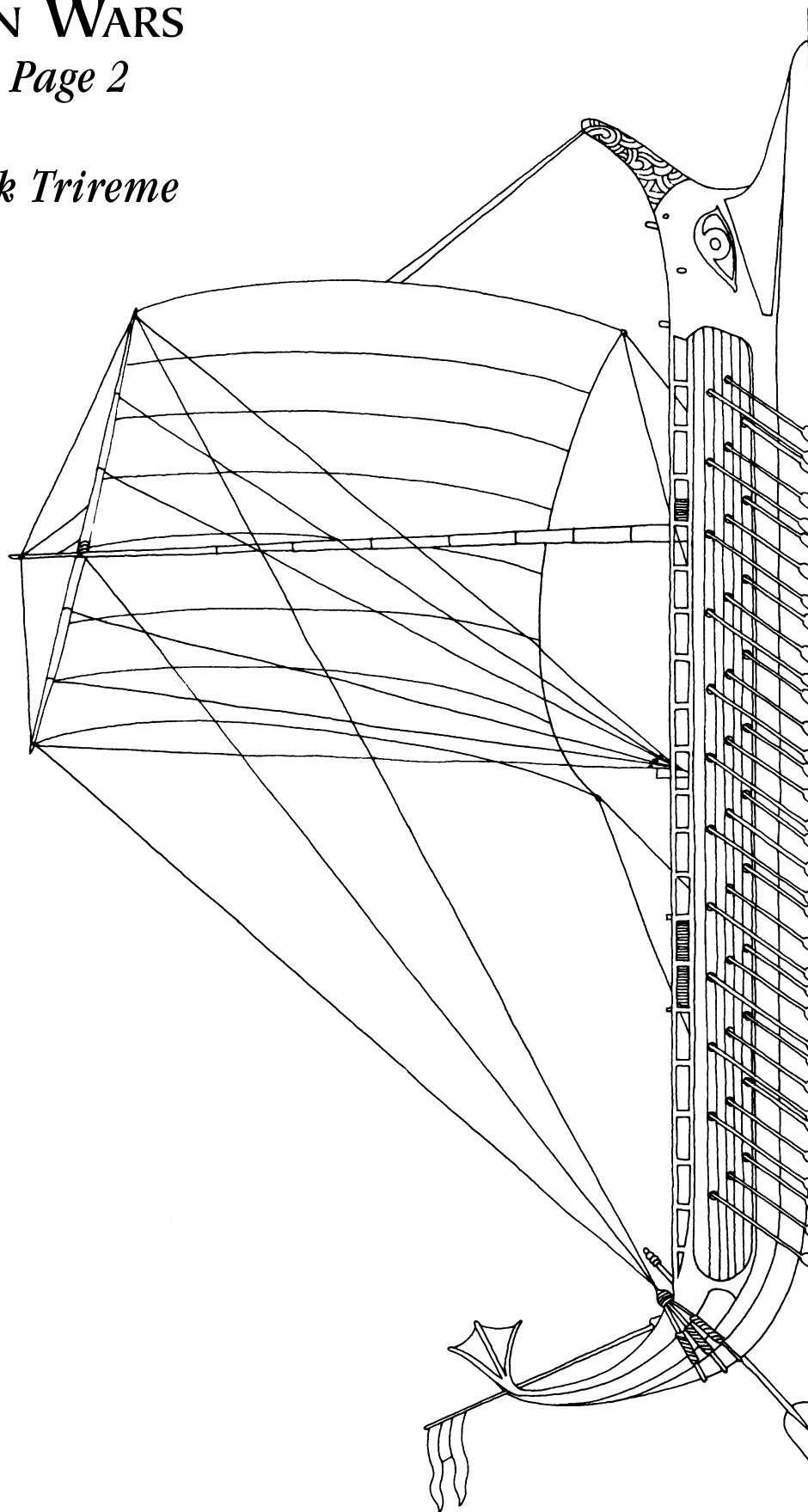
Instructions

1. Color the ship and cut out.
2. Tear tissue paper into one inch squares.
3. Mix glue and water in equal portions.
4. Orient the paper horizontally and brush glue mixture onto bottom half of construction paper.
5. Place torn blue paper onto construction paper where glue mixture has been applied.
6. Brush over the top of the blue paper to secure it.
7. Glue ship onto the “blue sea” created with the tissue paper.

PERSIAN WARS

Project 2, Page 2

The Greek Trireme



PERSIAN WARS

Test

1. What were the approximate dates of the Persian Wars?

2. How did the Persian Wars begin? Which countries were involved in the Persian Wars?

3. Who won the Battle of Marathon? What modern day event evolved from this battle?
How did this occur?

4. When did the Persian empire begin to decline?

5. Who eventually conquered the Persians?

PERICLES AND THE PELOPONNESIAN WAR

Worksheet

1. What are the approximate dates for Pericles and the Peloponnesian War?

2. When the Persian wars ended what *period* did Athens enter?

3. Name three things that occurred during the *Golden Age*?

4. Where does western civilization find its roots?

5. Who was the most famous politician during Greece's *Golden Age*?

6. Describe the *Delian League*.

PERICLES AND THE PELOPONNESIAN WAR

Worksheet, Page 2

7. As the city of Athens became more influential what city became threatened?

8. In 431 Corinth and Corcyra became enemies. Sparta supported Corinth and Athens supported Corcyra. What event did this cause? How long did this event last? What were the results?



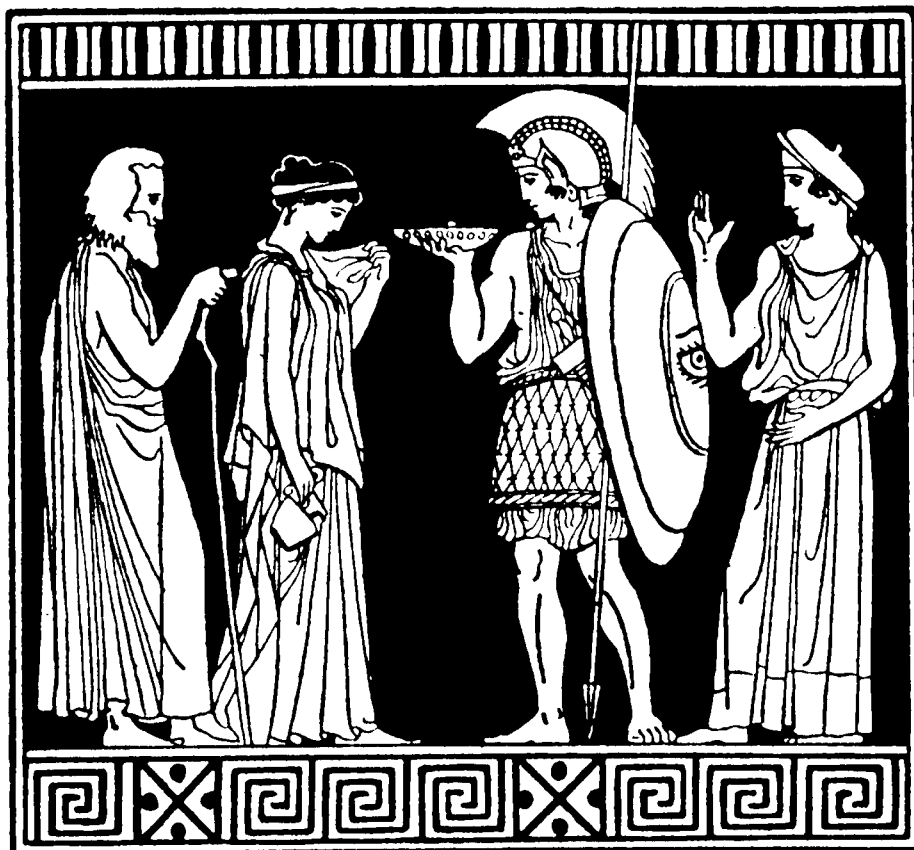
PERICLES AND THE PELOPONNESIAN WAR

Project

Newspaper Article

Using the card and the resources on the card use the following pages to have students write a newspaper article for the Athenian Chronicle or the Spartan Gazette. Suggest to your students that they write about something they find particularly interesting about the Peloponnesian War. Point out to them that depending on which paper they write for will depend on who they are supporting, Corinth or Corcyra. After the articles are written you may want to compile them into two papers to share with the entire class.

(As an aside you may want to include some of the articles in your school's newsletter.)



A Greek soldier saying farewell to his wife and parents

PERICLES AND THE PELOPONNESIAN WAR

Test

1. What is another name for the Classical Period in Greece?

2. Finish the sentences below as they relate to the Classical Period in Greece, especially in Athens. The city became _____ and was a center for the _____. The Greek idea that _____ is the measure of _____ things reached its _____ during this period. _____ civilization finds its _____ in Greek culture and particularly in this Golden Age.

3. Who was Pericles?

4. As Athenians influence began to increase, how did the Spartans begin to feel?

5. What was the Delian League? Why did it form?

6. What was the cause of the Peloponnesian War? Who did Athens support?
Who did Sparta support?

7. How long did the Peloponnesian War last? Who eventually won?

PERICLES AND THE PELOPONNESIAN WAR

Test, Page 2

Review

1. Who were the first citizens of Rome?

2. Describe how the colonization of Greece began. Where did the colonies develop?

3. To what nation did Israel fall? To what nation did Judah fall?

4. What was God's purpose in sending His prophets to His people?

5. List in chronological order all the events studied to date.

GREEK PHILOSOPHERS

Worksheet

1. What are the approximate dates of the Greek Philosophers?

2. How did the early Greek people answer questions of how the world works?

3. For what were the Greek philosophers known?

4. What is the Socratic Method? Who invented it?

5. What is Sophistry?

6. How did Socrates die?

GREEK PHILOSOPHERS

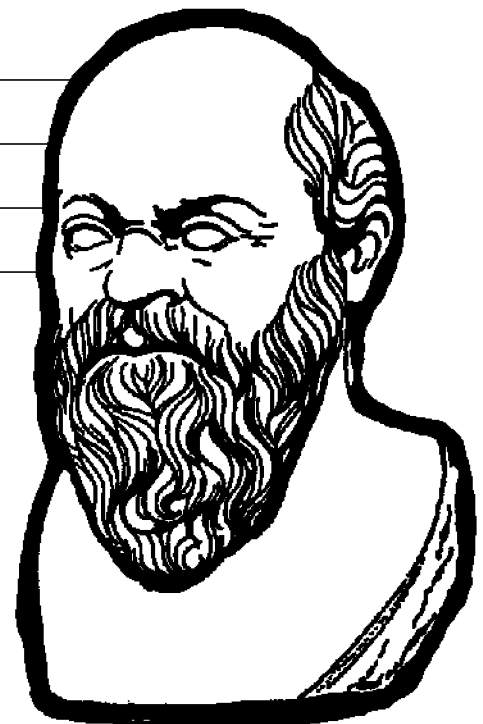
Worksheet, Page 2

7. Who was a famous student of Socrates? What kind of school did he start?

8. Who was Aristotle? For what was he known?

9. What did the Stoics believe?

10. What did the Epicurians believe?



GREEK PHILOSOPHERS

Project

Two Philosophers, Socrates and Plato

About a century before the Age of Pericles, someone asked a very wise man, "What is a philosopher?" He replied, "At the games, some try to win glory, some buy and sell for money, and some watch what others do. So it is in life; and philosophers are those who watch, who study nature, and search for wisdom." Now during the time of Pericles a young man lived in Athens who was to become famous as a philosopher, though perhaps no one thought so at the time. His father was a sculptor. The son followed the same occupation, and probably worked with hammer and chisel upon some of the statues that made Athens beautiful.

This young man, whose name was Socrates, studied with some of the teachers of the time; but he was not satisfied with their teachings and he made up his mind that the best way for him to find out what was true was to think for himself. One of the conclusions was that, as the gods needed nothing, so the man who needed least was in that respect most like them. Therefore he trained himself to live on coarse and scanty food, he learned to bear heat and cold, and even when he served in the army and had to march over ice and snow, he did not give up his habit of going barefooted.



Socrates was not handsome. He had a flat nose, thick lips, and prominent eyes. He became bald early in life. He walked awkwardly, and used to astonish people by sometimes standing still for hours when he wanted to think out something. On the other hand, he had a beautiful voice, he grew bright and witty and brave and kindhearted. As he grew older, he used to spend the whole day wherever people were to be found. He went to the market place, to the workshops, and to the porticoes where the Athenians were accustomed to walk up and down and talk together. He was ready to talk with anyone, rich or poor, old or young, and to teach them what he believed to be right and true. His way of doing this was by asking questions and so making them think for themselves. For instance, his pupil Plato represents him as having a talk with a boy named Lysis. "Of course your father and mother love you and wish you to be happy?" he asked. "Certainly," replied the boy. "Is a slave happy, who is not allowed to do what he likes?" "No." "Then your parents, wishing you to be happy, let you do as you choose? Would your father let you drive his chariot in a race?" "Surely not," said Lysis. "But he lets a hired servant drive it and even pays him for so

GREEK PHILOSOPHERS

Project, Page 2

doing," Socrates continued. "Does he care more for this man than for you?" "No, he does not." "As your mother wishes you to be happy, of course she lets you do as you like when you are with her," said the philosopher. "She never hinders you from touching her loom or shuttle when she is weaving, does she?" Lysis laughed and replied, "She not only hinders me, but I should be beaten if I touched them." "When you take the lyre, do your parents hinder you from tightening and loosening any string that you please? How is this?" "I think it is because I know the one, but not the other," the boy replied thoughtfully. "So it is," said Socrates, "and all persons will trust us in those things wherein they have found us wise."

This was the philosopher's manner of teaching an honest boy; but if a man was not sincere, Socrates would tangle him up with questions until the man had said that sickness and health, right and wrong, and black and white were the same things. He prayed and offered sacrifices to the gods as the laws required; but he believed that there was one god over all, and that to be honest and good was better than sacrifices. He taught his followers to say this prayer: "Father Jupiter, give us all good, whether we ask it or not; and avert from us all evil, though we do not pray thee so to do. Bless all our good actions, and reward them with success and happiness."

Socrates had made many enemies. The rulers hated him because he declared, among other remarks of the sort, that to govern a state was far more difficult than to steer a vessel; but that, although no one would attempt to steer a vessel without training, every one thought himself fit to govern a state. He was accused of preaching new gods and of giving false teaching to the young and was condemned to die. He was perfectly calm and serene. He told his judges that it was a gain to die; but that it was unjust for them to put him to death, and therefore they would suffer for it. He would not allow his family to come before them to plead for his life, and he would not escape when his friends offered to open the way.

It was thirty days from the time that he was sentenced until his death. He spent much of this time in talking with his pupils. One of those whom he loved best was Plato; and Plato afterwards wrote an account of the last days of his master. Socrates said that his death was only going "to some happy state of the blessed." He was asked in what manner he wished to be buried; and he replied with a smile, "Just as you please, if only you catch me."

He was to die by poison. When the cup was brought, he drank it as calmly as if it had been wine, he comforted his disciples, who were weeping around him. At last, he called to one of the young men, "Crito, we owe a cock to Aesculapius; pay it, therefore, and do not neglect it." Aesculapius was the god to whom a man who was grateful for his recovery from illness made a sacrifice; and Socrates was so sure of a happier life to come that he felt as if death was passing from sickness to health. It is no wonder that his pupil Plato said, "This man was the best of all of his time that we have known, and, moreover, the most wise and just."

After the death of Socrates, Plato traveled from one country to another. He studied the people, the laws, and the customs. If there were philosophers in the land, he learned all that he could from them. "Plato, how long do you intend to remain a student?" one of his

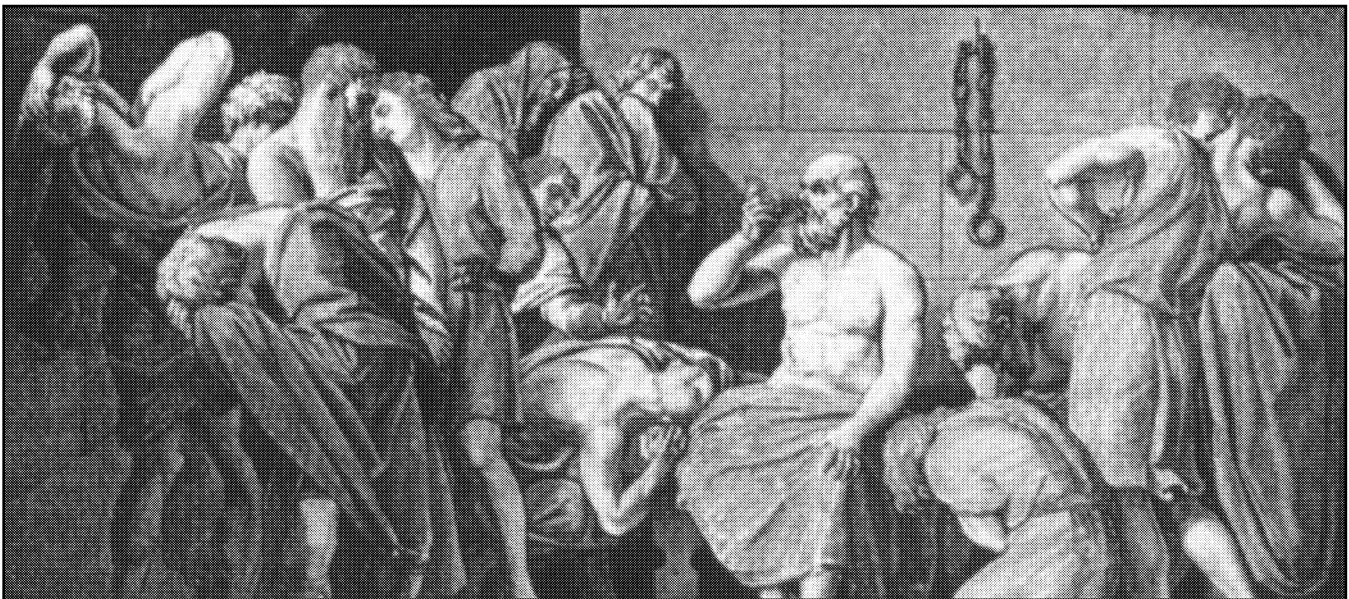
GREEK PHILOSOPHERS

Project, Page 3

friends asked. He replied, "As long as I am not ashamed to grow wiser and better." In the course of his travels, he went to Syracuse, on the island of Sicily. The ruler of Syracuse was Dionysius. He was called a tyrant, which meant that he had seized the throne unlawfully. Dionysius himself wrote poems, and he was always glad to welcome philosophers and scholars to his court. Unluckily, he and Plato fell into an argument. Plato not only got the better of it, but dared to make some bold remarks about tyrants. Dionysius was so angry that he came near putting his honored guest to death. He did bribe some one to sell the philosopher as a slave on his homeward journey. This was done, but Plato's friends bought back his freedom.

At length Plato returned to Athens. A little way outside of the city was a large public garden or park, along the Cephissus River. Here grew plane trees and olive trees. Here were temples and statues. This was called the Academy, in honor of one Academus, who had left it to the city for gymnastics. Plato's father seems to have owned a piece of land near this park; and here Plato opened a school for all who chose to become learners. It took its name from the park known as the Academy. The most brilliant young men of the time were eager to come to the Academy to study with Plato. He discussed difficult questions with his students and he wrote on the deepest subjects, but with so much humor and sweetness that many people fancied him to be descended from Apollo, the god of eloquence. Long afterwards, Cicero the greatest Roman orator, declared that if Jupiter were to speak Greek, he would use the language of Plato.

One of Plato's sayings was, "To conquer one's self is the highest wisdom." He not only taught self-control, but he practiced it. A friend came upon him one day unexpectedly and asked why he was holding his arm up as if to strike. "I am punishing a passionate man,"



GREEK PHILOSOPHERS

Project, Page 4

Plato replied. It seemed that he had raised his arm to strike a disobedient slave; but had stopped because he found himself in a passion. Even when he was told that his enemies were spreading false stories about him, he did not fly into a fit of anger; he only said quietly, "I will live so that none will believe them." He was simple and friendly in his manner. There is a tradition that some strangers who met him at the Olympian games were so pleased with him that they gladly accepted his invitation to visit him in Athens. When their visit was near its end, they said, "But will you not introduce us to your famous namesake, the philosopher Plato?" They were greatly surprised when their host replied quietly, "I am the person whom you wish to see."

When Plato died, he was buried in his garden. His followers raised altars and statues in his memory, and for many years the day of his birth was celebrated among them with rejoicing.

Discussion

1. What is a philosopher?
2. Describe the physical attributes of Socrates?
3. How did Socrates teach his students?
4. How did Socrates die?
5. How did Plato continue in Socrates' tradition?
6. What did Plato believe about self-control?
7. Were Socrates and Plato teaching "Biblical Truth?"

GREEK PHILOSOPHERS

Project 2

Finish the sentences below using *The Usborne Illustrated History, The Greeks*, page 79.

SOCRATES thought that people would behave well if

_____.

He challenged people to think about _____

_____.

He became very popular with some _____.

They charged him with _____ and he was forced to _____ himself.

PLATO reported _____ ideas because he never wrote them down. In his own work, Plato tried to find _____ and set out detailed rules of how this could be done.

ARISTOTLE was born in _____ and was a pupil of _____. He had a wide knowledge of _____ and _____. Aristotle was interested in _____ and _____, and finding the ideal way to run a _____. One of his pupils was _____.

GREEK PHILOSOPHERS

Project 3

The instructions for this project can be found on Appendix 2-1.

The Sophists and the Philosophers

I

In ancient Athens, it was very important for a man to be able to speak persuasively. That's because almost every important decision in Athens, from whether or not they would go to war to whether a man would be punished for a crime was decided by an assembly of free men. If an issue was important to him, or if someone accused him of wrongdoing, he had to speak persuasively for his own cause. Because of this, it is not surprising that rhetoric, the art of teaching persuasively, was the subject that the Athenians were most interested in as the core of their education. A group of men known as "the Sophists", or "wise ones", became famous for their ability to, among other things, teach young men to persuade others. The problem was that the Sophists couldn't care less about whether what was being argued for was true or false, but only about whether the argument was persuasive.

II

One man didn't approve of this sort of thinking at all! His name was Socrates and he was quite willing to step on other's toes in his quest for the truth. He didn't care if his arguments didn't sound pretty, only if they came closer to the truth. To find the truth, he just kept asking questions. And then he would question the questions. Though he didn't participate in politics himself, he was even willing to question the ways in which the Athenians had governed themselves for years. He asked so many questions that the people eventually decided that he was a threat to the state and put him on trial. Uncompromising to the end, Socrates gave a defense speech that insulted his audience. Unsurprisingly, he was convicted and forced to drink poison.

GREEK PHILOSOPHERS

Project 3, Page 2

Vocabulary

1. *persuasively*:

2. *assembly*:

3. *core*:

4. *argument*:

5. *rhetoric*:

6. *quest*:

7. *uncompromising*:

8. *insulted*:

9. *convicted*:

GREEK PHILOSOPHERS

Project 3, Page 2

Key Word Outline

I

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GREEK PHILOSOPHERS

Project 3, Page 3

Answers

Vocabulary

1. *persuasively*: convincingly
2. *assembly*: gathering
3. *core*: the heart, most important part
4. *argument*: a rational attempt to convince
5. *rhbetoric*: the art of persuasive speaking
6. *quest*: search
7. *uncompromising*: unwilling to give in or change at all
8. *insulted*: said bad things about
9. *convicted*: declared guilty

Key Word Outline

- I. The Sophists and the Art of Rhetoric
 1. Important, speak, persuasively
 2. Decision, decided, assembly
 3. Speak, own, cause
 4. Rhetoric, core, education
 5. Sophists, famous, teach
 6. Problem, care, truth
- II. Socrates and the Search for Truth
 1. One, didn't, approve
 2. Socrates, question, truth
 3. Find, asking, questions
 4. Question, questions
 5. Question, Athenians, governed
 6. Decided, threat, trial
 7. Defense, Speech, insulted
 8. Convicted, drink, poison

GREEK PHILOSOPHERS

Test

1. What are the approximate dates for the Greek Philosophers?

2. Why did the Greeks tell stories about the gods?

3. For what were philosophers around 450 B.C. known?

4. Place the following three names in chronological order: Plato, Aristotle, and Socrates.

5. What was the *Socratic method*?

6. Define sophistry.

7. Why and how was Socrates executed?

GREEK PHILOSOPHERS

Test, Page 2

8. Who was Socrates' most famous student? What did he establish?

9. For what was Aristotle known? Who was his teacher?

10. What did the Stoics and Epicurians believe?

Review

1. Name three prophets.

2. Where does today's democracy find its roots?

3. How did the Persian wars begin?

NEHEMIAH AND THE JEWISH RETURN

Worksheet

1. What was the approximate date of Nehemiah and the Jewish Return?

2. What was Nehemiah's profession?

3. Who led the initial return of the exiles back to Israel?

4. Ten years after this initial return who led another group of exiles back to Israel?

5. In all likelihood the queen in the first chapter of Nehemiah was _____,
to whom Nehemiah was a _____.

6. Why did Nehemiah wish to return to his homeland of Jerusalem?

NEHEMIAH AND THE JEWISH RETURN

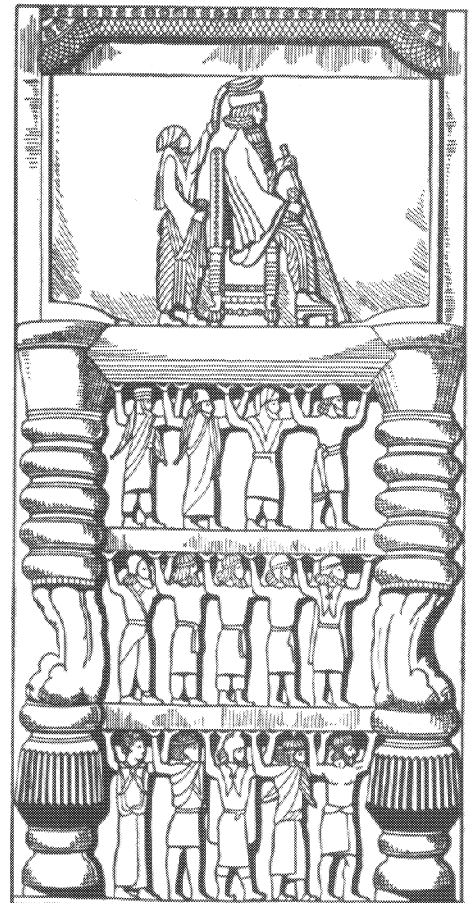
Worksheet, Page 2

7. Who was Nehemiah concerned about supporting his desire to return to Jerusalem?

What did Nehemiah do because of his concern?

8. What was the king's response to Nehemiah?

9. What did Nehemiah and his fellow Jews build in only 52 days?



NEHEMIAH AND THE JEWISH RETURN

Project

Map Exercise

Among the Jewish captives who were carried into Shushan (Persia) was a young girl by the name of Ester. Because she found favor in the sight of the king, she was made queen. When the lives of the Jews in this country were endangered, she interceded with King Ahasuerus and was able to save them.

After many years of captivity, Zerubbabel received permission from King Cyrus to lead a company back to Jerusalem, where they began the rebuilding of the Temple. Enemies hindered the building, and God sent the prophets Haggai and Zechariah to encourage the people to complete the Temple.

Ezra, a devout Jew of the Captivity, went up from Babylon to Jerusalem and taught the people of the law.

Nehemiah, cupbearer to King Artaxerxes, upon hearing that the walls of Jerusalem had been broken down and the gates burned with fire, asked for permission to go up to Jerusalem and encourage his people to repair the walls. His request was granted and he went. The work of rebuilding the walls was hindered by Sanballat and a company of opposers, who made sport of their attempts. However, Nehemiah persisted and the walls were completed.

Trace Nehemiah's journey to Jerusalem on the map below.



NEHEMIAH AND THE JEWISH RETURN

Test

1. Who was Nehemiah?

2. Why did he want to return to his homeland of Jerusalem?

3. Who was Nehemiah afraid might not support his decision to return to Jerusalem?

4. What was the above person's response to Nehemiah? Why?

5. How many days did it take for Nehemiah and his fellow Jews to rebuild the wall around Jerusalem?

6. What is the approximate date of Nehemiah and the Jewish Return?

Review

1. When the Romans broke away from the Etruscan king what form of government did they establish?

ALEXANDER THE GREAT

Worksheet

1. What are the dates for Alexander the Great?

2. Who was Alexander the Great's father?

3. Who was Alexander's teacher?

4. When did Alexander become the ruler of Greece?

5. Alexander was a _____ genius. He invaded Persia in _____ and soon gained control of _____.

Next, he conquered _____, and in _____ he defeated the Persian king, _____.

This victory positioned him to rule all of _____. He wanted to build a huge _____. In fact, he wanted to _____ all of the known _____. He desired the _____ to be under _____.



ALEXANDER THE GREAT

Worksheet, Page 2

6. Why was he called Alexander the “Great”?

7. After his death who came to rule his kingdom?

8. In comparing Alexander's life with the life of Christ what do we see?

ALEXANDER THE GREAT

Project

King Philip of Macedonia, had a son by the name of Alexander. If the stories of his boyhood are true, he must have been a remarkable even as a small boy. When he was only a child, some ambassadors from Persia came to the court of Macedonia. Philip was away, and they were received by the little prince. Imagine their surprise when the child began to ask the kind of questions about their country that a grown man and sovereign would have been likely to ask. He wanted to know about the roads and the distances between places. "What sort of man is your king?" he questioned. "How does he treat his enemies? Why is Persia strong? Is it because she has much gold or a large army?" It is no wonder that the ambassadors gazed at him and then looked at each other in amazement, for they had never before seen a prince like this one. Another story that is told of the boy is of his taming the horse Bucephalus. It was so vicious that the grooms could do nothing with it, and Philip angrily ordered it taken away. The boy Alexander cried, "What a horse they are losing for want of skill and spirit to manage him!" "Young man" retorted his father, "you find fault with your elders as if you could manage the horse better." "And I certainly could," the boy declared boldly. The king forgot his anger and said, "If you fail, what forfeit will you pay?" "The price of the horse," replied the boy stoutly. Everybody laughed; but Alexander was neither boasting nor jesting. He had noticed something that not one of the others had marked, namely, that the horse was annoyed by his own shadow, which was constantly moving before him. He took firm hold of the bridle and turned the horse toward the sun, he spoke gently and stroked him with his hand, then he leaped upon his back. He let the horse gallop about as much as he chose, then he rode quietly up to his father. Philip did not laugh at him then, but kissed him and said, "Seek another empire, my son, for that which I shall leave you is not worthy of you." Philip saw that a boy like Alexander would not be satisfied with any ordinary teachers, and he asked Aristotle, a famous philosopher who had long been a pupil of Plato, to come to his court to instruct his son. For a schoolroom, Philip gave them a large garden with many trees and shady, winding paths, much like Plato's garden on the Cephissus. Alexander was an eager student. He wanted to learn everything, but he was especially fond of the Iliad. When he was sixteen, Philip went to war and left his son in charge of the kingdom. One of the subject tribes thought this was an excellent time to rebel; but the young regent called out his troops, drove the tribe out of their city, filled the place with new settlers, and gave it the name of Alexandropolis. Alexander was only twenty years old when Philip died. "Now is the time to free ourselves from Macedonia," thought a tribe



ALEXANDER THE GREAT

Project, Page 2

of wild mountaineers. So thought also Demosthenes and the Greeks. But “the boy,” as Demosthenes called him, first marched against the mountaineers, then against Greece, and conquered both. The mountaineers had heavy wagons loaded with stone ready to roll down upon Alexander and his men in a narrow pass through which they would have to advance. The quick-witted young commander bade his men lie down on the ground with their shields over their heads. The wagons rolled over them as over a well-paved road. Greece, too, was promptly subdued. The young ruler was a very wise man. He was bent upon conquering Persia, and he asked the Greeks to help him. Even though they themselves had been overcome by the Macedonian, they were ready to march against their old enemy, the Persians, with so excellent a general as leader. He was more sensible than Xerxes, for he did not make the mistake of taking an army too large to feed and move; but the thirty-five or thirty-eight thousand men whom he did take were perfectly trained and finely equipped. Alexander was mounted on Bucephalus, the very horse that he had tamed a few years earlier. He led his troops across the Hellespont; and now for the moment he was not a soldier, but an earnest lover of real poetry; and he went first of all to visit Troy. There he offered up sacrifices to Athene and to the spirits of the heroes of the Trojan War. He hung a wreath on the pillar of Achilles's tomb, for he had persuaded himself long before this that he was descended from the Grecian hero. Darius III, king of Persia, knew of course what this bold young man was attempting; and not far from the Hellespont, his troops were drawn up on the bank of a little river called Granicus. “It is unlucky to begin war in the month Daisius “ (June), said the Macedonian officers to Alexander. “I have changed its name,” declared their king; “it is no longer Daisius, but the Second Artemisius “ (May). They thought it too late in the day to cross; but Alexander plunged into the river, and the troops followed the two white plumes on his crest. The water was rough, the banks were slimy, and at the top were the masses of Persians, drawn up in line of battle; but Alexander won the day. He was generous with the spoils. He had brazen statues made of the men who had fallen, he gave lavish gifts to the Greeks, especially to the Athenians, and he sent home to his mother the purple hangings and the gold and silver dishes found in the tents of the Persians. Alexander marched on into Phrygia, taking cities as he went. In Gordium he went to see the famous “Gordian knot,” made of cords cut from the bark of a tree. There was an ancient prophecy that he who could untie it would conquer the world. Alexander drew his sword and cut it. Then he moved on in a zigzag course from city to city. At Issus, he met the Persian forces again. It did not seem possible for them to learn that too many men in a narrow plain were worse than too few; and soon the Persian king and his troops were fleeing for their lives. In the tent of Darius there were quantities of gold and silver and the richest of furnishings. Alexander amused himself by looking at the bath of the Persian monarch with its golden basins, vials, boxes, and vases, and by smelling of the various perfumes. Then he said to his friends, “It seems that to be a king was this!” He was far more interested in a beautiful golden casket that came from the spoils of the Persians. “Darius,” he said, “used to keep his ointments in this casket; but I, who have no time to anoint myself, will convert it to a nobler use”; and in it he laid the copy of the Iliad which he was accustomed to place under his pillow when he slept. After the Macedonian rule was well established in Asia Minor, Alexander set out for Egypt. His welcome in Egypt was

ALEXANDER THE GREAT

Project, Page 3

somewhat different from that which he had received at the Granicus; for the Egyptians had been conquered by the Persians, and they were delighted with the hope of being free from Persian rule. Near the mouth of the Nile he noticed a broad tongue of land with a lake on one side and a deep, wide harbor on the other. "That is an excellent site for a city," he said, and he ordered the walls to be marked out at once. The soil was black, and the lines were marked out by sprinkling flour. These lines curved around the harbor, and from their ends straight lines were drawn to the shore. Alexander was pleased to see that the figure was in the shape of a Macedonian cloak. So it was that the city of Alexandria was founded.

After the battle of Issus, the wife and daughter of Darius had been captured. Darius now wrote to Alexander, offering him ten thousand talents, all the lands west of the Euphrates, and the hand of his daughter in marriage, if he would make a treaty of friendship with him. Parmenio, one of the Macedonian generals, said, "If I were Alexander, I would accept this." "So would I," said Alexander, "if I were Parmenio." He had treated Darius's family with the utmost courtesy and kindness, but about this time the queen was taken ill and died. He gave her a most magnificent funeral. When Darius heard of it, he prayed to the gods that if his kingdom must fall, none but Alexander should sit upon its throne.

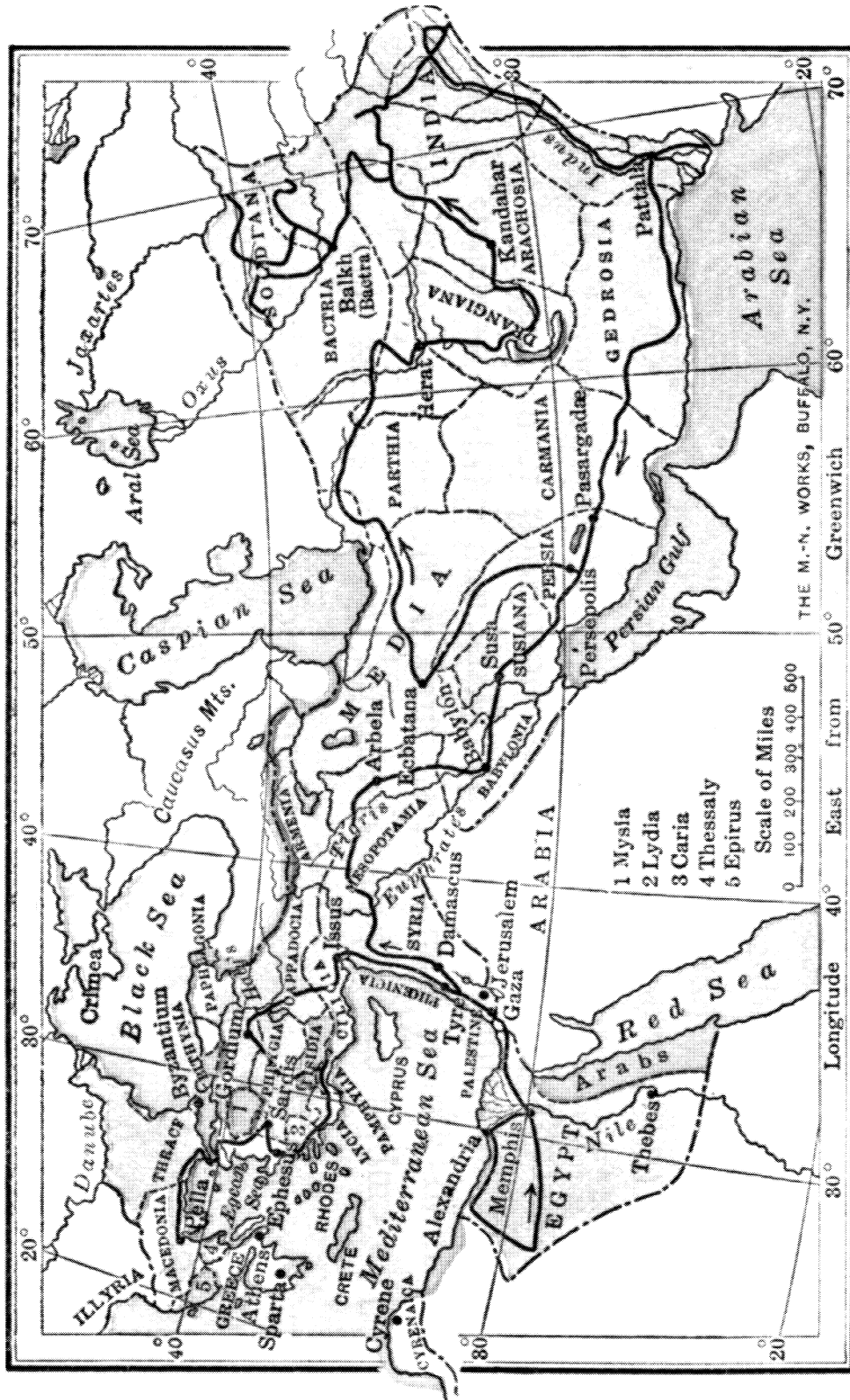
Darius brought together all his forces, elephants, war-chariots with sharp swords stretching out from the yoke and the hubs of the wheels, and thousands upon thousands of men from wherever he could get them. He even hired some soldiers from Greece. A terrible battle was fought at Arbela, and Alexander was the victor. This battle decided the question who should rule Persia. At the capitals of the kingdom, Babylon and Susa, Alexander found enormous amounts of money. What he wanted, however, was to capture the Persian king; but there was a conspiracy among Darius's generals, and he was slain by his own men. "Tell Alexander I gave him my hand," said Darius to a Macedonian soldier who found him where his men had left him for dead. Alexander had conquered Persia. He had more power and more wealth than any one man had ever held before; but he cared less for power and wealth than for the pleasure of getting them. He seemed to be seized with a perfect frenzy for conquest. He pushed on and on, north, south, north again, then south to the mouth of the Indus, conquering as he marched. Wherever he went, he founded cities. Eighteen of them he named for himself, and one for Bucephalus. He planned to conquer Arabia, then, turning westward, to overpower northern Africa, Italy, and Spain; in short to become ruler of the whole world. He returned to Babylon to meet fresh troops. Suddenly he was taken ill and died. No one could govern such an empire, and after many years of fighting it was divided into three parts, to be ruled by three of his generals. The new empire of Rome was growing up in the West and Alexander's conquests in Asia finally fell into Roman hands.

After reading the above text about Alexander the Great examine the map on the following page to see the vast geographic area spanning many kingdoms which he conquered in his brief lifetime.

Discuss with your teacher the incredible empire he had conquered and note what the means of transportation and communication were at this time to help fathom the tremendous feat he had accomplished.

ALEXANDER THE GREAT

Project, Page 4



EMPIRE OF ALEXANDER THE GREAT, 336-323 B. C.

ALEXANDER THE GREAT

Project 2

The instructions for this project can be found on Appendix 2-1.

Alexander and the Dream of Greek Unity

I

The Greeks were very good soldiers and sailors. They proved this when they defeated two different invasions by the vast and mighty Persian Empire. In fact, the Persian emperor loved to hire them as mercenaries whenever he could. The problem was that because the Greeks were divided up into all sorts of little city-states that were constantly fighting among each other. The Peloponnesian War was the greatest, but not the last, of these many wars. Many Greeks believed that if they could all get together into one big nation, they could conquer the Persian Empire and maybe even the whole known world. The problem was that no one really seemed to know how to bring this about.

II

One man had his ideas. His name was Phillip and he was the king of Macedon, a region just north of Greece. He would either conquer or ally himself with all of the little city-states, and then lead them all on a “crusade of revenge” against Persia. He had a tough time subduing the cities of Athens and Thebes, particularly when Athens’ democracy was under the sway of the great orator Demosthenes. Not long after Phillip had finally made himself the master of all of Greece he was assassinated, though we don’t know by whom.

III

When his young son Alexander came to the throne, many thought he was too young to continue his father’s achievements, and took advantage of the opportunity to rebel. That was a bad mistake. Young Alexander reacted swiftly and brutally to crush the revolt, and he even wiped the city of Thebes out completely and sold its inhabitants into slavery! With the rest of Greece afraid to revolt again, he felt safe to carry on his father’s dream of invading Persia. With an amazing campaign he then conquered the entire Persian Empire, including Egypt, and even western India! Unfortunately for the empire, however, Alexander died while he was very young and the Macedonian leaders couldn’t decide on who should be the next king. Eventually, Alexander’s generals divided the empire into several parts which became known as the “Hellenistic” (or Greek) kingdoms. Each was named after the dynasty, or ruling family, that ruled in them. After a whole generation of warfare, three main Hellenistic kingdoms emerged. They were the Ptolemaic Kingdom in Egypt, the Seleucid Kingdom in Syria and Mesopotamia and the Antigonid Kingdom in Macedonia. When Alexander died, the dream of Greek unity had never been so close to success and never would until the end of the Roman Empire.

ALEXANDER THE GREAT

Project 2, Page 2

Key Word Outline

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ALEXANDER THE GREAT

Project 2, Page 3

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Vocabulary

1. *empire:*

2. *mercenaries:*

3. *ally:*

4. *crusade:*

5. *subduing:*

6. *sway:*

7. *orator:*

8. *assassinated:*

9. *hellenistic:*

ALEXANDER THE GREAT

Project 2, Page 4

Vocabulary

1. *empire*: a large territory ruled by one man or a collection of nations ruled by one nation
2. *mercenaries*: men who fight for hire
3. *ally*: one who fights alongside
4. *crusade*: a war based on religious or moral indignation
5. *subduing*: forcing to do one's will
6. *sway*: to bring to one's own side in a conflict or disagreement
7. *orator*: one known for public speaking
8. *assassinated*: deliberately killed; usually reserved for the killing of public men
9. *hellenistic*: Greek in culture

Key Word Outline

- I. The Greek Dilemma
 1. Greeks, good, soldiers
 2. Proved, defeated, Persian Empire
 3. Persians, hire, mercenaries
 4. Problem, divided, fighting
 5. Peloponnesian War, example
 6. Many, believed, conquer
 7. No one, seemed, know
- II. Phillip's Plan
 1. One, man, ideas
 2. Phillips, king, Macedon
 3. Conquer, ally, lead
 4. Subduing, Athens, Thebes
 5. After, master, assassinated
- III. Alexander's Triumph
 1. Alexander, opportunity, rebel
 2. Brutally, crush, Thebes
 3. Safe, carry on, dream
 4. Amazing, campaign, conquered
 5. Unfortunately, died, young
 6. Generals, divided, empire
 7. Warfare, three, emerged
 8. Ptolemaic, Seleucid, Antigonid
 9. Never, so, close

ALEXANDER THE GREAT

Test

1. What are the dates for Alexander the Great?

2. Who was Alexander the Great's father?

3. When did Alexander become ruler of Greece?

4. What was Alexander's greatest desire? How did he accomplish this?

5. Why was he called Alexander the "Great?"

6. Who took control of Greece after Alexander's death?

Review

1. What is the Socratic method?

ARCHITECTURAL ADVANCES IN ROME

Worksheet

1. What is the approximate date of the architectural advances in Rome?

2. Where were the first Roman villages built?

3. When were the villages combined into one city?

4. When was the Roman forum built? What was it?

5. What were basilicas?

6. For what were Roman temples used?

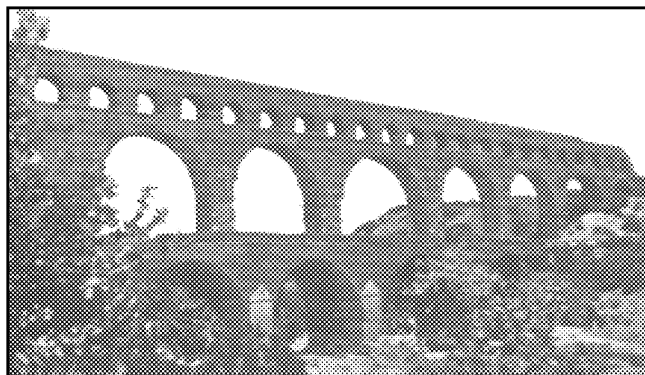
7. When was a wall built to enclose the city of Rome?

ARCHITECTURAL ADVANCES IN ROME

Worksheet, Page 2

8. What was the purpose of the roads that were built in Rome?

9. What were aqueducts?



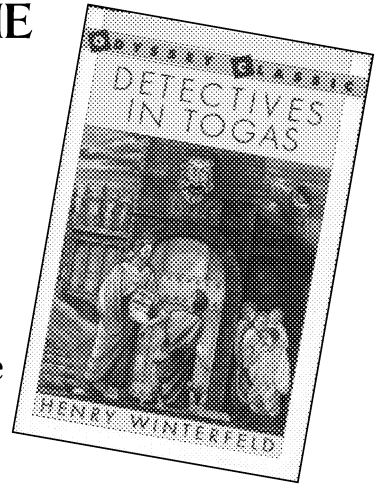
ARCHITECTURAL ADVANCES IN ROME

Project—Literature Unit

Detectives in Togas Study Guide

Detectives in Togas by Henry Winterfield

The book *Detectives in Togas* gives a practical understanding of how Roman life and government was practiced. This is a good time to begin reading the book.



CHAPTER ONE

1. What was written on the writing tablet hanging on the wall?
2. Why was Rufus mad at Caius?
3. Who was the father of Caius? Who was the father of Rufus?
4. What started the fight between Rufus and Caius?
5. What was the punishment for Caius? For Rufus?

CHAPTER TWO

1. Who was absent the next day of school?
2. What were three things the students thought could have happened to Xantippus?
3. Who was Lukos?
4. What is a soothsayer?
5. What was missing from the wall?

CHAPTER THREE

1. What were the only two items still upright in the room of Xantippus?
2. From where was the noise coming in the room?
3. What was making a moaning noise?
4. What had happened to Xantippus the night before?

CHAPTER FOUR

1. The burglar was rummaging through the things. What does rummaging mean?
2. Why did Xantippus not want to get the police involved?

3. What is a pupil?

4. Describe Minerva Square.

5. What was written on the whitewashed wall? What color was the paint?

CHAPTER FIVE

1. What did the large man think the punishment should have been for writing on the wall?
2. Who was Claudia?
3. What does it mean when the boys were wanting to exile Caius for telling on Rufus?
4. What did the boys plan to do with Rufus to hide him?
5. What did Rufus say about the writing on the temple wall?

CHAPTER SIX

1. Why did all the boys like Rufus so much?
2. What convinced Publius and Antonius that Rufus wrote on the wall?
3. What did the boys find under the wardrobe just as they were leaving?
4. Who did Xantippus say the chain belonged to?

CHAPTER SEVEN

1. What are hieroglyphs?
2. What was the large crowd standing around looking at when the boys came into the Forum?
3. What was so fascinating about the newspaper?

ARCHITECTURAL ADVANCES IN ROME

Project, Page 2—Literature Unit

Detectives in Togas Study Guide

CHAPTER EIGHT

1. Why did the doorkeeper tell the boys to enter with their right foot forward?
2. What was Vinicius doing when the boys entered the room?
3. Who is Scribonus?
4. What did Scribonus say about the handwriting on the wall and the handwriting on the tablet?

CHAPTER NINE

1. What had happened when the boys reached the house of Rufus?
2. What is a hoodlum?
3. What is the name of Rufus' mother?
4. Why would it have been impossible for Rufus to sneak out of the house in the middle of the night?
5. Why did Rompus come back so quickly?

CHAPTER TEN

1. What was the important news Rompus brought to Livia?
2. How did Rufus sneak out of his house?
3. What is the only thing the boys had to go by that linked the two crimes together?
4. Whose house were they going to go to seek advice?

CHAPTER ELEVEN

1. Describe the weather when the boys met in Minerva Square.
2. What did the boys see when they looked through the pane of yellow glass?
3. What was the reaction of Lukos when the boys asked him for help?
4. Who thought they had been bitten by a snake, but it was really only his dagger?
5. Who was missing from the group at the end of this chapter?

CHAPTER TWELVE

1. What had actually happened to Mucius?
2. What does the word ridiculous mean?
3. Why did Mucius want to get out of Lukos' house so badly?
4. What happened to Mucius when he fell off the roof?
5. What were the Baths of Diana?

Chapter Thirteen

1. What proof did the Arab have that Mucius had been in the Baths of Diana the night before?
2. What caused the superior in charge of the pool to change his bad attitude toward Mucius?
3. Why was it impossible for Rufus to be guilty of the writing on the temple?

CHAPTER FOURTEEN

1. Who's house is the only one around that is as high as the Baths?
2. Who was the one person that the boys needed to tell their story to?
3. What three things concerning the letter to the Emperor did the boys argue about?
4. Who finally admitted to writing on the temple wall?

CHAPTER FIFTEEN

1. Who showed up at the cave with the boys leaning on a stick?
2. On what did the boys write the letter to the Emperor?
3. What does Xantippus give as a definition for a hypothesis?
4. What did Xantippus say that made Rufus completely innocent?

ARCHITECTURAL ADVANCES IN ROME

Project, Page 3—Literature Unit

Detectives in Togas Study Guide

CHAPTER SIXTEEN

1. Who stood at the entrance to the Censor's office?
2. What was the name of the official who takes the late news at night?
3. Who brought Megabates the letter?

CHAPTER SEVENTEEN

1. Who was Ex-consul Tellus?
2. Write a one sentence summary of this chapter.

CHAPTER EIGHTEEN

1. About how long was Antonius gone on the important mission?
2. What two important items did Antonius return with from the house of Tellus?
3. Who did everyone think committed the crime now?
4. What is the meaning of, 'Tear the sheep's clothing off the red wolf'?

CHAPTER NINETEEN

1. What two things did Antonius recognize that convinced him it was Tellus walking in the Forum?
2. Who was inside the house of Lukos?
3. What happened when the boys went to spy on Lukos?
4. How does this chapter end?

CHAPTER TWENTY

1. Why was Lukos so bent on hurting Rufus?
2. Who hit Lukos over the back?
3. What are cothurns?
4. Who was the red wolf?
5. Who was Lukos really?

CHAPTER TWENTY-ONE

1. Who was the first one to find out about Lukos' dirty secret?
2. Why did Tellus not throw the chain away?
3. What was the agreement Tellus wanted to make with the boys?
4. Who is the one that rescued the boys?
5. What happened to Tellus?

CHAPTER TWENTY-TWO

1. What did the sign say that was added to the door of Lukos?
2. What was the mistake Xantippus admitted to making?
3. Summarize the ending of the book.
4. Was Xantippus being cruel when he said this?

ARCHITECTURAL ADVANCES IN ROME

Project, Page 4—Literature Unit

Detectives in Togas Study Guide

Answers

Chapter 1

1. Caius is a dumbell
2. He wouldn't let him study. He kept poking him in the back.
3. The wealthy senator Vinicius, famous general Marcus Praetonius
4. Caius called Rufus the son of a coward because his father had just lost an important battle.
5. Caius had to write every word in the list ten times in his best handwriting. Rufus was expelled from school.

Chapter 2

1. Caius and Rufus
2. Overslept, sick, or murdered
3. A famous astrologer and seer from Alexandria
4. Someone who knows what is going to happen in the future
5. The writing tablet

Chapter 3

1. The bed and a large wardrobe
2. The corner where the wardrobe stood
3. Xantippus was all tied up making the noise
4. He had been assaulted

Chapter 4

1. To go through without any pattern or organization
2. Because he did not think they were too smart, and they never found the burglar
3. A student
4. It was a quiet, open space surrounded by pine woods where wealthy mansions stood.
5. Caius is a dumbell; it was blood-red

Chapter 5

1. Cut both hands off
2. She was Caius' younger sister, and was well-liked by his classmates
3. They were not going to talk to him or play with him anymore.
4. They wanted to dress him like a slave and he would pretend to be one until the whole affair calmed down.
5. He said he did not do it.

Chapter 6

1. He was a good sport, and always full of fun and good ideas for games.
2. The handwriting was the exact same as Rufus'.
3. A short, wide gold chain
4. The burglar

Chapter 7

1. Egyptian picture writing
2. The daily newspaper
3. The article was about the writing on the temple wall.

Chapter 8

1. To ward off the misfortune it would bring upon the household if anyone entered with his left foot foremost.
2. He was getting a massage by two slaves.
3. The outstanding handwriting expert in Rome
4. They were written by the same person.

Chapter 9

1. He had been arrested.
2. Someone who commits petty crimes
3. Livia
4. Because the door was well locked and guarded, the windows were too small, and the garden was too high to climb.

ARCHITECTURAL ADVANCES IN ROME

Project, Page 5—Literature Unit

Detectives in Togas Study Guide

5. To bring Livia some important news

Chapter 10

1. The master had won a great victory
2. Through a hole in the wall that had been covered up with ivy
3. The gold chain they had found
4. Lukos

Chapter 11

1. Foul; chilly with dirty-gray rain clouds
2. A frightful, grimacing face, illuminated by a greenish light, staring at them; it was only just a mask
3. He yelled at them to get out, and threw snakes at them.
4. Antonius
5. Mucius

Chapter 12

1. He had curiously stayed at Lukos' house.
2. Crazy, absurd
3. Because he was very scared of Lukos and what he might do to him.
4. He fell into an unknown river of water.
5. A place of recreation for rich patricians

Chapter 13

1. He had the lantern with Mucius' name on it that Rufus had accidentally taken.
2. Mucius mentioned who his father was.
3. Because he had been locked up at the Baths of Diana all night.

Chapter 14

1. Lukos
2. The Emperor
3. How it ought to be addressed, every sentence, and the signature
4. Caius

Chapter 15

1. Xantippus
2. A copy of Cicero's oration.
3. A statement which must be proved before it is accepted as true.
4. The newspaper article was printed before the writing even occurred.

Chapter 16

1. An armed guard
2. Megabates
3. Ex-consul Tellus

Chapter 17

1. He used to be a great general, and was a close friend of the Emperor.
- 2.

Chapter 18

1. Two hours
2. The chain, and the cloak of Tellus
3. Tellus
- 4.

Chapter 19

1. His bald head, and the scar.
2. Tellus
3. He locked them in his house.
4. Lukos says he was the desecrator of the temple.

Chapter 20

1. He had discovered his greatest secret and must die.
2. Caius
3. Shoes with high wooden soles, actors wear them on stage.
4. Lukos
5. Tellus

ARCHITECTURAL ADVANCES IN ROME

Project, Page 6—Literature Unit

Detectives in Togas Study Guide

Chapter 21

1. Rufus
2. It was a good luck token he was given in the East.
3. If the boys keep the secret of Lukos, then he will send a messenger to free Rufus.
4. Xantippus
5. He jumped off the roof a little too late and landed into the empty Baths.

Chapter 22 —The Final Chapter

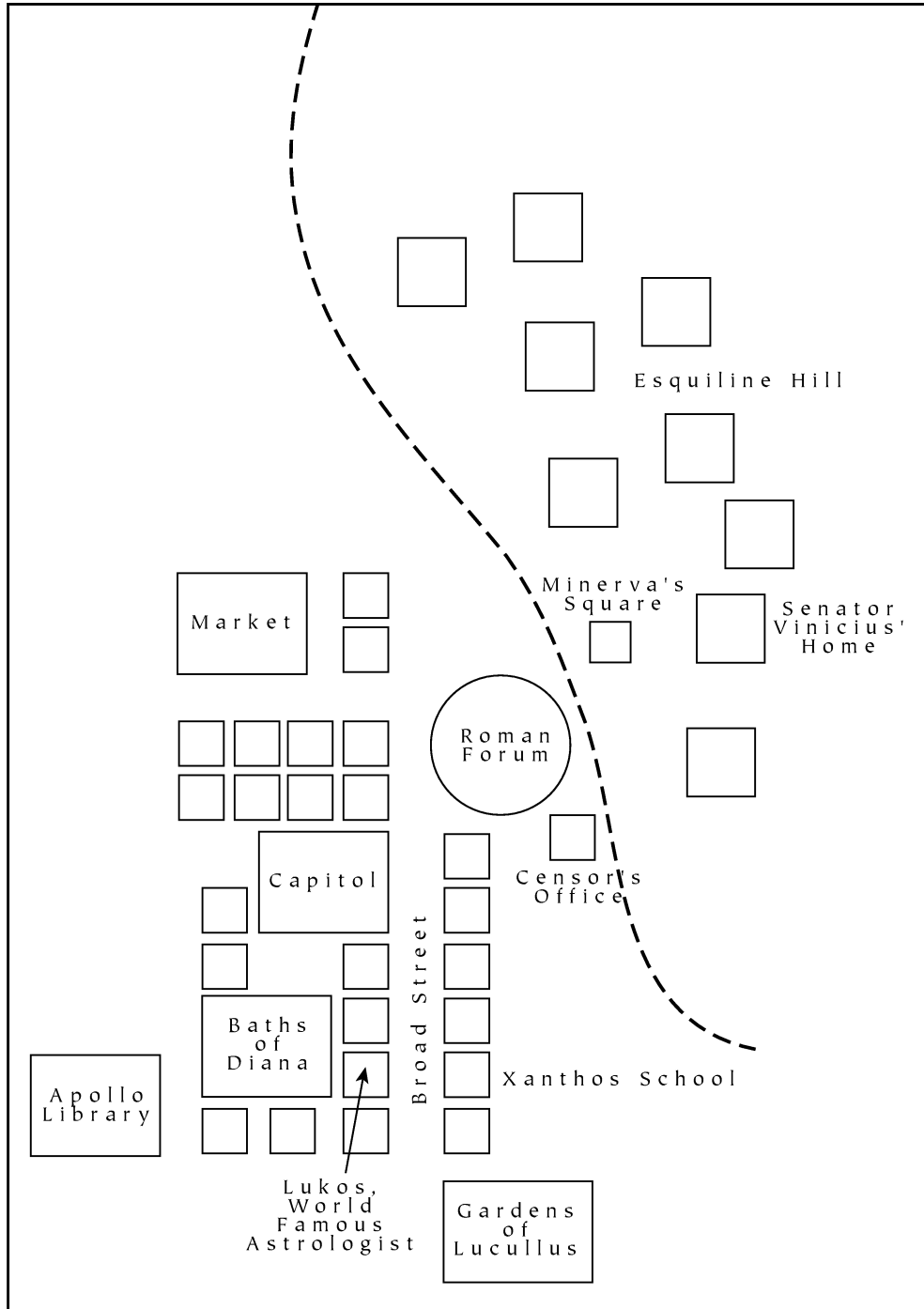
1. Moved to Hades
2. He allowed himself to be carried away by anger.
3. Xantippus laughed until tears rolled down his cheeks and said, “Caius, you really are a dumbbell.”
4. No, he said it endearingly.

ARCHITECTURAL ADVANCES IN ROME

Project, Page 7—Literature Unit

Detectives in Togas Study Guide

Map of the City



ARCHITECTURAL ADVANCES IN ROME

Project 2

Using pages 18 and 19 from *The Usborne Illustrated World History, The Romans* answer the following questions:

1. Why did the Romans develop their system of roads?

2. What was the first major road and when was it begun?

3. On the next page draw a picture to illustrate how the Romans built their roads.

Using pages 30 and 31 of the same book answer the following:

4. Were the Roman towns set up with any particular plan or design?

5. What was the forum?

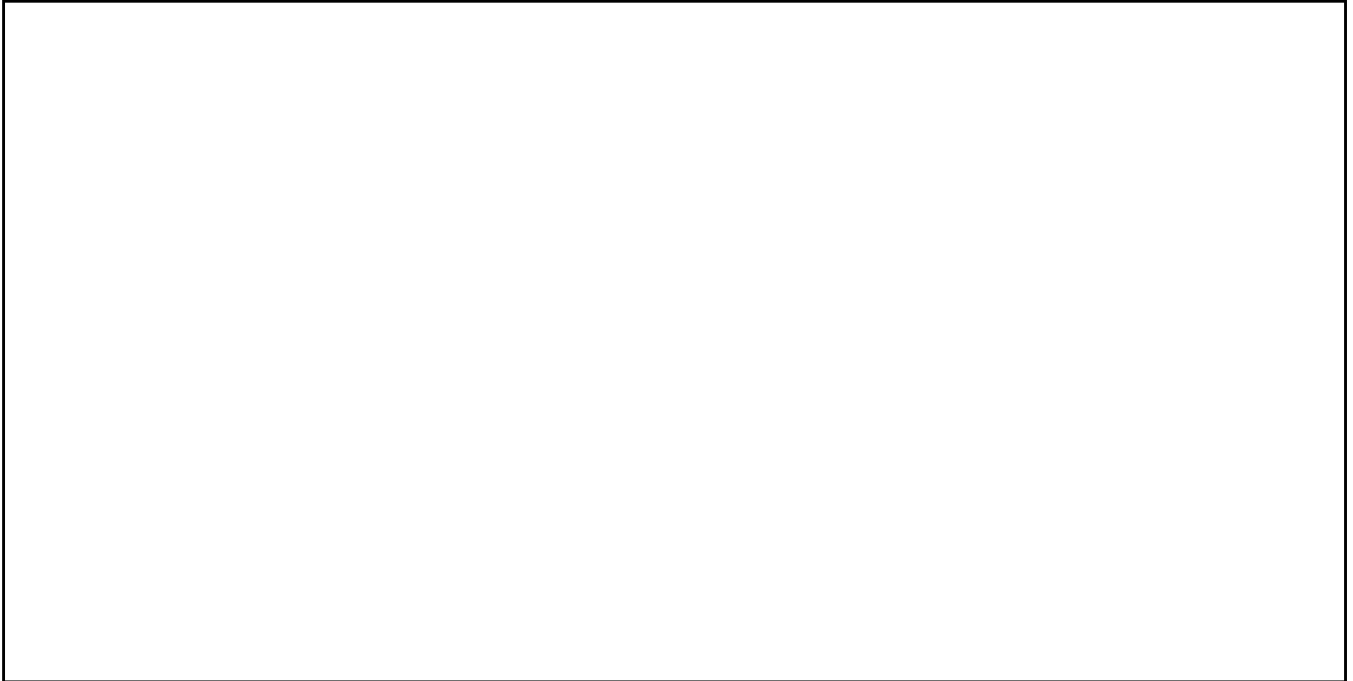
6. On the next page draw a picture of a typical Roman town.

Be sure to include the *thermae*, the forum, temples, the amphitheater and a basilica

ARCHITECTURAL ADVANCES IN ROME

Project 2, Page 2

How the Romans built their roads:



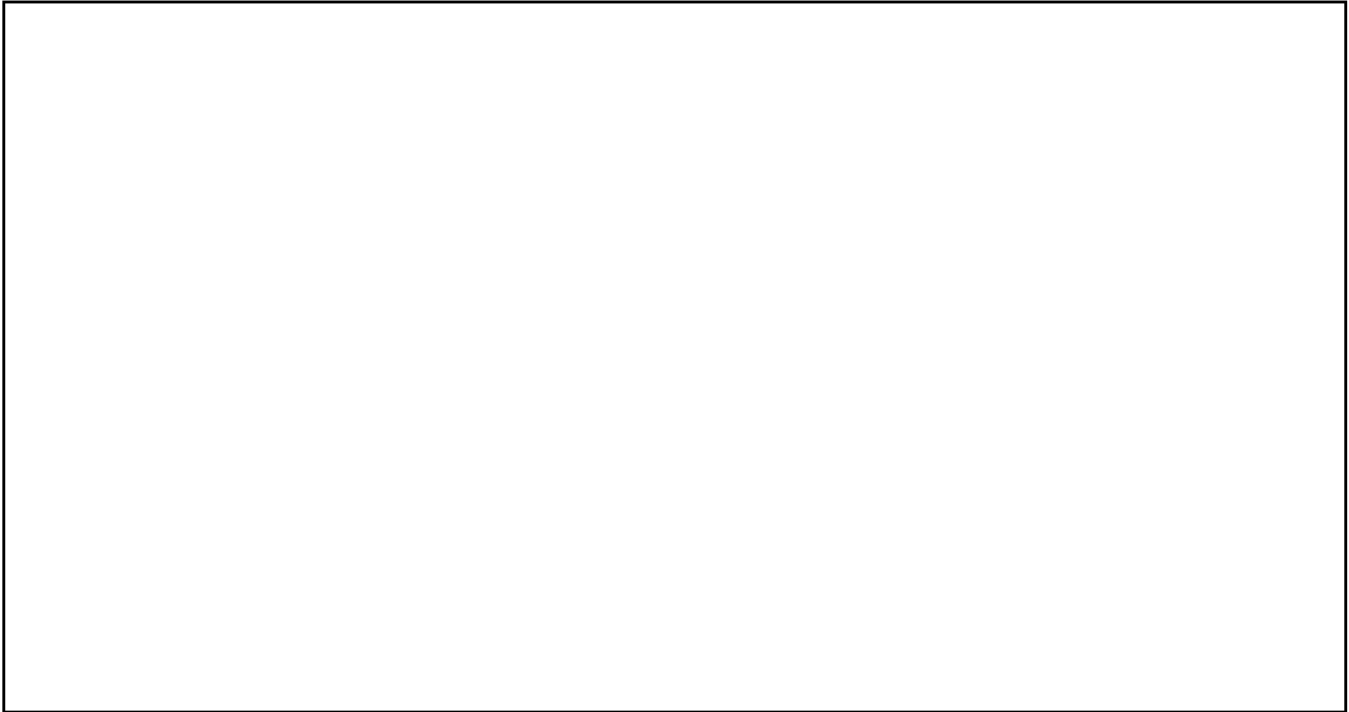
A typical Roman town:



ARCHITECTURAL ADVANCES IN ROME

Project 2, Page 3

7. Using pages 34, 35, 44-47, 60, or 61 choose one of the following to illustrate and label the different parts: a domus, an insulae, a Roman villa, an imperial farm or the baths.



8. What civilization greatly influenced Roman architecture?

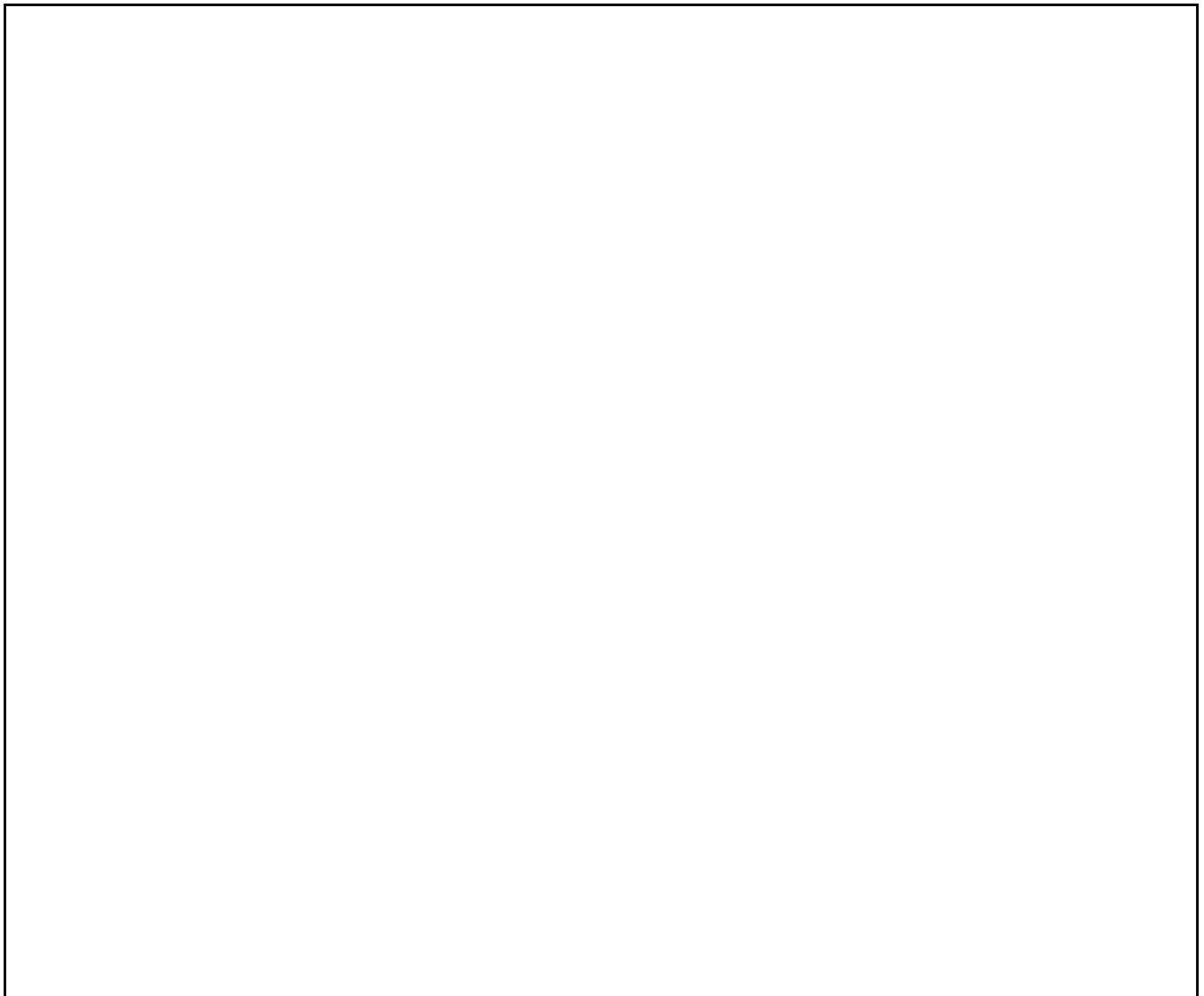
9. Before the Romans, most buildings were constructed with walls and _____ topped by beams of _____ or _____. The largest known _____ span built in this way is 25 feet. They developed an _____ which enabled builders to span greater distances.

ARCHITECTURAL ADVANCES IN ROME

Project 2, Page 4

10. What was a further development of the arch that was made by crossing a number of arches over each other to enclose a circular area?

11. Draw a picture of the Pantheon.



ARCHITECTURAL ADVANCES IN ROME

Test

1. What is the approximate date of Architectural advances in Rome?

2. What do seven hills have to do with the beginning of Rome?

3. Who combined the Roman villages into one city?

4. What was the Roman forum?

5. What were basilicas?

6. To whom were most of the temples dedicated?

7. As the population of Rome grew, how did they organize the city?

8. How did the Romans bring fresh water to the city?

ARCHITECTURAL ADVANCES IN ROME

Test, Page 2

9. What did the Romans develop to carry away dirty water?

Review

1. What is sophistry?

2. Who fought in the Persian wars in c. 500 B. C.?

3. Name two prophets of God?

4. How did the early Greeks explain the world around them?

5. List in chronological order all the events studied to date.

Place the appropriate date next to each one.

ROME RISES TO WORLD POWER

Worksheet

1. By what date had Rome risen to world power?

2. In the year 146 B.C. how did Corinth resist Rome?

3. In the third of the three "Punic Wars" who did Rome destroy?

4. Why was Rome now recognized as the capital of the world?

5. Why were the Romans considered to be in a "class by themselves?"



ROME RISES TO WORLD POWER

Project

Using *The Usborne Illustrated World History, The Romans* pages 8, 9, answer the following questions:

1. While Rome was becoming powerful in _____, the western Mediterranean was under the control of the _____.

2. Where was Carthage located? Who founded it?

3. What was the cause of the Punic Wars? Who was involved in them?

4. Why were they called the Punic Wars?

5. How many Punic wars were there in total?

6. What happened as a result of the third Punic War?

ROME RISES TO WORLD POWER

Project, Page 2

7. What happened as a result of the Romans crushing Corinth In 146 B.C.?

Using *The Usborne Illustrated World History, The Romans* page 10, answer the following questions:

1. Who were the cives?

2. Who were the peregrini?

3. At first only people with _____ parents qualified for citizenship. Later the government began granting citizenship to certain _____. This caused further division of the classes.

4. Name the three classes of citizens and describe them.

5. Who were the non-citizens?

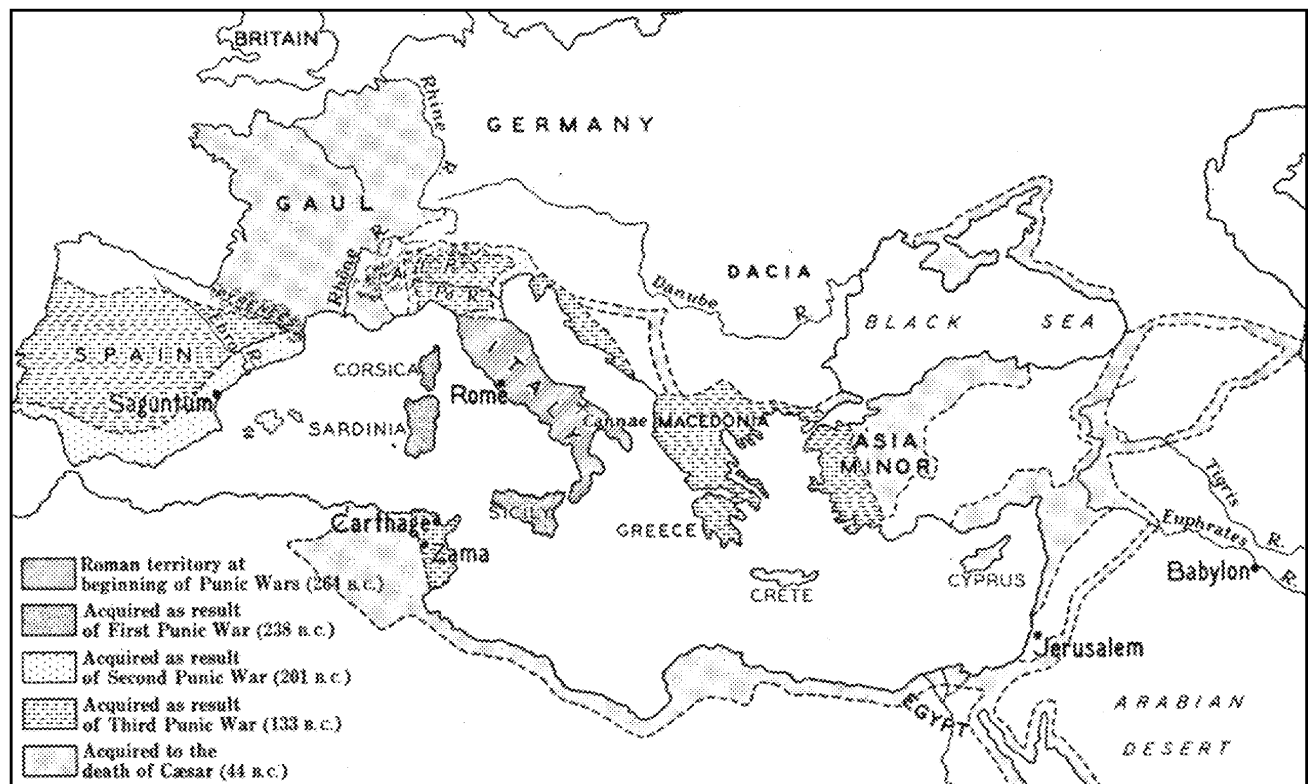
6. Who was the head of a Roman family?

ROME RISES TO WORLD POWER

Project 2

Study the map below in order to review the following with your class:

1. Roman territory at the beginning of the Punic Wars
2. Land acquired as a result of the First Punic Wars
3. Land acquired as a result of the Second Punic Wars
4. Land acquired as a result of a Third Punic War



ROME RISES TO WORLD POWER

Project 3

The instructions for this project can be found on Appendix 2-1.

The Rise of Roman Power and the Decline of the Roman Republic

I

Rome did not become the major power in the Mediterranean World overnight. It was a long, slow process. The first step was to gain control of the Italian peninsula. They first had to gain their independence from the Etruscans and then fight difficult wars against the Samnites in the East and the Greeks in the South. After gaining control of Italy, Rome found itself almost immediately in conflict with Carthage, a great city in northern Africa that had originally been settled by the Phoenicians. They were to fight three wars with Carthage, which were known as the “Punic Wars”, after the Latin word for “Phoenician.” The Second Punic War saw the dramatic invasion by the Carthaginian general Hannibal over the Alps and into Italy. When the Roman general Scipio finally defeated Hannibal in the battle of Zama, Rome became the undisputed master of the Western Mediterranean.

II

The year 146 BC was a big year for Rome. It marked the end of the Third Punic war and the complete destruction of Carthage. It was also the year when Rome destroyed Corinth. Perseus, the last of the Hellenistic rulers of the “Antigonid” dynasty of Macedonia, had already been defeated in 168 BC at the battle of Pydna. Corinth, however, long a merchant capital and naval power, was the center of a renewed Greek revolt against Roman rule. Though it had long been considered one of the best fortified cities in Greece, Rome conquered it without too much difficulty and it met the same fate as Carthage. The largest of the Hellenistic kingdoms, the Seleucid kingdom of Asia posed little threat. They had been fighting among themselves so much that they didn’t have much of an army for Rome to conquer. The last of the great Hellenistic kingdoms was the Ptolemaic kingdom of Egypt. Its last ruler was Cleopatra, who eventually allied herself with Mark Antony. When Octavian defeated Antony and Cleopatra at the battle of Actium, Egypt became a part of the Roman Empire. The end of Carthage and the Hellenistic kingdoms made gave Rome control over all of the Mediterranean.

III

Unfortunately, as Rome was increasing, the Republic was decreasing. As the wars that Rome fought grew ever larger and farther away, certain popular generals became more and more powerful and eventually even challenged the authority of the Roman Senate. Julius Caesar was a perfect example of just such a power-hungry general. When his nephew Octavian succeeded him, he is generally thought to have begun a new era in which there was now an emperor who was no longer accountable to the Senate or the people of Rome.

ROME RISES TO WORLD POWER

Project 3, Page 2

Vocabulary

1. *dramatic:*

2. *invasion:*

3. *undisputed:*

4. *Hellenistic:*

5. *peninsula:*

6. *fortified:*

7. *dynasty:*

Key Word Outline

I

1

2

3

4

ROME RISES TO WORLD POWER

Project 3, Page 3

7

8

II

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12

III

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4

ROME RISES TO WORLD POWER

Project 3, Page 4

Answers

Vocabulary

1. *dramatic*: involving great, violent conflict
2. *invasion*: large-scale attack
3. *undisputed*: not contested
4. *Hellenistic*: Greek in culture
5. *peninsula*: a stretch of land surrounded by water on three sides
6. *fortified*: built strong to resist attack
7. *dynasty*: a ruling family

Key Word Outline

- I. Rome's Mastery of the West
 1. Not, power, overnight
 2. Slow, process
 3. Gain, control, peninsula
 4. Win, independence, fight
 5. Conflict, Carthage
 6. Three, Punic, Wars
 7. Second, invasion, Hannibal
 8. Scipio, defeated, Hannibal
- II. Rome's Mastery of the Mediterranean
 1. 146, big, year
 2. Marked, end, Carthage
 3. Rome, destroyed
 4. Macedonia, defeated, Pydna
 5. Corinth, center, revolt
 6. Though, fortified, conquered
 7. Seleucid, little, threat
 8. Fighting, among, themselves
 9. Last, Ptolemaic, Egypt
 10. Cleopatra, allied, Mark Antony
 11. Octavian, defeated, Actium
 12. Rome, control, Mediterranean
- III. The Decline of the Roman Republic
 1. Republic, decreasing
 2. Generals, more, powerful
 3. Julius Caesar, example
 4. Octavian, succeeded, emperor

ROME RISES TO WORLD POWER

Test

1. By what date had Rome risen to world power?

2. What is meant by the statement that Rome had risen to world power?

3. In 146 B. C. how was Corinth able to resist Rome?

4. Who did the Romans destroy in the third Punic War?

5. Why was Rome recognized as the capital of the world?

6. Why were Romans considered to be in a class by themselves?

Review

1. What was the title of the book written by Homer about the Trojan War?

REIGN OF JULIUS CAESAR

Worksheet

1. What are the dates for the Reign of Julius Caesar?

2. In to what kind of family was Julius Caesar born?

3. Approximately when was Julius Caesar born?

4. What disciplines did Julius Caesar study?

5. What land did Julius Caesar conquer in 58 B.C.?

6. How did Julius Caesar become Rome's ruler?

7. Name three things that Julius Caesar improved as Rome's ruler.

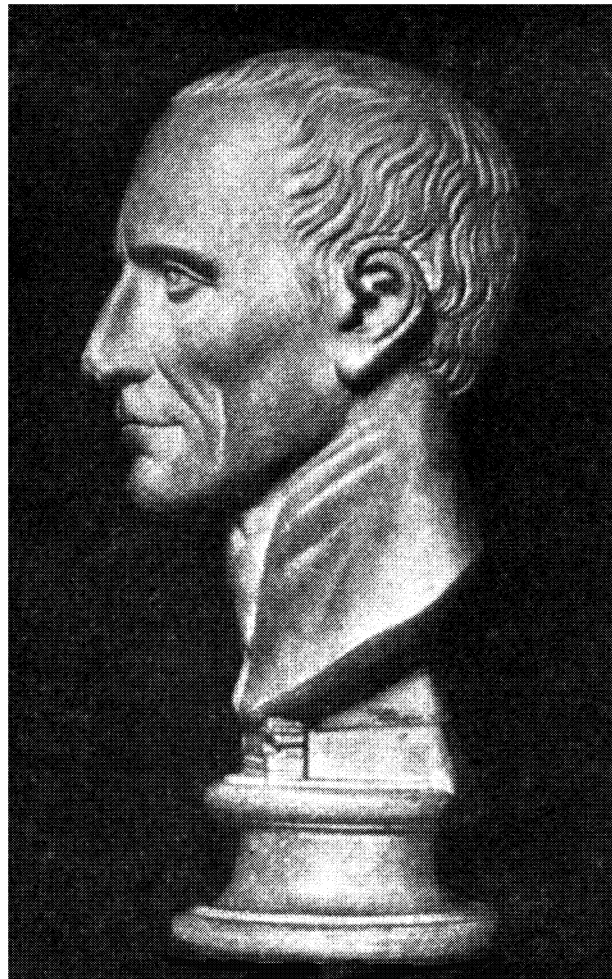
REIGN OF JULIUS CAESAR

Worksheet, Page 2

8. Why was he stabbed to death on March 15, 44 B.C.?

9. Caesar's heir was _____ (Caesar's friend), who joined Mark Antony to defeat the men who killed _____.

These two men ruled the Empire for ____ years.



REIGN OF JULIUS CAESAR

Project

Life of Caesar

Caesar in Gaul

When Julius Caesar was a young man, he was taken by pirates. He sent his servants to collect money for his ransom, and then set out to make merry with his captors. When he was tired, he told them to keep quiet and let him sleep. When he wanted to be amused, he told them to dance and entertain him, and the strange part of it is that they obeyed. He composed verses, and he rated them for their stupidity. "You don't know poetry when you hear it," he said. "You think you can scoff at my verses and orations because I am a prisoner. I'll take you prisoner some day, and then you shall have your pay." "What will it be?" they demanded with shouts of laughter. "I'll crucify every one of you," he replied quietly. Not so long after this he kept his word; but the Romans laughed at him for being so tenderhearted as to have their throats cut before they were crucified.

A few years later, Caesar was made governor of Spain. As a general thing, when a man becomes governor of a province, his chief aim was to get as much money from the provincials as possible, but Caesar behaved as if he were really interested in his people and wanted to help them. He completed the conquest of Spain, and he straightened out the financial affairs of the province. Then he returned to Rome. The people's party made him consul, but the nobles succeeded in electing one of their own party to be second consul. Caesar was so much stronger than he that the jokers of the time used to date their papers, "In the courtship of Julius and Caesar."

There were now in Rome three men of power; Crassus, who was enormously rich; Pompey, who had long been a successful general; and Caesar, who had not yet accomplished so very much, but who had the power to make people believe that he could do whatever he chose to undertake. These three men, the First Triumvirate, as they are called, bargained together to help one another and divide the Roman world among them.

Caesar's share in this division was Gaul, the present day France, and he set off to conquer the country. Before long, wonderful stories came back to Rome of great victories and the capture of thousands of prisoners. Trees were cut down in the forest, and in a few days they had been made into complicated bridges. Great chiefs yielded and cities surrendered. There were tales of forced marches, of sudden surprises, of vast amounts of booty, also of a mysterious land across the water to the northwest. It was called Britain, and tin was brought from there, but no one knew much about it, not even whether it was an island or not. By and by, Caesar visited this Britain. He wrote a book about the country



REIGN OF JULIUS CAESAR

Project, Page 2

and his conquests there and about his campaigns in Gaul. It is called his "Commentaries," and is so clear and simple and concise that it is a model of military description. The Triumvirate had agreed that Pompey should give up his command in Spain and Caesar in Gaul at the same time; but Pompey remained near Rome, and he induced the Senate to allow him to continue as governor of Spain for five years longer. Then Caesar was aroused. At the end of the five years, he would be only a private citizen, while Pompey would be commander of a great army. Crassus was dead. "Either decree that Pompey and I shall give up our provinces at the same time, or allow me to stand for the consulship before I enter Rome," Caesar urged. The Senate refused and moreover threatened two magistrates, called tribunes of the people, who stood by Caesar. They fled to his camp on the farther side of the little river Rubicon.

It was a law in Rome that any Roman general who brought his army across the Rubicon should be regarded as an enemy to his country. Caesar could declare now, however, that he was coming, not as an enemy, but to defend the people and their tribunes against Pompey and the nobles. It is said that he hesitated, then exclaimed, "The die is cast," and plunged into the river, followed by his army.

Pompey fled. Caesar made himself master of Italy and then pursued Pompey. At Pharsalus in Thessaly a great battle was fought, and Caesar won. Pompey fled to Egypt for protection, but the Egyptian councilors were afraid of Caesar and killed the fugitive. Caesar returned to Rome the ruler of the world. He had a magnificent triumph, and he gave the

people feasts and money and combats of wild beasts, their favorite amusement. The senators were thoroughly humbled. They made him dictator for life; they changed the name of his birth-month from Quintilis (fifth) to Julius (July); they stamped their money with his image; they even dedicated temples and altars to him as to a god. Caesar's head was not turned by this flattery, but the heads of those who had opposed him were almost turned with astonishment and relief. Some years before this, one general named Marius and then another one named Sulla had held sole rule in Rome, and each of them had put to death some thousand of people who had been against him. The Romans supposed that



REIGN OF JULIUS CAESAR

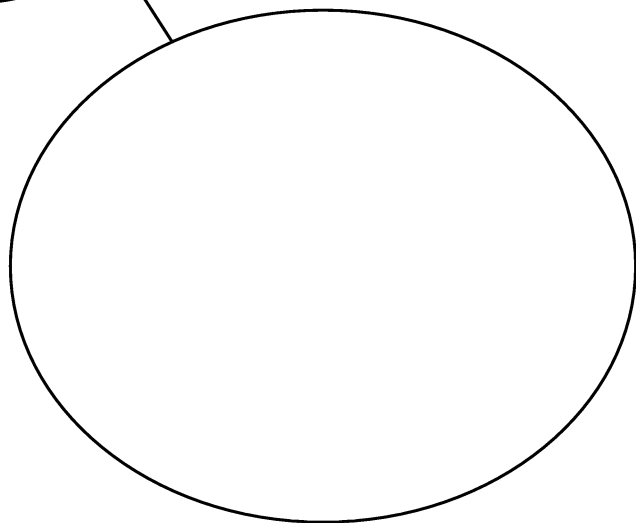
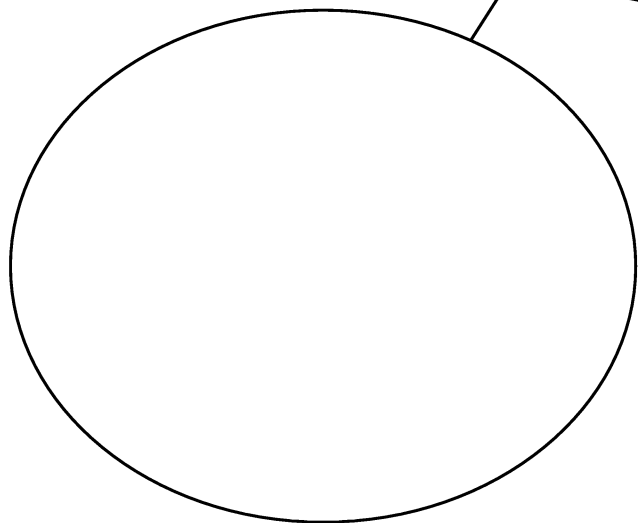
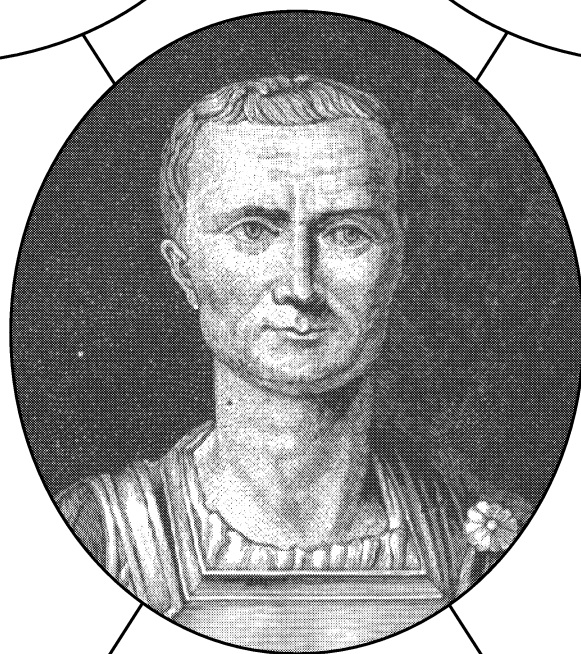
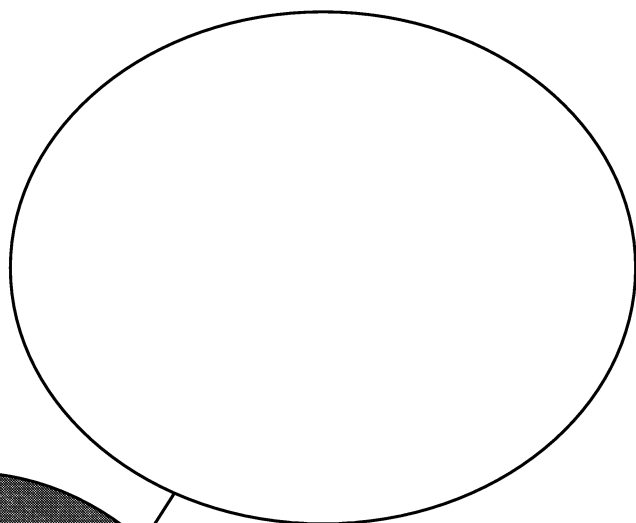
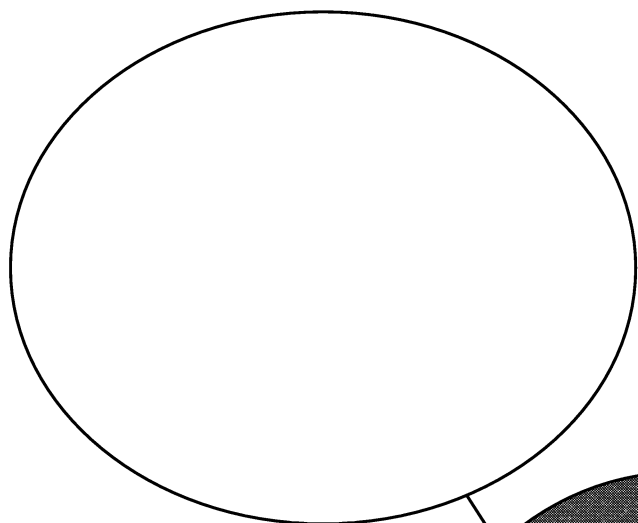
Project, Page 3

Caesar would behave in the same way, but he made no attempt to revenge himself. Indeed, his only thought seemed to be to do what was best for Rome. He made just laws for rich and poor, and was especially thoughtful of the good of the provincials. He planned to collect a great library, to put up magnificent temples and other public buildings, to rebuild Carthage, to make a road along the Apennines, and to drain the Pontine Marshes, which were near the city. Caesar ruled nobly, but a plot was formed against him. The chief conspirators were Cassius and Brutus. Cassius was envious of his great power, Brutus believed that if Caesar were slain, the old forms of government would be restored and Rome would be again a republic. These men pressed about Caesar in the senate house as if they wished to present him a petition. At a signal, they drew their swords. Caesar defended himself for a moment; then he saw among them the face of Brutus, the one to whom he had shown every favor and to whom he had given a sincere affection. He cried, "You, too, Brutus!", drew his robe over his face, and fell dead. It was the custom for an oration to be delivered at a funeral. The conspirators very unwisely permitted Caesar's friend Antony to speak at his funeral. He also read Caesar's will, in which he had left a gift of money to every citizen and had been especially generous to some of the very men who had become his murderers. The people were aroused to such a pitch of fury that the assassins were glad to flee from the city. The senate appointed Antony to see that the will was carried out, and they agreed to accept as ruler a grandnephew of Caesar whom he had named as his successor. This grandnephew was a young man named Octavianus, who afterwards became the emperor Augustus.

After reading the above information on Julius Caesar fill in the circles on the following page, with what you believe to be the most important events in Caesar's life. Illustrate each one and provide a caption.

REIGN OF JULIUS CAESAR

Project, Page 4



REIGN OF JULIUS CAESAR

Test

1. What are the dates that Julius Caesar reigned?

2. In approximately what year was Julius Caesar born?

Into what kind of family was he born?

3. List the disciplines that Julius Caesar studied over his educational years.

4. How did Caesar become ruler of Rome?

5. List at least three improvements that Caesar made as Rome's ruler.

6. Did all the Roman's love Julius Caesar?

REIGN OF JULIUS CAESAR

Test

7. How did Caesar die?

8. Who became ruler at Caesar's death?

Review

1. What was Nehemiah's occupation?

2. Who won the Peloponnesian War?

3. Why did God become angry at Solomon and divide his kingdom?

4. Where does democracy find its roots?

5. On the back list in chronological order all the events studied to date.

Next to each place the appropriate dates and Biblical reference.

REIGN OF CAESAR AUGUSTUS

Worksheet

1. Octavian and Mark Antony had been ruling the Roman Empire together.

Which one rose up against the other to gain control of the Empire?

2. Who became the sole ruler of Rome in 30 A.D.? To what did he change his name?

3. What was the "Pax Romana"?

4. During the reign of Caesar Augustus, the government changed from a _____
to a _____.

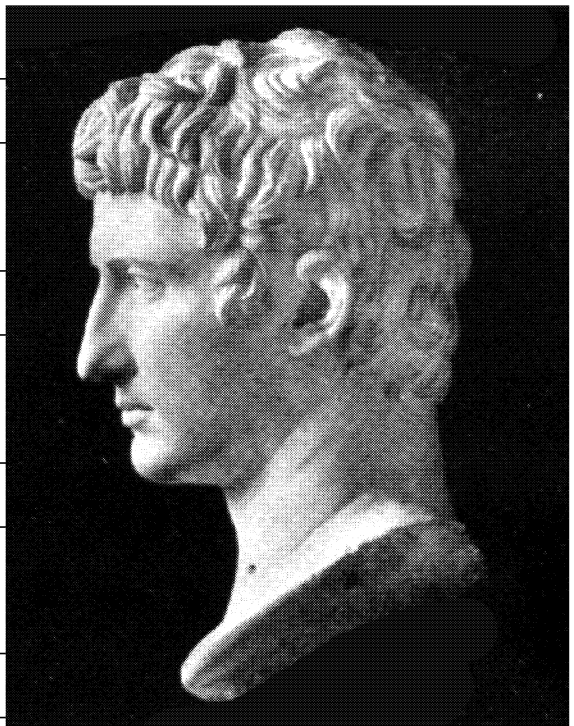
5. Caesar established 30 to 40 officials under him to help make a better government.

What were some of these positions?

6. For how long did Augustus rule?

7. Why did the Romans accept this one man rule?

8. Who was Emperor when Christ was born?



REIGN OF CAESAR AUGUSTUS

Project

The Reign of Caesar Augustus

CAIUS JULIUS CAESAR OCTAVIANUS was an exceedingly wise young man. He had seen his uncle lose his life, not because he did not govern well, but because the Romans suspected that he meant to take the title of king. This new ruler believed that it was far more desirable to have power than to have any special title. Moreover, he had learned that a large number of citizens were startled at any suggestion of new laws or abrupt changes, but were contented if the old names and forms of government were kept up. Therefore he called himself simply imperator, a military title meaning hardly more than commander. He never spoke of his victory over Antonius as the triumph of any party, but merely as the successful ending of an Eastern war. He was made consul and he voted in the senate just as any consul might do. He wore no royal robes, but the ordinary dress of a Roman. His house was like the dwellings of other men of good position, but not pretentious in any way. The people believed that the government was moving on in the old fashion, the senators held their regular meetings and felt that they were deciding all important matters; and yet, little by little, the control of every division of the government was coming into the hands of Octavianus.

Apparently, he held his power with a loose grasp. Sometimes he would offer to give up some of it. Surely, there was no reason to be jealous of a ruler who seemed to have no ambition but to do his best to govern well; and so he came to be at the head of one branch of the government after another. He became censor; *princeps*, or first senator and pontifex maximus, or chief priest. Finally, he was given the title of *Augustus*, or the *Majestic, the Revered*, and it is by this title that he is usually spoken of in history. Sextilis, the name of the month in which his first consulate began, was changed to August in his honor.

By this quiet way of controlling the state, the clear-headed imperator, or emperor, was able to bring about what he wanted. One thing that both he and his people wanted was peace. He was obliged to carry on warfare to some extent during his reign, but he did not attempt to make the empire larger. He believed rather that Rome had as wide a dominion as she could well govern, but that it ought to be bounded by mountains, rivers, deserts, or seas, that is, by natural boundaries. As far as possible, he carried out this scheme. He would have liked to take the Elbe for part of the northern boundary; but the German tribes south of that river rebelled, and the Roman army under Varus was utterly destroyed. This almost broke the emperor's heart. It is said that he used to cry out in agony even in his dreams, "O Varus, Varus, give me back my legions!" The Rhine and the Danube became the northern limits of the empire. If a line be drawn from the mouth of the Rhine to Cape St. Vincent in Portugal, and that line be moved on to the southeast until it has gone beyond Syria and Egypt, the boundaries so marked will include little that was not under Roman rule.

To make the most of what Rome already held was Augustus' aim. A glance at the story of the dishonest governor, Verres, shows how badly the provinces needed attention and help. Augustus gave these generously. The newer and less peaceful provinces he kept in his own hands. He appointed a governor for each, paid him a salary, and forbade the oppression of the natives. If a governor disobeyed, he was punished. The other provinces

REIGN OF CAESAR AUGUSTUS

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were left in the hands of the senate, but they were not forgotten, for Augustus kept close watch of their governors and saw that the provincials were fairly treated. He was always ready to listen to any complaint from them. After the Social War, a man in Italy or in the provinces who had been made a Roman citizen, had a right to vote, but in reality he was ruled by the people who lived in Rome, as has been said before, because they alone could conveniently be present at the assemblies. Now that Augustus had become the one power in Rome, it was gradually coming about that the citizens in Rome had no more power than those hundreds of miles away, for the emperor ruled them all.

The Romans thought it an important part of a ruler's duty to amuse them, and this duty Augustus never neglected. Unfortunately, their favorite amusement was the gladiatorial contest. The emperor made most liberal arrangements for this. He provided wild beasts by the hundred and gladiators by the thousand. "Bread and the games of the circus!" was the cry of the people of Rome, and the state supplied both. The laws of Caius Gracchus, passed more than a century earlier, allowed every Roman citizen to buy grain of the state at half price or less. The privilege had been continued, and the number who depended upon this charity had increased until in the time of Augustus it is probable that fully half of Rome received their food or part of it from the government. Of course some of these people were not able to earn their support; but the others deliberately preferred to ask bread of the state rather than earn it. There was the same old desire of the poor to avoid work; and with it went the eagerness of the rich to find new luxuries.

Augustus was interested in architecture, and he put up many temples, for men were forgetting their old reverence for the gods, and he wished to do all that he could to restore it. Anyone walking through the city would see handsome buildings, such as the Capitol, the Pantheon, or temple of all the gods, the senate house, and *basilica* or hall of justice. There were now several handsome forums in the city, and these public squares, as well as the temples, were adorned with statues. There were beautiful parks and public gardens, and along the Campus Martius were porticoes, whose roofs were upheld by columns, and here people might walk in the shade. On the Palatine Hill were the luxurious homes of the wealthy, but the city as a whole must have been a vast collection of little houses and shops, with lanes, rather than streets, winding in and out among them.

The homes of the wealthy were most splendid. Even those that were in town were so



REIGN OF CAESAR AUGUSTUS

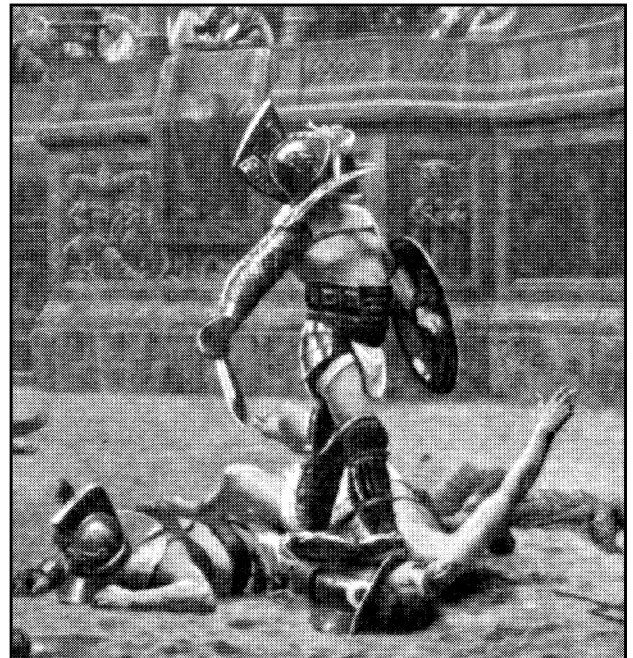
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surrounded by gardens and trees and vineyards that one within them might fancy himself many miles away from a city. The houses were full of luxury and gorgeousness, even though they were not always in the best of taste. The vestibule was often adorned with busts and statues, perhaps brought from some conquered city. The walls were painted with some bright color and frescoed. There were tables veneered with plates of gold, silver, or ivory, chairs of cedar, floors of marble or of mosaic work, couches on which to recline at meals, sometimes of bronze, and sometimes of wood inlaid with ivory or gold. The beds had silver legs, mattresses stuffed with down, silken pillows, and richly embroidered purple coverlets. There were beautiful ornaments, vases, and exquisite work in glass. There were most graceful lamps of terra cotta, bronze, or gold.

At their meals the Romans loaded the table as nations do that have more money than good taste, and a slave who could cook perfectly was worth one thousand times as much as an ordinary slave. Vegetables, eggs, fish, fowls of many sorts, peacocks, and wild boars roasted whole, pastries and fruits were used, but the Roman idea of a luxurious meal was one at which many strange dishes appeared. The farther these were brought and the rarer they were, the more delicious they were supposed to be. A dinner of six or seven elaborate courses followed by much drinking of wine was not thought to be a sufficient entertainment for guests, and they were amused by rope-dancers, conjurers, and singers.

To learn Greek was so much the fashion that a Greek slave was usually chosen to attend boy's a school that he might talk with them in his own language. They learned chiefly reading, writing, and arithmetic. In the reading class, the boys repeated together after the teacher, first the letters, then the syllables of a word, and finally the whole word. The books were of parchment folded into leaves or scrolls of Papyrus. The text had been copied on them by slaves. When it was time for the writing lesson, the boys took their tablets covered with wax and followed with a sharp point, or *stilus*, the letters that the teacher had traced. When they could do this well, they were allowed to make letters on the wax for themselves; and when they could write fairly well, they were promoted to use pens made of reeds, ink, and paper made from papyrus. Arithmetic they learned from an abacus, on whose wires little balls were strung. When the boys grew older, they attended more advanced schools, and in these the masterpieces of Greek literature were taught. Then many of them went on further and studied oratory. They were required to have Greek teachers, and those who could afford the expense went to Greece to complete their education.

The emperor was interested in literature, and the greatest of all the Latin writers lived



REIGN OF CAESAR AUGUSTUS

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during his reign. They were Virgil, Horace, Livy, and Ovid. Virgil, or Publius Virgilius Maro, wrote a long poem, the *Æneid*, or story of Eneas and his coming to Italy after the fall of Troy. The Romans had been so well pleased with his shorter poems that when they heard of his plan to write the *Æneid*, they were delighted. They had a long time to wait before seeing the book, for Virgil was not at all strong, and it was seven years before it was half done. Then the emperor asked him to read what he had written. He read first about the night when the Greeks slid softly down from the wooden horse and Troy was taken and burned; then he read about Aeneas' stay in Carthage; and last, about his visit to the land of the dead. Here, the poem says, was the young Marcellus, whom the fates would "only show to the earth" and then snatch away.

"Fling lilies with o'erflowing hands, and let / Me strew his grave with violets," Virgil repeated. Marcellus was the name of a favorite nephew whom the emperor had adopted to be his successor. The young man had died only a little while before this, and the emperor was grateful that his name had been made immortal by the poet. In his will, Virgil directed the *Æneid* to be burned because he had not yet made it as perfect as he wished, but Augustus forbade that such a thing should be done. He gave the manuscript to three friends of Virgil, all of them poets, telling them to strike out any phrase that they thought Virgil would have omitted on revision, but to add nothing. So it was that the *Æneid* was saved.

Horace, or Quintus Horatius Flaccus, had studied in Greece, according to the fashion, and when a young man, had fought in the army of Brutus. Virgil introduced him to Mæcenas, a wealthy statesman who knew how to be a warm friend. Through Mæcenas he met the emperor, and here he was sure to find appreciation. He wrote no lengthy poem, but many short ones, graceful odes to Mæcenas, to Virgil, to the emperor, to the state, to a beautiful fountain. He understood so well how people feel that one might almost fancy his poems were written yesterday. He thoroughly likes a jest or an unexpected turn. In one poem, a usurer, or money-lender, tells how he longs to live in the country. "Happy is the man," he says, "who dwells on his own farm, far away from the troubles of the city. He can train his vines, or graft his trees, or shear his sheep, or lie on the soft grass and hear the birds sing and the little streams murmur." Then Horace ends, "So said the moneylender. He called in all his money on the fifteenth of the month to buy a home in the country but he forgot the country and loaned it again on the first of the following month." When Mæcenas was dying, he said to Augustus, "Take care of Horace as if he were myself," but Horace lived only a few months longer than his good friend.

Livy, or Titus Livius, liked to think and talk of the days before the aristocratic notions of the Romans were overthrown by Caesar, and Augustus playfully called him a follower of



REIGN OF CAESAR AUGUSTUS

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Pompey. Livy's great work was a history of the Roman people; and in his preface he says that it will be reward enough for his labor in writing it if he can only forget for a while the troubles of his own times. This sounds rather mournful, but the history is charming. In reading it we almost feel that we are listening to Livy himself, for he writes his stories of the olden times as if he were telling them to a group of friends. He describes something that pleases him as if he were sure that his readers would enjoy it with him, and he is as grieved over a lost battle of a century earlier as if the defeated general were his own dear friend.

Even when Ovid, or Publius Ovidius Naso, was a small boy he was eager to write poetry. His father wished him to become an orator and win some high position in the government, and the boy tried his best to learn to argue. His teacher said that he spoke in a poetical sort of prose and did not arrange his arguments well. After a while a fortune was left to him, and then he was free to write as much poetry as he chose. He was liked by the emperor, and life moved on most pleasantly. He wrote the *Metamorphoses*, or stories of the gods. One is the tale of the visit of Jupiter and Mercury to Baucis and Philemon. It is so simply and naturally told that we can almost see old Baucis building a fire on the hearth, putting a piece of a broken dish under one leg of the table so it will stand even, then rubbing the board with mint to make it smell sweet. Ovid was revising his manuscript one evening when an order for his banishment to the mouth of the Danube suddenly arrived from the emperor. No one ever knew why this was done. Ovid was torn from his family and sent to spend the rest of his life among the barbarians. In his despair he burned *the Metamorphoses* but fortunately his friends had made copies of it long before. He died in exile.

It is because these great writers lived in the times of Augustus that his reign is called the Golden, or Augustan, Age of Latin literature. The reign is also marked by the closing of the gates of the temple of Janus. In war times these were always open, and the Romans had carried on wars so constantly that the gates had been closed only twice in seven hundred years. While Augustus ruled, they were closed three times. It was during one of these times when the world was at peace that Jesus was born in Bethlehem.



REIGN OF CAESAR AUGUSTUS

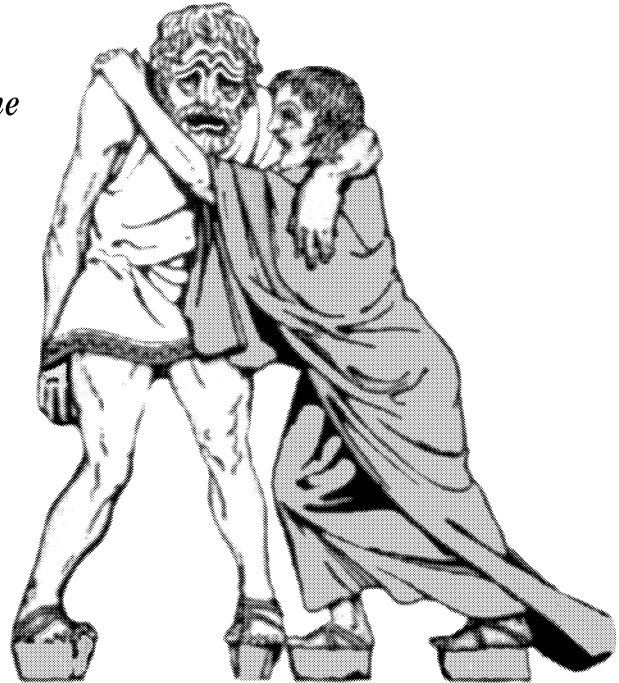
Project 2

Making a Roman Theater Mask

Have children read pages 56 and 57 in *The Usborne Illustrated World History The Romans*, before making the mask.

Materials:

Paper plate for each child
(inexpensive paper plate)
yarn
acrylic paint
(variety of colors)
wallpaper paste
newspaper
large popsicle sticks
hot glue gun



Instructions

Step 1: Tear sheets of newspaper into strips about 1 inch wide. Tear these strips into small rectangular pieces of paper.

Step 2: Tape paper plate and cut out eyes, nose and mouth.

Step 3: Attach a cardboard piece using the cut out for the mouth to make a raised nose.

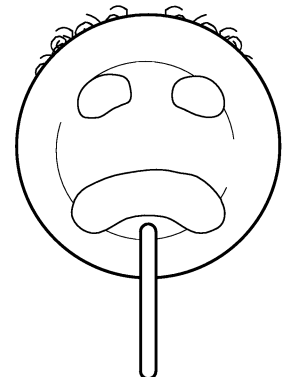
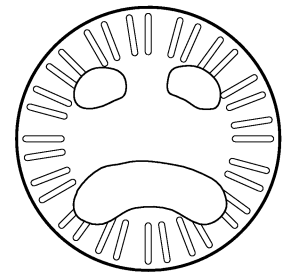
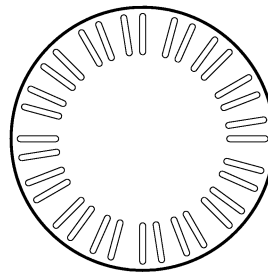
Step 4: Mix wallpaper paste and place newspaper into it. Let it absorb the paste.

Step 5: Apply layers of newspaper to mask building up layers, allowing to dry.

Step 6: Place yarn in wallpaper paste and apply to mask for hair, swirls work well. Allow to dry.

Step 7: When dry, paint with acrylic paint.

Step 8: Hot glue the popsicle stick to the back of the mask in order to be able to hold the mask up to face.



REIGN OF CAESAR AUGUSTUS

Project 3

Roman Writing Kit

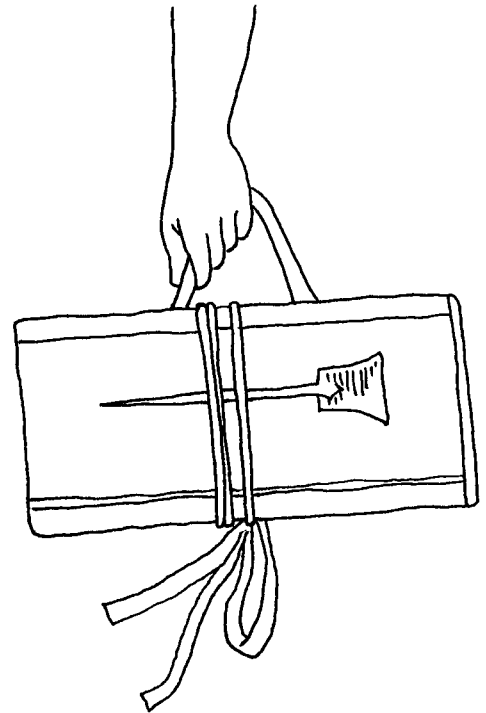
When it was time for writing lessons, the boys took their tablets covered with wax and followed with a sharp point, or *stilus*, the letters that the teacher had traced. When they could do this well, they were allowed to make letters on the wax for themselves.

Supplies

- disposable cake pans
(purchasable at grocery store, 9" x 12")
- old candles or wax
- double boiler
- shishebab sticks

Directions

1. Melt wax or old candles in a double boiler over water. (If using candles it is best to break into pieces.)
2. After wax has melted pour into the cake pans. Allow to cool.
3. Use the stick to write on your tablet.



REIGN OF CAESAR AUGUSTUS

Test

1. Who became emperor of Rome in 30 A.D.? How did he become the ruler?

2. What was the time of peace in Rome called?

3. During the reign of Caesar Augustus, the government changed from a _____
to a _____.

4. What did Caesar do in order to help establish a better government?

List some of these jobs.

5. How many years did Caesar Augustus rule?

6. Why did the Roman people accept his one-man rule?

7. Who was the Roman Emperor when Christ was born?

REIGN OF CAESAR AUGUSTUS

Test, Page 2

Review

1. Who was Isaiah?

2. What reason does Scripture give that Israel and Judah fell?

3. By whom was Rome founded?

4. Describe the first Olympics.

5. List in chronological order all the events studied to date.

Next to each place the appropriate date and Scripture reference.

BIRTH OF CHRIST

Worksheet

1. What is the approximate date for the birth of Christ?

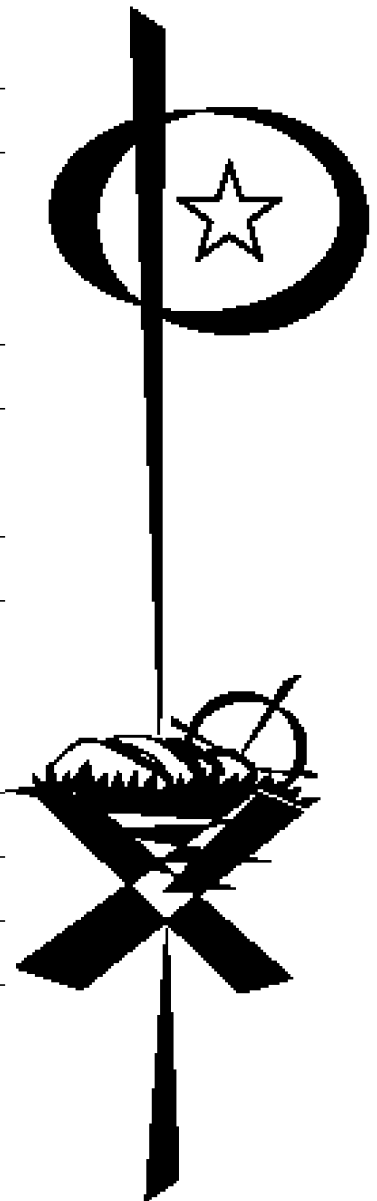
2. What are the Scripture references for the birth of Christ?

3. Who came to tell Mary that she would be the mother of Jesus?

4. Why was Mary so surprised by the news that she would have a child?

5. To whom was Mary engaged?

6. Why when Mary was so close to giving birth, did she leave home and depart to Bethlehem?



BIRTH OF CHRIST

Worksheet, Page 2

7. Where was Jesus born?

8. How did the shepherds find out about the birth of Jesus?

9. What did the shepherds do when they heard about Christ's birth?

BIRTH OF CHRIST

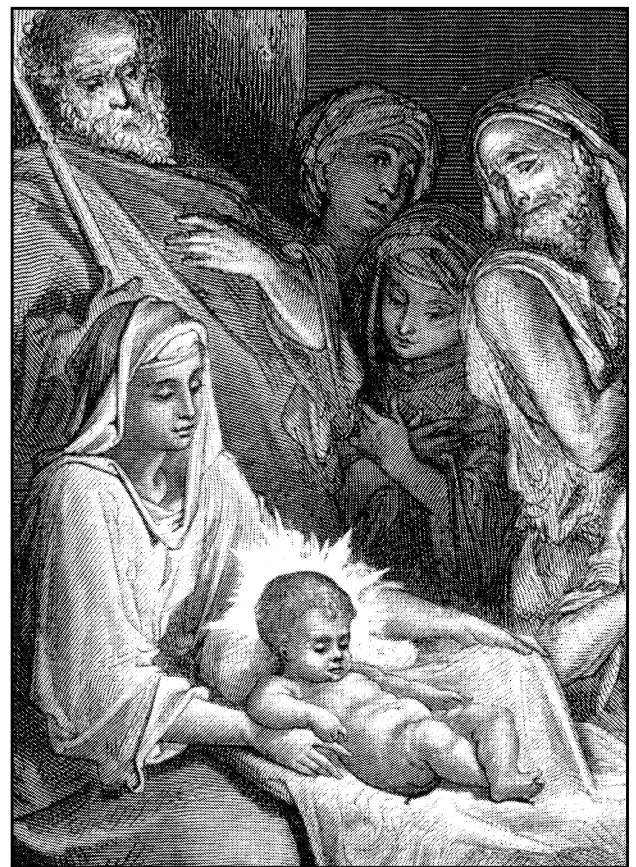
Project

Newspaper Article

Pretend that you are a reporter, interviewing one of the shepherds who went to see the baby Jesus. On the next page write an article that will appear in the Jerusalem Gazette.



JERUSALEM GAZETTE



BIRTH OF CHRIST

Test

1. What is the approximate date of the birth of Christ?

2. What is the Scripture reference for the birth of Christ?

3. Who did the angel Gabriel appear to and tell her that she would be the mother of Jesus? Why was this so miraculous?

4. Who decreed that a census should be taken around the birth of Christ?
How did this affect the birth of Christ?

5. Describe where Christ was born.

6. How did the shepherds know about the birth of Christ?

BIRTH OF CHRIST

Test, Page 2

7. Once the shepherds found out that the Christ child was born what did they do?

Review

1. Why was Rome recognized as the capital of the world by 146 B.C.?

2. What was the Phoenician's most important contribution to civilization?

3. The prophet Ahijah appeared to Jeroboam a servant of Solomon. He told him that God would give him _____ tribes of Israel to rule. (Fill in the correct number of tribes.)

4. Why did the Mycenaean culture end?

5. In chronological order list all the events studied to date.

Next to each place the appropriate date and Scripture reference if applicable.

MINISTRY OF JOHN THE BAPTIST

Worksheet

1. What are the Scripture references for the Ministry of John the Baptist?

2. What is the approximate date for the ministry of John the Baptist?

3. Who was the last Old Testament prophet?

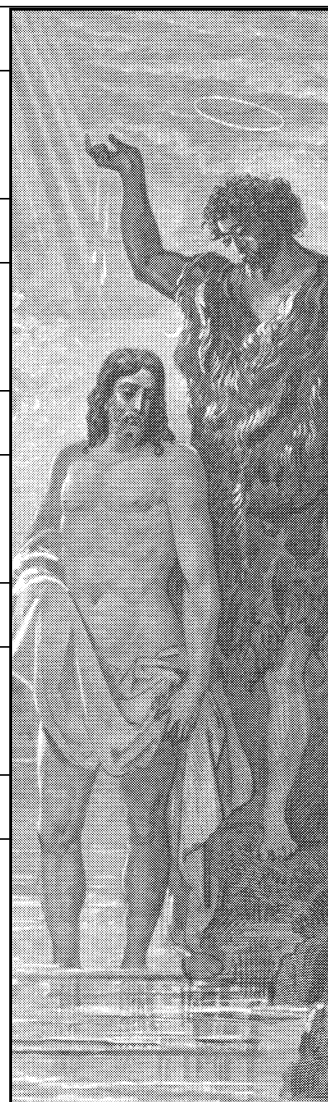
4. Why was this last Old Testament prophet sent by God?

5. How and where did this last Old Testament prophet live?

6. Who baptized Jesus? What did he think about baptizing Jesus?

7. After Jesus was baptized what did God do?

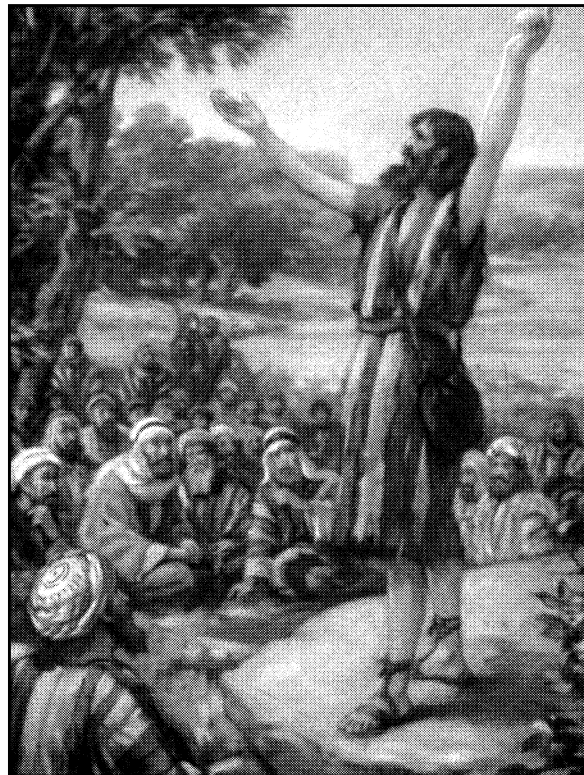
8. After Jesus ministry began, _____,
having served his God ordained purposes,
_____ into the background.



MINISTRY OF JOHN THE BAPTIST

Project

Read Matthew 3, Mark 1, Luke 3, and John 1. Using complete sentences, write a paragraph describing the Biblical meaning in the picture below.



MINISTRY OF JOHN THE BAPTIST

Test

1. What is the approximate date of the Ministry of John the Baptist?

2. What are the Scripture references for John the Baptist?

3. John the Baptist was the last Old Testament _____.

4. What did God send John the Baptist to do?

5. Where and how did John the Baptist live?

6. What did John say when he saw Jesus coming to be baptized?

7. What happened after John baptized Jesus?

8. After Jesus's ministry began what happened to John the Baptist? Why?

MINISTRY OF JOHN THE BAPTIST

Test, Page 2

Review

1. Write a paragraph describing the legend of the founding of Rome.

2. Write a paragraph describing the Trojan War.

3. On the back, list in chronological order all the events studied to date.

Write the approximate dates next to each.

MINISTRY OF CHRIST

Worksheet

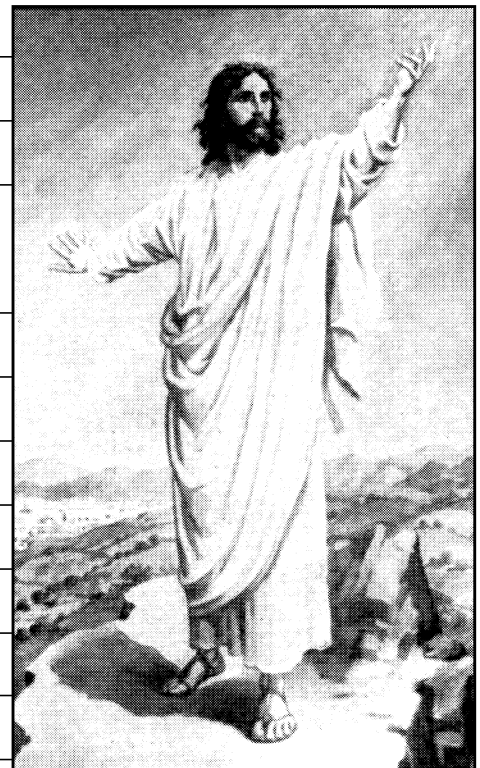
1. What are the dates for the Ministry of Christ?

2. What three things marked Jesus' ministry on earth?

3. Why did many people follow Christ?

4. What was known about Christ's teaching?

5. What did many of the Jews think of Christ?



MINISTRY OF CHRIST

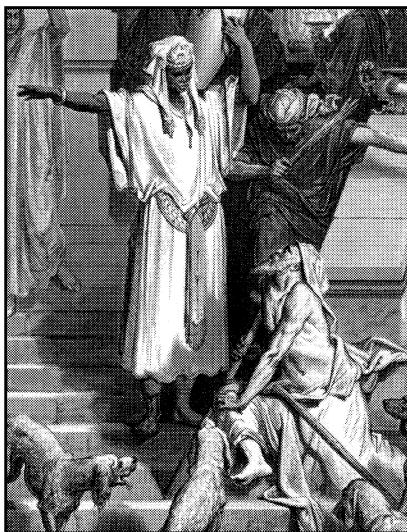
Project, Page 2

Below are three pictures depicting Jesus teaching and two different parables. Before working on the page discuss the meaning and purpose of parables. Then write out an answer to the question "What is a Parable?" in your own words on the lines provided. Then read the Scripture reference and write the meaning of each of the depicted parables in the boxes below the picture

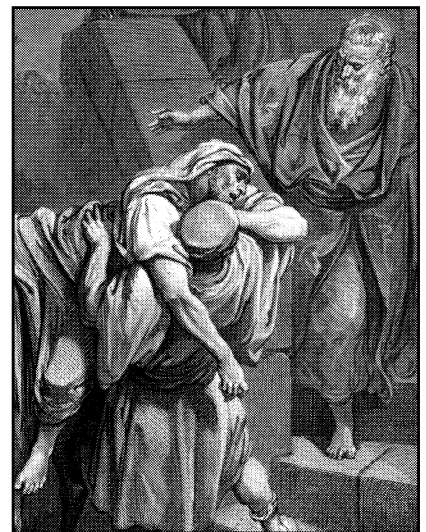
What is a Parable?



Laborers in the Vineyard
Matthew 20:1-16



The Rich Man and Lazarus
Luke 16:19-31



The Good Samaritan
Luke 10:30-37

MINISTRY OF CHRIST

Test

1. What are the dates for the ministry of Christ?

2. What three things marked Jesus' ministry on earth?

3. Many people followed Christ to hear Him _____ or receive a miraculous _____.

4. What was said of His teaching?

5. Why did many Jews not accept Christ as the Messiah?

Review

1. What was "Linear A?"

2. Describe Mycenaen culture.

CRUCIFIXION, RESURRECTION, AND ASCENSION OF CHRIST

Worksheet

1. What is the date for the Crucifixion, Resurrection and Ascension of Christ?

2. What are the Scripture references for the Crucifixion, Resurrection, and Ascension of Christ?

3. How did Jesus come into Jerusalem?

4. What is "Passion Week?"

5. Why did the chief priest and scribes seek to have Jesus put to death?

6. Who was Judas Iscariot?

7. How was Christ put to death? What did this fulfill?

CRUCIFIXION, RESURRECTION, AND ASCENSION OF CHRIST

Worksheet, Page 2

8. What happened three days after Christ death?

9. How many days after Christ resurrection, did he ascend into heaven to be seated with His Father?

10. Christ reigns in Heaven, having been given _____ over all things by God the Father.

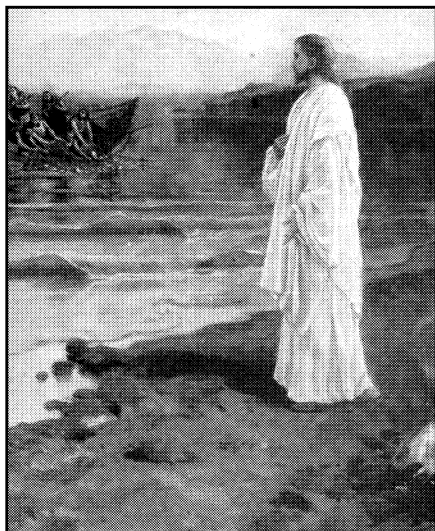


CRUCIFIXION, RESURRECTION, AND ASCENSION OF CHRIST

Project

Chronology of Passion Week

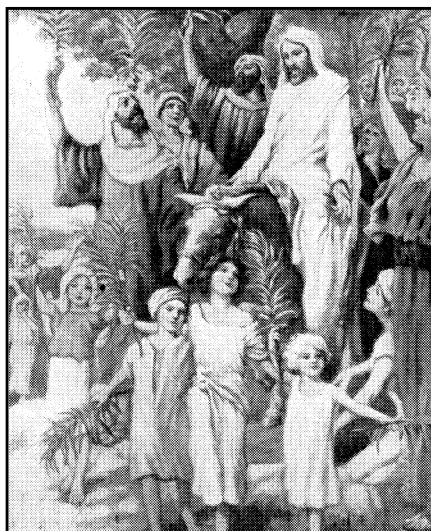
Below you will find six pictures of the last days of Christ. Identify each and number them so they are in order chronologically. Use your Bible and history card as references.

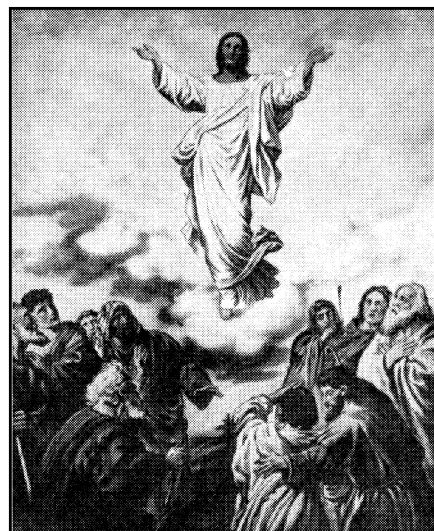












CRUCIFIXION, RESURRECTION, AND ASCENSION OF CHRIST

Test

1. Approximately when did the crucifixion, resurrection and ascension of Christ take place?

2. How did Jesus come into Jerusalem? What did many do when they saw him?

3. What is "Passion Week?"

4. Why did the chief priests and scribes want Jesus put to death?

5. Who was Judas Iscariot? What was he convinced to do?

6. What was fulfilled that was foretold by the prophet Isaiah?

7. What happened three days after Christ's death?

CRUCIFIXION, RESURRECTION, AND ASCENSION OF CHRIST

Test, Page 2

8. To whom did Christ appear after his death?

9. Over what did Christ triumph with His death and resurrection?

10. What happened to Christ forty days after his death?

Review

1. The Romans had two classes the plebeians and the patricians. Explain each.

2. Name two prophets of God.

3. Where did democracy begin?

4. Who were the Etruscans?

5. In chronological order list all the events studied to date on the back.

ROME BURNS, NERO PERSECUTES CHRISTIANS

Worksheet

1. In what year did the first full scale persecutions of Christian's begin?

What also occurred in this year?

2. How old was Nero when he began to rule Rome?

3. When Nero came to rule he no longer allowed Christians to worship God.

Why did he do this?

4. Who was blamed for the fires in Rome?

5. What did Nero do to the Christians?

6. What two apostles were possibly
executed during this time?

7. What eventually happened to Nero?



ROME BURNS, NERO PERSECUTES CHRISTIANS

Project

Reading on Martyrdom

Throughout all of history there have been those martyred for the sake of Christ. After reading the paragraphs below, read what Scripture has to say about the persecution of Christians. Acts 7, I Corinthians 4:12, II Corinthians 4, Hebrews 13. After reading this discuss what it means to be persecuted for the sake of Christ.

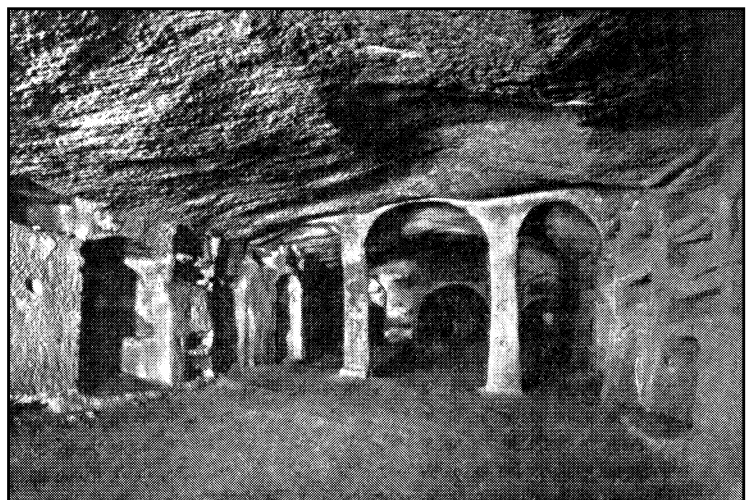
THE FIRST PERSECUTION, UNDER NERO, A.D. 67

The first persecution of the Church took place in the year 67, under Nero, the sixth emperor of Rome. This monarch reigned for the space of five years, with tolerable credit to himself, but then gave way to the greatest extravagancy of temper, and to the most atrocious barbarities. Among other diabolical whims, he ordered that the city of Rome should be set on fire, which order was executed by his officers, guards, and servants. While the imperial city was in flames, he went up to the tower of Macaenas, played upon his harp, sung the song of the burning of Troy, and openly declared that 'he wished the ruin of all things before his death.' Besides the noble pile, called the Circus, many other palaces and houses were consumed; several thousands perished in the flames, were smothered in the smoke, or buried beneath the ruin.

This dreadful conflagration continued nine days; when Nero, finding that his conduct was greatly blamed, and a severe odium cast upon him, determined to lay the whole upon the Christians, at once to excuse himself, and have an opportunity of glutting his sight with new cruelties. This was the occasion of the first persecution; and the barbarities exercised on the Christians were such as even excited the commiseration of the Romans themselves. Nero even refined upon cruelty, and contrived all manner of punishments for the Christians that the most infernal imagination could design. In particular, he had some sewed up in skins of wild beasts, and then worried by dogs until they expired; and others dressed in shirts made stiff with wax, fixed to axletrees, and set on fire in his gardens, in order to illuminate them. This persecution was general throughout the whole Roman Empire; but it rather increased than diminished the spirit of Christianity. In the course of it, St. Paul and St. Peter were martyred.

To their names may be added, Erastus, chamberlain of Corinth; Aristarchus, the Macedonian, and Trophimus, and Ephesians, converted by St. Paul, and fellow-laborer with him, Joseph, commonly called Barabus, and Ananias, bishop of Damascus; each of the Seventy."

—*John Fox's Book of Martyrs*



ROME BURNS, NERO PERSECUTES CHRISTIANS

Project, Page 2

Therefore to stop the rumor [that Nero set fire to Rome], he falsely charged with guilt, and punished with the most fearful tortures, the persons commonly called Christians, who were hated for their enormities. Christus, the founder of that name, was put to death as a criminal by Pontius Pilate, procurator of Judea, in the reign of Tiberius, but the pernicious superstition, repressed for a time, broke out yet again, not only through Judea, where the mischief originated, but through the city of Rome also, whither all things horrible and disgraceful flow, as to a common receptacle. Accordingly, first those were arrested who confessed they were Christians; next, on their information, a multitude were convicted, not so much on the charge of burning the city, as of 'hating the human race.' In their very deaths they were made the subjects of sport; for they were covered with the hides of wild beasts, and worried to death by dogs, or nailed to crosses, or set fire to, and when the day waned, they were burned to serve for the evening lights. Nero offered his own garden-players for the spectacle, and indiscriminately mingled with the people in the dress of a charioteer.

—From the Annals of Tacitus. This passage testifies that only thirty years after Jesus' death, the historian Tacitus, takes the fact of the historical existence of Jesus and his crucifixion as a matter of course.

PAUL

Paul, the apostle, who before was called Saul, after his great travail and unspeakable labors in promoting the Gospel of Christ, suffered also in this first persecution under Nero. Abdias, declareth that under his execution Nero sent two of his esquired, Ferega and Parthemius, to bring him word of his death. They, coming to Paul instructing the people, desired him to pray for them, that they might believe; who told them that shortly after they should believe and be baptized at His sepulcher. This done, the soldiers came and led him out of the city to the place of execution, where he, after his prayers made, gave his neck to the sword."

—John Fox's Book of Martyrs

PETER

Among many other saints, the blessed apostle Peter was condemned to death, and crucified, as some do write, at Rome; albeit some others, and not without cause, do doubt thereof. Hegesippus saith that Nero sought matter against Peter to put him to death; which, when the people perceived, they entreated Peter with much ado that he would fly the city. Peter, through their importunity at length persuaded, prepared himself to avoid. But, coming to the gate, he saw the Lord Jesus Christ come to meet him, to whom he, worshipping, said, "Lord, whither dost Thou go?" To whom He answered and said, "I am come again to be crucified." By this, Peter, perceiving his suffering to be understood, returned into the city, Jerome saith that he was crucified, his head being down and his feet upward, himself so requiring, because he was (he said) unworthy to be crucified after the same form and manner as the Lord was."

—John Fox's Book of Martyrs

ROME BURNS, NERO PERSECUTES CHRISTIANS

Test

1. In what year did Rome burn and Nero begin to persecute Christians?

2. How old was Nero when he came to rule Rome?

3. Up until the time of Nero how was Christianity viewed?

4. What did Nero think about Christians?

5. Who was first accused of setting the fires in Rome?

6. When the Christians were accused of setting the fires in Rome what did this lead to?

7. Why was Nero considered the worst persecutor of Christians in history?

ROME BURNS, NERO PERSECUTES CHRISTIANS

Test, Page 2

8. What two apostles may have been executed during this time?

9. What eventually happened to Nero?

Review

1. What is a parable?

2. Who was John the Baptist?

3. Who was sent to tell Mary that she would be the mother of Jesus?

4. What was the "Pax Romana?"

5. In chronological order list all the events studied to date.

Next to each place the approximate date.

DESTRUCTION OF JERUSALEM

Worksheet

1. What was the date of the destruction of Jerusalem?

2. When the Jews finally rebelled against Roman rule what did they say they would not do?

3. Who was Titus?

4. What did the Jews do during the nights and days?

5. What finally happened that caused the destruction of Jerusalem?

6. What did the Romans build to celebrate their victory?

7. What do many say about this event?



DESTRUCTION OF JERUSALEM

Project

News Report

Have the students write a news report about the destruction of Jerusalem. Then have them create an on-screen icon (like that shown below) that can be used while videotaping them giving their report imitating a news anchor just receiving this hot story off the satellite. Or have them work in groups and each takes a different role (news anchor, field reporter, and eyewitness).

This just in...
Jerusalem has
been destroyed.
The Roman armies which
had gathered to wipe out
the city two years ago
have returned to finish
the job. We go now to
Jayne Doah for more
on this event.



DESTRUCTION OF JERUSALEM

Test

1. In what year did the Destruction of Jerusalem occur?

2. When the Jews finally rebelled against Roman rule, what did they refuse to do?

3. Who did Vespasian, the emperor, send to end the rebellion?

4. Describe how the Jews fought to defend Jerusalem. What finally occurred?

5. What does the arch in the Roman Forum represent?

6. What do some believe the Destruction of Jerusalem represents?

Review

1. How did the Persian Wars begin?

POMPEII BURNS

Worksheet

1. In what year did Pompeii Burn?

2. What was Pompeii?

3. Who was emperor of Rome when Pompeii burned?

4. What does Mount Vesuvius have to do with the burning of Pompeii?

5. How many people were killed when Pompeii burned?

6. How long was Pompeii buried?

7. Why was Pompeii well preserved?

8. Why was the discovery of Pompeii important?

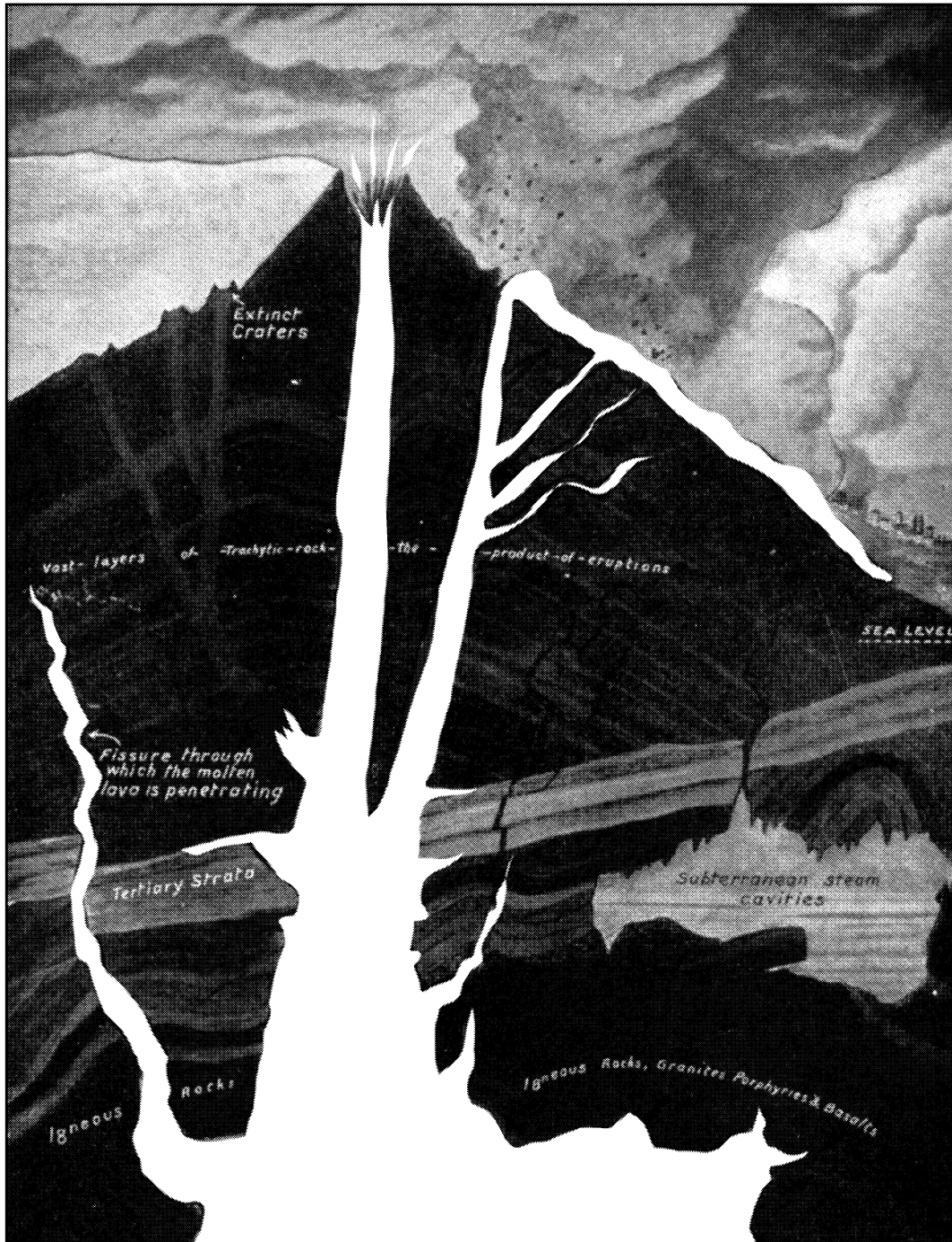


POMPEII BURNS

Project

Newspaper Article

Using the resources on the card use the sheet on the following page to write a newspaper article about the burning of Pompeii.



ROMAN  TIMES

Pompeii Burns!!

POMPEII BURNS

Project 2—Literature Unit

Pompeii... Buried Alive

Pompeii... Buried Alive is an easy to read book that will help you understand what happened to Pompeii when Mount Vesuvius erupted.

CHAPTER ONE

The Sleeping Giant

1. Fill in the blanks below.

What is the name of the mountain?

What is the name of the town?

2. Did the people in the town realize they were in danger?

3. Describe a volcano.

POMPEII BURNS

Project 2, Page 3—Literature Unit

3. Who was the boy who witnessed the darkness over Pompeii from across the bay?

CHAPTER THREE

Buried Alive

1. What did the survivors who fled Pompeii find when they returned?

POMPEII BURNS

Project 2, Page 4—Literature Unit

2. When the little boy Plinee grew up and became a writer, what did he write about?

3. After hundreds of years grass began to cover up the town of Pompeii.

What happened to the town?

4. What occurred when people began to read Plinee's letters?

5. How was the buried city of Pompeii discovered?

6. What did the scientists discover?

7. In what country is Pompeii?

8. What is Pompeii like today?

POMPEII BURNS

Project 2, Page 5—Literature Unit

Pompeii... Buried Alive

Answers

Chapter 1

1. Vesuvius

Pompeii

2. No

3. A volcano is a special kind of mountain which has a hole at the top. Deep inside it the rock is very hot and begins to melt. When this happens a gas is made. When the gas and rock mix together the gas pushes the melted rock out of the hole in the top of the mountain.

4. People would come to the city to sell their wares. Peddler and farmers brought food and shepherd's sheep. The families awoke and the slaves began a busy day of work. Children went to play. Many men headed to the bathhouse. By noon the town was full of people.

Chapter 2

1. The ground began to tremble and a huge cloud of dust and ash came pouring out of Vesuvius. People began to scream. They forgot about what they were doing. The cloud grew larger till it covered the sun causing darkness. Then tiny hot pebbles began to fall on the people in Pompeii. Everyone was running, pushing and shoving trying to get away. Some ran out of the town gates and others ran home or to the temple. Some chose to leave by way of the sea.

Finally people were unable to escape. The hot ashes began pouring out and they were trapped. The ashes spilled into the

houses up to the second story windows. Finally a great cloud of poisonous gas rushed out of the mountain and covered Pompeii. Pompeii was gone.

2. Accept any reasonable picture.

3. Plinee

Chapter 3

1. They found the whole town had been buried alive.

2. Vesuvius the volcano that buried Pompeii.

3. People forgot that there was a city under the grassy fields. Eventually houses were built right above the buried town.

4. They began to question where Pompeii was. But no one knew.

5. One day some workers were digging and found pieces of an old wall, but they did not think much about it. A few years later digging again they found more buildings. One had the name Pompeii carved into it. Scientists began digging, they had found the buried city.

6. Beautiful gold bracelets, mosaics and people who had died.

7. Italy

9. It is like a great big museum without a roof. The most famous volcano in the world.

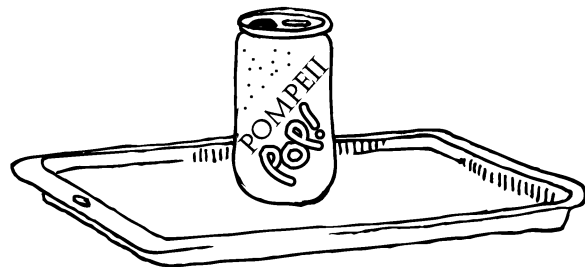
POMPEII BURNS

Project 3

Volcano Fun

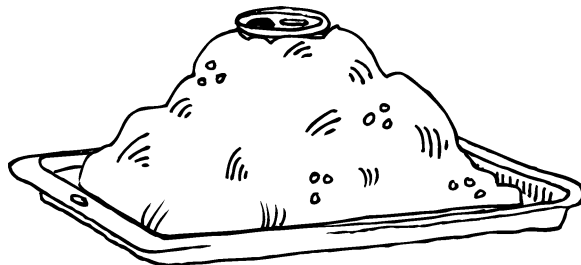
Supplies

sand or dirt
1/2 cup water
empty soda can
quart bottle
4 tblspns soda
1/2 cup Elmer's glue
red food coloring
1/4 cup dishwashing liquid
1/4 cup vinegar
cookie sheet or shallow pan
funnel



Directions

1. Place the can in the middle of the cookie sheet
2. Mix sand, dirt, water and glue together. Mound around the soda can leaving the top open.
3. Using the matchboxes and cardboard, build small houses to place at the base of the volcano. After building the houses stick them into the sand.
4. Pour the baking soda into the can using the funnel.
5. Mix the water, dishwashing liquid, food coloring and vinegar. Pour into the quart bottle using the funnel.
6. Pour a little of the mixture into the crater.
7. The "lava" should erupt and flow over the crater down into the city.



Should the volcano not erupt, pour in a little more and use a metal stick to mix the ingredients in the soda can

POMPEII BURNS

Test

1. In what year did Pompeii burn?

2. What was Pompeii?

3. Describe what occurred in Pompeii on August 24, 79 A. D.

4. How long did Pompeii remain buried?

5. Why was the discovery of Pompeii so important?

Review

1. Who were the Phoenicians?

2. Who participated in the original Olympics?

SPLIT OF THE ROMAN EMPIRE

Worksheet

1. What was the date of the Split of the Roman Empire?

2. The Roman Empire had grown to _____ for one person to control. Why was this?

3. When Diocletian became emperor he split the empire into how many parts? Why?

4. Who was Maximian?

5. What did Diocletian declare about himself? What did he order everyone to do?

6. Why did civil war break out during this time?

7. Who was Constantine?



SPLIT OF THE ROMAN EMPIRE

Project

Color the sea *blue*, the Western Empire *orange* and the Eastern Empire *green* (see pg. 76 in *The Usborne Illustrated World History, The Romans*).



SPLIT OF THE ROMAN EMPIRE

Test

1. What was the date of the Split of the Roman Empire?

2. What was the problem with the major growth in the Roman Empire?

3. What did Diocletian do to take care of the growth in the Roman Empire?

4. Who was Maximian?

5. Describe Diocletian as an Emperor.

6. How did Constantine become a ruler of the Roman Empire?

CONSTANTINE AND THE EDICT OF MILAN

Worksheet

1. What is the date for Constantine and the Edict of Milan?

2. Legend has it that while Constantine battled for the empire, he had a vision of a flaming _____ in the sky and heard a voice saying “_____.”

3. In Constantine’s dream what sign was he told to put on his soldier’s shields?

4. After Constantine won the war, what happened to him personally?

5. What was the Edict of Milan?

6. The Edict of Milan was the transition to the era of the “_____.”



CONSTANTINE AND THE EDICT OF MILAN

Project

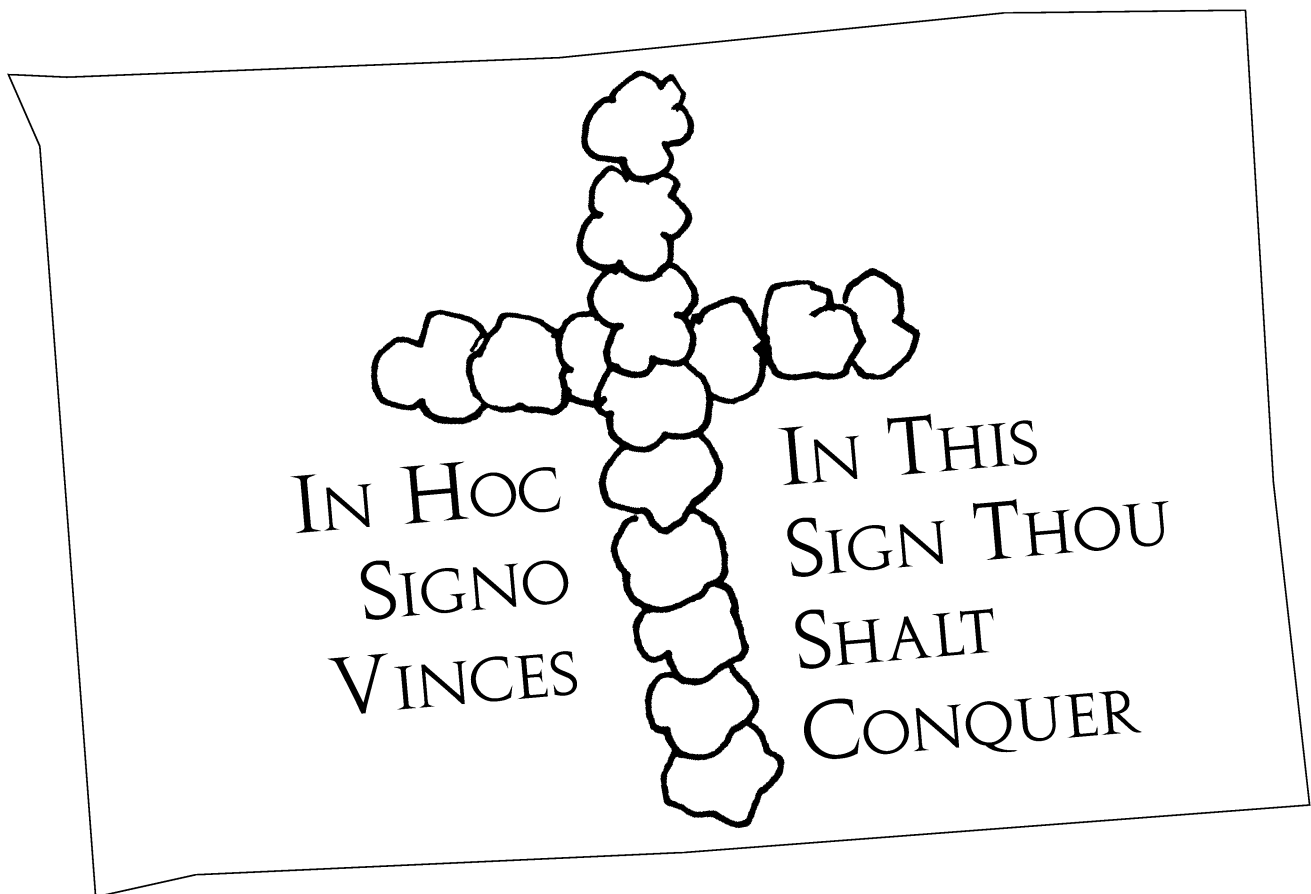
Flag

Supplies

light blue construction paper
cotton balls
paint or markers

Directions

1. Glue cotton balls onto the construction paper to form a cross of “clouds” in the sky
2. Write or paint the English and Latin phrases on either side.



CONSTANTINE AND THE EDICT OF MILAN

Project 2

The Edict of Milan (313 A. D.)

When I, Constantine Augustus, as well as I Licinius Augustus fortunately met near Mediolanurn (Milan), and were considering everything that pertained to the public welfare and security, we thought—, among other things which we saw would be for the good of many, those regulations pertaining to the reverence of the Divinity ought certainly to be made first, so that we might grant to the Christians and others full authority to observe that religion which each preferred; whence any Divinity whatsoever in the seat of the heavens may be propitious and kindly disposed to us and all who are placed under our rule And thus by this wholesome counsel and most upright provision we thought to arrange that no one whatsoever should be denied the opportunity to give his heart to the observance of the Christian religion, of that religion which he should think best for himself, so that the Supreme Deity, to whose worship we freely yield our hearts) may show in all things His usual favor and benevolence. Therefore, your Worship should know that it has pleased us to remove all conditions whatsoever, which were in the rescripts formerly given to you officially, concerning the Christians and now any one of these who wishes to observe Christian religion may do so freely and openly, without molestation. We thought it fit to commend these things most fully to your care that you may know that we have given to those Christians free and unrestricted opportunity of religious worship. When you see that this has been granted to them by us, your Worship will know that we have also conceded to other religions the right of open and free observance of their worship for the sake of the peace of our times, that each one may have the free opportunity to worship as he pleases ; this regulation is made we that we may not seem to detract from any dignity or any religion.

Moreover, in the case of the Christians especially we esteemed it best to order that if it happens anyone heretofore has bought from our treasury from anyone whatsoever, those places where they were previously accustomed to assemble, concerning which a certain decree had been made and a letter sent to you officially, the same shall be restored to the Christians without payment or any claim of recompense and without any kind of fraud or deception, Those, moreover, who have obtained the same by gift, are likewise to return them at once to the Christians. Besides, both those who have purchased and those who have secured them by gift, are to appeal to the vicar if they seek any recompense from our bounty, that they may be cared for through our clemency. All this property ought to be delivered at once to the community of the Christians through your intercession, and without delay. And since these Christians are known to have possessed not only those places in which they were accustomed to assemble, but also other property, namely the churches, belonging to them as a corporation and not as individuals, all these things which we have included under the above law, you will order to be restored, without any hesitation or controversy at all, to these Christians, that is to say to the corporations and their conventicles: providing, of course, that the above arrangements be followed so that those who return the same without payment, as we have said, may hope for an indemnity from our bounty. In all these circumstances you ought to tender your most efficacious

CONSTANTINE AND THE EDICT OF MILAN

Project 2, Page 2

intervention to the community of the Christians, that our command may be carried into effect as quickly as possible, whereby, moreover, through our clemency, public order may be secured. Let this be done so that, as we have said above, Divine favor towards us, which, under the most important circumstances we have already experienced, may, for all time, preserve and prosper our successes together with the good of the state. Moreover, in order that the statement of this decree of our good will may come to the notice of all, this rescript, published by your decree, shall be announced everywhere and brought to the knowledge of all, so that the decree of this, our benevolence, cannot be concealed.

CONSTANTINE AND THE EDICT OF MILAN

Test

1. What is the date for Constantine and the Edict of Milan?

2. Describe the legend of Constantine.

3. What was one of the first acts of Constantine after his conversion?

4. What finally ended the persecution of Christians?

5. The transition to the era of the “_____” had begun.

Review

1. What do the seven hills have to do with the beginning of Rome?

2. What were basilicas?

THE FIRST COUNCIL OF NICEA

Worksheet

1. What is the date given for the First Council of Nicea?

2. Why did Constantine summon 300 Christian bishops and deacons to meet on July 4, 325?

3. Where did these 300 bishops and deacons meet?

4. What is Arianism?

5. What was the result of the council?

6. To What important document did the summary of the council lead?

7. What are the three main points of the document?



THE FIRST COUNCIL OF NICEA

Project

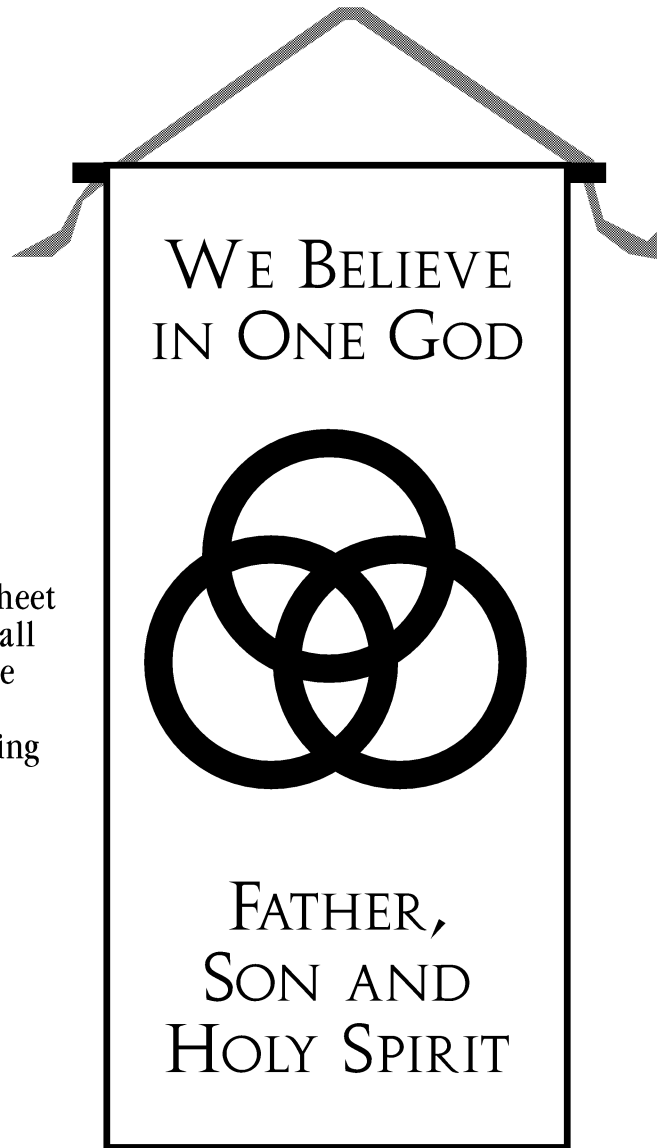
Christian Banner

Supplies

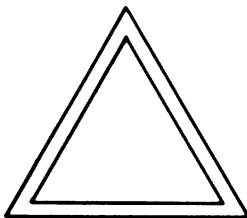
12' wooden dowel
fabric paint
paint brushes
1'x2' piece of fabric
glue
1 1/2' of decorative cord

Directions

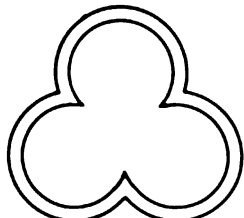
1. Copy the symbols at the bottom of this sheet onto a transparency then shine onto the wall
2. Tape fabric onto wall and trace the shape lightly in pencil onto the fabric
3. Paint the shape and letter the banner using fabric paint
4. Glue dowel to top edge then tie cord to either end



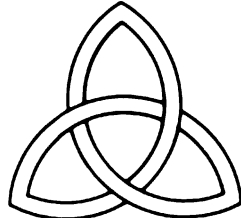
SYMBOLS OF THE HOLY TRINITY



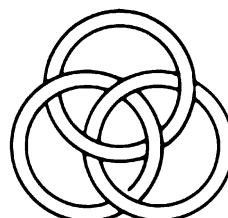
EQUILATERAL
TRIANGLE



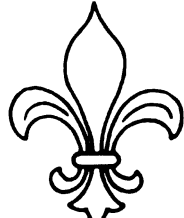
TREFOIL



TRIQUETRA



THREE
INTERLOCKING
CIRCLES



FLEUR-DE-LIS

THE FIRST COUNCIL OF NICEA

Test

1. What is the date given for the First Council of Nicea?

2. Who summoned 300 Christian bishops and deacons to meet on July 4, 325 at the Imperial Palace in Nicea?

3. Why were the 300 bishops and deacons summoned?

4. What is Arianism?

5. What is the Nicean Creed and how did it evolve?

6. What are the three matters that the Nicene Creed settled?

1.

2.

3.

END OF THE WESTERN ROMAN EMPIRE

Worksheet

1. What is the date given for the End of the Western Roman Empire?

2. Who was constantly attacking the Roman Empire?

3. Most attacks were leveled against the _____ part.

4. List three barbarian tribes who invaded the Roman Empire.

1. _____

2. _____

3. _____

5. Why were the attacks against the Roman Empire successful?

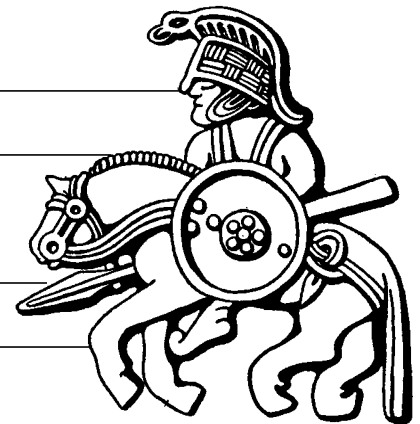
6. In 455, the _____ invaded Rome and destroyed it?

7. Who was Romulus Augustulus?

8. Who was Odoacer?

9. With what did the fall Roman Empire begin?

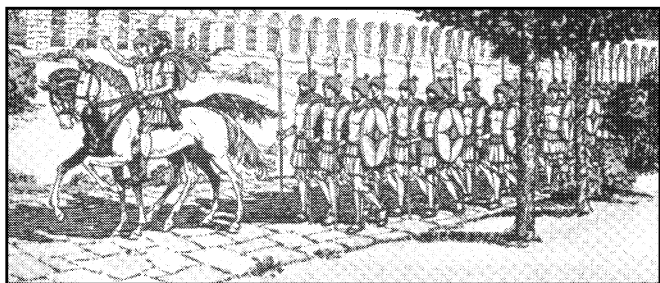
10. The Western Roman Empire was gone, but its influence on us will never _____.



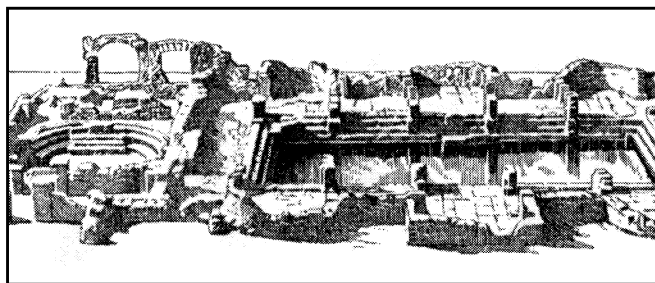
END OF THE WESTERN ROMAN EMPIRE

Project—Modern Day Counterpart

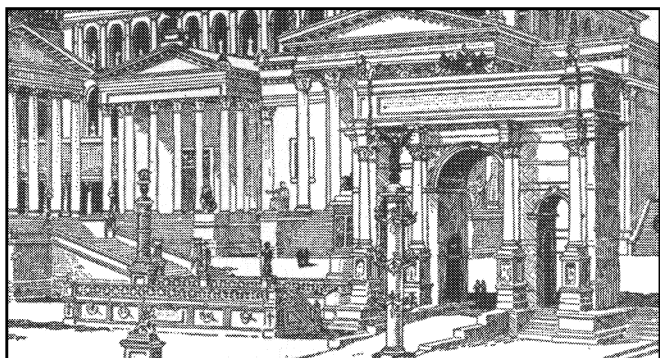
The Greco-Roman period has given us other things besides Roman numerals and the Olympics. Draw modern day counterparts from the illustrated developments of Greece and Rome shown below.



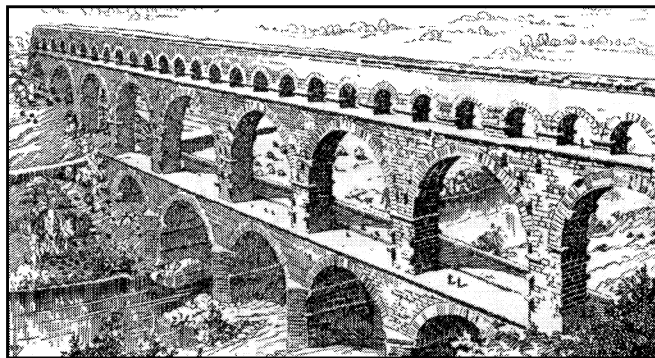
Roman military highway



Ruins of Roman Baths at Bath, England



Greco-Roman architecture



Roman Bridge and Aqueduct at Nimes, France



END OF THE WESTERN ROMAN EMPIRE

Test

1. What is the date given for the End of the Western Roman Empire?

2. The _____ was constantly attacking the Roman Empire including Rome itself.

3. Against which part of the Roman Empire were most attacks leveled?

4. List three barbarian tribes who invaded the Roman Empire.

1. _____

2. _____

3. _____

5. Why were the attacks against the Roman Empire successful?

6. In 455, who invaded Rome and destroyed it?

7. Who was the last emperor of the West?

8. In 476 a German captain named _____ declared himself King of Italy and ruled from Ravenna.

END OF THE WESTERN ROMAN EMPIRE

Test, Page 2

9. What began the break up of the Empire into separate countries?

10. The Western Roman Empire was gone, but its _____ on us will never disappear.

Review

1. When Nero came to rule he no longer allowed Christians to worship God.

Why did he do this?

2. How did Julius Caesar become Rome's ruler?

3. Who did the Romans destroy in the third Punic War?

4. What do the seven hills have to do with the beginning of Rome?

5. In chronological order list all the events studied to date. Next to each place the approximate date and Biblical reference if applicable.

CUMULATIVE REVIEW

Test

Card:

Date:

TWO FACTS:

Card:

Date:

TWO FACTS:

Card:

Date:

TWO FACTS:

Card:

Date:

TWO FACTS:

READING PROJECTS

Instructions

Teacher's Instructions for Integrating History and Writing

1. **Vocab:** Before giving the assignment the teacher should look at the vocabulary and make a judgement as to whether or not the students will be likely to know most of them. If the answer is yes, skip to step #2 and have them look up the vocabulary afterward. If not, have them look up the vocab words first.
2. **Reading/Note-taking:** have the students read the passage while taking notes using the “key-word method.” In brief, this means ***no more than 3*** words from each sentence that will help the student remember what is said in it. Appropriate answers can, of course vary, but sample answers are given in the answer key. Two general rules can help these notes to be meaningful:
 - a. Distilling the grammatical core—words that are part of the grammatical core of the sentence, particularly subjects, action verbs, direct objects, predicate nouns and adjectives.
 - b. Note that *linking verbs* are not listed above. Though they are just as much a part of the grammatical core, they are easy to assume (i.e., instead of writing “Alexander was brutal,” it is more effective to write, “Alexander brutal”).
3. **Title:** have the students try to come up with a title for each paragraph. This forces them to try to look at each paragraph and try to understand its main point. Sample titles are given on the answer key.
4. **Summary paragraph:** Have the students turn the page and try to reconstruct, in brief, the essence of the original on a separate sheet of paper using only their notes.
5. **Improved paragraph:** have the students spruce up their paragraphs using a list of “modifiers”, “power words” or grammatical constructions that can help the students to make their writing more interesting. (Andrew Pudewa’s “Excellence in Writing” method is a good example of how to do this in practice.)

NEW TESTAMENT, GREECE & ROME

Project—Example Grammar-History Sentences

DIRECTIONS FOR HISTORY-GRAMMAR INTEGRATION

We recommend the Shurley Grammar program as being the one which does the best job of teaching students the fundamental structure of the English sentence. Obviously, the sentences in the various sentences groups of Shurley are not all going to have any relationship with the content of their history, but we believe that making up extra practice sentences which have content culled from their history lessons can bring a beneficial “synergy” into the curriculum.

Several sentences derived from the content of the history lessons have been written and parsed as examples. Obviously, the possibilities are limitless.

It would also be worthwhile to have the children make up their own, history-related sentences. This could be done for the whole class to parse, or for their own, individual practice and improved sentences that are integral to the Shurley lessons.

1. $\frac{SN \ V}{PI}$ SN V P A ADJ OP P A ADJ OP
Homer wrote \ (about a golden age) (of the distant past). D

1. Homer wrote about a golden age of the distant past.
2. Who wrote about a golden age of the distant past? Homer/SN
3. What is being said about Homer? Homer wrote/V
4. About/P
5. About what? age/OP
6. What kind of age? golden/Adj
7. A/A
8. Of/P
9. Of What? past/OP
10. What kind of past? distant/Adj
11. The/A
12. SN V PI check
13. (about a golden age), prepositional phrase
14. (of the distant past), prepositional phrase
15. Period, statement/D
16. Go back to the verb; divide the complete subject from the complete predicate.

NEW TESTAMENT, GREECE & ROME

Project—Example Grammar-History Sentences

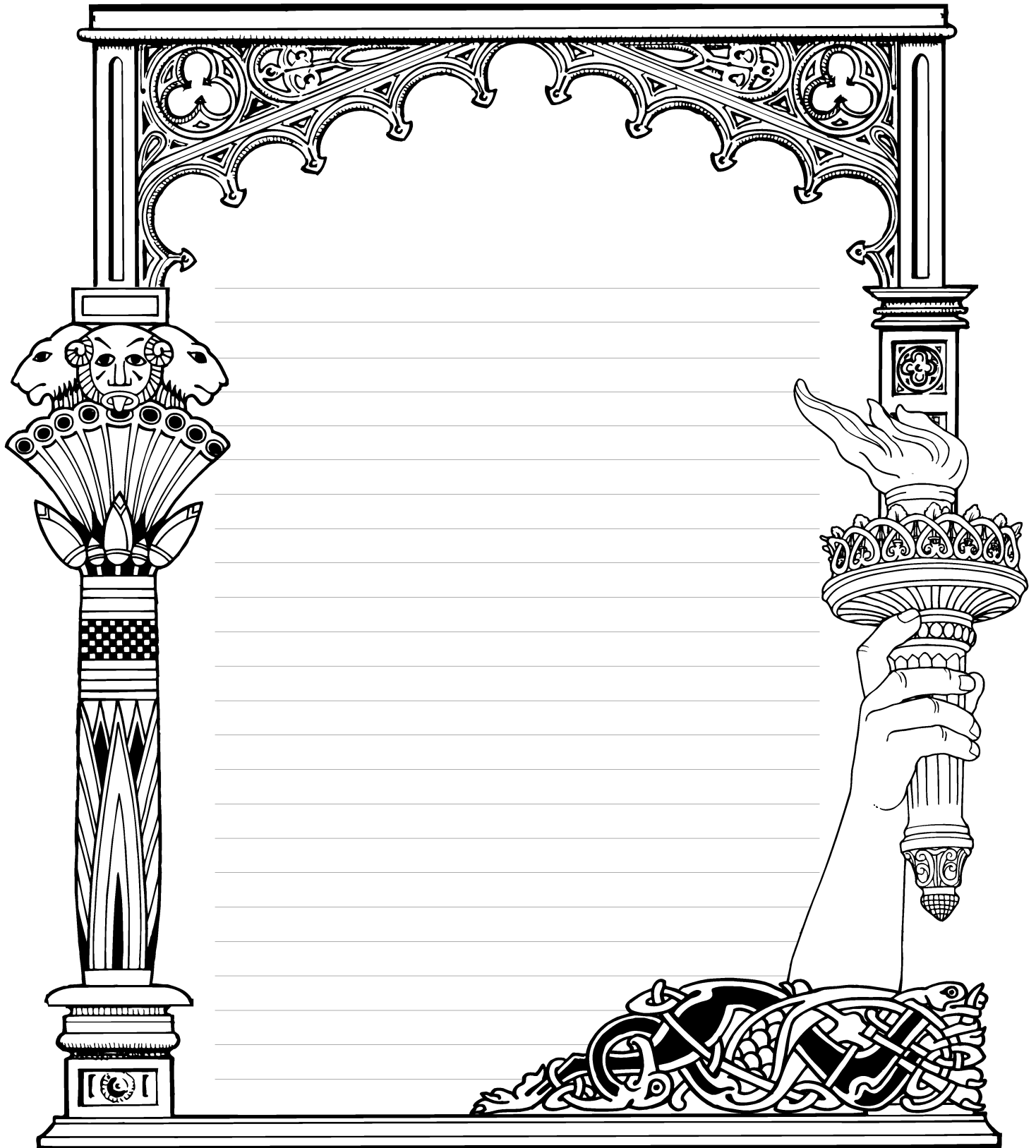
2. SN V-t SN V-t A DO P PPA ADJ OP
Alexander/ destroyed the Persian Empire (with his powerful army).
DO P2

1. Alexander destroyed the Persian Empire with his powerful army.
2. Who destroyed the Persian Empire with his powerful army? Alexander/SN
3. What is being said about Alexander? Alexander destroyed/V
4. Destroyed what? Persian Empire/verify the noun
5. Does Persian Empire mean the same thing as Alexander? no/DO
6. Destroyed/V-t
7. The/A
8. With/P
9. With what? army/OP
10. What kind of army? powerful/Adj
11. Whose army? his/PPA
12. SN V-t DO P2 check.
13. (with his powerful army), prepositional phrase
14. Period, statement/D
15. Go back to the verb; divide the complete subject from the complete predicate.

1. SN V-t SN V-t PPA IO A ADJ DO IO
Socrates/ gave his audience a surprising oration!
DO P3

1. Socrates gave his audience a surprising oration!
2. Who gave his audience a surprising oration? Socrates/SN
3. What is being said about Socrates? Socrates gave/V
4. Gave what? oration/verify the noun
5. Does oration mean the same thing as Socrates? no
6. Oration/DO
7. Gave/V-t
8. Gave oration to whom? audience/IO
9. What kind of oration? Surprising/Adj
10. A/A
11. Exclamation point, strong feeling/E
12. Go back to the verb; divide the complete subject from the complete predicate.

CHAPTER SUMMARY





Event:

Date:

Who

What

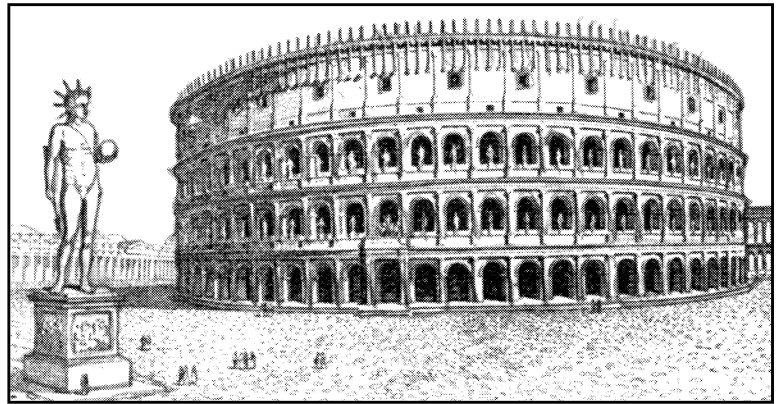
Where

NEW TESTAMENT, GREECE & ROME

Veritas Press History Song

This is the story of two great civilizations; one was Greece, the other was Rome.

Let's go back in history to 2200 B.C.
First came the Minoan culture.
2nd the Mycenaean culture.
3rd the Trojan War between Sparta and Troy.
4th the Phoenician civilization. Thank goodness
for their alphabet.
5th the division of the tribes of Israel resulted
in two kingdoms.
6th came Homer and Greek Mythology.
7 the Greek Olympics.
8 came the founding of Rome in 753 B.C.
9 democracy began when Greece was
colonized 750 B.C.
Then number 10 came the fall of Israel and Judah.
11 the prophets of God.
12 came the first republic of Rome,
the people elected their rulers.
13 came the Persian Wars.
14 Pericles and the Peloponnesian War.
15 Greek Philosophers.
16 Nehemiah led the Jews return
to Jerusalem.
17 came Alexander the Great.
18 the Architecture of Rome.
19 the rise of the Roman Empire, Greece
had diminished while Rome increased.
20 the reign of Julius Caesar.
21 was Caesar Augustus.
22 the birth of Jesus Christ in the year 3 B.C.
23 was John the Baptist.
24 the Ministry of Christ.
25 the Crucifixion, Resurrection, and Ascension
in 30 A.D.
Then 26 came the burning of Rome by Nero,
wicked persecutor of Christians.
27 the destruction of Jerusalem in 70 A.D.
28 the burning of Pompeii.
29 the Roman Empire splits.
Then came number 30. Constantine and
the Edict of Milan in 313 A.D.
Then 31 came the Council of Nicea 325 A.D.
32 the end of the Roman Empire 476 A.D.
Yes, then came the end of the Roman Empire 476 A.D.



ANSWERS

MINOAN CULTURE

Worksheet

1. c. 2200 B.C.-1450 B.C.
2. The Minoans, on the island of Crete
3. A character from Greek mythology
4. On the coast
5. By ship at sea, to trade their pottery and other goods with the nations
6. In their capital city, Knossos
7. Their dead were buried with possessions to take to the afterlife.
8. An early Greek alphabet known as "Linear A"
9. Hedonistic (pleasure seeking)
10. From a combination of volcanic activity and attack from the Mycenaens

Test

1. The Minoans, on the island of Crete
2. Minos
3. On the coast, because there was rich farm land
4. By ship, to trade their pottery and other goods with other nations
5. Knossos
6. Their dead were buried with possessions to take into the afterlife.
7. Linear A
8. Festivals and pleasure seeking
9. Volcanic activity and attack from the Mycenaens
10. c. 2200 B.C.-1450 B.C.

MYCENAEN CULTURE

Worksheet

1. c. 1450 B.C.-1200 B.C.
2. Thessaly and the southern Peloponnesus
3. The city of Mycenae
4. Because of the Mycenaen citadel and the royal tombs at Athens and Thebes
5. They were militaristic and commercial.
6. A citadel was a heavily fortified hilltop stronghold. It was the home of the ruling family and its army, the primary means of defense for the Mycenaens. The citadel at Mycenae had a lion gate at the entrance.
7. Pottery and bronze weapons.
8. Military raids
9. The Dorian invasions

Test

1. c. 1450 B.C.-1200 B.C.
2. Their chief city of Mycenae

3. Royal tombs
4. Military raids and commercial trade
5. It is a heavily fortified and manned stronghold on a hilltop.
6. Raiders, artisans (potters and bronze workers) and traders
7. Their pottery and bronze work has been found in many of their tombs throughout Mycenae.
8. The Dorian invasions

TROJAN WAR

Worksheet

1. Some experts believe so.
2. c. 1250 B.C.
3. The Greek poet Homer wrote the Iliad. It is a story about the Trojan War.
4. The Greeks
5. They built a huge wooden horse and hid some soldiers in it. Then the Trojans brought the horse into the city, thinking the Greeks were all gone.
6. The hidden soldiers crept out of the horse at night, opened the city gates, and let in more Greek soldiers. Then they killed the sleeping Trojans and destroyed the city.

Test

1. c. 1250 B.C.
2. Homer, The Iliad
3. Helen of Troy, wife of the king of Sparta, was captured by Paris, the king of Troy. The Greeks joined together to free Helen and defeat the Trojans.
4. They built a huge wooden horse and hid some soldiers in it. The Trojans brought the horse into the city and the Greek soldiers snuck out at night, opened the city gates and let in more Greek soldiers. Then they killed the sleeping Trojans and destroyed the city.

Review

1. The Minoans
2. Minos
3. Linear A
4. Militaristic and commercial
5. The Dorian invasions

PHOENICIAN CIVILIZATION AND THE ALPHABET

Worksheet

1. c. 1200 B.C.-1000 B.C.
2. The land of Canaan, the Canaanites

ANSWERS

3. It comes from the word phoinos (red) because of a reddish-purple dye the Phoenicians produced.
4. Trading and transporting goods by sea
5. They built very advanced ships.
6. Thirty, none

Test

1. c. 1200 B.C.–1000 B.C.
2. They are the same people (the Bible refers to them as Canaanites).
3. From the word phoinos (red) because of a reddish-purple dye they produced
4. The Phoenician Alphabet
5. Trading and traveling by sea
6. Red
7. Thirty, none

Review

1. The Minoans
2. Pottery and bronze work
3. Homer, *The Iliad*
4. Because their dead were buried with their possessions
5. It was militaristic and commercial, with skilled artisans who worked in clay and bronze.

ISRAEL DIVIDES INTO TWO KINGDOMS

Worksheet

1. c. 931
2. God was angered at Solomon's disregard for the First Commandment.
3. I Kings 12, II Chronicles 10
4. Rehoboam, for the sake of Solomon's father David
5. A servant of Solomon who became king of ten tribes of Israel
6. One of God's prophets in Israel
7. Solomon's son who became king after Solomon died

Project 2

Answers will vary.

Test

1. I Kings 12, II Chronicles 10
2. c. 931
3. God was angered at Solomon's disobedience of the First Commandment.
4. Rehoboam, Rehoboam ruled Judah and Jeroboam ruled Israel.
5. Ahijah, that God would give him ten tribes of Israel to rule

6. He was a servant of Solomon.
7. To honor Solomon's father (and God's servant) David

Review

1. On the sea coast, because of the rich farm land, and to travel by sea to trade their goods
2. A heavily fortified stronghold on a hilltop
3. They traveled by sea to trade their pottery and other goods with Egypt, Syria and the southern islands of the Aegean.
4. They built a huge wooden horse and hid some soldiers in it. When the Trojans brought the horse into the city, the soldiers snuck out and opened the gates for their men to come in.
5. The Canaanites

HOMER AND GREEK MYTHOLOGY

Worksheet

1. c. 900
2. He was a bard, a professional poet who recited his poems.
3. *The Iliad* and *The Odyssey*
4. He was blind.
5. By myths and legends of the gods
6. Zeus, Athena, Ares
7. The gods and man were very much alike, but the gods were more powerful and lived forever.

Test

1. c. 900
2. He recited his poems. Bard.
3. *The Iliad* and *The Odyssey*
4. He was blind.
5. No
6. Zeus was the greatest god, the god of the heavens. Athena was the goddess of wisdom. Ares was the god of war.
7. They thought they were very much like humans, but more powerful. The main difference was that the gods lived forever.
8. Stress to the students that these gods were not like the one true God of the Bible; they were mythological. So the Greeks could never have actually heard from or seen them.

Review

1. The Minoans, the mythological King Minos
2. A heavily fortified stronghold on a hilltop occupied by the ruling family and its army, It was Mycenae's primary means of defense.

ANSWERS

3. *The Iliad*, Homer
4. He was angered by Solomon's disregard for the First Commandment.
5. See the master list at the end.

THE OLYMPICS

Worksheet

1. c. 776 B.C.
2. A sacred festival of sacrifices and athletic games for the gods
3. Sacred, fighting
4. Only pureblooded Greeks
5. Day one: A procession with parties of all the representative states, a sacrifice to Zeus, and screening of participants
Days two to four: Competitions of running, wrestling, boxing, chariot races, and the pentathlon (a competition of five events)
Day five: The victors were honored.
6. A wreathed crown of olive branches, great honor for the rest of his life

Test

1. c. 776 B.C.
2. As a sacred festival of sacrifices and athletic games for the gods
3. Only pureblooded Greeks
4. Five days
5. On day one there was a colorful procession with representatives of all Greek states. Then a sacrifice was made to Zeus and all participants were screened. On days two through four, there were many competitions (running, wrestling, boxing, chariot races and more). On day five, the victors were honored and crowned.
6. A wreathed crown of fresh-cut olive branches, They each listened while their names and their cities were announced, and they received their crowns.

Review

1. Knossos
2. From their chief city, Mycenae
3. Helen of Troy, wife of the king of Sparta, was captured by Paris, the king of Troy. The Greeks joined together to defeat the Trojans and rescue Helen.
4. The reddish-purple dye they produced, the word *phoinos* means red.
5. See the master list at the end.

FOUNDING OF ROME

Worksheet

1. c. 753 B.C.
2. Rome was founded by twin brothers, Romulus and Remus, the grandsons of King Nubitor. As adults, they argued over who would rule the kingdom. Romulus accidentally killed Remus. He then built the walls of the city that is named after him: Rome.
3. The Etruscans
4. The Latins, Latin
5. The Etruscans and the Latins

Test

1. c. 753 B.C.
2. Twin brothers who (according to legend) founded Rome. The grandsons of King Nubitor, they argued over which of them would rule the kingdom. Romulus accidentally killed Remus and then built the walls of Rome.
3. The real founders of Rome
4. Latin, the Latins
5. The Etruscans and the Latins

Review

1. By sea, for trade
2. c. 1250 B.C.
3. The Phoenician Alphabet
4. Jeroboam
5. See the master list at the end.

GREECE COLONIZED, DEMOCRACY BEGINS

Worksheet

1. c. 750 B.C.-508 B.C.
2. The Greeks explored the sea for food and discovered new lands to farm.
3. Around the coasts of Asia Minor and the Mediterranean
4. City states
5. The rich and the poor
6. A form of government, it was composed of a Council of elected citizens and an Assembly of all citizens who voted together on all matters of civil life, Cleisthenes
7. The entire Assembly (all the citizens of Athens)
8. The elected military leaders
9. Democracy

Test

ANSWERS

1. c. 750 B.C.–508 B.C.
2. The Greeks needed food. They explored the sea for food and discovered new lands to farm. They developed colonies around the coasts of Asia Minor and the Mediterranean.
3. The rich and the poor
4. Democracy (demokratia), an Assembly of all citizens in Athens and a Council which drafted laws and policies, debated and voted on all matters
5. Strategoi
6. In the government (democratia) of the Greeks

Review

1. c. 2200 B.C.–1450 B.C.
2. Citadels and royal tombs
3. Red
4. God was angered at Solomon's disregard of the First Commandment.
5. See the master list at the end.

ISRAEL AND JUDAH FALL

Worksheet

1. It was conquered by another nation.
2. c. 772 B.C., c. 586 B.C.
3. They were not faithful to the laws and commandments of God, The scriptures say so.
4. II Kings 17, 25
5. Assyria, Babylon

Project

Answers will vary.

Test

1. It was conquered by another nation.
2. c. 772 B.C., c. 586 B.C.
3. They were not faithful to the laws and commandments of God, The scriptures say so.
4. II Kings 17, 25
5. Assyria, Babylon

Review

1. Minos
2. Homer, The Iliad
3. c. 931 B.C.
4. Only pureblooded Greeks
5. See the master list at the end.

PROPHETS OF GOD

Worksheet

1. c. 740 B.C.–433 B.C.
2. To warn them of their sins and the consequences

of continuing in their sins

3. Prophet, Date, King/Kingdom
Joel, c. 835 B.C., Joash/Southern (Judah)
Hosea, c. 760 B.C.–720 B.C., Jeroboam II to Hoshea/Northern (Israel)
Amos, c. 760 B.C., Jeroboam II/Israel
Micah, c. 737 B.C.–690 B.C., Israel
Isaiah, c. 739 B.C.–635 B.C., Judah
Nahum, c. 650 B.C., Nineveh
Zephaniah, c. 640 B.C., Josiah/Judah
Habakkuk, c. 609 B.C., Judah

Project 1

Answers will vary.

Test

1. c. 740 B.C.–433 B.C.
2. To warn them of their sins and of the consequences that would befall them if they continued in their sins
3. See possible answers from #3 above.

Review

1. Helen of Troy, wife of the king of Sparta, was captured by Paris, the king of Troy. The Greeks joined together to free Helen and defeat the Trojans.
2. They were the same people (the Bible refers to the Phoenicians as Canaanites).
3. Only pureblooded Greeks
4. Rehoboam; Jeroboam ruled over Israel, and Rehoboam ruled over Judah.
5. See the master list at the end.

ROMAN REPUBLIC DEVELOPED

Worksheet

1. c. 509 B.C.–366 B.C.
2. A republic
3. Consuls, They were chosen by the people.
4. Patricians and plebians, The patricians were the nobility and the plebians were the masses (peasants, farmers, traders, etc.).
5. The breakup of the republic
6. It is based on the principles developed by the Romans during this period.

Project

Rome was governed by the Senate, originally a group of 100 men who were from noble families. The patricians were the wealthier citizens. The senators voted in an election, known as an Assembly, to

ANSWERS

elect senators to be government officials.

2 CONSULS

Job description: governed the Senate and the armies

8 PRAETORES

Job description: judges in the courts

2 CENSORES

Job description: controlled the membership of the Senate; administered public works and taxes

4 AEDILES

Job description: tended public buildings, streets and markets; organized public games

20 QUAESTORES

Job description: financial administration

DICTATOR

Job description: ruled absolutely during emergencies, for a maximum of 6 months

MAGISTER EQUITUM

Job description: master of the cavalry; assistant to the dictator

Test

1. c. 509 B.C.–366 B.C.
2. A republic
3. Leaders chosen by the people
4. Patricians and plebians, The patricians were the nobility and the plebians were the masses (peasants, farmers, traders, etc.).
5. Strife between the patricians and the plebians over who should be elected to official positions
6. The United States of America

Review

1. Linear A
2. Its chief city, Mycenae
3. Out of honor to the name of David, Solomon's father
4. No
5. See the master list at the end.

PERSIAN WARS

Worksheet

1. c. 500 B.C.–480 B.C.
2. Iran
3. The Greek Ionian states on the west coast of Asia Minor
4. The Greeks rebelled
5. The Athenians and the Spartans, the Battle of Marathon

6. From a 26 mile run made by a messenger sent from the Battle of Marathon to Athens with news of victory
7. Alexander the Great

Test

1. c. 500 B.C.–480 B.C.
2. The conquered Greek Ionian states rebelled, Athens and Sparta
3. The Greeks, The marathon race, It is based on the 26 mile run made by a messenger sent from the Battle of Marathon to tell the people of Athens about the Greek victory.
4. Between c. 465 B.C. and 330 B.C.
5. Alexander the Great

Review

1. No
2. A sacred festival of sacrifices and athletic games for the gods
3. Twin brothers who were heirs to the kingdom of their grandfather Nubitor, Romulus built the walls of Rome (which was named after him).
4. II Kings 17, 25
5. See the master list at the end.

PERICLES AND THE PELOPONNESIAN WAR

Worksheet

1. c. 461 B.C.–404 B.C.
2. The Classical Period
3. The city of Athens became wealthy, it was the center of the arts, and the democratic system was fully developed.
4. In Greek culture and especially in the Golden Age of Greece
5. Pericles
6. An alliance of Greek city-states formed for protection against future attack, it developed into a trade group in which Athens was very influential.
7. Sparta
8. The Peloponnesian War, thirty years, Sparta defeated Athens.

Test

1. The Golden Age
2. wealthy, arts, man, all, peak, Western, roots
3. Athens' most famous politician
4. Threatened
5. An alliance of Greek city-states formed for protection against future attack

ANSWERS

6. Enmity between Corinth and Corcyra, Athens supported Corcyra, Sparta supported Corinth.
7. Thirty years, Sparta

Review

1. The Etruscans and the Latins
2. The Greeks needed food and searched the sea for it. They found new lands to farm along the coasts of Asia Minor and the Mediterranean.
3. Assyria and Babylon
4. To warn them of their sins and of the consequences that would befall them if they continued sinning
5. See the master list at the end.

GREEK PHILOSOPHERS

Worksheet

1. c. 450 B.C.–322 B.C.
2. They used stories about the gods.
3. “the ones who loved knowledge”
4. A teaching method that stimulates people to think by asking questions, Socrates
5. The idea that winning an argument makes something right
6. He was forced to drink poison because of questioning the government.
7. Plato, a school where ideas could be taught
8. A student of Plato, his writing and his abilities as a rhetorician
9. In a simple life without luxuries
10. That life was meant to be enjoyed, but not in excess

Test

1. c. 450 B.C.–322 B.C.
2. To answer questions of how the world works
3. For studying the world, loving knowledge, and answering questions
4. Socrates, Plato, Aristotle
5. A teaching method that stimulates people to think by asking questions
6. The idea that winning an argument makes something right
7. His questions challenged the government, He was forced to drink poison.
8. Plato; a school to teach ideas
9. His writing and abilities as a rhetorician, Plato
10. Stoics believed in a simple life without luxuries, Epicurians believed in enjoying life but without excess.

Review

1. Answers will vary.
2. In the demokratia of the Greek culture and government
3. The Greek Ionian states rebelled against their conquerors, the Persians.
4. From the Greek word phoinos (red), because of a reddish-purple dye the Phoenicians produced
5. See the master list at the end.

NEHEMIAH AND THE JEWISH RETURN

Worksheet

1. c. 444 B.C.
2. Cupbearer of King Artaxerxes of Persia
3. Ezra
4. Nehemiah
5. Esther, advisor
6. He heard of the plight of the Jews who had already returned to Jerusalem.
7. King Artaxerxes, prayed that God would give him favor with the king
8. He allowed him to return to Jerusalem and completely financed the journey.
9. The wall around Jerusalem

Test

1. Cupbearer of King Artaxerxes of Persia
2. He heard of the plight of the Jews who had already returned to Jerusalem.
3. King Artaxerxes
4. He allowed Nehemiah to go and financed the whole journey, because God gave Nehemiah favor with the king.
5. 52
6. c. 444 B.C.

Review

1. A republic
2. The Greek Ionian states rebelled against their conqueror, Persia.
3. The Minoans, on the island of Crete
4. Citadels and royal tombs
5. See the master list at the end.

ALEXANDER THE GREAT

Worksheet

1. c. 356 B.C.–323 B.C.
2. King Philip of Macedon, the ruler of Greece
3. Aristotle
4. At age 20 (c. 336 B.C.)
5. Military, 334 B.C., Asia Minor, Egypt, 333 B.C.,

ANSWERS

- Darius, Persia, empire, rule, world, earth, one ruler
- Because he put together the greatest empire man had ever known
- Four of his generals
- In an earthly way, Alexander tried to accomplish that which Christ did accomplish.

Test

- c. 356 B.C.–323 B.C.
- King Philip of Macedon, the ruler of Greece
- When he was 20 years old (c. 336 B.C.)
- He desired all the earth to be under one ruler, by building a huge empire through conquest
- He put together the greatest empire man had ever known.
- Four generals of his army

Review

- A method of teaching that stimulates people to think by asking questions
- The common masses (peasants, farmers, traders, etc.)
- Twin brothers, Romulus and Remus, were grandsons of King Nubitor. When they grew up, they defeated a usurper to the throne and then argued about which of them would rule. Romulus accidentally killed Remus and then built the walls of Rome.
- The Iliad* and *The Odyssey*
- See the master list at the end.

ARCHITECTURAL ADVANCES IN ROME

Worksheet

- c. 250 B.C.
- On seven hills
- During the time of the Etruscans
- Around 600 B.C., an open square where business was carried out
- Public buildings used as offices and courts of law
- As places dedicated to the Roman gods
- Around 378 B.C.
- To organize the city and provide highways for transportation
- A way to bring fresh water to the people of Rome

Test

- c. 250 B.C.
- Rome's first villages were built on seven hills.
- The Etruscans
- An open square where business was carried out
- Public buildings used as offices and courts of law

- The Roman gods
- They built roads
- Aqueducts
- Underground sewers

Review

- The idea that winning an argument makes something right
- The Greeks (Athens and Sparta) and the Persians
- Answers will vary.
- By telling stories of their gods
- See the master list at the end.

ROME RISES TO WORLD POWER

Worksheet

- 146 B.C.
- By making war upon Sparta
- Carthage
- They had control over so much of the known world and had adopted much of the Greek's art and culture.
- Because of their strong leaders and army and their superior technology (roads, water and sewer systems, etc.)

Test

- 146 B.C.
- They controlled, through conquest, much of the known world.
- They made war on Sparta.
- Carthage
- They had conquered much of the known world and had adopted much of the Greek's art and culture.
- Their strong leaders and army and their superior technology (roads, water and sewer systems, etc.)

Review

- The Iliad*
- The Phoenician Alphabet
- The Minoans, on the island of Crete
- The stoics believed in a simple life without luxuries, and the Epicurians believed in enjoying life but never to excess.
- See the master list at the end.

REIGN OF JULIUS CAESAR

Worksheet

- 59 B.C.–44 B.C.
- A patrician (noble) family
- c. 100 B.C.

ANSWERS

- Latin, Greek, literature, math, music, astronomy and rhetoric
- Gaul
- He marched into Rome with his army and seized control from Pompey, the Roman Consul.
- Possible answers include: He passed laws prohibiting the selling of people into slavery for debts they owed. He changed the calendar. He made taxes fairer. He improved coinage. He built many public buildings.
- Some people in the Senate disagreed with his views and his cleaning up of corruption.
- Octavian, Julius Caesar, ten

Test

- 59 B.C.-44 B.C.
- c. 100 B.C., a patrician (noble) family
- Latin, Greek, literature, math, music, astronomy and rhetoric
- He marched into Rome with his army and seized control from Pompey, the Roman Consul.
- Possible answers include: He passed laws prohibiting the selling of people into slavery for debts they owed. He changed the calendar. He made taxes fairer. He improved coinage. He built many public buildings.
- No. Among the common man he was loved, but some in the Senate did not love him.
- He was stabbed to death by his friend Brutus and others.
- Octavian and Marc Antony

Review

- Cupbearer to King Artaxerxes of Persia
- Sparta
- Because Solomon had disregarded the First Commandment by building places of worship for pagan gods
- In the demokratia of the Greek culture's government
- See the master list at the end.

REIGN OF CAESAR AUGUSTUS

Worksheet

- Octavian rose up against Mark Antony
- Octavian, Caesar Augustus
- A time of peace in Rome during the reign of Caesar Augustus
- Republic, empire
- Possible answers: heads of the royal treasury, mili-

- tary staff, secretaries, messengers, couriers, lawyers, clerks and royal granaries
- 45 years
- He brought about so many good things.
- Caesar Augustus

Test

- Caesar Augustus (Octavius), He defeated his co-ruler Marc Antony and became the sole ruler of the Roman Empire.
- The Pax Romana
- Republic, empire
- Possible answers: heads of the royal treasury, military staff, secretaries, messengers, couriers, lawyers, clerks and royal granaries
- 45
- He brought about so many good things.
- Caesar Augustus

Review

- A major prophet of Israel and Judah
- They had been unfaithful to the laws and commandments of God.
- The Etruscans
- A five-day festival with a parade, a sacrifice to Zeus, screening of participants, and various athletic competitions. Then awards were given to the victors.
- See the master list at the end.

BIRTH OF CHRIST

Worksheet

- c. 3 B.C.
- Matthew 1, Luke 2
- The angel Gabriel
- She was a virgin.
- Joseph
- Caesar Augustus decreed that a census be taken, and Joseph and Mary had to go to Bethlehem to be registered for the census.
- In Bethlehem in a stable
- Angels appeared to them and told them.
- They went to see Jesus lying in the manger, and they told many others about all that had happened.

Test

- c. 3 B.C.
- Matthew 1, Luke 2
- Mary, Mary was a virgin.
- Caesar Augustus, Joseph and Mary had to go to

ANSWERS

Bethlehem for the census and Jesus was born there.

5. In a stable in Bethlehem, because there was no room in the inn
6. Angels appeared in the sky and told them.
7. They went to see Jesus lying in the manger, and they told many others about all that had happened.

Review

1. They had conquered most of the known world and had adopted the Greek's art and culture.
2. The Phoenician Alphabet
3. Ten
4. The Dorian Invasions
5. See the master list at the end.

MINISTRY OF JOHN THE BAPTIST

Worksheet

1. Matthew 3, Mark 1, Luke 3, John 1
2. c. 27 A.D.
3. John the Baptist
4. To preach the need of the people to repent, to baptize them for the remission of sins, and to introduce Jesus the Christ
5. In a barren region west of the Dead Sea, He wore camel's hair and ate locusts and wild honey.
6. John, He didn't want to.
7. Sent His Spirit as a dove to Jesus and said, "This is My beloved Son, in whom I am well pleased."
8. John, faded

Test

1. c. 27 A.D.
2. Matthew 3, Mark 1, Luke 3, John 1
3. Prophet
4. To preach the need of the people to repent, to baptize them for the remission of sins, and to introduce Jesus the Christ
5. In a barren region west of the Dead Sea, he wore camel's hair and ate locusts and wild honey.
6. "Behold the Lamb of God who takes away the sins of the world!"
7. God sent His Spirit as a dove to Jesus and said, "This is My beloved Son, in whom I am well pleased."
8. He faded into the background, because he had served his God-ordained purposes

Review

1. Twin brothers, Romulus and Remus, were grand-

sons of King Nubitor. When they grew up, they defeated a usurper to the throne of their rightful kingdom. Then, in an argument over which of the brothers should rule, Romulus accidentally killed Remus. Romulus built the walls of Rome, the city that bears his name.

2. Helen of Troy, wife of the king of Sparta, was captured by Paris, the king of Troy. The Greeks joined forces to free Helen and defeat the Trojans. The Greeks built a huge wooden horse as a trick to get into the city of Troy. They hid some soldiers in it and left it at the city gates. The Trojans brought the horse into their city, and when it was night the Greeks sneaked out and opened the city gates. More Greek soldiers came in, attacked the city, and won the war.
3. See the master list at the end.

MINISTRY OF CHRIST

Worksheet

1. c. 27 A.D.-c. 30 A.D.
2. 1) Many miracles to demonstrate He was from God. 2) Parables and short stories to illustrate principles of God's truth. 3) Direct confrontation with religious leaders
3. To hear Him preach or receive a miraculous healing
4. He taught with authority, unlike other leaders of His day.
5. They did not expect the Messiah to come from such a lowly social standing, nor did they want to repent of their sin.

Test

1. c. 27 A.D.-c. 30 A.D.
2. 1) Many miracles to demonstrate He was from God
2) Parables and short stories to illustrate principles of God's truth
3) Direct confrontation with religious leaders
3. Preach, healing
4. He taught with authority, unlike other leaders of His day.
5. They did not expect the Messiah to come from such a lowly social standing, nor did they want to repent of their sin.

Review

1. An early Greek alphabet developed by the Minoans
2. Militaristic and commercial, with many skilled

ANSWERS

artisans

- Solomon's blatant disregard of the First Commandment (building places of worship for pagan gods)
- A Greek poet and author of *The Iliad* and *The Odyssey*
- See the master list at the end.

CRUCIFIXION, RESURRECTION AND ASCENSION OF CHRIST

Worksheet

- c. 30 A.D.
- Matthew 27-28, Mark 15-16, Luke 23-24, John 19-21
- On a donkey upon a path spread with palm branches and clothes
- Jesus' last week before His crucifixion
- His teaching offended them.
- One of Jesus' twelve closest disciples who helped the Jewish leaders capture Jesus
- He was crucified on a cross, a prophecy of Isaiah
- He rose from the dead!
- Forty
- Rule

Test

- c. 30 A.D.
- On a donkey, They praised him and spread palm branches and clothes on the ground in his path.
- The last week of Jesus' life before he was put to death on the cross
- His teaching offended them.
- One of Jesus' closest disciples, He was convinced by the chief priests and scribes to help them capture Jesus.
- Jesus' crucifixion
- He rose from the dead
- Mary Magdalene and His disciples.
- Death
- He ascended into heaven to be seated with His Father.
- See the master list at the end.

ROME BURNS, NERO PERSECUTES CHRISTIANS

Worksheet

- 64 A.D.
- Sixteen
- The Christians were seen as poor citizens and a threat to the empire because they wouldn't worship anyone but their one, true God.

- First Nero, then the Christians
- Perscuted them, burning some alive, throwing others to wild beasts
- Peter and Paul
- He killed himself.

Test

- 64 A.D.
- Sixteen
- It was tolerated along with the worship of the pagan Roman gods.
- Nero thought Christians were poor citizens and a threat to the empire because they wouldn't worship anyone but their one, true God.
- Nero
- Persecution, torture and death of Christians
- He soaked Christians in tar, tied them to poles in his garden, and lit them on fire. He also threw them to wild beasts.
- Peter and Paul
- His troops rebelled against him and he killed himself.

Review

- A short story that illustrates principles of God's truth
- The last Old Testament prophet
- The angel Gabriel
- A time of peace in Rome during the reign of Caesar Augustus
- See the master list at the end.

DESTRUCTION OF JERUSALEM

Worksheet

- 70 A.D.
- Obey Rome or pay money to Rome
- Son of Roman emperor Vespasian, who was sent with an army to end the rebellion of the Jews
- Fought during the day and rebuilt the city walls at night
- The Romans broke through the city walls.
- An arch in the Roman Forum
- That it is what John wrote about in the book of Revelation and what Jesus said would happen

Test

- 70 A.D.
- Obey Rome or pay money to Rome
- His son, Titus
- They fought all day and rebuilt their city walls all night. But the Romans finally broke the walls

ANSWERS

- and burned the temple.
5. Titus and his army leaving Jerusalem with the sacred Menorah, the famous seven-branched candlestick
 6. The event that John wrote about in Revelation and that which Jesus predicted

Review

1. The Greek Ionian states rebelled against their Persian conquerors.
2. Twin brothers, Romulus and Remus, argued over who would rule Rome. Romulus killed Remus and Rome was named after him.
3. The Etruscans and the Latins
4. Only pureblooded Greeks
5. See the master list at the end.

POMPEII BURNS

Worksheet

1. 79 A.D.
2. A prosperous little Roman town where wealthy Romans spent the summer
3. Titus
4. Mount Vesuvius was a volcano which erupted and buried Pompeii in lava.
5. 2,000
6. Pompeii was not discovered until about fifteen centuries later, and it was seventeen centuries until excavation efforts began.
7. It was buried in lava and volcanic ash.
8. We have been able to learn much about ancient Roman life from the ruins of Pompeii.

Test

1. 79 A.D.
2. A prosperous little Roman town where wealthy Romans spent the summer
3. A cloud appeared over Pompeii, and suddenly a volcano (Mt. Vesuvius) erupted and buried the city in lava. 2,000 people died.
4. Pompeii was not discovered until about fifteen centuries later, and it was seventeen centuries until excavation efforts began.
5. We have been able to learn much about ancient Roman life from the ruins of Pompeii.

Review

1. The Canaanites of the Bible, the Phoenicians lived in the land of Canaan. They were merchants, traders and shipbuilders.
2. Only pureblooded Greeks

3. Twin brothers, Romulus and Remus, were the grandsons of King Nubitor. As adults, Romulus accidentally killed Remus in an argument over which would rule the kingdom. Romulus built the walls of Rome, the city that bears his name.
4. Homer
5. See the master list at the end.

SPLIT OF THE ROMAN EMPIRE

Worksheet

1. 286 A.D.
2. Large, In those days they had no good means of communication for such a large area.
3. Two, because the empire was too large for one man to rule
4. The ruler of the West part of the empire
5. That he was a god, to worship him
6. Many men wanted to rule
7. The man who became ruler of all Rome

Test

1. 286 A.D.
2. It was too large for one person to control.
3. He divided the empire into two parts, East and West. He ruled in the East and appointed another ruler in the West.
4. The man Diocletian appointed to rule in the West
5. Diocletian declared himself a god and ordered everyone to worship him.
6. He was one of the men who wanted to rule when civil war broke out after Diocletian and Maximian resigned, and he succeeded in his efforts.

Review

1. c. 2200 B.C.-1450 B.C.
2. Red
3. Because Solomon had built places of worship for pagan gods and God was angry at Solomon for his disobedience of the First Commandment
4. Homer
5. See the master list at the end.

CONSTANTINE AND THE EDICT OF MILAN

Worksheet

1. 313 A.D.
2. cross; In this sign, conquer.
3. The Latin symbol for Jesus Christ
4. He converted to Christianity.
5. It ended the persecution of Christians by legaliz-

ANSWERS

- ing Christianity for the first time.
6. Christian empire

Test

1. 313 A.D.
2. While Constantine battled for the Empire, he had a vision of a flaming cross in the sky and a voice which said, "In this sign, conquer." Then he had a dream that told him to mark his soldiers' shields with the Latin symbol for Jesus Christ. The next day he won the war and converted to Christianity.
3. To issue the Edict of Milan
4. The Edict of Milan, which legalized Christianity for the first time
5. Christian empire

Review

1. On those hills were villages the Etruscans combined into one city: Rome.
2. Public buildings used as offices and courts of law
3. King Philip of Macedon
4. Plato, a school where his ideas could be taught
5. See the master list at the end.

THE FIRST COUNCIL OF NICEA

Worksheet

1. 325 A.D.
2. To discuss the disputed doctrine of Arianism and to attempt to come to an agreement about it
3. Nicea
4. The belief that Christ, although somewhat like God, is not fully God
5. It condemned Arianism as heresy and wrote down its summary.
6. The Nicene Creed
7. 1) God the Father, Son and Holy Spirit are One. 2) All three persons of the Godhead have existed forever. 3) Jesus Christ and the Holy Spirit are God.

Test

1. 325 A.D.
2. Emperor Constantine
3. To discuss the disputed doctrine of Arianism and to attempt to come to an agreement about it
4. The belief that Christ, although somewhat like God, is not fully God
5. A statement of Christian faith written from a summary of the Nicene Council's condemnation of Arianism and affirming that Jesus Christ is fully God

6. 1) God the Father, Son and Holy Spirit are One. 2) All three persons of the Godhead have existed forever. 3) Jesus Christ and the Holy Spirit are God.

Review

1. A servant of Solomon who became king of Israel
2. He was blind.
3. The original founders of Rome
4. The Greeks needed food and went to sea in search of it. They found new lands to farm.
5. See the master list at the end.

END OF THE WESTERN ROMAN EMPIRE

Worksheet

1. 476 A.D.
2. The barbarians
3. Western
4. 1) Visigoths 2) Vandals 3) Huns
5. Because of weak emperors in Rome
6. Vandals
7. The last emperor of the West
8. A German captain who declared himself King of Italy
9. The breaking up of the empire into separate countries
10. Disappear

Test

1. 476 A.D.
2. Barbarians
3. The Western Roman Empire
4. 1) Visigoths 2) Vandals 3) Huns
5. Because of a series of weak emperors after Constantine
6. The Vandals
7. Romulus Augustulus
8. Odoacer
9. The destruction of Rome by the Vandals
10. Influence

Review

1. Because they refused to worship any of the pagan Roman gods
2. He rode into Rome with his army and seized control from Pompey, the Roman Consul.
3. Carthage
4. The Etruscans combined the villages on the seven hills into one city: Rome.
5. See the master list at the end.

ANSWERS

NEW TESTAMENT, GREECE AND ROME

HISTORY CARDS *Master List*

- 1 Minoan Culture | c. 2200-1450
- 2 Mycenaen Culture | c. 1450-1200
- 3 Trojan War | c. 1200
- 4 Phoenician Civilization and the Alphabet | c. 1200-1000
- 5 Israel Divides Into Two Kingdoms | *I Kings 12, II Chron. 10* | c. 931
- 6 Homer and Greek Mythology | c. 900
- 7 The Olympics | c. 776
- 8 Founding of Rome | c. 753
- 9 Greece Colonized, Democracy Begins | c. 750-508
- 10 Israel and Judah Fall | *II Kings 17, 25* | c. 722-586
- 11 Prophets of God | c. 740-433
- 12 Roman Republic Developed | c. 509-366
- 13 Persian Wars | c. 500-480
- 14 Nehemiah and the Jewish Return | c. 444
- 15 Pericles and the Peloponnesian War | 461-404
- 16 Greek Philosophers | c. 450-322
- 17 Alexander the Great | 356-323
- 18 Architectural Advances in Rome | c. 250
- 19 Rome Rises to World Power | by 146
- 20 Reign of Julius Ceasar | 59-44
- 21 Reign of Caesar Augustus | 27 B.C.-14 AD
- 22 Birth of Christ | *Luke 2* | 3 B.C.
- 23 Ministry of John the Baptist | *John 1* | c. 27
- 24 Ministry of Christ | *Matt. 4-25* | c. 27-30
- 25 Crucifixion, Resurrection and Ascension of Christ | *John 19-21* | c. 30
- 26 Rome Burns, Nero Persecutes Christians | 64
- 27 Destruction of Jerusalem | 70
- 28 Pompeii Burns | 79
- 29 Split of the Roman Empire | 286
- 30 Constantine and the Edict of Milan | 313
- 31 First Council of Nicea | 325
- 32 End of the Western Roman Empire | 476