HISTORY · GRADES 9–12 · ONE SCHOOL YEAR

Ancient History: From the First Cities to the Fall of Rome

First edition | 9 units | 36 lessons | 36 videos | Primary sources | Quick reference

> SIDE PATH: SEE IT.
>
> **Layered History Timeline, 500 B.C. to A.D. 1800**
>
> Empires and dynasties, documents, events and people in four lanes on one zoomable page, so you can see who and what overlapped.
>
> Search for a name, jump to a century, and tap any item for a short summary and a link to its lesson. Start with the Persian Empire.

FIRST EDITION

Course guide

Ancient History is the first of four high school history courses at School Launch, one for each year of the classical cycle: Ancient, Medieval, Early Modern and Modern. It runs from Creation and the first cities of Sumer to the fall of Rome in the West in A.D. 476.

Every lesson reads primary sources: Scripture, Herodotus and Thucydides, Plutarch's *Lives*, Josephus, Tacitus, Eusebius and Augustine. Most are linked free in the Classics Library. Church history runs through every unit, and each lesson closes with a verse from the King James Bible.

The past is judged fairly, by the standards of its own time and by Scripture. Its sins, such as slavery, human sacrifice and persecution, are named plainly, without modern slogans.

> Most lessons have a short video from an approved channel, and many have a backup. Every video is optional; the lesson stands on its own, and a few lessons have no video because none fit well enough. Videos play in YouTube's privacy-enhanced player. Preview each one

> first and stay nearby, since YouTube shows its own recommendations around it.

Start with Lesson 1.1 →

Who it is for

Grades 9–12; best in Grade 9. Assumes a student who reads well and can write a paragraph. Pairs with the Grade 9 literature year (Homer, the Greek plays, Plato, Virgil, Plutarch, Augustine).

How to use this course

1. Each lesson takes four sessions of 30–50 minutes: (1) the story, the video and the picture study; (2) the primary source, read aloud and marked; (3) practice and Worksheet A; (4) the timeline and map notebook and a written paragraph.
2. Worksheet B is for review before the unit test. Answer keys print separately for the parent.
3. Keep one notebook all year for the timeline and maps. It becomes part of every unit project.

Scope and sequence

UNIT 1 · WEEKS 1–4

Beginnings: Genesis and the First Cities

History, sources and providence; Genesis 1–11; Sumer and the invention of writing; Akkad, Hammurabi and the call of Abraham.

1.1 What Is History? Witnesses, Sources and Providence

1.2 In the Beginning: Creation, the Fall, the Flood and Babel

1.3 Sumer: The First Cities, Temples and the Invention of Writing

1.4 Akkad, Babylon and Abraham: Kings, Law and a Call

UNIT 2 · WEEKS 5–8

Egypt and Israel

The Nile kingdoms, the Exodus and the kingdom of David and Solomon, with Herodotus and the inscriptions that name Israel.

2.1 The Gift of the Nile: Kings and Pyramids

2.2 Gods, the Dead and the Rosetta Stone

2.3 Joseph, Moses and the Exodus

2.4 Judges and Kings: Saul, David and Solomon

UNIT 3 · WEEKS 9–12

The Great Empires of the East

Assyria, Babylon and Persia in Kings, Daniel, Ezra and Esther, with India and China beyond.

3.1 Assyria and the Fall of Samaria

3.2 Babylon, the Exile and Daniel

3.3 Persia: Cyrus, the Return and Esther

3.4 Beyond the Euphrates: India and China

UNIT 4 · WEEKS 13–16

The Greeks I: Homer to the Persian Wars

Homer’s world, Sparta and Athens through Plutarch’s Lycurgus and Solon, and the Persian Wars in Herodotus.

4.1 Mycenae and Homer’s World

4.2 The Polis: Sparta and Lycurgus

4.3 Athens: Solon and Cleisthenes

4.4 Marathon, Thermopylae and Salamis

UNIT 5 · WEEKS 17–20

The Greeks II: Athens, the Philosophers and Alexander

Thucydides' war, Socrates, Plato and Aristotle, Xenophon and Philip, Alexander and the Hellenistic world. Midterm.

5.1 Pericles and the Peloponnesian War

5.2 Socrates, Plato and Aristotle

5.3 Xenophon and Philip of Macedon

5.4 Alexander and the Hellenistic World

UNIT 6 · WEEKS 21–24

Rome I: Kings and Republic

Romulus and Numa, the mixed constitution, the Punic Wars and the Gracchi, in Plutarch and Polybius.

6.1 The Founding of Rome and the Kings

6.2 The Roman Constitution

6.3 Carthage and the Punic Wars

6.4 The Gracchi and the Crisis of the Republic

UNIT 7 · WEEKS 25–28

Rome II: The Fall of the Republic and the Augustan Peace

Sulla to Caesar, Cicero and Actium, Augustus and life in the empire.

7.1 Sulla, Pompey and Crassus

7.2 Julius Caesar

7.3 Cicero and the Death of the Republic

7.4 Augustus and the Pax Romana

UNIT 8 · WEEKS 29–32

The Fulness of the Time: Christ and the Early Church

Judea under Rome, Jesus in history, Paul and the spread of the gospel, A.D. 70 and the first Christians.

8.1 Judea under Rome

8.2 The Life, Death and Resurrection of Jesus as History

8.3 Paul and the Spread of the Gospel

8.4 Nero, the Fall of Jerusalem and the Christian Way of Life

UNIT 9 · WEEKS 33–36

Late Rome: Persecution, Constantine, the Fathers and the Fall

The martyrs, Diocletian and Constantine, Nicaea and the Fathers, and the fall of the West. Final.

9.1 Persecution and the Martyrs

9.2 Diocletian and Constantine

9.3 Nicaea and the Fathers

9.4 The Fall of the West, 410–476

How dates are given

Dates use B.C. and A.D. Early dates are marked "c." (*circa*, about). For the period before Abraham, each lesson gives the conventional archaeological date and, beside it, the reckoning from the genealogies of Genesis (Ussher, 1650). Christians differ on how to count those genealogies, and the course says so plainly. It does not claim more certainty for the earliest dates than the evidence allows.

Primary sources and the Classics Library

Readings are linked free where they exist in the Classics Library: the Bible, Herodotus, Thucydides, Plutarch, Eusebius, Augustine and more. Short passages the Library does not yet hold, such as the Code of Hammurabi, are printed in the lesson with their translation named.

Church history in this course

Church history is part of every unit, not an extra. The thread runs from Luke and Eusebius in Lesson 1.1 and Abraham in 1.4, through the Exile and the Septuagint, to the apostles, the martyrs, Nicaea and Augustine's *City of God*.

Where this course fits

It builds on Geography 8 (river civilizations), Latin 8 and Greek 8, and pairs with Geography and History, which covers the maps of empire, Composition 9 and Great Battles, Expert Trail. Next year is Medieval History.

Materials

A King James Bible

Or the KJV in the Classics Library.

A bound notebook

For the timeline and maps, kept all year.

An outline map set of the ancient world

Printable maps are fine.

Air-dry clay or salt dough

For the Unit 1 tablet.

Plutarch's *Lives*

Free in the Classics Library; used from Unit 4 on.

Grading

Grades come from worksheets and practice, written work from the primary sources, unit tests, unit projects and exams.

PART	%
Worksheets and practice	**20**
Primary-source work and written paragraphs	**20**
Unit tests	**25**
Unit projects (scored on the rubric)	**15**
Midterm and final	**20**

Scale: A 90–100, B 80–89, C 70–79, D 60–69, F below 60.

- Sample answers show what to look for. Accept other answers that are accurate and supported by the sources.

A note to parents

You do not need to be a historian to teach this course. Read the lesson with your student, keep the Bible open, and ask the five source questions as often as you can.

Some sources describe war, slavery and sacrifice plainly, because they happened. Each one is named for what it is and judged by Scripture.

UNIT 1

Beginnings: Genesis and the First Cities

History begins with a question: how do we know? This unit starts with the tools of the historian, the five questions every source must answer, and with the Christian conviction that history is the story of God's providence.

Then it goes back to the beginning. Genesis 1–11 tells the story from Creation to Babel. The ruins of southern Mesopotamia, the Bible's land of Shinar, show the first cities, the first writing, the first empire and the first written laws. The unit ends with one man leaving the greatest city of his day at God's call: Abraham.

PREREQUISITES

- None. A Bible (KJV), a notebook for the timeline and maps, and access to the Classics Library are all the student needs.
- Helpful: Geography 8, Unit 2 (river civilizations).

MASTERY CHECKLIST

- ☐ I can tell a primary from a secondary source and question any source with five tests.
- ☐ I can count years across B.C. and A.D.
- ☐ I can retell Genesis 1–11 in order and compare the Flood with Gilgamesh.
- ☐ I can explain the two ways of reckoning the earliest dates.
- ☐ I can describe a Sumerian city-state and the beginning of cuneiform.
- ☐ I can compare Hammurabi's laws with the Law of Moses fairly.
- ☐ I can explain why the call of Abraham is a turning point.

LESSONS IN THIS UNIT

1.1 What Is History? Witnesses, Sources and Providence

Four sessions, 30–50 minutes each

1.2 In the Beginning: Creation, the Fall, the Flood and Babel

Four sessions, 30–50 minutes each

1.3 Sumer: The First Cities, Temples and the Invention of Writing

Four sessions, 30–50 minutes each

1.4 Akkad, Babylon and Abraham: Kings, Law and a Call

Four sessions, 30–50 minutes each

Unit 1 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 1.1**

   What is the difference between a primary and a secondary source?

PART A · TERMS AND PEOPLE

2. (2 pts) **Lesson 1.1**

   Who was Herodotus, and why is he called "the father of history"?

PART A · TERMS AND PEOPLE

3. (2 pts) **Lesson 1.1**

   How did Thucydides test eyewitness reports?

PART A · TERMS AND PEOPLE

4. (2 pts) **Lesson 1.1**

   Who was Eusebius?

PART A · TERMS AND PEOPLE

5. (2 pts) **Lesson 1.2**

   What and where was Shinar?

PART A · TERMS AND PEOPLE

6. (2 pts) **Lesson 1.2**

   What are Augustine's "two cities"?

PART A · TERMS AND PEOPLE

7. (2 pts) **Lesson 1.3**

   What is a ziggurat?

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 1.3**

What is cuneiform, and what were the first tablets used for?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 1.3**

What did Leonard Woolley excavate, and when?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 1.4**

Who was Sargon of Akkad?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 1.4**

Who was Enheduanna?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 1.4**

Who was Hammurabi?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 1.3**

Put in order, earliest first: Hammurabi's code; the first cuneiform tablets; Sargon's empire; the ziggurat of Ur.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 1.1**

How many years passed from 63 B.C., when Augustus was born, to A.D. 14, when he died? Show your work.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 1.2**

What dates did Ussher give for Creation and the Flood, and why do other Christians reckon differently?

PART B · DATES AND ORDER

16. **4 pts** **Lesson 1.4**

When and where was Hammurabi's stele found, and how had it come there?

PART C · READING SOURCES

17. **10 pts** **Lesson 1.1**

Read: "...it rests partly on what I saw myself, partly on what others saw for me, the accuracy of the report being always tried by the most severe and detailed tests possible." (a) Who wrote this? (b) Which of the five source questions does it answer? (c) Why should a reader still check the author against other evidence?

PART C · READING SOURCES

18. **10 pts** **Lesson 1.4**

Compare Hammurabi laws 196–199 with Exodus 21:23–27 and Leviticus 24:22. Name two differences and say which is more just, and why.

PART C · READING SOURCES

19. **10 pts** **Lesson 1.3**

The Standard of Ur shows a king larger than his soldiers, war carts and prisoners. Write a short evaluation using at least three of the five source questions.

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 1.4**

On a blank map, or in words, trace Abraham's journey and name the rivers and region he left. Name the three places in order.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 1.4**

Essay (400–500 words): “The builders of Babel wanted to make a name; Abraham left Ur looking for a city whose builder is God.” What has this unit shown about the first cities, and why is the call of Abraham a turning point? Use at least two primary sources.

ANSWER KEY

1. A primary source comes from the time itself (an eyewitness, a document, an object); a secondary source is a later account built from primary sources.
2. A Greek of Halicarnassus (c. 484–c. 425 B.C.) who wrote the *Histories*, an inquiry into the Greek–Persian wars; Cicero called him the father of history because he was the first to write such an inquiry into causes and events.
3. He compared accounts and tried them "by the most severe and detailed tests possible", not trusting even his own first impressions.
4. Bishop of Caesarea (c. 260–339), author of the first full *Church History*, who preserved many older documents by quoting them.
5. The Bible's name for the plain of southern Mesopotamia, where Babel was built (Genesis 11:2).
6. The earthly city, formed by love of self to the contempt of God, and the heavenly city, formed by love of God to the contempt of self.
7. A stepped mud-brick temple tower of Mesopotamia.
8. Wedge-shaped writing pressed into clay; first used for accounts of grain, animals and goods.
9. The Royal Cemetery of Ur, 1922–1934.
10. Founder of the first empire in Mesopotamia (c. 2334 B.C.), who conquered all Sumer and ruled from Akkad.
11. Sargon's daughter, high priestess at Ur, the first author known by name.
12. King of Babylon (c. 1792–1750 B.C.) who united Mesopotamia and set up steles of his law code.
13. First cuneiform tablets (c. 3200 B.C.); Sargon (c. 2334 B.C.); ziggurat of Ur (c. 2100 B.C.); Hammurabi (c. 1750 B.C.).
14. 76 years: 63 + 14 − 1 = 76, since there is no year zero.
15. 4004 B.C. and 2348 B.C. Some use the longer Septuagint numbers; some think the genealogies skip generations.
16. At Susa in 1901–02. An Elamite king carried it off as plunder about 1158 B.C.
17. (a) Thucydides (1.22). (b) "How did the author know?" (eyewitness and tested reports). (c) Any author can be mistaken or partial; corroboration by other sources and archaeology tests his claims.

18. Hammurabi's penalties depend on rank (free man, commoner, slave), and for a slave the owner is paid. In Moses there is one law for all, the stranger included, and an injured servant goes free. Moses is more just because it begins from every person made in God's image.
19. Sample: made by Sumerian craftsmen c. 2600–2400 B.C. for a royal tomb at Ur (who, when). Its purpose was likely to glorify a king (why), so it shows victory, not losses. It agrees with other evidence of organized warfare and wheeled vehicles (corroboration), but cannot tell us which war or king.
20. From Ur of the Chaldees in southern Mesopotamia (Sumer/Shinar, on the Euphrates), north up the Euphrates to Haran, then southwest into Canaan.
21. Look for: an accurate account of Sumerian cities (irrigation, temples, kings, writing) and of Akkad and Babylon; Genesis 11 and 12 and Hebrews 11:10 used correctly; at least two primary sources quoted (Genesis, Hammurabi, the King List, the Standard of Ur); a fair judgment of the cities by their own age and by Scripture; a clear thesis and conclusion. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: A CLAY TABLET AND A SOURCE DOSSIER

Make a cuneiform tablet from air-dry clay or salt dough. Write one line of Hammurabi's prologue or a verse of Genesis 11 in a cuneiform sign chart (the British Museum and Penn Museum publish simple ones), and your name. Use the end of a chopstick or a squared-off craft stick, cut to a wedge, for the stylus.

Add a short source dossier: one page for each of four sources from the unit (Herodotus or Thucydides, Genesis, the King List or the Standard of Ur, and Hammurabi). On each page, answer the five source questions.

Finish with the first two pages of the timeline notebook, Creation to Abraham, showing both chronologies.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: all four sources quoted and questioned with all five tests. 3: most. 2: some. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The tablet	4: clear wedges, signs copied correctly, neatly made. 3: mostly clear. 2: hard to read. 1: not attempted.
Timeline and map	4: complete, neat and correctly placed, with both chronologies. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 1 · BEGINNINGS: GENESIS AND THE FIRST CITIES · LESSON 1.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

1.1 What Is History? Witnesses, Sources and Providence

OBJECTIVES

- Explain what history is and why Christians study it.
- Tell a primary source from a secondary source, and question a source with five tests.
- Name Herodotus, Thucydides, Luke and Eusebius and say what each set out to do.
- Read dates in B.C. and A.D. and count years across the line between them.

> **Warm-up.** Write down the oldest thing you own and how you know how old it is. That is already historical reasoning.

WATCH

Thinking Like a Historian: The Historian's Toolkit

Khan Academy · 8:48

https://www.youtube.com/watch?v=vIdMgO-tfyE

> **WHEN TO WATCH**
> After the Core ideas.

Note: Made for a U.S. history course; the toolkit works for any age. Pause at each skill and give an example from this lesson.

BACKUP VIDEO

Why Church History? (A Survey of Church History)

Ligonier Ministries · 24:34

https://www.youtube.com/watch?v=qu4hqdJVqRA

A longer lecture by W. Robert Godfrey for a second session; it introduces the church-history thread of the whole cycle.

KEY TERMS

history

the true story of the human past, learned from evidence; from the Greek *historia*, "inquiry"

primary source

evidence made at the time by someone who was there or close to it: a letter, a law, a coin, an inscription, an eyewitness account

secondary source

a later account built from primary sources: a textbook, a modern biography, an encyclopedia article

corroboration

checking one source against another independent source to see whether they agree

providence

God's wise and powerful ordering of all things, including the rise and fall of nations (Daniel 2:21; Acts 17:26)

B.C. / A.D.

"before Christ" and *anno Domini*, "in the year of the Lord"; the system dates history from the birth of Christ

CORE IDEAS

History is a true story. It is not everything that happened, which only God knows, but the part of the past that left evidence and that people have carefully reconstructed. The Bible itself is historical: it names kings, cities and years, and the Christian faith rests on events (1 Corinthians 15:3–8). For Christians, history is the stage on which God works out His purposes. He "removeth kings, and setteth up kings" (Daniel 2:21), and He "hath determined the times before appointed, and the bounds of their habitation" for every nation (Acts 17:26).

Evidence comes in two kinds. A **primary source** comes from the time itself. A **secondary source** is a later account built from primary sources. This course reads primary sources every week, because they let you see the past for yourself instead of taking someone's word for it.

Five questions for any source. (1) *Who* made it? (2) *When* and where? (3) *How did the author know?* Was he an eyewitness, or did he hear it from others? (4) *Why* was it made? To record, to persuade, to praise a king? (5) *Does other evidence agree?* Another writer, an inscription, or the ground itself (archaeology)? A source can be biased and still true; the tests help you weigh it.

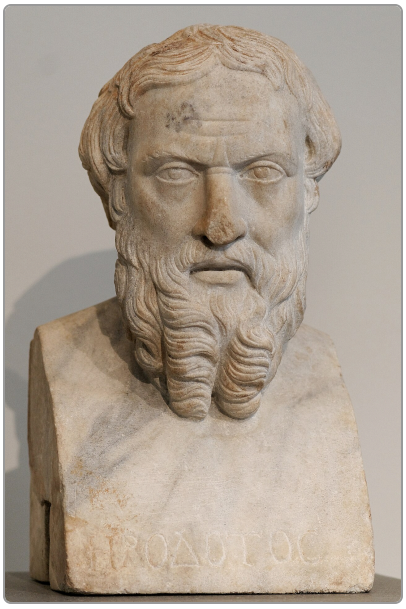
Herodotus (c. 484–c. 425 B.C.), from Halicarnassus in Asia Minor, traveled widely and wrote the *Histories*, an "inquiry" into the wars between the Greeks and the Persians. The Roman orator Cicero called him "the father of history". He tells what he was told, sometimes with the warning that he does not believe it himself.

Thucydides (c. 460–c. 400 B.C.), an Athenian general, wrote the history of the war between Athens and Sparta (431–404 B.C.), which he lived through. He tested reports against each other and tried to write "a possession for all time".

Luke, the physician and companion of Paul, opens his Gospel like a careful historian: he had "perfect understanding of all things from the very first", drawn from those who "from the beginning were eyewitnesses" (Luke 1:2–3). **Eusebius** (c. 260–339), bishop of Caesarea, wrote the first full *Church History*. He quoted the older documents he had found, and many of them survive today only because he copied them.

Counting years. In A.D. 525 the monk Dionysius Exiguus counted years from the Incarnation, *anno Domini*. The English historian Bede made the system common, and it later spread to the whole world. Years *before* Christ count down toward A.D. 1. There is no year zero, so from 10 B.C. to A.D. 10 is 19 years, not 20. School Launch uses B.C. and A.D. throughout.

PICTURE STUDY



Bust of Herodotus, Roman sculptor, Roman copy, 2nd century A.D., of an earlier Greek portrait · Marble · The Metropolitan Museum of Art, New York

Photo: Marie-Lan Nguyen, released into the public domain. Wikimedia Commons.

No one painted Herodotus from life. Greek sculptors made portraits of famous writers long after they died, and Romans copied them for their libraries and gardens. This bust is a Roman copy of such a portrait.

Look closely

- The beard and the cloak: the look of a Greek man of letters.
- The eyes are blank. Ancient statues were painted, and the color has worn away.
- The label on a bust like this was usually carved on the base or on a herm pillar beneath it.

Talk about it

1. Is this bust a primary source for what Herodotus looked like? For what Romans thought of him?
2. What would you need to know before trusting a portrait made long after its subject died?

PRIMARY SOURCE

Three Historians Introduce Themselves

Each of these writers tells you at the start why he wrote. Read all three aloud, then answer the questions in your notebook.

Herodotus, *Histories*, opening (Macaulay translation; read it in the Classics Library): "This is the Showing forth of the Inquiry of Herodotus of Halicarnassos, to the end that neither the deeds of men may be forgotten by lapse of time, nor the works great and marvellous, which have been produced some by Hellenes and some by Barbarians, may lose their renown; and especially that the causes may be remembered for which these waged war with one another."

Thucydides, *History of the Peloponnesian War* 1.22 (Crawley translation; Classics Library): "...I did not even trust my own impressions, but it rests partly on what I saw myself, partly on what others saw for me, the accuracy of the report being always tried by the most severe and detailed tests possible. My conclusions have cost me some labour from the want of coincidence between accounts of the same occurrences by different eye-witnesses, arising sometimes from imperfect memory, sometimes from undue partiality for one side or the other. ... I have written my work, not as an essay which is to win the applause of the moment, but as a possession for all time."

Luke 1:1–4 (KJV; Classics Library): "Forasmuch as many have taken in hand to set forth in order a declaration of those things which are most surely believed among us, Even as they delivered them unto us, which from the beginning were eyewitnesses, and ministers of the word; It seemed good to me also, having had perfect understanding of all things from the very first, to write unto thee in order, most excellent Theophilus, That thou mightest know the certainty of those things, wherein thou hast been instructed."

Going further: Eusebius, *Church History*, Book 1, chapter 1 (Classics Library), where he calls himself the first to attempt the work and asks pardon for its faults.

Steps

1. Underline the reason each writer gives for writing.
2. Circle every word that tells how the writer got his information (saw, heard, eyewitnesses, tests).
3. In a three-column chart, compare the three writers: purpose, method, audience.
4. Which writer says most plainly that he checked his sources? Which says most plainly that he is writing for one reader?

Check your work

- ☐ Three purposes found and quoted
- ☐ Methods marked in each passage
- ☐ Chart complete
- ☐ A one-sentence answer to each question in step 4

TIMELINE AND MAP NOTEBOOK

1. Start your **timeline notebook**. Rule a line across two facing pages and mark it: Creation · c. 3500 B.C. first cities · c. 2000 B.C. Abraham · c. 480 B.C. Herodotus' war · A.D. 30s Christ · A.D. 325 Eusebius. Leave space; you will fill it all year.
2. On the first map page, mark Halicarnassus, Athens, Jerusalem and Caesarea.

> **From history.** The Christian dating of years began with a church question: the date of Easter. Dionysius Exiguus was building Easter tables in Rome when he chose to count from the Incarnation instead of from the reign of the persecuting emperor Diocletian.

> **Church history.** Eusebius wrote just after the Great Persecution ended (A.D. 311–313). His *Church History* preserves the names of the bishops, the martyrs and the books the early church read. It is a main source for Units 8 and 9 of this course.

PRACTICE

1. Easy What does the Greek word *historia* mean?

▼ **Show answer**

"Inquiry": asking questions and searching for answers.

2. Easy Sort these into primary and secondary sources: a Roman coin of Augustus; your history textbook; Thucydides' account of the plague at Athens; a museum website about the plague.

   ▼ **Show answer**

   Primary: the coin and Thucydides (he lived through and caught the plague). Secondary: the textbook and the website.

3. Medium Name the five questions to ask of any source.

   ▼ **Show answer**

   Who made it? When and where? How did the author know? Why was it made? Does other evidence agree?

4. Medium How many years passed between 30 B.C. and A.D. 30?

   ▼ **Show answer**

   59 years. There is no year zero: 30 years down to 1 B.C., then 29 more to A.D. 30 (30 + 30 − 1).

5. Hard Thucydides admits that eyewitnesses disagreed. Give the two reasons he names, and one more reason of your own.

   ▼ **Show answer**

   Imperfect memory and "undue partiality for one side or the other". Others: they saw different parts of an event, misunderstood what they saw, or had reasons to lie.

6. Challenge Luke wrote for one man, Theophilus, and says he wrote so that Theophilus might "know the certainty" of what he had been taught. Does having a purpose make a historian unreliable? Answer in three or four sentences.

   ▼ **Show answer**

   Sample: No. Every historian writes for a reason. A purpose can tempt a writer to bend facts, so we test him by his methods and by corroboration. Luke names his method (eyewitnesses, careful order), and his details of places and officials can be checked against other evidence.

COMMON MISTAKES

- Thinking a primary source must be true and a secondary source must be false. Both must be tested.
- Adding a year zero when counting across B.C. and A.D.
- Treating “biased” as “useless”. Biased sources often tell us much, once the bias is known.

WRITE

One paragraph: “Why should a Christian study history?” Use one verse from this lesson and one of the three historians.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who’s who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** “It seemed good to me also, having had perfect understanding of all things from the very first, to write unto thee in order, most excellent Theophilus, That thou mightest know the certainty of those things, wherein thou hast been instructed.” (Luke 1:3–4, KJV)
>
> Luke wrote history so that a believer could know the certainty of what he had been taught. That is the spirit of this course.

UNIT 1 · BEGINNINGS: GENESIS AND THE FIRST CITIES · LESSON 1.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

1.2 In the Beginning: Creation, the Fall, the Flood and Babel

OBJECTIVES

- Read Genesis 1–11 as the opening of the Bible's history of the world.
- Trace the line from Creation to Babel and name its turning points.
- Compare the Genesis Flood with the Babylonian flood stories.
- Explain the two ways of reckoning early dates and why Christians differ about them.

> **Warm-up.** From memory, list everything you can remember that happens in Genesis 1–11, in order.

WATCH

Was Adam a Historical Person?

Ligonier Ministries · 1:46

https://www.youtube.com/watch?v=hKMKzUNjsKo

> **WHEN TO WATCH**
> After the Core ideas.

Note: Derek Thomas, from a Ligonier conference.

BACKUP VIDEO

Is It Acceptable to Interpret Adam as an Allegory?

Ligonier Ministries · 2:48

https://www.youtube.com/watch?v=ypSJK0elyfY

R. C. Sproul on what is lost if Adam is not a real man.

KEY TERMS

Shinar
the Bible's name for the plain of southern Mesopotamia, where Babel was built (Genesis 11:2)

genealogy
a record of descent from father to son; Genesis 5 and 11 give ages that let readers count years

Ussher chronology
the dating of Archbishop James Ussher (1650), which puts Creation at 4004 B.C.

Table of Nations
Genesis 10, the list of the peoples descended from Noah's sons Shem, Ham and Japheth

ziggurat
a stepped temple tower of Mesopotamia, built of mud brick

two cities
Augustine's name for the two human communities in history: the city of man, ruled by love of self, and the city of God, ruled by love of God

CORE IDEAS

The first history is God's. Genesis does not begin with a king boasting of his victories, as so many ancient records do. It begins with God: "In the beginning God created the heaven and the earth." Man is made in God's image (1:27) and set over the earth to work it and keep it. That makes every human life in history valuable, slave or king.

The Fall and the first city. Sin entered the world (Genesis 3) and spread quickly: Cain murdered his brother, then "builded a city" (4:17). His descendants began herding, music and metalwork (4:20–22). Genesis shows civilization growing alongside violence: "the earth was filled with violence" (6:11).

The Flood. God judged the world by water and saved Noah, his family and the animals in the ark. Afterward He made a covenant never again to destroy the earth by a flood (9:11), and gave the first laws for a new world: "Whoso sheddeth man's blood, by man shall his blood be shed" (9:6).

Babel. Noah's descendants settled in "a plain in the land of Shinar" (11:2), the same southern Mesopotamia where the oldest cities have been found. They built with

brick and bitumen, the materials archaeologists find in Mesopotamian buildings. Their aim was pride: “let us make us a name” (11:4). God confused their language and scattered them, and Genesis 10 lists the nations that came from that scattering.

Other flood stories. Babylonian tablets tell of a flood too: the *Atrahasis* epic and Tablet XI of the *Epic of Gilgamesh*, where Utnapishtim builds a boat, sends out birds and offers a sacrifice. When George Smith of the British Museum read the Gilgamesh flood tablet to a London audience in 1872, it caused a sensation. Critics said Genesis had borrowed the story. Christians have answered that many peoples remembering a great flood is what we would expect if it happened, and that the differences matter most: in Babylon the quarrelling gods send the flood because men are noisy and then crowd like flies around the sacrifice, while in Genesis one holy God judges sin and keeps covenant.

Augustine’s two cities. Augustine read Cain and Abel as the start of two cities that run through all history: “two cities have been formed by two loves: the earthly by the love of self, even to the contempt of God; the heavenly by the love of God, even to the contempt of self” (*City of God* XIV.28; Classics Library). Babel is the earthly city at its plainest, and Abraham, in Lesson 1.4, is the first citizen of the other.

THINKING ABOUT TIME

What the sign says. Genesis 5 and 11 give the age of each father when his son was born. Added up in the Hebrew text, they put about 1,656 years from Creation to the Flood and about 290 more to Abraham's birth.

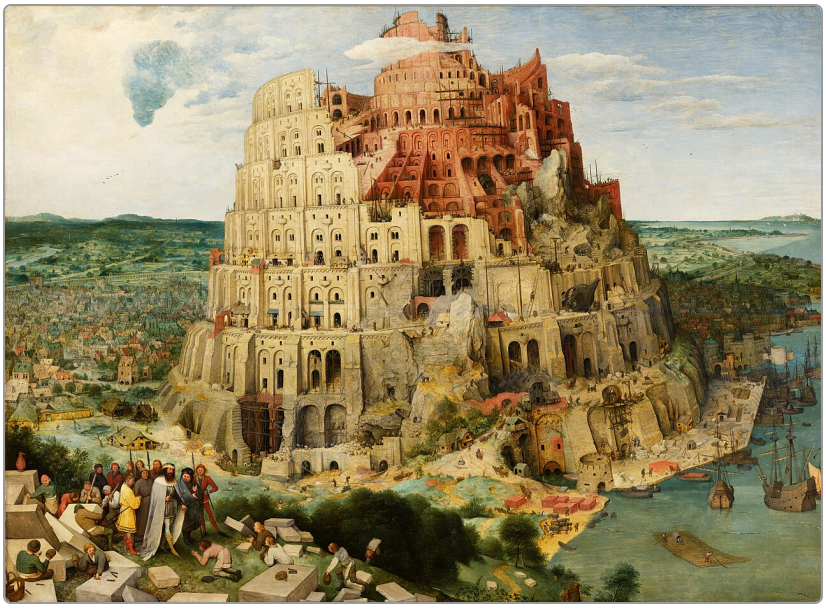
What we observe. Archbishop James Ussher (1650) used those numbers to date Creation to 4004 B.C. and the Flood to 2348 B.C. The Greek Septuagint has longer ages, so early church writers who used it, such as Eusebius, put Creation before 5000 B.C. Archaeologists date the first cities of Sumer to about 3500 B.C. using pottery layers, king lists and radiocarbon. Those methods rest on assumptions, and the earliest dates are the least certain.

How Christians read it. Christians agree that Adam, the Flood and Babel are real history. They differ on whether the genealogies list every generation or skip some, as Matthew 1:8 skips kings, and so on how far back the earliest dates go. This course gives conventional dates with "c." (about) and notes the biblical reckoning beside them. It does not pretend the early dates are more certain than they are.

Try it. Add up the ages of the fathers in Genesis 11:10–26, from the Flood to Terah's sons. Then check your total against the timeline in your notebook.

Genesis 5; 11:10–26; Luke 3:23–38

PICTURE STUDY



The Tower of Babel, Pieter Bruegel the Elder, 1563 · Oil on oak panel · Kunsthistorisches Museum, Vienna

Public domain. Google Art Project, via Wikimedia Commons.

Bruegel painted the tower as a sixteenth-century building site, with cranes, scaffolds and stonecutters. He had seen the ruins of the Colosseum in Rome, and his tower borrows its rows of arches. In the lower left a king, often taken for Nimrod (Genesis 10:8–10), inspects the work while the masons kneel.

Look closely

- The tower is built straight onto a rock. Do its levels line up?
- Find the cranes, the harbour and the ships bringing material.
- The top is lost in cloud: “a tower, whose top may reach unto heaven” (Genesis 11:4).

Talk about it

1. Bruegel painted Babel to look like his own century. Is that a mistake, or a message?
2. What does the painting suggest about human pride and great building projects?

PRIMARY SOURCE

Genesis 1–11 and a Babylonian Flood Story

Read Genesis 6:5–9:17 and 11:1–9 in the KJV (Classics Library). Then read this short summary of Gilgamesh, Tablet XI. The full text is not yet in the Classics Library.

Gilgamesh XI (summary). The god Ea secretly warns Utnapishtim of Shuruppak that the gods will send a flood. He tears down his house, builds a great boat and loads it with his family, craftsmen, animals and silver and gold. The storm lasts six days and seven nights, and even the gods cower “like dogs”. The boat grounds on Mount Nimush. He sends out a dove, a swallow and a raven, then offers a sacrifice, and “the gods gathered like flies over the sacrificer”. The god Enlil is angry that a man survived, and then grants Utnapishtim eternal life.

Steps

1. Make two columns, Genesis and Gilgamesh, and list ten details of each story.
2. Mark the details that match (a warning, a boat, animals, birds, a sacrifice).
3. Mark the differences in: why the flood came, who sends it, how many gods, what happens after.
4. Write a paragraph: which story gives a reason for the flood that a just judge could give?

Check your work

- ☐ Ten details per column
- ☐ Matches and differences marked
- ☐ Paragraph answers the question with evidence

TIMELINE AND MAP NOTEBOOK

1. Timeline: mark Creation, the Flood and Babel with two labels each, Ussher’s date and “date uncertain”.
2. Map: shade Shinar (southern Mesopotamia) and draw the Tigris and Euphrates from the mountains of Ararat to the Persian Gulf.

> **From history.** The first known clay tablet of a flood story outside Genesis was found in the 1850s, in the library of the Assyrian king Ashurbanipal at Nineveh. It lay unread in the British Museum until George Smith, a former banknote engraver who taught himself cuneiform, recognized it in 1872.

> **Church history.** The early church and the Reformers alike read Genesis 1–11 as history. Luke traces Jesus' line back to "Adam, which was the son of God" (Luke 3:38), and Paul builds his teaching on the one man Adam (Romans 5:12–19).

PRACTICE

1. Easy Where did the builders of Babel settle, according to Genesis 11:2?

   ▼ **Show answer**

   In a plain in the land of Shinar, southern Mesopotamia.

2. Easy What did they build with, according to Genesis 11:3?

   ▼ **Show answer**

   Brick for stone, and slime (bitumen) for mortar.

3. Medium Give two ways the Genesis Flood differs from the flood in Gilgamesh.

   ▼ **Show answer**

   Any two: one God, not many; the flood judges sin, not noise; God keeps covenant afterward; Noah is not made immortal; the gods in Gilgamesh are afraid and hungry.

4. Medium What date did Ussher give for Creation, and why do other Christians give different dates?

   ▼ **Show answer**

   4004 B.C. Some count with the longer Septuagint numbers, and some think the genealogies skip generations.

5. Hard Why does it matter for history that man is made in God's image (Genesis 1:27)?

   ▼ **Show answer**

   Every person has worth, so history must care about the poor and the enslaved as well as kings, and it gives a standard for judging cruelty in every age.

6. **Challenge** Augustine says two loves make two cities. Using Genesis 4 and 11, explain which city Cain and the builders of Babel belong to, and why.

   ▼ **Show answer**

   The earthly city: Cain builds a city after murder and rejecting God; Babel builds to "make us a name", the love of self over God.

COMMON MISTAKES

- Treating Genesis 1–11 as myth, or treating the Babylonian stories as the only "real" ancient evidence.
- Presenting the Ussher dates as more certain than they are, or presenting conventional dates as certain.
- Forgetting that Genesis 10 (the nations) comes after the scattering of Genesis 11 in time.

DISCUSS

The builders of Babel feared being "scattered abroad". God scattered them anyway. What does Babel teach about great empires, which this course will meet again and again?

> **Scripture.** "And hath made of one blood all nations of men for to dwell on all the face of the earth, and hath determined the times before appointed, and the bounds of their habitation;" (Acts 17:26, KJV)
>
> The nations scattered at Babel did not wander by chance. God set the times and bounds of every people, and history is the record of it.

UNIT 1 · BEGINNINGS: GENESIS AND THE FIRST CITIES · LESSON 1.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

1.3 Sumer: The First Cities, Temples and the Invention of Writing

OBJECTIVES

- Explain why the first cities grew up between the Tigris and the Euphrates.
- Describe a Sumerian city-state: its god, temple, ziggurat, king and scribes.
- Tell how cuneiform began and how it was deciphered.

- Read the Standard of Ur as a primary source.

> **Warm-up.** Name three things a city needs that a farm family can do without.

WATCH

Ancient Mesopotamia (Early Civilizations)

Khan Academy · 9:23

https://www.youtube.com/watch?v=9GQdh2eGP-Y

> **WHEN TO WATCH**
> After the first two Core ideas.

Note: From Khan Academy's World History Project.

BACKUP VIDEO

Writing Cuneiform

Getty Museum · 2:23

https://www.youtube.com/watch?v=HbZ2asfyHcA

A scribe shows how a reed stylus makes the wedges. Watch before the tablet project in Lesson 1.4.

KEY TERMS

Mesopotamia
Greek for "between the rivers": the land of the Tigris and Euphrates, mostly modern Iraq

Sumer
the southern part of Mesopotamia, near the Persian Gulf, where the first cities grew

city-state
a city and its surrounding farmland governed as an independent state

irrigation
bringing river water to fields by canals and ditches

cuneiform
wedge-shaped writing (Latin *cuneus*, "wedge") pressed into clay with a reed

scribe
a trained writer; in Sumer, a man schooled for years in the "tablet house"

CORE IDEAS

Rivers and canals. Southern Mesopotamia gets little rain, but the Tigris and Euphrates bring water and rich silt. Farmers who dug canals could grow great harvests of barley. A food surplus let some people stop farming and become priests, potters, smiths, merchants and soldiers. Canals also needed planning, labor and law, and that meant leaders. (Geography 8, Unit 2, covers the river setting in more detail.)

The first cities. By about 3500–3100 B.C., **Uruk** had grown into perhaps the largest city in the world, with tens of thousands of people inside its walls. Genesis knows it as **Erech**, one of the cities of Nimrod's kingdom "in the land of Shinar" (Genesis 10:10). Other city-states rose nearby: Ur, Eridu, Lagash, Kish, Nippur. Each believed it belonged to a god, whose temple stood on a high platform at the center. In time these platforms became **ziggurats**, stepped towers of mud brick. The ziggurat of Ur, built by King Ur-Nammu about 2100 B.C., still stands in part.

Kings. At first the temple ran much of the city's economy. In time the *lugal* ("big man") ruled as king, led the army and built walls. The **Sumerian King List**, a later list of reigns, gives the kings before the Flood reigns of tens of thousands of years. Then it says, "after the flood had swept over", kingship came down again from heaven, and the reigns grow shorter. Genesis 5 and 11 show the same pattern, long lives before the Flood and shorter ones after, though Genesis gives far smaller numbers.

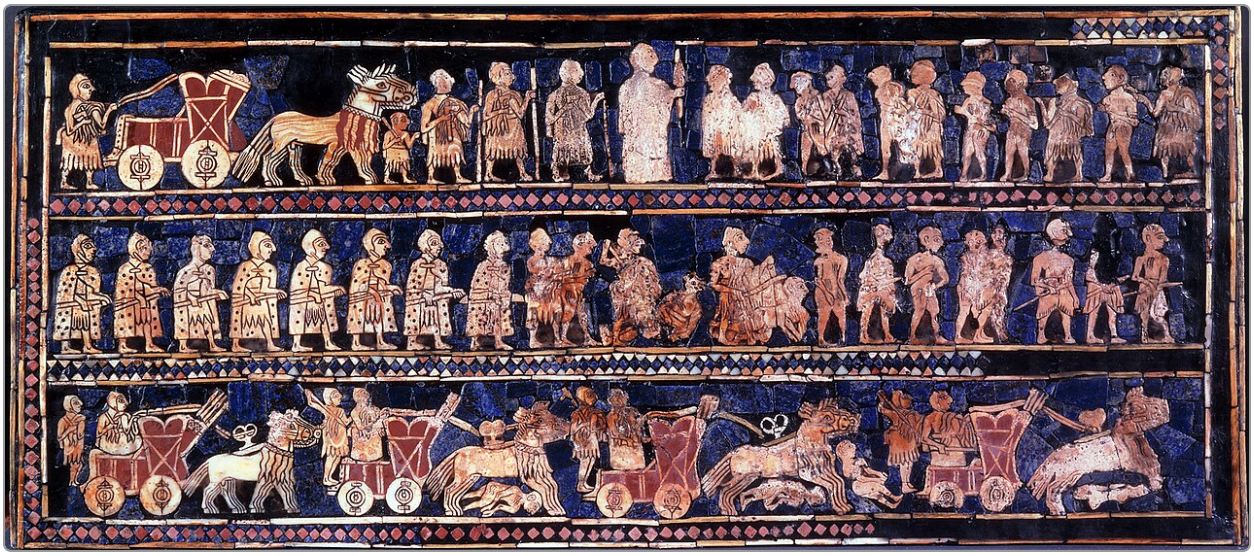
Writing. About 3200 B.C., Uruk's temple officials began pressing marks into clay to count grain, sheep and beer. These first tablets are lists, not stories. Over centuries the pictures became wedges, and signs came to stand for sounds as well as things. Cuneiform was then used for some 3,000 years and for many languages, among them Sumerian, Akkadian, Hittite and Old Persian. Boys trained for years in the *edubba*, the "tablet house", copying signs and proverbs. Cuneiform was forgotten after the time of Christ and deciphered only in the 1850s, largely from the Behistun inscription copied by Henry Rawlinson.

Ur and its royal tombs. Between 1922 and 1934 Leonard Woolley excavated the Royal Cemetery of Ur and found gold helmets, harps, jewelry and the Standard of Ur. He also found "death pits" where dozens of attendants had been killed and buried with their rulers. Historians must name that plainly as human sacrifice. Woolley also found a thick layer of flood silt and announced that it was Noah's Flood; later digging

showed it was a local flood. His mistake is a lesson in testing claims, whichever way they point.

Ur of the Chaldees was still a great city some centuries later, when Terah and Abram left it (Genesis 11:31). That story is in Lesson 1.4.

PICTURE STUDY



The Standard of Ur, "War" side, Sumerian craftsmen, c. 2600–2400 B.C. · Shell, lapis lazuli and red limestone set in bitumen on wood · The British Museum, London

Public domain, via Wikimedia Commons.

Woolley found this box in a tomb at Ur. No one knows what it was for: a standard carried on a pole, as he guessed, or the sounding box of a harp. One side shows war and the other peace, a banquet with a lyre player. Read the War side from the bottom up.

Look closely

- Bottom row: war carts with solid wooden wheels, drawn by donkey-like animals. Watch them speed up from left to right.
- Middle row: soldiers in helmets and cloaks, and naked prisoners led away.
- Top row: the king is taller than everyone else. Why?

Talk about it

1. What does the Standard tell us about Sumerian war that a written list could not?
2. What can it not tell us? Think of the five questions from Lesson 1.1.

PRIMARY SOURCE

Reading the Oldest Records

Read Genesis 10:8–12 (Classics Library). Then read these two short excerpts from the *Sumerian King List* (adapted from the translation in the Electronic Text Corpus of Sumerian Literature, Oxford):

"After the kingship descended from heaven, the kingship was in Eridug. In Eridug, Alulim became king; he ruled for 28,800 years. ... Then the flood swept over. After the flood had swept over, and the kingship had descended from heaven, the kingship was in Kish."

"In Unug (Uruk), ... Gilgamesh, whose father was a phantom, the lord of Kulaba, ruled for 126 years."

Steps

1. List every city named in Genesis 10:10–12. Which ones also appear in the King List excerpts or in this lesson?
2. Apply the five source questions to the King List. Who made it, and why? (Hint: it served the cities and kings whose rule it described.)
3. The King List and Genesis both mark the Flood as a turning point. Write two sentences about what that might mean.
4. Which numbers in the King List do you trust least, and why?

Check your work

- ☐ Cities matched (Erech = Uruk/Unug; Accad = Akkad; Babel = Babylon)
- ☐ Five questions answered
- ☐ A reasoned answer about the numbers

TIMELINE AND MAP NOTEBOOK

1. Map: mark Ur, Uruk (Erech), Eridu, Kish, Nippur and Lagash, the Persian Gulf shoreline, and the rivers.
2. Timeline: c. 3500–3100 B.C. Uruk; c. 3200 B.C. writing; c. 2600 B.C. Royal Cemetery of Ur; c. 2100 B.C. ziggurat of Ur.

> **From history.** Thousands of practice tablets from scribal schools survive. One Sumerian school story has a schoolboy beaten again and again for sloppy work and for talking in class. His father finally invites the teacher home for dinner and gives him a gift, and the boy's reports improve.

> **Church history.** Mesopotamia remained a Christian heartland long after its gods were forgotten. By the 400s the Church of the East had bishops in the old Babylonian cities, and its monks later carried the gospel along the Silk Road to China (Medieval History, Unit 8).

PRACTICE

1. Easy What does "Mesopotamia" mean?

   ▼ **Show answer**

   "Between the rivers": the Tigris and the Euphrates.

2. Easy Which Sumerian city does Genesis 10:10 call Erech?

   ▼ **Show answer**

   Uruk.

3. Medium What were the first cuneiform tablets mostly used for?

   ▼ **Show answer**

   Accounts and lists: counting grain, animals, rations and goods for the temple.

4. Medium Explain how irrigation helped make cities possible.

   ▼ **Show answer**

   Canals watered fields in a dry land, and the surplus fed people who did other work. Building and managing canals also required leaders and law.

5. Hard Woolley called a silt layer at Ur Noah's Flood. What did later digging show, and what lesson does that teach a historian?

   ▼ **Show answer**

   It was a local flood, found in some places and not others. Test a claim even when it seems to support what you believe.

6. **Challenge** Name one thing the Standard of Ur shows about Sumerian society and one question it cannot answer.

   ▼ **Show answer**

   Sample: it shows a king above soldiers and captives, with organized armies and wheeled carts. It cannot tell us the king's name, which war it was, or why it was made.

COMMON MISTAKES

- Confusing Sumer (the southern region) with Assyria (the north, much later).
- Thinking cuneiform is a language. It is a script that wrote many languages.
- Treating the King List's reign lengths as plain fact.

DISCUSS

Sumer invented writing for bookkeeping, not for poetry. What does that suggest about why people write things down? Which of our own records will historians read in 4,000 years?

> **Scripture.** "Except the LORD build the house, they labour in vain that build it: except the LORD keep the city, the watchman waketh but in vain." (Psalm 127:1, KJV)
>
> Every city of Sumer claimed a god as its builder and keeper. The psalm names the only One who can keep a city.

UNIT 1 · BEGINNINGS: GENESIS AND THE FIRST CITIES · LESSON 1.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

1.4 Akkad, Babylon and Abraham: Kings, Law and a Call

OBJECTIVES

- Describe Sargon of Akkad's empire and the revival of Ur.
- Read laws from the Code of Hammurabi and explain what they show about Babylonian society.
- Compare Hammurabi's laws with the Law of Moses, honestly and by Scripture's standard.
- Explain the call of Abraham and why it is a turning point in world history.

> **Warm-up.** If you could keep only five laws for your town, which would they be?

WATCH

The Rise and Fall of History's First Empire

TED-Ed · 5:38

https://www.youtube.com/watch?v=XBk9KywTIgk

> **WHEN TO WATCH**
> With the first Core idea.

Note: An animated lesson on Sumer and Sargon's Akkad.

BACKUP VIDEO

Who Were the Biblical Patriarchs?

Drive Thru History with Dave Stotts · 4:11

https://www.youtube.com/watch?v=ExdQVev4CCs

For the last Core idea: Abraham, Isaac and Jacob.

KEY TERMS

empire
a state that rules many peoples and lands by conquest

stele
an upright carved stone slab set up as a monument or public notice

covenant
a binding promise; here, God's promise to Abraham and his seed (Genesis 12; 15; 17)

Akkadian
the Semitic language of Akkad and later Babylon and Assyria, written in cuneiform

lex talionis
Latin, "law of retaliation": a penalty that matches the injury, as in "eye for eye"

patriarch
a founding father; Abraham, Isaac and Jacob are the patriarchs of Israel

CORE IDEAS

The first empire. About 2334 B.C. **Sargon**, by his own account a cupbearer to the king of Kish, seized power and conquered every city of Sumer. He ruled from his new city of **Akkad** (Genesis 10:10, Accad), which has never been found. His inscriptions boast that he "washed his weapons in the sea". His daughter **Enheduanna**, high priestess of the moon god at Ur, wrote hymns that survive. She is the first author in history known by name. Akkad fell about 2150 B.C.

Ur again. About 2112 B.C., **Ur-Nammu** founded the Third Dynasty of Ur, built its great ziggurat and issued the oldest law code yet found. Ur fell to the Elamites in 2004 B.C.

Hammurabi of Babylon (reigned c. 1792–1750 B.C.) began as king of one city among many and ended as master of Mesopotamia. Near the end of his reign he set up stone steles of his laws. In the prologue he claims the gods called him "to bring about the rule of righteousness in the land, to destroy the wicked and the evil-doers; so that the strong should not harm the weak." About 1158 B.C. an Elamite king carried one stele off to Susa as plunder. French excavators found it there in 1901–02, and it is now in the Louvre.

What the laws show. The code fixes prices and wages and sets rules for marriage, debts, farming, builders and doctors. Penalties depend on rank. Put out a free man's eye and you lose your own; put out a commoner's eye and you pay a mina of gold; put out a slave's and you pay his owner half his price (laws 196–199). If a house falls and kills the owner's son, the builder's son is put to death (law 230). An accused man might be thrown into the river to see whether the god would save him (law 2). Babylon was ordered and lawful, but by its own laws a slave was property and a son could die for his father's fault.

The Law of Moses, given some centuries later, shares the form "eye for eye" (Exodus 21:24). It was a rule for judges, setting a limit on revenge. It differs in ways that mattered. One law applied to rich and poor and to the stranger alike (Leviticus 24:22). A servant whose master struck out his eye or tooth went free (Exodus 21:26–27). Kidnapping a man to sell him was a capital crime (Exodus 21:16). "The fathers shall not be put to death for the children" (Deuteronomy 24:16). The builder was told to put a railing on his roof *before* anyone fell (Deuteronomy 22:8). Israel still had

servitude, and the course will be honest about it. But the law began from the God in whose image every person was made.

The call of Abraham. Out of this world of city gods and king-made law, God called one man. Terah took his son Abram "from Ur of the Chaldees, to go into the land of Canaan" (Genesis 11:31). At Haran the LORD said, "Get thee out of thy country… and in thee shall all families of the earth be blessed" (12:1–3). By the Bible's own chronology this was about 2000 B.C., close to the fall of Ur III. Abraham left the greatest cities on earth because "he looked for a city which hath foundations, whose builder and maker is God" (Hebrews 11:10). Paul calls him "the father of all them that believe" (Romans 4:11).

PICTURE STUDY



The Law Code Stele of Hammurabi (upper part), Babylonian sculptors, c. 1750 B.C. · Black basalt, about 7 feet 4 inches (2.25 m) tall · Musée du Louvre, Paris

Photo: Milkau, public domain, via Wikimedia Commons.

At the top, Hammurabi stands before the seated sun god Shamash, the god of justice. Rays rise from the god's shoulders, and he holds out the rod and ring, signs of the right to rule. Below, the laws run in columns of cuneiform. The stele was set up in public: anyone wronged could have it read to him.

Look closely

- The king's hand is raised to his mouth, a sign of respect or prayer.
- The god is larger than the king, even though he is seated.
- Lower on the front, below this photograph, the Elamites rubbed out several columns of laws, probably to carve their own king's name.

Talk about it

1. What is the picture saying about where Hammurabi's laws came from?
2. Compare Exodus 20:1 and 24:12. Who gives the law there, and how is the difference shown?

PRIMARY SOURCE

Hammurabi and Moses, Side by Side

Read these laws from the Code of Hammurabi (L. W. King translation, 1915; the full text is at the Avalon Project, Yale Law School):

196. If a man put out the eye of another man, his eye shall be put out. **197.** If he break another man's bone, his bone shall be broken. **198.** If he put out the eye of a freed man, or break the bone of a freed man, he shall pay one gold mina. **199.** If he put out the eye of a man's slave, or break the bone of a man's slave, he shall pay one-half of its value.

229. If a builder build a house for some one, and does not construct it properly, and the house which he built fall in and kill its owner, then that builder shall be put to death. **230.** If it kill the son of the owner the son of that builder shall be put to death.

8. If any one steal cattle or sheep, or an ass, or a pig or a goat, if it belong to a god or to the court, the thief shall pay thirtyfold therefor; if they belonged to a freed man of the king he shall pay tenfold; if the thief has nothing with which to pay he shall be put to death.

Now read in the KJV (Classics Library): Exodus 21:23–27; Exodus 22:1; Leviticus 24:22; Deuteronomy 22:8; Deuteronomy 24:16.

Steps

1. Make a chart with three columns: the injury or crime, Hammurabi's penalty, the Mosaic penalty.
2. Fill in five rows: an eye, a slave's eye, a fallen house, the son of the guilty man, theft of an animal.
3. Circle every place where the penalty in Hammurabi depends on rank.
4. Write a paragraph: in what ways is the Law of Moses more just? Judge by Scripture, and do not pretend Israel had no servitude.

Check your work

- ☐ Five complete rows
- ☐ Rank-based penalties circled

☐ Paragraph uses at least two verses and two laws

TIMELINE AND MAP NOTEBOOK

1. Map: mark Akkad (approximate), Babylon, Susa, Haran and Canaan, and draw Abraham's route from Ur to Haran to Canaan.
2. Timeline: c. 2334 B.C. Sargon; c. 2112–2004 B.C. Ur III; c. 2000 B.C. Abraham (biblical reckoning); c. 1792–1750 B.C. Hammurabi; 1901–02 the stele found at Susa.

> **From history.** Sargon's later legend says his mother set him in a basket of reeds sealed with bitumen and put him in the river, where a water-drawer found him. The surviving copies come from more than a thousand years after Sargon, and the legend may have been written to praise later kings who took his name.

> **Church history.** The writer of Hebrews lists Abraham among the faithful who "confessed that they were strangers and pilgrims on the earth" (Hebrews 11:13). Early Christians took that as their own description; the *Epistle to Diognetus* (Unit 8) says Christians live in their own countries "as sojourners".

PRACTICE

1. Easy Who founded the first empire in Mesopotamia, and from what city did he rule?

   ▼ **Show answer**

   Sargon, from Akkad (Accad), about 2334 B.C.

2. Easy Who is the first author in history known by name?

   ▼ **Show answer**

   Enheduanna, Sargon's daughter, high priestess at Ur.

3. Medium Where was Hammurabi's stele found, and how did it get there?

   ▼ **Show answer**

   At Susa, in 1901–02. An Elamite king had carried it off as plunder about 1158 B.C.

4. Medium According to laws 196–199, what happens to a man who puts out the eye of a free man, of a commoner (“freed man”), and of a slave?

   ▼ **Show answer**

   His own eye is put out; he pays one gold mina; he pays the slave’s owner half the slave’s value.

5. Hard Give two ways the Law of Moses treats injury or punishment differently from Hammurabi.

   ▼ **Show answer**

   Any two: one law for all ranks and the stranger (Leviticus 24:22); an injured servant goes free (Exodus 21:26–27); children not punished for fathers (Deuteronomy 24:16); manstealing a capital crime (Exodus 21:16); prevention, the railing (Deuteronomy 22:8).

6. Challenge Hammurabi said his laws were meant so “that the strong should not harm the weak”. Did they achieve that? Argue both sides fairly, then give your judgment.

   ▼ **Show answer**

   Sample: For: public written law, fixed penalties, protection for widows and orphans, limits on the powerful. Against: the poor and slaves were valued less, the ordeal by river, sons punished for fathers. Judgment: a real advance in order, judged by its age, but short of the justice of God’s law.

COMMON MISTAKES

- Saying “eye for eye” allowed private revenge. In both codes it is a rule for judges.
- Claiming Moses copied Hammurabi. They share the ancient legal form, but differ in source, scope and spirit.
- Judging Babylon only by modern standards, or not judging it at all. Judge by its own aims and by Scripture.

WRITE: THE UNIT 1 ESSAY PROMPT

“The builders of Babel wanted to make a name; Abraham left Ur looking for a city whose builder is God.” In 400–500 words, explain what Unit 1 has shown about the first cities and why the call of Abraham is a turning point. Use at least two primary sources.

> **Scripture.** “For he looked for a city which hath foundations, whose builder and maker is God.” (Hebrews 11:10, KJV)
>
> Ur and Babylon were the greatest cities of their day, and they are ruins now. Abraham left them for a better city, and his story is still being told.

UNIT 2

Egypt and Israel: The Nile, the Exodus and the Kingdom

Egypt was the oldest great kingdom of the ancient world, and it lasted longer than any other: nearly three thousand years of pharaohs. This unit follows the Nile kingdom from the first kings and the pyramids to its gods, its tombs and the stone that unlocked its writing.

Egypt is also the house of bondage in the story of Israel. Joseph rose to power there; Moses led Israel out; and the people who crossed the sea became, under Saul, David and Solomon, a kingdom with a temple in Jerusalem. Inscriptions in stone that name Israel and the house of David let students test the Bible’s history against the ground.

PREREQUISITES

- Unit 1 of this course.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can explain why Egypt depended on the Nile and outline the Old, Middle and New Kingdoms.
- ☐ I can describe Egyptian religion and the burial of the dead, and explain how hieroglyphs were deciphered.
- ☐ I can retell the story of Joseph and the Exodus and explain the two ways its date is reckoned.
- ☐ I can explain why Israel asked for a king and summarize the reigns of Saul, David and Solomon.
- ☐ I can name three inscriptions that mention Israel or its kings.

LESSONS IN THIS UNIT

2.1	**The Gift of the Nile: Kings and Pyramids**	Four sessions, 30–50 minutes each
2.2	**Gods, the Dead and the Rosetta Stone**	Four sessions, 30–50 minutes each
2.3	**Joseph, Moses and the Exodus**	Four sessions, 30–50 minutes each
2.4	**Judges and Kings: Saul, David and Solomon**	Four sessions, 30–50 minutes each

Unit 2 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. 2 pts **Lesson 2.1**

   What does “pharaoh” originally mean?

PART A · TERMS AND PEOPLE

2. 2 pts **Lesson 2.1**

   Name the three kingdoms historians use to divide Egyptian history, with approximate dates.

PART A · TERMS AND PEOPLE

3. 2 pts **Lesson 2.1**

   What have archaeologists found at Giza that corrects Herodotus in part?

PART A · TERMS AND PEOPLE

4. 2 pts **Lesson 2.2**

   Name four Egyptian gods and what each ruled.

PART A · TERMS AND PEOPLE

5. 2 pts **Lesson 2.2**

   Describe mummification as Herodotus reports it.

PART A · TERMS AND PEOPLE

6. 2 pts **Lesson 2.2**

   What three scripts are on the Rosetta Stone?

PART A · TERMS AND PEOPLE

7. 2 pts **Lesson 2.3**

   What did Joseph store, and why?

PART A · TERMS AND PEOPLE

8. 2 pts **Lesson 2.3**

   What did the new king make Israel build (Exodus 1:11)?

PART A · TERMS AND PEOPLE

9. 2 pts **Lesson 2.3**

Who found the Merneptah Stele, and when?

PART A · TERMS AND PEOPLE

10. 2 pts **Lesson 2.4**

Describe the cycle of the book of Judges.

PART A · TERMS AND PEOPLE

11. 2 pts **Lesson 2.4**

Why did the elders ask Samuel for a king?

PART A · TERMS AND PEOPLE

12. 2 pts **Lesson 2.4**

What did God promise David in 2 Samuel 7?

PART B · DATES AND ORDER

13. 4 pts **Lesson 2.1**

Put in order, earliest first: The New Kingdom begins; Hatshepsut rules as pharaoh; David becomes king; The battle of Kadesh.

PART B · DATES AND ORDER

14. 4 pts **Lesson 2.2**

Put in order, earliest first: The battle of Kadesh; Djoser's Step Pyramid; Hatshepsut rules as pharaoh; The Merneptah Stele names Israel.

PART B · DATES AND ORDER

15. 4 pts **Lesson 2.3**

Put in order, earliest first: Djoser's Step Pyramid; The Rosetta Stone is found; David becomes king; Mesha of Moab sets up his stele.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 2.4**

Put in order, earliest first: Akhenaten's religious revolution; The Rosetta decree is carved; Hatshepsut rules as pharaoh; David becomes king.

PART C · READING SOURCES

17. **10 pts** **Lesson 2.1**

Herodotus says Cheops forced all Egypt to labor on his pyramid, 100,000 men at a time. (a) How did Herodotus get this information? (b) What does the archaeology at Giza show? (c) What should a historian conclude?

PART C · READING SOURCES

18. **10 pts** **Lesson 2.2**

"I have not done iniquity. I have not robbed with violence. I have not stolen. I have not slain men or women." (a) What is this text and what was it for? (b) What does it show about Egyptian conscience? (c) How does Psalm 143:2 answer it?

PART C · READING SOURCES

19. **10 pts** **Lesson 2.3**

"Israel is laid waste; his seed is not." (a) Who made this inscription, and when? (b) What kind of source is it, and what was it for? (c) What does it prove, and what does it not prove?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 2.4**

On a map, or in words, trace the route of the Nile from Aswan to the Delta, and locate Giza, Thebes (Luxor), the land of Goshen, the Red Sea, Sinai and Jerusalem.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 2.4**

Essay (400–500 words): Egypt built the pyramids; Israel was given the Law. Compare what each kingdom believed about its king and its god, using at least two primary sources from this unit.

ANSWER KEY

1. “Great house”: the palace, and so the king who lived in it.
2. Old Kingdom c. 2686–2181 B.C.; Middle Kingdom c. 2055–1650 B.C.; New Kingdom c. 1550–1069 B.C.
3. The builders’ town, bakeries, breweries and honored tombs of overseers, showing organized, fed crews, many of them farmers serving labor duty.
4. Any four: Ra the sun; Osiris the dead; Isis, his wife; Horus, the sky and kingship; Anubis, embalming; Amun of Thebes.
5. The organs were removed, the body was dried in natron for seventy days, then washed and wrapped in linen.
6. Hieroglyphs, Demotic and Greek.
7. Grain, during seven years of plenty, against seven years of famine (Genesis 41).
8. The treasure (store) cities Pithom and Raamses.
9. Flinders Petrie, in 1896, at Thebes.
10. Israel sins, an enemy oppresses them, they cry out, God raises a judge to deliver them, and then they fall away again.
11. To have a king “like all the nations” to judge them and fight their battles (1 Samuel 8:5, 20).
12. That his house, kingdom and throne would be established for ever.
13. The New Kingdom begins (c. 1550 B.C.); Hatshepsut rules as pharaoh (c. 1479 B.C.); The battle of Kadesh (1274 B.C.); David becomes king (c. 1010 B.C.).
14. Djoser’s Step Pyramid (c. 2650 B.C.); Hatshepsut rules as pharaoh (c. 1479 B.C.); The battle of Kadesh (1274 B.C.); The Merneptah Stele names Israel (c. 1208 B.C.).
15. Djoser’s Step Pyramid (c. 2650 B.C.); David becomes king (c. 1010 B.C.); Mesha of Moab sets up his stele (c. 840 B.C.); The Rosetta Stone is found (1799).
16. Hatshepsut rules as pharaoh (c. 1479 B.C.); Akhenaten’s religious revolution (c. 1350 B.C.); David becomes king (c. 1010 B.C.); The Rosetta decree is carved (196 B.C.).
17. (a) From Egyptian priests, about two thousand years after the building. (b) An organized builders’ town with food, housing and honored overseers’ tombs; many workers were farmers on labor duty. (c) The scale of the work was real and labor was compelled by the king, but the picture of a hated slave tyranny is exaggerated; trust the archaeology where they differ.

18. (a) The Negative Confession from the Book of the Dead, Spell 125, recited by the dead before the gods to pass judgment. (b) Egyptians knew murder, theft and lying were wrong (Romans 2:15). (c) “In thy sight shall no man living be justified”: no one can truthfully claim to be without sin before God.
19. (a) Pharaoh Merneptah, about 1208 B.C. (b) A royal victory hymn, meant to glorify the king, so it exaggerates. (c) It proves a people called Israel lived in Canaan by about 1208 B.C.; it does not describe the Exodus, and its boast that Israel was wiped out was false.
20. The Nile flows north from the cataract at Aswan past Thebes (Luxor) in Upper Egypt to Memphis and Giza near the head of the Delta, then fans out to the Mediterranean. Goshen lay in the eastern Delta. East of Egypt lies the Sinai peninsula between the arms of the Red Sea; Jerusalem lies northeast in the hills of Judah.
21. Look for: pharaoh as divine king, ma’at and the afterlife (Herodotus, the Book of the Dead, the Rosetta decree); Israel’s king under God’s law (1 Samuel 8, 2 Samuel 7, Deuteronomy 17); a fair judgment by Scripture; a clear thesis. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: TWO KINGDOMS SIDE BY SIDE

Make a two-column timeline poster, Egypt on one side and Israel on the other, from Narmer to Solomon, with at least twelve dated entries marked “c.” where needed and both Exodus dates shown.

Add three “witness stones”: the Rosetta Stone, the Merneptah Stele and the Tel Dan Stele. For each, give what it is, when and where it was found, what it says and why it matters.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with “c.” used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The witness stones	4: all three described accurately, with discovery, date, text and significance. 3: one detail missing. 2: thin or partly wrong. 1: missing.
Timeline and map	4: the unit’s pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 2 · EGYPT AND ISRAEL: THE NILE, THE EXODUS AND THE KINGDOM · LESSON 2.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

2.1 The Gift of the Nile: Kings and Pyramids

OBJECTIVES

- Explain how the Nile made Egypt possible.
- Outline the Old, Middle and New Kingdoms and name a king of each.
- Weigh Herodotus’ account of the pyramid builders against the archaeology of Giza.

> **Warm-up.** Look at a map of Egypt at night from space. Why does almost all the light lie along one thin line?

WATCH

How did they build the Great Pyramid of Giza? - Soraya Field Fiorio

TED-Ed · 5:33

https://www.youtube.com/watch?v=fJBlEPOj4Fk

> **WHEN TO WATCH**
> With the Core idea on the pyramids.

Note: An animated TED-Ed lesson on how the Great Pyramid was built.

BACKUP VIDEO

Ancient Egypt

Khan Academy · 14:15

https://www.youtube.com/watch?v=SGSLyp8mmMc

A second video for another session, or if the first will not play.

KEY TERMS

pharaoh
the king of Egypt; the word means "great house", the palace

dynasty
a line of rulers from one family; Egyptian history is counted in about thirty dynasties

inundation
the yearly flood of the Nile, which left black silt on the fields

Upper and Lower Egypt
the Nile valley in the south (upper, because upstream) and the Delta in the north

pyramid
a royal tomb of stone with a square base and four sloping sides

CORE IDEAS

The river. Egypt is desert except for a strip along the Nile a few miles wide and the broad Delta at its mouth. Every summer the river rose and spread black silt over the fields, and Egyptians called their land *Kemet*, "the black land". Herodotus called Egypt "the gift of the river". Farmers measured the flood, dug basins and paid taxes in grain, and the pharaoh's scribes kept the count.

The first kings. About 3100 B.C. a king of the south united Upper and Lower Egypt. Egyptian tradition called him Menes; the slate palette of King **Narmer** shows a king wearing the white crown of the south on one side and the red crown of the north on the other. Historians group the long history that followed into the **Old Kingdom** (c. 2686–2181 B.C.), the **Middle Kingdom** (c. 2055–1650 B.C.) and the **New Kingdom** (c. 1550–1069 B.C.), with troubled "intermediate periods" between.

The pyramids. About 2650 B.C. the architect Imhotep built King Djoser a stepped pyramid of stone at Saqqara. A century later **Khufu** (Herodotus calls him Cheops) built the Great Pyramid at Giza, about 481 feet high and made of some 2.3 million blocks. It was the tallest building on earth for nearly four thousand years. A pharaoh was believed to be a god on earth, the son of the sun god Ra, and his tomb was meant to carry him safely into eternal life.

Who built them? Herodotus was told that Cheops shut the temples and forced all Egypt to labor, 100,000 men at a time in three-month shifts. Archaeologists working at Giza since the 1990s have found the builders' town: bakeries, breweries, barracks and the tombs of work-gang overseers, buried with honor near the king. The crews were organized, fed and proud of their work; many were farmers serving a labor duty to the king during the flood season. Herodotus heard the story two thousand years after the fact, and the ground corrects him in part. But forced labor for a god-king was still the system, and Scripture later shows how hard that system could be on foreigners (Exodus 1:11–14).

Later kingdoms. In the Middle Kingdom pharaohs drained the Faiyum and traded far up the Nile. Then foreign rulers called the Hyksos took the Delta, until the kings of Thebes drove them out and began the **New Kingdom**, Egypt's age of empire: Hatshepsut, Thutmose III, Akhenaten, Tutankhamun and Ramesses II. Their story belongs to Lessons 2.2 and 2.3.

PICTURE STUDY



The Narmer Palette, Egyptian sculptor, c. 3100 B.C. · Siltstone, about 25 inches (64 cm) tall · Egyptian Museum, Cairo

Photographer unknown, public domain. Wikimedia Commons.

This ceremonial palette, used for grinding eye paint in a temple, was found at Hierakonpolis in 1898. It is one of the first objects in history to show a king by name: the signs for Narmer, a catfish and a chisel, sit in a box at the top.

Look closely

- The king is much larger than anyone else.
- He wears the tall white crown of Upper Egypt on this side.
- The falcon is Horus, the god the king was believed to embody.

Talk about it

1. What message does the palette give about the king and his enemies?
2. Is it a record of a real battle, a boast, or both? How could you tell?

PRIMARY SOURCE

Herodotus on the Pyramid of Cheops

Read Herodotus, *Histories* II.124–127, on Cheops and his pyramid (Classics Library). Then read the summary of the Giza excavations in the Core ideas above.

Steps

1. List every claim Herodotus makes about how the pyramid was built and who built it.
2. Mark each claim: supported by the archaeology, contradicted by it, or not tested.
3. Apply the five source questions to Herodotus here. How did he know what he reports?
4. Write a paragraph: what can we trust in this passage, and why?

Check your work

- ☐ All claims listed
- ☐ Each claim marked
- ☐ Paragraph names Herodotus' informants (Egyptian priests) and the time gap

TIMELINE AND MAP NOTEBOOK

1. Map: draw the Nile from Aswan to the sea; mark the Delta, Memphis, Giza, Saqqara, Thebes and the First Cataract.
2. Timeline: c. 3100 B.C. Narmer; c. 2650 B.C. Step Pyramid; c. 2560 B.C. Great Pyramid; c. 2055 B.C. Middle Kingdom; c. 1550 B.C. New Kingdom.

> **From history.** The Great Pyramid held its record as the tallest structure on earth until the spire of Lincoln Cathedral in England rose above it in about 1311, a Christian church overtopping the tomb of a king who believed he was a god.

> **Church history.** Egypt became one of the great Christian lands. By about A.D. 200 Alexandria had a famous Christian school, and the first Christian monks, such as Antony (Unit 9), went out into the Egyptian desert. The Coptic Church of Egypt still uses a late form of the old Egyptian language in its worship.

PRACTICE

1. Easy Why did Herodotus call Egypt "the gift of the river"?

   ▼ **Show answer**

   Its farmland exists only because the Nile's yearly flood watered the desert and laid down black silt.

2. Easy Who united Upper and Lower Egypt about 3100 B.C., according to the palette that bears his name?

   ▼ **Show answer**

   Narmer (Menes in later tradition).

3. Medium Who built the first pyramid, for which king, and where?

   ▼ **Show answer**

   Imhotep, for Djoser, at Saqqara, about 2650 B.C.

4. Medium What did Herodotus say about the pyramid builders?

   ▼ **Show answer**

   That Cheops closed the temples and forced the Egyptians to work, 100,000 men at a time in three-month shifts, for twenty years.

5. Hard Why is Herodotus a weak witness for the building of the Great Pyramid?

   ▼ **Show answer**

   He wrote about two thousand years later and relied on what Egyptian priests told him.

6. **Challenge** Was the Great Pyramid a glory or a sin? Argue both sides fairly, then give your judgment by Scripture.

   ▼ **Show answer**

   Sample: A glory of skill, planning and labor that still amazes. But it was built to make a man a god and to carry him to eternal life by his own works. Judged by Scripture, the skill is a gift of God, while the purpose was idolatry and pride.

COMMON MISTAKES

- Thinking the pyramids were built by chattel slaves or by Israel. The Great Pyramid was built more than a thousand years before Moses.
- Mixing up Upper Egypt (the south) and Lower Egypt (the north).

INTERACTIVE: BUILD THE PYRAMIDS OF GIZA

A 3D model of the Great Pyramid of Khufu and its neighbors at Giza, built up course by course in twelve short steps: leveling and lining up the base, quarrying and hauling the stone, laying the courses, the ramps (still debated), the seked slope and the casing, the chambers inside, how the weight flows down, the workforce and their tools, then a cutaway with the layers apart. Tap or hover over any part for its name. Works on a phone or a computer.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** “Speak, and say, Thus saith the Lord GOD; Behold, I am against thee, Pharaoh king of Egypt, the great dragon that lieth in the midst of his rivers, which hath said, My river is mine own, and I have made it for myself.” (Ezekiel 29:3, KJV)
>
> Pharaoh boasted that he made the river. The prophet answers that the river, and Pharaoh, belong to God.

UNIT 2 · EGYPT AND ISRAEL: THE NILE, THE EXODUS AND THE KINGDOM · LESSON 2.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

2.2 Gods, the Dead and the Rosetta Stone

OBJECTIVES

- Describe Egyptian religion and its care for the dead.
- Explain Akhenaten’s religious revolution and its reversal.
- Tell how hieroglyphs were deciphered.

> **Warm-up.** What do the things a people bury with their dead tell you about what they believed?

WATCH

Why was the Rosetta Stone so important? - Franziska Naether

TED-Ed · 5:17

https://www.youtube.com/watch?v=Z8dZSySRX_g

> **WHEN TO WATCH**
> Before the picture study of the Rosetta Stone.

BACKUP VIDEO

The Mummification Process

Getty Museum · 2:44

https://www.youtube.com/watch?v=-MQ5dL9cQX0

A second video for another session, or if the first will not play.

KEY TERMS

hieroglyphs

"sacred carvings": Egypt's picture-writing, with signs for sounds as well as things

mummification

drying and wrapping a body to preserve it for the afterlife

ma'at

the Egyptian idea of truth, justice and cosmic order, kept by the gods and the king

Book of the Dead

a collection of spells buried with the dead to guide them through judgment

Rosetta Stone

a stone decree of 196 B.C. written in hieroglyphs, Demotic and Greek, the key to decipherment

CORE IDEAS

Many gods. Egyptians worshiped hundreds of gods: Ra the sun, Osiris lord of the dead, his wife Isis, their son Horus, jackal-headed Anubis, and gods of each city, often shown with animal heads. Temples were the gods' houses, served by priests; ordinary people prayed at home and wore charms. The whole system was meant to keep **ma'at**, order against chaos.

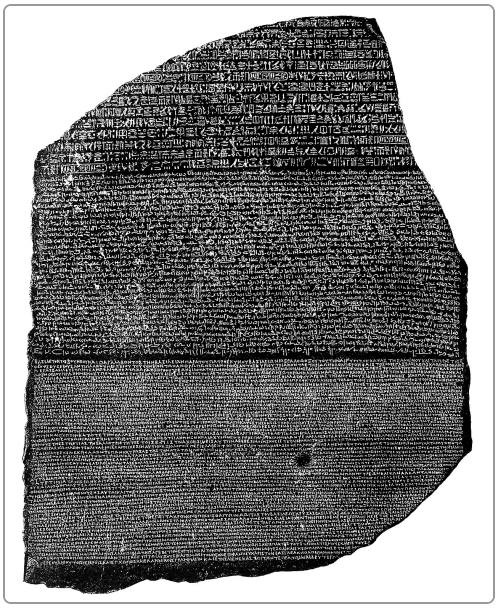
The judgment of the dead. Egyptians believed the soul would be judged. In the **Book of the Dead**, the dead man's heart is weighed on a scale against the feather of ma'at before Osiris, and he recites a list of sins he has not committed. A heart heavy with sin is eaten by a monster. To survive, the body had to be preserved: Herodotus (II.86) describes embalmers removing the organs, drying the body in natron for seventy days and wrapping it in linen. Tombs were filled with food, furniture and little servant figures to work for the dead.

Akhenaten. About 1350 B.C. the pharaoh Amenhotep IV renamed himself Akhenaten, closed the old temples and ordered the worship of one god, the Aten, the disk of the sun, with himself as its only prophet. He built a new capital at Amarna. After his death the old gods returned, his city was abandoned and his name was chiseled off monuments. His young successor **Tutankhamun** is famous mostly

because Howard Carter found his tomb nearly untouched in 1922. Akhenaten was not a believer in the God of Israel: he worshiped a created thing, the sun, and himself as its son.

Reading the signs. After the 300s A.D. no one could read hieroglyphs. In 1799 French soldiers in Napoleon's army found a broken black stone at Rosetta in the Delta. It carried a decree of the priests in honor of King Ptolemy V, dated 196 B.C., in three scripts: hieroglyphs, Demotic and Greek. Since scholars could read the Greek, they could work out the rest. The Englishman Thomas Young made a start, and in 1822 the Frenchman **Jean-François Champollion** announced that hieroglyphs wrote sounds as well as ideas. The stone has been in the British Museum since 1802.

PICTURE STUDY



The Rosetta Stone, Egyptian stonecutters, 196 B.C. · Granodiorite, about 45 inches (114 cm) tall · The British Museum, London

Photo: Donald Macbeth, from a British Museum publication by E. A. Wallis Budge; public domain. Wikimedia Commons.

The stone is only part of a larger slab that once stood in a temple. Its top, with most of the hieroglyphic text, is broken away. The same decree in three scripts made it a key that unlocked a lost language.

Look closely

- Find the three bands of writing.
- The hieroglyphs include oval rings, called cartouches, around the king's name. Champollion used them to match sounds.

Talk about it

1. Why was a text in a known language the key to the unknown one?
2. What does the stone tell us about who ruled Egypt in 196 B.C.? (Ptolemy was a Greek.)

PRIMARY SOURCE

The Negative Confession

From the *Book of the Dead*, Spell 125 (selected lines, adapted from the translation of E. A. Wallis Budge, 1895). The dead man stands before the gods and declares:

"I have not done iniquity. I have not robbed with violence. I have not stolen. I have not slain men or women. I have not uttered lies. I have not made any man to weep. I have not stirred up strife. I have not been a man of anger. I have not cursed the god."

Then read Exodus 20:1–17 and Psalm 143:2 (Classics Library).

Steps

1. Match each line of the confession with one of the Ten Commandments where you can.
2. The Egyptian claims never to have sinned. What does Psalm 143:2 say about that claim?
3. Write a paragraph: what does the confession show about Egyptian conscience, and what does it lack?

Check your work

- ☐ At least five matches
- ☐ Psalm 143:2 quoted
- ☐ Paragraph names both the moral law in the conscience (Romans 2:15) and the hope of salvation by one's own record

TIMELINE AND MAP NOTEBOOK

1. Map: mark Amarna, Thebes (Luxor) and the Valley of the Kings, and Rosetta in the Delta.
2. Timeline: c. 1350 B.C. Akhenaten; 1922 Tutankhamun's tomb found; 196 B.C. Rosetta decree; 1799 stone found; 1822 Champollion.

> **From history.** Champollion is said to have run into his brother's office shouting "Je tiens l'affaire!" ("I've got it!") and then fainted. He had been studying Coptic, the last form of the Egyptian language, used by Egyptian Christians, and it helped him hear the sounds behind the signs.

> **Church history.** When God judged Egypt in the plagues, He said, "against all the gods of Egypt I will execute judgment" (Exodus 12:12). The Nile turned to blood, the sun was darkened, and the firstborn of Pharaoh, the god-king's heir, died.

PRACTICE

1. Easy What is ma'at?

   ▼ **Show answer**

   The Egyptian idea of truth, justice and order, kept by the gods and the king.

2. Easy What happened to a dead man's heart in the judgment, according to the Book of the Dead?

   ▼ **Show answer**

   It was weighed against the feather of ma'at; a heart heavy with sin was eaten by a monster.

3. Medium Who was Akhenaten, and what did he change?

   ▼ **Show answer**

   A pharaoh of about 1350 B.C. who closed the old temples, ordered the worship of the Aten (the sun disk) alone and built a new capital at Amarna.

4. Medium When and where was the Rosetta Stone found?

   ▼ **Show answer**

   In 1799, at Rosetta in the Nile Delta, by French soldiers of Napoleon's army.

5. Hard Who deciphered hieroglyphs, and when did he announce it?

   ▼ **Show answer**

   Jean-François Champollion, in 1822 (building on work by Thomas Young).

6. **Challenge** Some say Akhenaten invented monotheism and Moses borrowed it. Answer in three or four sentences using evidence.

   ▼ **Show answer**

   Sample: Akhenaten worshiped the sun, a created thing, and himself as its son; the God of Israel is the Creator of the sun, not part of creation. His reform lasted only his lifetime and was erased. Israel's faith came by revelation to Abraham and Moses, not from Egyptian politics. The similarity is shallow and the difference is everything.

COMMON MISTAKES

- Calling Akhenaten a believer in the true God. He worshiped the sun.
- Thinking the Rosetta Stone is in Egypt or that it was written by Greeks only. It was an Egyptian priests' decree, in three scripts, now in London.

> **Scripture.** "For I will pass through the land of Egypt this night, and will smite all the firstborn in the land of Egypt, both man and beast; and against all the gods of Egypt I will execute judgment: I am the LORD." (Exodus 12:12, KJV)
>
> The plagues were not random disasters. They were God's judgment on the gods Egypt trusted.

UNIT 2 · EGYPT AND ISRAEL: THE NILE, THE EXODUS AND THE KINGDOM · LESSON 2.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

2.3 Joseph, Moses and the Exodus

OBJECTIVES

- Retell the history of Joseph and of the Exodus from Genesis and Exodus.
- Explain the two main ways of dating the Exodus.
- Read the Merneptah Stele as the first mention of Israel outside the Bible.

> **Warm-up.** Joseph said to his brothers, "ye thought evil against me; but God meant it unto good." Name one event in history that looked evil at the time and was later turned to good.

WATCH

History vs. Egypt's "most powerful" pharaoh - Jessica Tomkins

TED-Ed · 6:26

https://www.youtube.com/watch?v=fVcKBox97P0

> **WHEN TO WATCH**
> With the Core idea on the date of the Exodus.

Note: A TED-Ed "History vs." lesson on Ramesses II, whose son Merneptah set up the stele in the picture study. It does not treat the Exodus; use it for the Egyptian side of the story.

BACKUP VIDEO

Can we Prove the Existence of the Tabernacle?

Drive Thru History with Dave Stotts · 3:32

https://www.youtube.com/watch?v=WvnE_5CYq5Q

A second video for another session, or if the first will not play.

KEY TERMS

Goshen
the region of the eastern Nile Delta where Jacob's family settled

Exodus
"going out": Israel's departure from Egypt under Moses

Kadesh
the great battle (1274 B.C.) between Ramesses II and the Hittites in Syria

Passover
the feast remembering how the LORD passed over the houses marked with the lamb's blood

Merneptah Stele
a granite victory inscription of King Merneptah (c. 1208 B.C.) that names Israel

CORE IDEAS

Joseph. Jacob's son Joseph was sold by his brothers into Egypt, rose from prison to be second only to Pharaoh, and stored grain against seven years of famine (Genesis 41). Jacob's family settled in **Goshen**. Egyptian records show that hungry Semitic herders often came into the Delta in hard years, and that foreigners could rise high at court. Joseph's verdict on his own life is the Bible's view of history: "ye thought evil against me; but God meant it unto good" (Genesis 50:20).

Bondage. "Now there arose up a new king over Egypt, which knew not Joseph" (Exodus 1:8). Israel was set to forced labor building the store cities Pithom and Raamses, making bricks with straw. Mud-brick buildings with and without straw survive across Egypt; Egyptian paintings show foreign brickmakers under taskmasters with sticks.

The Exodus. God called Moses at the burning bush, sent ten plagues and brought Israel out by night after the first Passover, through the sea and into the wilderness of Sinai, where He gave the Law. **When?** 1 Kings 6:1 puts the Exodus 480 years before Solomon began the Temple, which gives about 1446 B.C., during the New Kingdom of Thutmose III and his son. Others read the store city "Raamses" (Exodus 1:11) as named for Ramesses II and place the Exodus about 1270 B.C. Both views are held by Christians who believe the event happened; the course gives both.

The New Kingdom. These were Egypt's centuries of empire. Queen **Hatshepsut** ruled as pharaoh and sent ships to Punt. **Thutmose III** fought seventeen campaigns in Canaan and Syria. **Ramesses II** fought the Hittites at **Kadesh** (1274 B.C.), claimed a great victory on his temple walls and later signed the first peace treaty that survives in both sides' copies.

"Israel" in stone. In 1896 Flinders Petrie found at Thebes a granite victory stele of Ramesses' son **Merneptah**, dated about 1208 B.C. Among peoples defeated in Canaan it lists Israel, with the sign for a people, not a city: "Israel is laid waste; his seed is not." It is the oldest mention of Israel outside the Bible, and it shows Israel already living in Canaan by then.

PICTURE STUDY



The Merneptah Stele, Egyptian scribes and stonecutters, c. 1208 B.C. · Black granite, about 10 feet (3 m) tall · Egyptian Museum, Cairo

Photographer unknown, public domain. Wikimedia Commons.

Merneptah reused a stone of an earlier king and covered it with a hymn to his victories. Most of it celebrates a war against the Libyans; the last lines list peoples of Canaan he claimed to have crushed. One of them is Israel.

Look closely

- The rounded top shows the king before the god Amun, twice.
- Israel's name is near the bottom, in the second line from the end.

Talk about it

1. Merneptah says Israel's "seed is not". Was he right? What does the boast show about how kings wrote history?
2. Why does a hostile witness count as strong evidence that Israel existed?

PRIMARY SOURCE

The Bondage and the Deliverance

Read Exodus 1:8–14 and 5:6–9, and Exodus 12:29–42 (Classics Library).

Exodus 1:8–11 (KJV): "Now there arose up a new king over Egypt, which knew not Joseph. And he said unto his people, Behold, the people of the children of Israel are more and mightier than we: Come on, let us deal wisely with them; lest they multiply, and it come to pass, that, when there falleth out any war, they join also unto our enemies, and fight against us, and so get them up out of the land. Therefore they did set over them taskmasters to afflict them with their burdens. And they built for Pharaoh treasure cities, Pithom and Raamses."

Steps

1. List what the new king feared and what he did about it.
2. Find every detail in these chapters that could be checked by archaeology (bricks, store cities, the Delta, chariots).
3. Read Exodus 12:40–41 and 1 Kings 6:1. Explain how the 1446 B.C. date is reached.

Check your work

- ☐ Pharaoh's fear and policy stated
- ☐ At least four checkable details
- ☐ The 480 years explained (966 + 480)

TIMELINE AND MAP NOTEBOOK

1. Map: mark Goshen, Pithom and Raamses, the Red Sea (Yam Suph), Mount Sinai (traditional site) and Kadesh in Syria.
2. Timeline: Joseph (patriarchal age); c. 1446 B.C. or c. 1270 B.C. the Exodus (both); 1274 B.C. Kadesh; c. 1208 B.C. Merneptah Stele.

> **From history.** The treaty Ramesses II made with the Hittite king Hattusili III about 1259 B.C. survives in an Egyptian copy on temple walls and in a Hittite copy on clay found at Hattusa in Turkey. A copy of the clay version hangs at the United Nations in New York.

> **Church history.** Christ is "our passover" (1 Corinthians 5:7). The Last Supper was a Passover meal, and the early church read the Exodus as a picture of salvation: delivered from bondage by the blood of the lamb, through the water, to the mountain of God.

PRACTICE

1. Easy Where did Jacob's family settle in Egypt?

   ▼ **Show answer**

   In the land of Goshen, in the eastern Delta.

2. Easy Quote Joseph's judgment on his brothers' sin (Genesis 50:20).

   ▼ **Show answer**

   "Ye thought evil against me; but God meant it unto good."

3. Medium What does 1 Kings 6:1 say, and what date for the Exodus follows from it?

   ▼ **Show answer**

   That Solomon began the Temple in the 480th year after Israel left Egypt; counting from about 966 B.C. gives about 1446 B.C.

4. Medium Who fought at Kadesh in 1274 B.C.?

   ▼ **Show answer**

   Ramesses II of Egypt and the Hittites.

5. Hard What does the Merneptah Stele say about Israel?

   ▼ **Show answer**

   "Israel is laid waste; his seed is not." It lists Israel as a people in Canaan.

6. Challenge Christians disagree about the date of the Exodus. Explain both views and say what both sides agree on.

   ▼ **Show answer**

   Sample: The early date (c. 1446 B.C.) takes 1 Kings 6:1's 480 years literally; the late date (c. 1270 B.C.) connects Raamses with Ramesses II and reads the 480 years differently. Both agree that the Exodus happened, that God delivered Israel and that Israel was in Canaan by Merneptah's time.

COMMON MISTAKES

- Assuming the Exodus must be in the reign of Ramesses II because films say so. The Bible's own numbers point earlier.
- Thinking the Merneptah Stele mentions the Exodus. It mentions Israel in Canaan.

> **Scripture.** "But as for you, ye thought evil against me; but God meant it unto good, to bring to pass, as it is this day, to save much people alive." (Genesis 50:20, KJV)
>
> The whole of history is in this verse: men mean evil, and God means it for good.

UNIT 2 · EGYPT AND ISRAEL: THE NILE, THE EXODUS AND THE KINGDOM · LESSON 2.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

2.4 Judges and Kings: Saul, David and Solomon

OBJECTIVES

- Describe the age of the judges and Israel's demand for a king.
- Summarize the reigns of Saul, David and Solomon.
- Use the Tel Dan and Mesha inscriptions as evidence for Israel's kings.

> **Warm-up.** What is the difference between a king who is above the law and a king who is under it?

WATCH

What Happened in the Ancient Valley of Elah?

Drive Thru History with Dave Stotts · 4:37

https://www.youtube.com/watch?v=Jv7HlTz2JBg

> **WHEN TO WATCH**
> With the Core idea on Saul and David.

Note: Dave Stotts at the Valley of Elah, where David met Goliath (1 Samuel 17).

BACKUP VIDEO

Why is Ein Gedi so historically significant?

Drive Thru History with Dave Stotts · 3:48

https://www.youtube.com/watch?v=CeGa6T0_Auo

A second video for another session, or if the first will not play.

KEY TERMS

judge

in the book of Judges, a leader God raised up to deliver Israel, such as Deborah, Gideon or Samson

covenant with David

God's promise that David's house and throne would be established for ever (2 Samuel 7)

divided kingdom

the split after Solomon into Israel (north) and Judah (south), about 930 B.C.

anoint

to pour oil on someone to set him apart for an office, such as king or priest

Tel Dan Stele

an Aramaean inscription of the 800s B.C. that names the "House of David"

CORE IDEAS

The judges. After entering Canaan, Israel had no king. The book of Judges tells a cycle over and over: the people forsake the LORD, an enemy oppresses them, they cry out, God raises a judge to save them, and then they fall again. The book closes, "In those days there was no king in Israel: every man did that which was right in his own eyes" (Judges 21:25).

"Make us a king." The elders asked Samuel for a king "like all the nations" (1 Samuel 8:5). Samuel warned them what kings do: take sons for chariots, daughters for kitchens, fields for servants and a tenth of everything. Israel's king was to be different from Pharaoh or Hammurabi: he was to copy God's law with his own hand, read it all his life and not lift his heart above his brethren (Deuteronomy 17:18–20).

Saul and David. Saul (c. 1050–1010 B.C.), tall and brave, disobeyed God and lost the kingdom. **David** (c. 1010–970 B.C.), the shepherd who killed Goliath, united the tribes, took Jerusalem from the Jebusites and made it his capital, brought the ark there and wrote many of the Psalms. God promised him a house and a throne for ever (2 Samuel 7:16), a promise the New Testament sees fulfilled in Christ, "the son of David". Scripture does not hide David's sins, adultery and murder, or his repentance (Psalm 51).

Solomon (c. 970–931 B.C.) asked for wisdom, built the Temple, traded with Hiram of Tyre and grew famous for his riches. He also laid heavy labor on the people and turned to his wives' gods. After his death the northern tribes broke away (c. 930 B.C.): Israel in the north, Judah in the south under David's line.

Witnesses in stone. Critics once claimed David was a legend. In 1993 excavators at Tel Dan in northern Israel found pieces of an Aramaean king's victory stele from the 800s B.C. that mentions the "king of Israel" and the "House of David". The **Mesha Stele** (the Moabite Stone, found in 1868) has Mesha king of Moab boasting that he threw off the rule of Omri king of Israel, the same events told from Israel's side in 2 Kings 3.

PRIMARY SOURCE

The Manner of the King

Read 1 Samuel 8 and Deuteronomy 17:14–20 (Classics Library).

1 Samuel 8:11–14 (KJV): "And he said, This will be the manner of the king that shall reign over you: He will take your sons, and appoint them for himself, for his chariots, and to be his horsemen; and some shall run before his chariots. And he will appoint him captains over thousands, and captains over fifties; and will set them to ear his ground, and to reap his harvest, and to make his instruments of war, and instruments of his chariots. And he will take your daughters to be confectionaries, and to be cooks, and to be bakers. And he will take your fields, and your vineyards, and your oliveyards, even the best of them, and give them to his servants."

Steps

1. List everything Samuel says a king will take.
2. List everything Deuteronomy 17 says the king must and must not do.
3. Compare with Hammurabi's prologue (Lesson 1.4) and the Narmer Palette (Lesson 2.1). Where is the king in relation to the law in each?
4. Write a paragraph: why did God warn Israel and still give them a king?

Check your work

- ☐ Both lists complete
- ☐ Comparison with Hammurabi and Egypt
- ☐ Paragraph uses at least two verses

TIMELINE AND MAP NOTEBOOK

1. Map: mark the tribes' land, Jerusalem, Bethlehem, Hebron, Dan and Beersheba, Philistia and Moab.
2. Timeline: c. 1050 B.C. Saul; c. 1010 B.C. David; c. 1003 B.C. Jerusalem taken; c. 966 B.C. Temple begun; c. 930 B.C. the kingdom divided.

> **From history.** The Mesha Stele was found whole in 1868, but local people broke it into pieces, possibly hoping to find treasure inside or to sell the fragments. A paper squeeze (impression) made before the break let scholars rebuild most of the text. It is now in the Louvre.

> **Church history.** Every Gospel calls Jesus the son of David. The angel told Mary, "the Lord God shall give unto him the throne of his father David" (Luke 1:32), the promise of 2 Samuel 7 kept a thousand years later.

PRACTICE

1. Easy Quote the last verse of Judges.

   ▼ **Show answer**

   "In those days there was no king in Israel: every man did that which was right in his own eyes."

2. Easy Name three judges.

   ▼ **Show answer**

   Any three: Othniel, Ehud, Deborah, Gideon, Jephthah, Samson, Samuel.

3. Medium Name three things Samuel warned a king would take.

   ▼ **Show answer**

   Any three: sons for his chariots and army, daughters as cooks and bakers, fields and vineyards, a tenth of their seed and flocks, servants.

4. Medium What city did David make his capital?

   ▼ **Show answer**

   Jerusalem, taken from the Jebusites.

5. Hard What happened to the kingdom after Solomon died?

   ▼ **Show answer**

   It divided, about 930 B.C.: Israel in the north, Judah in the south under David's line.

6. **Challenge** Why does the Bible tell the sins of its heroes, such as David? What does that suggest about it as history?

   ▼ **Show answer**

   Sample: Court histories of other kings praised them and hid their failures. Scripture records David's adultery and murder and Solomon's idolatry because it tells the truth for God's glory, not the king's. A source that tells against its own heroes is more trustworthy, not less.

COMMON MISTAKES

- Thinking Israel's king was an absolute monarch like Pharaoh. He was under God's law, and prophets like Nathan rebuked him.
- Forgetting that the kingdom split after Solomon; "Israel" and "Judah" are different kingdoms from about 930 B.C.

> **Scripture.** "And thine house and thy kingdom shall be established for ever before thee: thy throne shall be established for ever." (2 Samuel 7:16, KJV)
>
> David's throne fell to Babylon in 586 B.C., yet the promise did not fail. It came to rest on David's Son.

UNIT 3

The Great Empires of the East

After Solomon, the little kingdoms of Israel and Judah lived in the shadow of great empires: Assyria, then Babylon, then Persia. Each conquered more of the world than the last, and each fell. Their own inscriptions survive beside the books of Kings, Isaiah, Daniel, Ezra and Esther, and students will read both.

The unit ends far to the east, in India and China, where other great kingdoms rose in the same centuries: the Mauryas and Ashoka, Confucius and the first emperor of China. God "made of one blood all nations", and the course looks at them too.

PREREQUISITES

- Units 1–2 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can explain how Assyria ruled and how Samaria fell in 722 B.C.
- ☐ I can describe the Babylonian exile and the evidence for it.
- ☐ I can explain how Cyrus allowed the Jews to return, using Ezra and the Cyrus Cylinder.
- ☐ I can describe the empires of the Mauryas and of Qin and Han China.
- ☐ I can explain how the prophets read the rise and fall of empires.

LESSONS IN THIS UNIT

3.1	**Assyria and the Fall of Samaria**	Four sessions, 30–50 minutes each
3.2	**Babylon, the Exile and Daniel**	Four sessions, 30–50 minutes each
3.3	**Persia: Cyrus, the Return and Esther**	Four sessions, 30–50 minutes each
3.4	**Beyond the Euphrates: India and China**	Four sessions, 30–50 minutes each

Unit 3 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 3.1**
   What policy did Tiglath-Pileser III use to keep conquered peoples from rebelling?

PART A · TERMS AND PEOPLE

2. 2 pts Lesson 3.1

According to 2 Kings 17:14, why did Israel fall?

PART A · TERMS AND PEOPLE

3. 2 pts Lesson 3.1

What does 2 Kings 19:35 say happened to the Assyrian army?

PART A · TERMS AND PEOPLE

4. 2 pts Lesson 3.2

Where did Nebuchadnezzar defeat Egypt in 605 B.C.?

PART A · TERMS AND PEOPLE

5. 2 pts Lesson 3.2

What do the Babylon ration tablets show?

PART A · TERMS AND PEOPLE

6. 2 pts Lesson 3.2

What did Nebuchadnezzar dream of in Daniel 2?

PART A · TERMS AND PEOPLE

7. 2 pts Lesson 3.3

When did Babylon fall to Cyrus?

PART A · TERMS AND PEOPLE

8. 2 pts Lesson 3.3

When was the Second Temple finished?

PART A · TERMS AND PEOPLE

9. 2 pts Lesson 3.3

Quote Mordecai's words to Esther (Esther 4:14).

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 3.4**

What is caste?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 3.4**

What is the Arthashastra?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 3.4**

What did Confucius teach?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 3.1**

Put in order, earliest first: Ashoka conquers Kalinga; Nebuchadnezzar takes Jerusalem the first time; Jerusalem and the Temple are burned; Nehemiah rebuilds the walls of Jerusalem.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 3.2**

Put in order, earliest first: Sennacherib besieges Jerusalem; Cyrus conquers Lydia; Qin Shi Huang unites China; Confucius is born.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 3.3**

Put in order, earliest first: Ashoka conquers Kalinga; The Second Temple is finished; Jerusalem and the Temple are burned; Nehemiah rebuilds the walls of Jerusalem.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 3.4**

Put in order, earliest first: Babylon falls to Cyrus; Nehemiah rebuilds the walls of Jerusalem; Tiglath-Pileser III becomes king of Assyria; Jerusalem and the Temple are burned.

PART C · READING SOURCES

17. **10 pts** **Lesson 3.1**

"Himself, like a caged bird, I shut up in Jerusalem, his royal city." (a) Who wrote this, and about whom? (b) What does the claim leave out? (c) How does 2 Kings explain the outcome?

PART C · READING SOURCES

18. **10 pts** **Lesson 3.2**

From the Nabonidus Cylinder: "As for Belshazzar, the eldest son, my offspring, instill reverence for your great godhead in his heart." (a) Who wrote this, and when? (b) What question about Daniel 5 does it answer? (c) Why is an unplanned witness like this valuable?

PART C · READING SOURCES

19. **10 pts** **Lesson 3.3**

"I returned the images of the gods to their places … and I gathered all their people and returned them to their settlements." (a) Who said this, and in what kind of document? (b) Which biblical book describes the same policy? (c) Is it a "charter of human rights"?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 3.4**

Locate on a map, or describe: Nineveh, Babylon, Susa, Persepolis, Samaria, Jerusalem and the Royal Road. Which river was each of the first two on?

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 3.4**

Essay (400–500 words): "O Assyrian, the rod of mine anger" (Isaiah 10:5). How did the prophets explain the rise and fall of empires? Use Assyria, Babylon and Persia and at least two primary sources.

ANSWER KEY

1. Mass deportation: moving whole peoples to other lands.
2. They would not hear the LORD but hardened their necks.
3. The angel of the LORD struck 185,000 in the camp, and Sennacherib returned to Nineveh.
4. At Carchemish.
5. Oil rations given to Jehoiachin, king of Judah, and his sons in Babylon (compare 2 Kings 25:27–30).
6. A statue of gold, silver, brass and iron mixed with clay, four kingdoms broken by a stone cut out without hands.
7. 539 B.C.
8. 516 B.C.
9. "Who knoweth whether thou art come to the kingdom for such a time as this?"
10. The Indian system of hereditary social classes.
11. A handbook of statecraft attributed to Kautilya, adviser to Chandragupta.
12. Duty to parents and rulers, ritual and courtesy, and government by virtuous men.
13. Nebuchadnezzar takes Jerusalem the first time (597 B.C.); Jerusalem and the Temple are burned (586 B.C.); Nehemiah rebuilds the walls of Jerusalem (445 B.C.); Ashoka conquers Kalinga (c. 261 B.C.).
14. Sennacherib besieges Jerusalem (701 B.C.); Confucius is born (551 B.C.); Cyrus conquers Lydia (546 B.C.); Qin Shi Huang unites China (221 B.C.).
15. Jerusalem and the Temple are burned (586 B.C.); The Second Temple is finished (516 B.C.); Nehemiah rebuilds the walls of Jerusalem (445 B.C.); Ashoka conquers Kalinga (c. 261 B.C.).
16. Tiglath-Pileser III becomes king of Assyria (745 B.C.); Jerusalem and the Temple are burned (586 B.C.); Babylon falls to Cyrus (539 B.C.); Nehemiah rebuilds the walls of Jerusalem (445 B.C.).
17. (a) Sennacherib of Assyria, about Hezekiah of Judah in 701 B.C. (b) It never says Jerusalem was taken, which a conqueror would have boasted of. (c) The angel of the LORD struck the Assyrian camp and Sennacherib went home (2 Kings 19:35–36).

18. (a) Nabonidus, last king of Babylon, about 540 B.C. (b) Whether Belshazzar existed and why he could offer only the third place in the kingdom. (c) It was not written to prove the Bible, so it cannot have been shaped to agree with it.
19. (a) Cyrus of Persia, on a clay cylinder buried in Babylon's wall foundations (539–530 B.C.). (b) Ezra (1:1–4; 6:3–5). (c) No: it is a royal boast and building record praising Marduk; its policy was generous by ancient standards, but it served Cyrus's rule.
20. Nineveh on the Tigris (by modern Mosul); Babylon on the Euphrates (south of Baghdad); Susa in Elam (southwest Iran); Persepolis in Persis (southern Iran); Samaria and Jerusalem in Canaan; the Royal Road ran from Susa west to Sardis in Asia Minor.
21. Look for: the empires as tools of God's judgment and mercy who are judged for their pride (Isaiah 10, Daniel 5, Jeremiah 25, Isaiah 45); the Taylor Prism, Babylonian Chronicle or Cyrus Cylinder used; fair treatment of the empires' cruelty and achievement; clear thesis. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: FOUR EMPIRES AND ISRAEL: A MAP SPREAD

On a two-page spread in the notebook, draw the empires of Assyria (c. 700 B.C.), Babylon (c. 580 B.C.) and Persia (c. 500 B.C.), each in its own color, with Israel and Judah marked, plus a small inset of Mauryan India and Han China.

For each empire add its capital, its greatest king, the date it fell and one verse of Scripture that speaks of it.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The map spread	4: all empires drawn in correct extent and color, capitals and dates right, verses apt. 3: minor errors. 2: incomplete. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 3 · THE GREAT EMPIRES OF THE EAST · LESSON 3.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

3.1 Assyria and the Fall of Samaria

OBJECTIVES

- Describe how Assyria built and ruled its empire.
- Explain the fall of Samaria (722 B.C.) and Sennacherib's siege of Jerusalem (701 B.C.).
- Compare Sennacherib's own account with 2 Kings.

> **Warm-up.** Why would a conqueror carve pictures of his cruelty on his own palace walls?

WATCH

The rise and fall of the Assyrian Empire - Marian H Feldman

TED-Ed · 5:16

https://www.youtube.com/watch?v=7pa54hWROpQ

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

The revealing details of the Assyrian Lion Hunt Reliefs

The British Museum · 14:01

https://www.youtube.com/watch?v=7eBL5quTa9s

A second video for another session, or if the first will not play.

KEY TERMS

Assyria
the empire of northern Mesopotamia, ruled from Ashur, Nimrud and Nineveh

deportation
forcibly moving a conquered people to another land, an Assyrian policy

tribute
payment a weaker king made to a stronger one

Taylor Prism
a six-sided clay prism recording Sennacherib's campaigns, including the siege of Jerusalem

Lachish
a fortified city of Judah whose siege Sennacherib carved on his palace walls

CORE IDEAS

The Assyrian machine. From about 900 B.C. the kings of Assyria built the strongest army the world had seen: iron weapons, chariots, cavalry, siege engines and engineers. **Tiglath-Pileser III** (745–727 B.C.) made conquered lands into provinces and moved whole peoples from one end of the empire to the other, to break their will to rebel. Assyria ruled by terror and said so: its kings boasted in their inscriptions of flaying, impaling and burning captives.

Samaria falls. The northern kingdom of Israel paid tribute, rebelled and was besieged. In 722 B.C. Samaria fell and its people were carried away "into Assyria … in the cities of the Medes" (2 Kings 17:6). The Assyrian king Sargon II boasted that he deported 27,290 people. Foreigners settled in their place, the ancestors of the Samaritans. Scripture says plainly why: "they would not hear, but hardened their necks" (2 Kings 17:14).

Jerusalem spared. In 701 B.C. **Sennacherib** invaded Judah and took Lachish and forty-six walled cities. King Hezekiah paid tribute and prayed; Isaiah promised deliverance. 2 Kings 19:35 says the angel of the LORD struck the Assyrian camp, and Sennacherib went home to Nineveh. His own prism boasts that he shut Hezekiah up "like a caged bird", but it never claims he took Jerusalem. He carved the siege of Lachish, not of Jerusalem, on his palace walls. Hezekiah's tunnel, cut to bring water inside the walls, still carries water, and its inscription (found in 1880) tells how the two crews met.

The fall of Nineveh. Jonah had preached in Nineveh, and it repented for a time. A century later Nahum foretold its end. In 612 B.C. the Babylonians and Medes destroyed Nineveh so thoroughly that when Xenophon's Greeks marched past two centuries later, they did not know what city it had been.

PRIMARY SOURCE

Two Accounts of 701 B.C.

From Sennacherib's annals on the Taylor Prism (adapted from D. D. Luckenbill, 1924): "As for Hezekiah the Judean, who did not submit to my yoke, forty-six of his strong walled cities … I besieged and took. … Himself, like a caged bird, I shut up in Jerusalem, his royal city. … The terrifying splendor of my majesty overcame him, and he sent me thirty talents of gold and eight hundred talents of silver."

Now read 2 Kings 18:13–16 and 19:32–37 (Classics Library).

Steps

1. List what both accounts agree on.
2. List what each leaves out.
3. Which account is a royal boast? Which records its own king's weakness (paying tribute)?
4. Write a paragraph explaining what probably happened, and why Sennacherib never claims Jerusalem fell.

Check your work

- ☐ Agreements: invasion, cities taken, Hezekiah in Jerusalem, tribute
- ☐ Omissions in each
- ☐ Reasoned paragraph

TIMELINE AND MAP NOTEBOOK

1. Map: mark Ashur, Nimrud, Nineveh, Samaria, Lachish and Jerusalem; shade the Assyrian empire about 700 B.C.
2. Timeline: 745 B.C. Tiglath-Pileser III; 722 B.C. Samaria falls; 701 B.C. Sennacherib in Judah; 612 B.C. Nineveh falls.

> **From history.** The Taylor Prism is named for Colonel Robert Taylor, a British resident in Baghdad who acquired it in 1830. Two other copies of the same annals are in Chicago and Jerusalem.

> **Church history.** Jesus pointed to Nineveh's repentance: "The men of Nineveh shall rise in judgment with this generation … because they repented at the preaching of Jonas; and, behold, a greater than Jonas is here" (Matthew 12:41).

PRACTICE

1. Easy Name the three capitals of Assyria.

   ▼ **Show answer**

   Ashur, Nimrud (Calah) and Nineveh.

2. Easy When did Samaria fall, and to whom?

   ▼ **Show answer**

   722 B.C., to Assyria (Shalmaneser V and Sargon II).

3. Medium Who were the Samaritans descended from?

   ▼ **Show answer**

   Foreigners settled in Samaria by the Assyrians, mixed with remaining Israelites.

4. Medium What does the Taylor Prism say Sennacherib did to Hezekiah?

   ▼ **Show answer**

   Shut him up in Jerusalem "like a caged bird" and took heavy tribute.

5. Hard What is Hezekiah's tunnel?

   ▼ **Show answer**

   A tunnel cut through rock to bring water from the Gihon spring inside Jerusalem's walls; its inscription was found in 1880.

6. Challenge Isaiah calls Assyria "the rod of mine anger" and then says God will punish Assyria's pride (Isaiah 10:5–12). How can both be true?

   ▼ **Show answer**

   Sample: God used Assyria to judge Israel's sin, but Assyria meant only to conquer and boasted in its own strength. God judges men by their intentions, so the tool was punished for its pride. Providence does not excuse cruelty.

COMMON MISTAKES

- Confusing Assyria (north, capital Nineveh) with Babylon (south).
- Reading the prism as proof that Jerusalem fell. It claims a blockade and tribute, not a capture.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "O Assyrian, the rod of mine anger, and the staff in their hand is mine indignation." (Isaiah 10:5, KJV)
>
> The greatest army of its age was a rod in the hand of God, and it would be broken when He was done with it.

UNIT 3 · THE GREAT EMPIRES OF THE EAST · LESSON 3.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

3.2 Babylon, the Exile and Daniel

OBJECTIVES

- Explain how Babylon destroyed Jerusalem and carried Judah into exile.
- Use the Babylonian Chronicle and other finds as evidence.
- Read Daniel 2 and 5 as history and as prophecy of empires.

> **Warm-up.** If you were carried a thousand miles from home and never allowed back, what would you do to keep your faith?

WATCH

Survey from Neo Babylonians to Persians

Khan Academy · 8:28

https://www.youtube.com/watch?v=GdlYMKScDj4

> **WHEN TO WATCH**
> After the Core ideas.

Note: Khan Academy's survey from the Neo-Babylonians to the Persians.

BACKUP VIDEO

Ancient history and the Old Testament

Khan Academy · 7:56

https://www.youtube.com/watch?v=Ih26fli0vAU

A second video for another session, or if the first will not play.

KEY TERMS

Chaldeans
the people of southern Mesopotamia whose kings ruled the Neo-Babylonian Empire

Babylonian Chronicle
clay tablets recording year by year the deeds of Babylonian kings

Belshazzar
son of Nabonidus, who ruled Babylon in his father's absence when it fell

exile
forced life away from one's homeland; for Judah, the seventy years in Babylon

Ishtar Gate
the blue-glazed brick gate of Babylon, decorated with dragons and bulls

CORE IDEAS

Nebuchadnezzar. After Nineveh fell, the Chaldean kings of Babylon took Assyria's empire. **Nebuchadnezzar II** (605–562 B.C.) defeated Egypt at Carchemish in 605 B.C.

and took Jerusalem in 597 B.C. A Babylonian Chronicle tablet records it: he “seized the city” on the second day of Adar and “captured the king”. Clay ration lists found in Babylon name “Jehoiachin, king of Judah” and his sons, receiving oil from the king.

586 B.C. When Judah rebelled again, Nebuchadnezzar burned the Temple and the city and carried most of the people away (2 Kings 25). Jeremiah had warned of seventy years of captivity and told the exiles, “seek the peace of the city whither I have caused you to be carried away captives” (Jeremiah 29:7). In exile Judah learned to keep the Law without a Temple: the synagogue and the careful copying of Scripture date from this time.

Babylon the great. Nebuchadnezzar rebuilt Babylon with huge walls, the blue-glazed **Ishtar Gate** and a great ziggurat. Herodotus marveled at its size. “Is not this great Babylon, that I have built … by the might of my power?” (Daniel 4:30), the king boasted, and was humbled.

Daniel and Belshazzar. Daniel, a young noble taken in 605 B.C., served at court for nearly seventy years. In Daniel 2 the king dreams of a statue of four metals, four kingdoms to be broken by a stone “cut out without hands”. Critics once said Belshazzar never existed, since Babylonian king lists ended with Nabonidus. In 1854 cylinders from Ur were found in which Nabonidus prays for “Belshazzar, my firstborn son”; other texts show Belshazzar ruling Babylon while his father stayed in Arabia. That is why Daniel is offered the place of “third ruler in the kingdom” (Daniel 5:16). Babylon fell to Cyrus of Persia in 539 B.C.

PICTURE STUDY



The Ishtar Gate of Babylon (reconstruction), Babylonian builders under Nebuchadnezzar II, c. 575 B.C. · Glazed brick · Pergamon Museum, Berlin

Sinoulpgc, CC0 (public domain dedication). Wikimedia Commons.

German excavators dug up the glazed bricks of the gate between 1902 and 1914 and rebuilt its front in Berlin. Nebuchadnezzar's inscription on it says he built it for the god Marduk.

Look closely

- The dragon is the sign of Marduk, Babylon's god; the bull is Adad, the storm god.
- Every brick was molded and glazed separately and fitted to make the animals.

Talk about it

1. What would Daniel have thought walking through this gate?
2. What does the gate say about how Babylon saw its own power?

PRIMARY SOURCE

The Writing on the Wall

Read Daniel 5 (Classics Library).

Daniel 5:25–28 (KJV): "And this is the writing that was written, MENE, MENE, TEKEL, UPHARSIN. This is the interpretation of the thing: MENE; God hath numbered thy kingdom, and finished it. TEKEL; Thou art weighed in the balances, and art found wanting. PERES; Thy kingdom is divided, and given to the Medes and Persians."

From the Nabonidus Cylinder from Ur (c. 540 B.C.): "As for me, Nabonidus, king of Babylon … and as for Belshazzar, the eldest son, my offspring, instill reverence for your great godhead in his heart."

Steps

1. Who is the king in Daniel 5, and what is he doing when the hand appears?
2. Why does Belshazzar offer Daniel the third place in the kingdom? Use the cylinder to explain.
3. Explain the meaning of each word on the wall.
4. Write a paragraph on what Daniel 5 teaches about pride and power.

Check your work

- ☐ Belshazzar's feast with the Temple vessels identified
- ☐ The "third ruler" explained by Nabonidus and Belshazzar
- ☐ The three words interpreted

TIMELINE AND MAP NOTEBOOK

1. Map: mark Carchemish, Babylon, Jerusalem and the route of the exiles; draw the Ishtar Gate in miniature.
2. Timeline: 605 B.C. Carchemish and Daniel taken; 597 B.C. Jehoiachin taken; 586 B.C. Temple burned; 539 B.C. Babylon falls to Cyrus.

> **From history.** The "Hanging Gardens of Babylon", one of the Seven Wonders of the ancient world, are mentioned by later Greek writers but by no Babylonian text. Some scholars think the gardens were really at Nineveh.

> **Church history.** The book of Revelation uses Babylon as the name of the proud world city set against God: "Babylon the great is fallen, is fallen" (Revelation 18:2). Augustine's earthly city has a long history.

PRACTICE

1. Easy Who were the Chaldeans?

   ▼ **Show answer**

   The people of southern Mesopotamia whose kings ruled the Neo-Babylonian Empire.

2. Easy What does the Babylonian Chronicle record for 597 B.C.?

   ▼ **Show answer**

   That Nebuchadnezzar seized Jerusalem on the second of Adar and captured its king.

3. Medium What happened in 586 B.C.?

   ▼ **Show answer**

   Nebuchadnezzar burned the Temple and Jerusalem and carried most of Judah into exile.

4. Medium What is the Ishtar Gate, and where is it now?

   ▼ **Show answer**

   The glazed-brick gate of Babylon built under Nebuchadnezzar; its front is rebuilt in the Pergamon Museum, Berlin.

5. Hard Why did critics doubt Belshazzar, and what answered them?

   ▼ **Show answer**

   King lists ended with Nabonidus; the Nabonidus cylinders (found 1854) name Belshazzar as his eldest son, and other texts show him ruling Babylon.

6. **Challenge** Some say the book of Daniel was written in the 160s B.C., after the events it describes. What evidence in this lesson bears on that question?

   ▼ **Show answer**

   Sample: Daniel knows Belshazzar as ruler and offers the third place, details forgotten by later Greek historians, which suggests an author close to the events. The Dead Sea Scrolls (later in the course) include copies of Daniel. Christians also follow Jesus, who called Daniel a prophet (Matthew 24:15).

COMMON MISTAKES

- Thinking all of Judah went into exile in 586 B.C. only. There were deportations in 605, 597 and 586 B.C.
- Saying Belshazzar was “not really king”. He ruled as co-regent for his absent father.

> **Scripture.** “And seek the peace of the city whither I have caused you to be carried away captives, and pray unto the LORD for it: for in the peace thereof shall ye have peace.” (Jeremiah 29:7, KJV)
>
> God’s people in Babylon were told to pray for the city that held them captive. Christians have read this verse as a charge for every age.

UNIT 3 · THE GREAT EMPIRES OF THE EAST · LESSON 3.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

3.3 Persia: Cyrus, the Return and Esther

OBJECTIVES

- Describe the rise of Persia under Cyrus and Darius.
- Compare the Cyrus Cylinder with Ezra 1.
- Place Ezra, Nehemiah and Esther in Persian history.

> **Warm-up.** Isaiah named Cyrus about 150 years before he was born (Isaiah 44:28). What does that suggest about who rules history?

WATCH

Cyrus the Great establishes the Achaemenid Empire

Khan Academy · 13:53

https://www.youtube.com/watch?v=EqEEndY0sT8

> **WHEN TO WATCH**
> After the Core idea on Cyrus.

BACKUP VIDEO

The Cyrus Cylinder

Getty Museum · 15:33

https://www.youtube.com/watch?v=nRMzrzu0wRw

A second video for another session, or if the first will not play.

KEY TERMS

satrap
a Persian provincial governor

Royal Road
the Persian highway from Susa to Sardis, with relay stations for royal messengers

Cyrus Cylinder
a clay cylinder (539 B.C.) in which Cyrus records his conquest of Babylon and his return of peoples and gods

Ahasuerus
the Hebrew name for Xerxes I, king of Persia, in the book of Esther

Zoroastrianism
the Persian religion of the prophet Zoroaster, with its god Ahura Mazda

CORE IDEAS

Cyrus the Great (559–530 B.C.) united the Medes and Persians, conquered Croesus of Lydia (546 B.C.) and took Babylon in 539 B.C. without a long siege. Unlike Assyria and Babylon, he let conquered peoples go home and rebuild their temples. In the first

year of Cyrus, “the LORD stirred up the spirit of Cyrus” to proclaim that the Jews could go up and build the house of the LORD (Ezra 1:1–3). About 50,000 returned under Zerubbabel, and the Second Temple was finished in 516 B.C.

Darius and the empire. Darius I (522–486 B.C.) organized the largest empire yet, from Egypt and Thrace to the Indus, into some twenty provinces under **satraps**. He built the **Royal Road** from Susa to Sardis, about 1,600 miles; Herodotus says royal couriers covered it in a week, and that nothing mortal travels faster. His great inscription at Behistun, in three languages, later helped scholars decipher cuneiform (Lesson 1.3). He began the palace city of Persepolis.

Esther. Darius’s son **Xerxes I** (486–465 B.C.), Ahasuerus in the Bible, invaded Greece (Unit 4). The book of Esther takes place at his court in Susa: a Jewish queen risks her life to stop Haman’s plot to destroy her people, “and who knoweth whether thou art come to the kingdom for such a time as this?” (Esther 4:14). God is never named in the book, yet His providence is on every page.

Ezra and Nehemiah. Under Artaxerxes I, the scribe **Ezra** came to Jerusalem (458 B.C.) to teach the Law, and **Nehemiah**, the king’s cupbearer, came (445 B.C.) to rebuild the walls in fifty-two days. Malachi, the last prophet of the Old Testament, wrote about this time. Then came four centuries in which Scripture records no prophet, until John the Baptist.

PICTURE STUDY



The Cyrus Cylinder, Babylonian scribes for Cyrus, 539–530 B.C. · Baked clay, about 9 inches (23 cm) long · The British Museum, London

Daderot, CC0 (public domain dedication). Wikimedia Commons.

Hormuzd Rassam found the cylinder in the ruins of Babylon in 1879. It was buried in the foundations of a wall as a record for the gods, a custom of Babylonian kings.

Look closely

- The writing runs around the cylinder in about forty-five lines.
- Pieces are missing; one fragment was identified in Yale's collection in 1970.

Talk about it

1. Cyrus credits the god Marduk with his victory. Ezra credits the LORD. How should a Christian read both?
2. Is the cylinder a "charter of human rights", as some have called it? What would Cyrus have said it was?

PRIMARY SOURCE

Cyrus Speaks Twice

From the Cyrus Cylinder (adapted from the British Museum translation by Irving Finkel): “I am Cyrus, king of the universe, the great king, the powerful king, king of Babylon. … I returned the images of the gods to their places … and I gathered all their people and returned them to their settlements.”

Ezra 1:1–3 (KJV): “Now in the first year of Cyrus king of Persia, that the word of the LORD by the mouth of Jeremiah might be fulfilled, the LORD stirred up the spirit of Cyrus king of Persia, that he made a proclamation throughout all his kingdom, and put it also in writing, saying, Thus saith Cyrus king of Persia, The LORD God of heaven hath given me all the kingdoms of the earth; and he hath charged me to build him an house at Jerusalem, which is in Judah. Who is there among you of all his people? his God be with him, and let him go up to Jerusalem, which is in Judah, and build the house of the LORD God of Israel, (he is the God,) which is in Jerusalem.”

Also read Isaiah 44:28–45:4 (Classics Library).

Steps

1. List what the cylinder and Ezra agree on.
2. Whom does each text credit for Cyrus’s victory and policy?
3. Why might Cyrus speak of Marduk in Babylon and of the LORD to the Jews?
4. Write a paragraph: how does Isaiah 45:4 (“though thou hast not known me”) explain Cyrus?

Check your work

- ☐ Agreement: return of peoples and temples
- ☐ Marduk and the LORD noted
- ☐ Paragraph uses Isaiah 45

TIMELINE AND MAP NOTEBOOK

1. Map: shade the Persian Empire about 500 B.C.; mark Susa, Persepolis, Babylon, Sardis, Behistun and the Royal Road; mark Jerusalem.

2. Timeline: 546 B.C. Lydia; 539 B.C. Babylon; 538 B.C. first return; 516 B.C. Second Temple; 486 B.C. Xerxes; 445 B.C. Nehemiah.

> **From history.** Herodotus wrote of the Persian couriers: “neither snow nor rain nor heat nor gloom of night stays these couriers from the swift completion of their appointed rounds.” The words are carved over the old main post office in New York City.

> **Church history.** Purim, the feast of Esther, still celebrates the deliverance of the Jews in Persia. The early church saw in Esther, who risked death for her people, a picture of the Christ who did die for His.

> **SEE IT: INTERACTIVE.**
>
> **Layered History Timeline: Achaemenid Persian Empire**
>
> See it on one zoomable page beside the empires, documents, events and people of the same years.
>
> Also from this lesson: Nehemiah · Nehemiah rebuilds Jerusalem's wall. Opens in a new tab.

PRACTICE

1. Easy Which two peoples did Cyrus unite?

   ▼ **Show answer**

   The Medes and the Persians.

2. Easy What did Cyrus allow the Jews to do (Ezra 1)?

   ▼ **Show answer**

   Return to Jerusalem and build the house of the LORD.

3. Medium What is a satrap?

   ▼ **Show answer**

   A Persian provincial governor.

4. Medium Who is Ahasuerus in the book of Esther?

   ▼ **Show answer**

   Xerxes I of Persia.

5. Hard What did Nehemiah do, and when?

   ▼ **Show answer**

   He came from the Persian court in 445 B.C. and rebuilt Jerusalem's walls in fifty-two days.

6. Challenge God is never named in Esther. How can the book still teach about providence? Give two examples from the story.

   ▼ **Show answer**

   Sample: The king's sleepless night leads him to read of Mordecai's good deed just before Haman asks to hang him; Esther becomes queen just before the plot. The "coincidences" show God working through ordinary events, which is how providence usually works in history.

COMMON MISTAKES

- Calling Cyrus a worshiper of the LORD. He honored many gods, and Isaiah says he did not know God.
- Placing Esther before the exile. She lived at the Persian court after the first return.

> **Scripture.** "The king's heart is in the hand of the LORD, as the rivers of water: he turneth it whithersoever he will." (Proverbs 21:1, KJV)
>
> Cyrus thought he served Marduk. Scripture says the LORD turned his heart, as He turns every king's.

UNIT 3 · THE GREAT EMPIRES OF THE EAST · LESSON 3.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

3.4 Beyond the Euphrates: India and China

OBJECTIVES

- Describe the early civilizations of India and China.
- Explain the Mauryan empire and Ashoka's edicts.
- Explain the unification of China under Qin and the Han dynasty.

> **Warm-up.** Find India and China on a globe. Which mountains and deserts kept them apart from the Mediterranean world?

WATCH

Chandragupta, Ashoka and the Maurya Empire

Khan Academy · 10:38

https://www.youtube.com/watch?v=P0zrLZrlyko

> **WHEN TO WATCH**
> With the Core idea on India.

BACKUP VIDEO

The incredible history of China's terracotta warriors - Megan Campisi and Pen-Pen Chen

TED-Ed · 4:32

https://www.youtube.com/watch?v=mP5p4QbvPtc

A second video for another session, or if the first will not play.

KEY TERMS

caste
the Indian system of hereditary social classes

Mauryan Empire
the first empire to rule most of India (c. 321–185 B.C.)

Mandate of Heaven
the Chinese belief that Heaven grants and takes away the right to rule

Confucianism
the teaching of Confucius on duty, family, ritual and good government

Silk Road
the trade routes linking China with Persia and the Mediterranean

CORE IDEAS

India. The cities of the Indus valley, Harappa and Mohenjo-daro (c. 2600–1900 B.C.), had brick houses, drains and a script no one can yet read (Geography 8, Unit 2). Later, Indo-European peoples brought the Vedas and a society of castes, with priests at the top. About 500 B.C. Siddhartha Gautama, the Buddha, taught a way of escape

from suffering and rebirth. **Chandragupta Maurya** founded the first Indian empire about 321 B.C., advised, by tradition, by Kautilya, whose *Arthashastra* is a hard-headed handbook of statecraft and spies.

Ashoka (r. c. 268–232 B.C.), Chandragupta's grandson, conquered Kalinga about 261 B.C. In his own edict he records that 150,000 people were carried away and 100,000 killed, and says he felt remorse. He became a Buddhist, carved edicts of moral teaching on rocks and pillars across India and sent missionaries abroad. Historians admire his honesty; they also note he kept his army and his conquests.

China. The Shang kings (c. 1600–1046 B.C.) asked questions of their ancestors on **oracle bones**, the oldest Chinese writing. The Zhou who overthrew them taught that Heaven gives the **Mandate** to rule to a just king and takes it from a wicked one. In the age of warring states, **Confucius** (551–479 B.C.) taught duty to parents and rulers, and Sun Tzu wrote *The Art of War*.

The first emperor. In 221 B.C. the king of Qin conquered all his rivals and called himself Qin Shi Huang, "first emperor". He standardized writing, coins, weights and axle widths, joined walls into an early Great Wall, and burned books and buried scholars who opposed him. About eight thousand clay soldiers guard his tomb, found by farmers in 1974. The **Han** dynasty (206 B.C.–A.D. 220) followed, made Confucian learning the path to office and opened the **Silk Road** after the envoy Zhang Qian traveled west (c. 138 B.C.). Han China and Rome were the two great empires of the world at the birth of Christ.

PICTURE STUDY



The Terracotta Army of the First Emperor, Workshops of Qin Shi Huang, c. 210 B.C. · Painted terracotta (fired clay), life size · Mausoleum of Qin Shi Huang, near Xi'an, China

User:airunp, public domain. Wikimedia Commons.

Farmers digging a well in 1974 found pieces of clay soldiers. Archaeologists have since uncovered thousands, with horses and chariots, arranged in battle order to guard the emperor in death.

Look closely

- No two faces are exactly alike.
- The figures were once brightly painted, and many carried real bronze weapons.

Talk about it

1. What does this army tell us about the emperor's view of death and power?
2. Compare it with the pyramids. What did both kings hope for?

PRIMARY SOURCE

Two Rulers, Two Views of War

From Sun Tzu, *The Art of War*, chapter 3 (Lionel Giles translation, 1910; Classics Library): "Hence to fight and conquer in all your battles is not supreme excellence; supreme excellence consists in breaking the enemy's resistance without fighting."

From Ashoka's Rock Edict XIII (summarized from the standard translations): The king records that in the conquest of Kalinga 150,000 people were deported and 100,000 killed, and many more died. He says he feels deep remorse, and that the only true conquest is conquest by *dhamma*, right conduct.

Then read Psalm 20:7 and Isaiah 2:4 (Classics Library).

Steps

1. What does Sun Tzu value most in war? Why?
2. What made Ashoka change? What did he change, and what did he keep?
3. Compare both with Isaiah 2:4. Where do they agree and differ?

Check your work

- ☐ Sun Tzu's principle stated
- ☐ Ashoka's remorse and limits stated
- ☐ Comparison with Isaiah

TIMELINE AND MAP NOTEBOOK

1. Map: mark the Indus and Ganges, Pataliputra, Kalinga, the Yellow and Yangtze rivers, Xianyang/Chang'an, the Great Wall and the Silk Road to Persia.
2. Timeline: c. 2600 B.C. Indus cities; 551 B.C. Confucius born; c. 321 B.C. Mauryas; c. 261 B.C. Kalinga; 221 B.C. Qin unites China; 206 B.C. Han; c. 138 B.C. Zhang Qian.

> **From history.** The Romans bought so much Chinese silk that the emperor Tiberius tried to forbid men from wearing it, and Pliny the Elder complained that India, China and Arabia drained Rome of 100 million sesterces a year.

Church history. Christians in Kerala, India, trace their church to the apostle Thomas, who by tradition preached there and was martyred near Madras about A.D. 72. A Christian stone set up in Xi'an in 781 records missionaries of the Church of the East arriving in China in 635.

SEE IT: INTERACTIVE.

Layered History Timeline: Siddhartha Gautama (the Buddha)

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Confucius · Maurya Empire · Ashoka · Qin dynasty · Han dynasty. Opens in a new tab.

PRACTICE

1. Easy Name two cities of the Indus civilization.

   ▼ **Show answer**

   Harappa and Mohenjo-daro.

2. Easy Who founded the Mauryan Empire, and about when?

   ▼ **Show answer**

   Chandragupta Maurya, about 321 B.C.

3. Medium What happened at Kalinga, by Ashoka's own account?

   ▼ **Show answer**

   He conquered it; 150,000 were deported and 100,000 killed, and he felt remorse.

4. Medium What is the Mandate of Heaven?

   ▼ **Show answer**

   The belief that Heaven gives the right to rule to a just king and takes it from a wicked one.

5. Hard Name three things Qin Shi Huang standardized.

   ▼ **Show answer**

   Any three: writing, coins, weights and measures, axle widths, laws.

6. **Challenge** Was Ashoka's remorse after Kalinga genuine repentance? Answer fairly in three or four sentences, using his edict and Scripture.

   ▼ **Show answer**

   Sample: His edict shows real sorrow over the suffering he caused, rare in any king's record. He changed his policies toward his people. Yet he kept what he had conquered, and his hope was in right conduct, not in God's forgiveness. By Scripture, it was real remorse but not repentance toward God (2 Corinthians 7:10).

COMMON MISTAKES

- Thinking Ashoka disbanded his army. He kept it and his empire.
- Confusing the Qin (221–206 B.C.) with the Han (206 B.C.–A.D. 220).

INTERACTIVE: BUILD THE GREAT WALL

A 3D model of a Ming brick and stone section of the Great Wall, built up in fourteen short steps: following the ridgeline, the earlier rammed-earth walls, the foundation, the core and its facing, the parapet and crenellations, drainage spouts, watchtowers and beacon fires, materials and mortar, the workforce, a cutaway with the layers apart, and whether it can really be seen from space. Tap or hover over any part for its name. Works on a phone or a computer.

> **Scripture.** "All the ends of the world shall remember and turn unto the LORD: and all the kindreds of the nations shall worship before thee." (Psalm 22:27, KJV)
>
> The gospel would one day reach India and China. The psalmist saw all the kindreds of the nations worshipping before God.

UNIT 4

The Greeks I: Homer to the Persian Wars

Greece was a land of mountains, islands and small cities, never one kingdom, and yet the Greeks gave the West its poetry, its philosophy, its history and its first experiments in self-government. This unit begins with Homer's world, sets Sparta beside Athens through Plutarch's Lives of Lycurgus and Solon, and ends with the Persian Wars, the story Herodotus wrote his Histories to tell.

Students read Homer and Plutarch in the Classics Library, alongside the literature year, and meet the battles of Marathon, Thermopylae and Salamis that Explore Great Battles and Greek 6 introduced.

PREREQUISITES

- Units 1–3 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can describe Mycenaean Greece and Homer's world.
- ☐ I can explain the polis and compare Sparta and Athens.
- ☐ I can explain Solon's and Cleisthenes' reforms.
- ☐ I can tell the story of the Persian Wars from Herodotus.
- ☐ I can compare two lives in the manner of Plutarch.

LESSONS IN THIS UNIT

4.1	**Mycenae and Homer's World**	Four sessions, 30–50 minutes each
4.2	**The Polis: Sparta and Lycurgus**	Four sessions, 30–50 minutes each
4.3	**Athens: Solon and Cleisthenes**	Four sessions, 30–50 minutes each
4.4	**Marathon, Thermopylae and Salamis**	Four sessions, 30–50 minutes each

Unit 4 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. **2 pts** **Lesson 4.1**

   What is Linear B, and who deciphered it?

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 4.1**

   Where did Schliemann dig for Troy?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 4.1**

   What is *arete* for Homer's heroes?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 4.2**

   What is a hoplite?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 4.2**

   Who were the helots?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 4.2**

   What does "laconic" mean, and where does the word come from?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 4.3**

   When was Solon archon?

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 4.3**

   What lending did Solon forbid?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 4.3**

Who could vote in Athens?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 4.4**

Why did Darius want to punish Athens?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 4.4**

Who ran to Sparta for help before Marathon?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 4.4**

What was the “wooden wall”?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 4.1**

Put in order, earliest first: Solon becomes archon of Athens; The Bronze Age collapse; Homer’s poems take written form; The first ostracism.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 4.2**

Put in order, earliest first: Sparta conquers Messenia; Homer’s poems take written form; Thermopylae and Salamis; The Ionian Revolt.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 4.3**

Put in order, earliest first: Peisistratus becomes tyrant; The Bronze Age collapse; Greek colonies begin to spread; The battle of Marathon.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 4.4**

Put in order, earliest first: Troy VIIa is burned; The battle of Marathon; Homer's poems take written form; The battle of Plataea.

PART C · READING SOURCES

17. **10 pts** **Lesson 4.1**

In Iliad 24, Achilles tells Priam that Zeus has two jars, one of evil gifts and one of blessings, and gives men a mix or all evil. (a) What view of the gods and suffering does this show? (b) How does it differ from Genesis 50:20 or Romans 8:28? (c) Why do Christians still read it?

PART C · READING SOURCES

18. **10 pts** **Lesson 4.2**

Plutarch writes that nothing can be said about Lycurgus which is not disputed. (a) When did Plutarch write, compared with when Lycurgus lived? (b) Why should this warning shape how we read the Life? (c) What can the Life still tell us reliably?

PART C · READING SOURCES

19. **10 pts** **Lesson 4.3**

Plutarch says Solon cancelled debts and forbade lending on the security of a man's body. (a) What problem did this solve? (b) How does it compare with Leviticus 25:39–41? (c) Why did Solon refuse to redistribute land?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 4.4**

Locate or describe: Mycenae, Troy, Sparta, Athens, Marathon, Thermopylae, Salamis and the Hellespont.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 4.4**

Essay (400–500 words): Herodotus says the Greeks fought as free men under law, the Persians as subjects under a master. Was that the real difference? Use at least two primary sources.

ANSWER KEY

1. The Mycenaean script, an early Greek; Michael Ventris in 1952.
2. At Hisarlik in northwest Turkey.
3. Excellence: courage and prowess that win glory.
4. A heavy-armed citizen foot soldier who fought in the phalanx.
5. Conquered Messenians and others, state-owned serfs who farmed for Spartans.
6. Brief in speech; from Laconia, Sparta's land.
7. 594 B.C.
8. Lending on the security of a man's body.
9. Only adult male citizens.
10. Athens had helped the Ionians and burned Sardis.
11. Pheidippides.
12. The Athenian fleet, which the oracle promised would save them.
13. The Bronze Age collapse (c. 1177 B.C.); Homer's poems take written form (c. 750 B.C.); Solon becomes archon of Athens (594 B.C.); The first ostracism (c. 487 B.C.).
14. Homer's poems take written form (c. 750 B.C.); Sparta conquers Messenia (c. 720 B.C.); The Ionian Revolt (499 B.C.); Thermopylae and Salamis (480 B.C.).
15. The Bronze Age collapse (c. 1177 B.C.); Greek colonies begin to spread (c. 750 B.C.); Peisistratus becomes tyrant (561 B.C.); The battle of Marathon (490 B.C.).
16. Troy VIIa is burned (c. 1180 B.C.); Homer's poems take written form (c. 750 B.C.); The battle of Marathon (490 B.C.); The battle of Plataea (479 B.C.).
17. (a) Suffering comes from the arbitrary will of the gods, without justice or purpose. (b) Scripture teaches that a good and just God rules suffering for His purposes and His people's good. (c) It is great poetry that honestly shows the grief of a world without the true God, and it teaches pity.
18. (a) About A.D. 100, perhaps eight centuries after Lycurgus. (b) The details are tradition, not record, and may be invented to explain later customs. (c) What Spartans and later Greeks believed about their laws, and how Spartan customs actually worked in historical times.
19. (a) Citizens being enslaved and sold for debt. (b) The Law forbade making a poor brother a bond-slave and released servants at the Jubilee; both limit debt slavery. (c) He sought a middle path, protecting the poor from slavery without seizing the property of the rich.

20. Mycenae in the northeast Peloponnese; Troy in northwest Asia Minor near the Hellespont; Sparta in the southern Peloponnese (Laconia); Athens in Attica; Marathon on the coast northeast of Athens; Thermopylae a narrow pass in central Greece by the sea; Salamis an island off Athens' port; the Hellespont the strait between Europe and Asia.
21. Look for: Demaratus to Xerxes (VII.104), Spartan discipline and Athenian assembly, the Persian empire's many peoples; fair to Persia; Greek flaws named (slavery, Spartan helots); clear thesis. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: A PLUTARCHAN COMPARISON: LYCURGUS AND SOLON

Write a 600–800 word *syncrisis* (comparison) of Lycurgus and Solon in Plutarch's manner: their characters, their laws, how their cities fared, and which better served justice, judged by Scripture.

Add a notebook page with a map of Greece and the Aegean, marking Sparta, Athens, Marathon, Thermopylae and Salamis.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The comparison	4: both lives fairly told from Plutarch, with quotations, and a reasoned judgment. 3: mostly. 2: summary without comparison. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 4 · THE GREEKS I: HOMER TO THE PERSIAN WARS · LESSON 4.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

4.1 Mycenae and Homer's World

OBJECTIVES

- Describe Minoan Crete and Mycenaean Greece.
- Explain what archaeology has found at Troy and Mycenae.
- Read Homer as a window on Greek values.

> **Warm-up.** What makes a hero? Write three qualities, then check them against Achilles at the end of the lesson.

WATCH

Did ancient Troy really exist? - Einav Zamir Dembin

TED-Ed · 4:38

https://www.youtube.com/watch?v=gQbZX9JEQsQ

> **WHEN TO WATCH**
> With the Core idea on Troy.

BACKUP VIDEO

Who were the Mycenaeans? The Real Civilization who fought the Trojan War

Epimetheus · 6:06

https://www.youtube.com/watch?v=ctD92ftJEiA

A second video for another session, or if the first will not play.

KEY TERMS

Minoan
the civilization of Crete (c. 2000–1450 B.C.), named for the legendary King Minos

Mycenaean
the Greek warrior kingdoms of the late Bronze Age (c. 1600–1100 B.C.)

Linear B
the Mycenaean script, an early form of Greek

epic
a long poem about heroes and great deeds

arete
Greek “excellence”: for Homer’s heroes, courage and prowess that win glory

CORE IDEAS

Crete and Mycenae. On Crete the Minoans built the great palace of Knossos, excavated by Arthur Evans from 1900. On the mainland, warlike Greek kings ruled from fortresses like **Mycenae**, behind walls of huge stones. Their scribes wrote **Linear B**, which Michael Ventris showed in 1952 to be an early form of Greek. About 1177 B.C. the whole Bronze Age world of palaces collapsed; the Greeks forgot writing for four centuries, a "dark age".

Troy. In the 1870s Heinrich Schliemann dug at Hisarlik in Turkey and at Mycenae, sure that Homer told the truth. He was careless and boastful, but he found a great city with many layers, one of them burned about 1180 B.C., and rich royal graves at Mycenae, including a gold mask he called "the face of Agamemnon" (it is older than any Trojan War). Most scholars now think a real war lies behind the legend.

Homer. About 750–700 B.C., after the Greeks learned the alphabet from the Phoenicians, the poems of Homer took the form we have. The **Iliad** tells of the wrath of Achilles in the tenth year of the war; the **Odyssey** of Odysseus' ten years' journey home. Greek boys learned them by heart, and they shaped Greek ideas of honor, hospitality and the gods.

Homer's values. Homer's heroes seek **glory** that outlives them; Achilles chooses a short life and undying fame. The gods are powerful, quarrelsome and partial. Yet Homer can show pity: in Iliad 24 Priam kisses the hands of the man who killed his son, and Achilles weeps with him. Christians have long read Homer as great poetry that shows both the nobility and the hopelessness of a world without the true God.

PICTURE STUDY



The "Mask of Agamemnon", Mycenaean goldsmith, c. 1550–1500 B.C. · Hammered gold · National Archaeological Museum, Athens

Jebulon, CC0 (public domain dedication). Wikimedia Commons.

Schliemann found this mask in a shaft grave at Mycenae in 1876 and sent a telegram that he had "gazed on the face of Agamemnon". The grave is about three centuries older than any date for the Trojan War.

Look closely

- The eyes are closed: this is a death mask.
- The beard and mustache are hammered into the gold.

Talk about it

1. Why did Schliemann want it to be Agamemnon?
2. How does this mask show the danger of finding what you hope to find?

PRIMARY SOURCE

Priam and Achilles

Read Iliad 24, from Priam's journey to Achilles' tent to the end of the poem (Classics Library). Then read Iliad 9.410–416, where Achilles tells of his two fates.

Steps

1. What does Priam ask for, and how does he move Achilles?
2. What does Achilles say about the gods and human suffering (the two jars of Zeus)?
3. What hope does either man have after death?
4. Write a paragraph comparing Achilles' choice of glory with Hebrews 11:13–16.

Check your work

- ☐ Priam's plea and Achilles' response described
- ☐ The jars of Zeus explained
- ☐ Comparison with Hebrews 11

TIMELINE AND MAP NOTEBOOK

1. Map: mark Knossos, Mycenae, Pylos, Troy, Ithaca and the Aegean islands.
2. Timeline: c. 1600 B.C. Mycenae rises; c. 1450 B.C. Mycenaeans take Knossos; c. 1180 B.C. Troy VIIa burned; c. 1177 B.C. Bronze Age collapse; c. 750 B.C. Homer.

> **From history.** Michael Ventris, who deciphered Linear B, was an architect, not a professional scholar. He had been fascinated by the script since he heard Arthur Evans lecture when he was fourteen.

> **Church history.** The apostle Paul quoted Greek poets to Greek audiences (Acts 17:28), and the early church fathers, like Basil the Great in his letter to young men, taught Christian students to read Homer for what is good while rejecting his gods.

PRACTICE

1. Easy Who excavated Knossos?

   ▼ **Show answer**

   Arthur Evans, from 1900.

2. Easy What happened about 1177 B.C.?

   ▼ **Show answer**

   The Bronze Age palace civilizations collapsed and Greece entered a dark age without writing.

3. Medium What is the "Mask of Agamemnon", and why is the name doubtful?

   ▼ **Show answer**

   A gold death mask from Mycenae; it is about three centuries older than the Trojan War.

4. Medium What is the subject of the Odyssey?

   ▼ **Show answer**

   Odysseus' ten-year journey home from Troy.

5. Hard What choice did Achilles make about his life?

   ▼ **Show answer**

   A short life with undying fame instead of a long life without glory.

6. Challenge Is Achilles a hero by Scripture's standard? Argue fairly in four sentences.

   ▼ **Show answer**

   Sample: He is brave, loyal to his friend and capable of pity, as Iliad 24 shows. But his wrath sends many to death, he dishonors Hector's body and he lives for his own glory. Scripture praises courage joined with humility and mercy (Micah 6:8). He is great, but not good in the full sense.

COMMON MISTAKES

- Treating the Trojan War as pure myth or as plain history. It is legend with a likely historical core.
- Confusing Minoans (Crete) with Mycenaeans (mainland Greeks).

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "But now they desire a better country, that is, an heavenly: wherefore God is not ashamed to be called their God: for he hath prepared for them a city." (Hebrews 11:16, KJV)
>
> Achilles chose glory in this world. The faithful in Hebrews sought a better country, "that is, an heavenly".

UNIT 4 · THE GREEKS I: HOMER TO THE PERSIAN WARS · LESSON 4.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

4.2 The Polis: Sparta and Lycurgus

OBJECTIVES

- Explain what a polis was.
- Describe Spartan society and the helots.
- Read Plutarch's Life of Lycurgus critically.

> **Warm-up.** Would you give up your family life and your money for your country's strength? What would you refuse to give?

WATCH

This is Sparta: Fierce warriors of the ancient world - Craig Zimmer

TED-Ed · 4:28

https://www.youtube.com/watch?v=M7V1a1I5BL0

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

The Constitution of the Spartans

Historia Civilis · 23:35

https://www.youtube.com/watch?v=ppGCbh8ggUs

A second video for another session, or if the first will not play.

KEY TERMS

polis
a Greek city-state: a city and its land, governed by its citizens

helot
a state-owned serf of Sparta, bound to the land

ephor
one of five officials elected yearly at Sparta, who checked the kings

hoplite
a heavy-armed Greek foot soldier fighting in a phalanx

agoge
the harsh Spartan training of boys from age seven

CORE IDEAS

The polis. Greece's mountains divided it into hundreds of small city-states. Each **polis** had its own gods, laws and army of citizen **hoplites**, men who bought their own armor and fought shoulder to shoulder in the phalanx. Aristotle said man is "a political animal", made to live in a polis. From about 750 B.C. Greeks founded colonies from Spain to the Black Sea.

Sparta. In the Peloponnese the Spartans conquered their neighbors in Messenia and made them **helots**, serfs who farmed for their masters. The helots far outnumbered the Spartans, and fear of revolt shaped everything. Each year the ephors declared war on the helots so that killing one was not murder. Sparta had two kings, a council of elders and an assembly, and five **ephors** who watched the kings.

The Spartan way. Weak babies were left to die. Boys entered the **agoge** at seven: barefoot, hungry, beaten, taught to steal food without being caught. Men ate in common messes and lived in barracks until thirty. Spartans used iron bars for money to discourage wealth. Spartan women owned land and exercised, and were famous for telling sons to come home "with your shield or on it". Sparta made the best soldiers in Greece and almost no art, books or philosophy.

Lycurgus. The Spartans credited all this to a lawgiver, Lycurgus, guided by Apollo's oracle at Delphi. Plutarch, writing his *Lives* about A.D. 100, admits that "nothing can be said which is not disputed" about him. He admires Lycurgus for making Sparta brave and simple, but he also records the cruelty to helots and is troubled by it.

PRIMARY SOURCE

Plutarch's Lycurgus

Read Plutarch, *Life of Lycurgus*, especially the passages on the common messes, the education of boys, the exposure of infants and the treatment of helots (Classics Library). Plutarch opens by warning that almost nothing about Lycurgus is certain.

Steps

1. List five laws Plutarch credits to Lycurgus and the purpose of each.
2. Find a passage where Plutarch admires Sparta and one where he is uneasy.
3. Judge two of the laws by Scripture (for example, exposure of infants by Psalm 139:13–16).

Check your work

- ☐ Five laws and purposes
- ☐ Admiration and unease both quoted
- ☐ Two laws judged with Scripture

TIMELINE AND MAP NOTEBOOK

1. Map: mark Laconia, Messenia, Sparta, Delphi and Olympia; shade Greek colonies around the Mediterranean.
2. Timeline: c. 776 B.C. first Olympic Games; c. 750 B.C. colonies; c. 730–710 B.C. First Messenian War; c. 650 B.C. hoplite phalanx widespread.

> **From history.** The Spartans were so famous for short speech that "laconic" (from Laconia) still means brief. When Philip of Macedon threatened, "If I invade Laconia, I will destroy Sparta," the ephors answered with one word: "If."

> **Church history.** The Christian church condemned the exposure of infants from the beginning. The *Didache*, written about A.D. 100, forbids killing a child before or after birth, and Christians rescued abandoned babies in the Roman world.

PRACTICE

1. Easy What is a polis?

   ▼ **Show answer**

   A Greek city-state: a city and its land, governed by its citizens.

2. Easy Why did Greeks found colonies?

   ▼ **Show answer**

   For land, trade and room for growing populations; they spread from Spain to the Black Sea.

3. Medium Why did fear shape Spartan life?

   ▼ **Show answer**

   The helots far outnumbered the Spartans and might revolt.

4. Medium What did Spartans use for money, and why?

   ▼ **Show answer**

   Iron bars, to discourage the love of wealth.

5. Hard When did Plutarch write, and what does he admit about Lycurgus?

   ▼ **Show answer**

   About A.D. 100; that nothing about him is undisputed.

6. **Challenge** Plutarch admired Sparta. Should we? Answer by Scripture in four sentences, naming what is good and what is evil.

   ▼ **Show answer**

   Sample: Spartan courage, self-control and contempt for luxury are real virtues. But Sparta exposed weak babies, enslaved the helots and made the state into a god. Scripture honors courage and self-denial but forbids murder and oppression (Exodus 20:13; Isaiah 1:17). Admire the virtues; condemn the system.

COMMON MISTAKES

- Admiring Spartan courage without counting the helots, whose slavery made it possible.
- Taking Plutarch's Lycurgus as plain fact. Plutarch himself says the facts are disputed.

> **Scripture.** "I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works; and that my soul knoweth right well." (Psalm 139:14, KJV)
>
> Sparta kept only the children it judged strong. Scripture says every child is fearfully and wonderfully made.

UNIT 4 · THE GREEKS I: HOMER TO THE PERSIAN WARS · LESSON 4.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

4.3 Athens: Solon and Cleisthenes

OBJECTIVES

- Explain the crisis that led to Solon's reforms.
- Describe Cleisthenes' democracy.
- Weigh the strengths and limits of Athenian democracy.

> **Warm-up.** What would happen if every adult male in your town voted on every law in one meeting?

WATCH

What did democracy really mean in Athens? - Melissa Schwartzberg

TED-Ed · 4:51

https://www.youtube.com/watch?v=0fivQUlC7-8

> **WHEN TO WATCH**
> With the last Core idea.

BACKUP VIDEO

The Constitution of Athens

Historia Civilis · 19:20

https://www.youtube.com/watch?v=pIgMTsQXg3Q

A second video for another session, or if the first will not play.

KEY TERMS

archon
a chief magistrate of Athens

debt slavery
being sold into slavery for an unpaid debt

democracy
Greek "rule of the people": government by the citizen assembly

ostracism
the yearly vote that could exile a citizen for ten years

tyrant
in Greece, a man who seized sole power, whether he ruled well or badly

CORE IDEAS

Crisis. About 600 B.C. the poor of Athens were sinking into debt; many had been sold as slaves for what they owed. The city was near civil war. Both sides trusted **Solon**, a merchant and poet, and in 594 B.C. he was made archon with power to reform the laws.

Solon's laws. Solon cancelled debts secured on persons and land, the "shaking off of burdens", freed those enslaved for debt and forbade lending on the security of a man's body. He divided citizens into classes by wealth, opened the assembly to all citizens and let any citizen appeal to a court. He then left Athens for ten years so that no one could make him change the laws. He wrote in a poem that he had given the people "as much power as is enough".

Tyrants and Cleisthenes. Solon's reforms did not end strife, and Peisistratus made himself tyrant. After his sons were driven out, **Cleisthenes** in 508 B.C. reorganized the citizens into ten new tribes mixing coast, city and hills, and made the assembly of all citizens supreme. Ostracism let the people exile a too-powerful man for ten years by writing his name on potsherds.

Its limits. Athenian democracy was government by the assembly of adult male citizens, perhaps 30,000 out of a population of about 250,000. Women, slaves (perhaps a third of the population) and resident foreigners had no vote. It could be wise, and it could be swayed by speakers to do terrible things, as Unit 5 will show. Aristotle thought the best government mixed the rule of one, few and many, the idea later taken up by Rome and by the American founders.

PICTURE STUDY



Ostraka: Ballots of Exile, Athenian citizens, c. 480s B.C. · Broken pottery with scratched names · Ancient Agora Museum, Athens

Photographer unknown, public domain. Wikimedia Commons.

To ostracize a man, each citizen scratched a name on an *ostrakon*, a piece of broken pot. Archaeologists in the Athenian Agora have found thousands of them, including many with the name of Themistocles, the hero of Salamis, who was ostracized about 471 B.C.

Look closely

- The letters are scratched by many different hands.
- Some ostraka with the same name are in the same handwriting, suggesting ballots prepared in advance.

Talk about it

1. What does a pile of ballots in one handwriting suggest?
2. Why would a democracy want a way to exile its most powerful men?

PRIMARY SOURCE

Plutarch's Solon

Read Plutarch, *Life of Solon*, on the debt crisis, the "shaking off of burdens" and Solon's departure (Classics Library). Then read Aristotle, *Politics* III, chapters 6–7, on the kinds of constitution (Classics Library).

Steps

1. What was the crisis, and why did both rich and poor trust Solon?
2. List four of Solon's reforms.
3. Using Aristotle, classify Solon's Athens and Cleisthenes' Athens.
4. Compare Solon's cancellation of debt slavery with the Jubilee of Leviticus 25:39–41.

Check your work

- ☐ Crisis explained
- ☐ Four reforms
- ☐ Aristotle's categories used
- ☐ Comparison with Leviticus 25

TIMELINE AND MAP NOTEBOOK

1. Map: mark Attica, Athens, the Acropolis and the Piraeus.
2. Timeline: 594 B.C. Solon archon; 561 B.C. Peisistratus tyrant; 508 B.C. Cleisthenes; c. 487 B.C. first ostracism.

> **From history.** Solon visited Croesus, the richest king in the world, says Herodotus, and told him to "call no man happy until he is dead". Croesus laughed, until he lost his kingdom to Cyrus.

> **Church history.** When Paul preached in Athens about A.D. 50, the city's democracy was gone under Rome, but its Areopagus council still met, and Paul spoke before it (Acts 17:19–34). One of its members, Dionysius the Areopagite, believed.

PRACTICE

1. Easy What crisis did Athens face about 600 B.C.?

   ▼ **Show answer**

   Debt: many poor citizens had lost land or been sold into slavery for debt, and civil war threatened.

2. Easy What was the “shaking off of burdens”?

   ▼ **Show answer**

   Solon’s cancellation of debts secured on persons and land and freeing of debt slaves.

3. Medium Why did Solon leave Athens for ten years?

   ▼ **Show answer**

   So that no one could pressure him to change his laws.

4. Medium What was ostracism?

   ▼ **Show answer**

   A vote that could exile a citizen for ten years, written on potsherds.

5. Hard Who could not vote?

   ▼ **Show answer**

   Women, slaves and resident foreigners.

6. Challenge Was Athenian democracy a good government? Judge fairly, by its own age and by Scripture.

   ▼ **Show answer**

   Sample: It gave free men a voice, held officials to account and produced great achievements. But it excluded most residents, rested partly on slavery and could be swayed by demagogues to injustice. Scripture warns against following a multitude to do evil (Exodus 23:2). It was a remarkable experiment with real dangers.

COMMON MISTAKES

- Thinking Athenian democracy meant everyone voted. Only adult male citizens did.

- Thinking “tyrant” always meant a cruel ruler. In Greece it meant one who took power outside the law.

> **Scripture.** “Thou shalt not follow a multitude to do evil; neither shalt thou speak in a cause to decline after many to wrest judgment:” (Exodus 23:2, KJV)
>
> A democracy is only as just as its people. The Law warned against following a multitude to do evil.

UNIT 4 · THE GREEKS I: HOMER TO THE PERSIAN WARS · LESSON 4.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

4.4 Marathon, Thermopylae and Salamis

OBJECTIVES

- Explain the causes of the Persian Wars.
- Narrate Marathon, Thermopylae and Salamis from Herodotus.
- Explain why the Greek victory mattered.

> **Warm-up.** The Spartans at Thermopylae were told the Persian arrows would hide the sun. One answered, “Then we shall fight in the shade.” What does that tell you about them?

WATCH

Second Persian Invasion

Khan Academy · 8:56

https://www.youtube.com/watch?v=ybcmd6yLH3c

> **WHEN TO WATCH**
> With the Core ideas on Thermopylae and Salamis.

Note: Khan Academy on Xerxes' invasion; the backup covers Marathon.

BACKUP VIDEO

Beginning of the Greco Persian Wars

Khan Academy · 9:33

https://www.youtube.com/watch?v=pwwNxWXf1eU

A second video for another session, or if the first will not play.

KEY TERMS

Ionian Revolt
the rebellion of Greek cities in Asia Minor against Persia (499–494 B.C.)

Marathon
the battle (490 B.C.) where Athens defeated a Persian landing

Thermopylae
the pass where Leonidas and his men held off Xerxes (480 B.C.)

trireme
a Greek warship with three banks of oars and a bronze ram

Salamis
the sea battle (480 B.C.) in which the Greek fleet destroyed Xerxes' navy

CORE IDEAS

Causes. The Greek cities of Ionia rebelled against Persia in 499 B.C., and Athens sent ships to help them burn Sardis. Darius crushed the revolt and resolved to punish

Athens; Herodotus says he had a servant tell him three times at dinner, “Master, remember the Athenians.”

Marathon (490 B.C.). A Persian army landed at Marathon, 26 miles from Athens. The Athenians and their small ally Plataea, about 10,000 men, charged at a run and drove the Persians to their ships. Herodotus counts 6,400 Persian dead and 192 Athenian. The runner Pheidippides had earlier run to Sparta for help, about 150 miles in two days.

Thermopylae (480 B.C.). Ten years later Darius’s son Xerxes came with the largest army ever seen, bridging the Hellespont with boats. King **Leonidas** with 300 Spartans and several thousand allies held the narrow pass for three days, until a Greek traitor showed the Persians a mountain path. Leonidas sent most allies away and died fighting with the Spartans and the Thespians. Their epitaph reads, “Go tell the Spartans, stranger passing by, that here, obedient to their laws, we lie.”

Salamis (480 B.C.). The Athenians abandoned their city to be burned and took to the “wooden wall” of ships the oracle had promised. **Themistocles** lured the Persian fleet into the narrow strait of Salamis, where the heavier Greek triremes rammed them. Xerxes watched from a throne on the shore. In 479 B.C. the Greeks won on land at Plataea. Herodotus saw the war as a contest of free men under law against subjects under a master, and of human pride punished by heaven.

PICTURE STUDY



Leonidas at Thermopylae, Jacques-Louis David, 1814 · Oil on canvas · Musée du Louvre, Paris

Jacques-Louis David, public domain. Wikimedia Commons.

David painted the scene over fourteen years, finishing as Napoleon's empire was collapsing. On the left a soldier carves the famous epitaph on the rock.

Look closely

- Leonidas sits calm at the center, looking upward.
- Find the soldier carving the inscription.

Talk about it

1. David painted Greeks as nude heroes, as Greek sculpture did. Is this a primary source for Thermopylae? For 1814 France?
2. Why did later ages admire Thermopylae so much?

PRIMARY SOURCE

Herodotus on the Persian Wars

Read Herodotus VI.112–117 (Marathon), VII.101–104 (Xerxes and Demaratus), VII.219–228 (the end at Thermopylae) and VIII.83–96 (Salamis) (Classics Library). In VII.104 the exiled Spartan king Demaratus tells Xerxes that the Spartans are free, but not free in all things, "for over them is set Law as a master".

Steps

1. What does Demaratus mean by "Law as a master"?
2. At Thermopylae, why did Leonidas stay?
3. At Salamis, how did Themistocles use the strait?
4. Where does Herodotus see the gods at work? Compare with Proverbs 16:18.

Check your work

- ☐ Demaratus explained
- ☐ Leonidas' choice explained
- ☐ Salamis tactics
- ☐ Pride and its fall

TIMELINE AND MAP NOTEBOOK

1. Map: mark Sardis, the Hellespont, Marathon, Thermopylae, Artemisium, Athens, Salamis and Plataea; draw Xerxes' route.
2. Timeline: 499 B.C. Ionian Revolt; 490 B.C. Marathon; 480 B.C. Thermopylae and Salamis; 479 B.C. Plataea.

> **From history.** The modern marathon race was invented for the first modern Olympic Games in 1896, based on a later legend of a runner who ran from Marathon to Athens with news of victory and died.

> **Church history.** Herodotus believed heaven humbles the proud. Xerxes had the sea whipped for breaking his bridge. Scripture teaches the same lesson in truer terms: "God resisteth the proud, but giveth grace unto the humble" (James 4:6).

SEE IT: INTERACTIVE.

Layered History Timeline: Battle of Marathon

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Thermopylae and Salamis. Opens in a new tab.

Explore the map. Where the Greeks Fought: a free map of 713 battles of the Greek city-states and kingdoms. Find all three battles of this lesson and see how close together they lie. Each dot is a battlefield; drag the year slider to watch the Persian Wars unfold across the Aegean. The map writes dates as BCE and CE, the same years as B.C. and A.D. Opens in a new tab.

PRACTICE

1. Easy What was the Ionian Revolt?

   ▼ **Show answer**

   The rebellion of the Greek cities of Asia Minor against Persia, 499–494 B.C.

2. Easy Who won at Marathon, and in what year?

   ▼ **Show answer**

   Athens (with Plataea), 490 B.C.

3. Medium Who led the Persian invasion of 480 B.C.?

   ▼ **Show answer**

   Xerxes, son of Darius.

4. Medium Quote or paraphrase the Spartans' epitaph at Thermopylae.

   ▼ **Show answer**

   "Go tell the Spartans, stranger passing by, that here, obedient to their laws, we lie."

5. Hard How did Themistocles win at Salamis?

   ▼ **Show answer**

   He lured the Persian fleet into the narrow strait, where the Greek triremes could ram them.

6. **Challenge** Herodotus says the Greeks were free men under law and the Persians subjects under a master. Was he fair to Persia? Answer in four sentences.

   ▼ **Show answer**

   Sample: There is truth in it: Persian soldiers were driven with whips (VII.223), and Greek citizens fought for their own cities. But the Persian empire governed many peoples well and tolerated their religions, and Greek cities kept slaves and quarreled constantly. Herodotus himself admired much in Persia. He was a Greek writing for Greeks, fair by his age's standard but not neutral.

COMMON MISTAKES

- Thinking only 300 Greeks fought at Thermopylae. Several thousand allies fought the first days.
- Forgetting that the Persian Empire was not barbaric in the modern sense; it was well governed and tolerant by ancient standards.

> **Scripture.** "But he giveth more grace. Wherefore he saith, God resisteth the proud, but giveth grace unto the humble." (James 4:6, KJV)
>
> Herodotus saw Xerxes humbled and called it the jealousy of the gods. James names the true cause: God resists the proud.

UNIT 5

The Greeks II: Athens, the Philosophers and Alexander

After the Persian Wars Athens rose to its golden age under Pericles, then destroyed itself in a long war with Sparta that Thucydides recorded "as a possession for all time". In the same city Socrates questioned everyone, Plato founded the Academy and Aristotle taught the son of a king. That son, Alexander, carried Greek language and learning from Egypt to India, and so prepared the world into which the New Testament would be written.

Students read Thucydides, Plato's Apology and Plutarch's Alexander. Unit 5 closes the first half of the year; the midterm follows.

PREREQUISITES

- Units 1–4 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can describe Periclean Athens and the causes of the Peloponnesian War.
- ☐ I can explain the teaching of Socrates, Plato and Aristotle in outline.
- ☐ I can explain the rise of Macedon under Philip.
- ☐ I can trace Alexander's conquests and the Hellenistic world.
- ☐ I can explain how Greek culture prepared for the Gospel.

LESSONS IN THIS UNIT

5.1	**Pericles and the Peloponnesian War**	Four sessions, 30–50 minutes each
5.2	**Socrates, Plato and Aristotle**	Four sessions, 30–50 minutes each
5.3	**Xenophon and Philip of Macedon**	Four sessions, 30–50 minutes each
5.4	**Alexander and the Hellenistic World**	Four sessions, 30–50 minutes each

Unit 5 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 5.1**
   What was built with League money?

PART A · TERMS AND PEOPLE

2. 2 pts **Lesson 5.1**

What did Thucydides call the truest cause of the war?

PART A · TERMS AND PEOPLE

3. 2 pts **Lesson 5.1**

What was the Sicilian Expedition, and how did it end?

PART A · TERMS AND PEOPLE

4. 2 pts **Lesson 5.2**

What was Socrates' method?

PART A · TERMS AND PEOPLE

5. 2 pts **Lesson 5.2**

How did Socrates die?

PART A · TERMS AND PEOPLE

6. 2 pts **Lesson 5.2**

Whom did Aristotle tutor?

PART A · TERMS AND PEOPLE

7. 2 pts **Lesson 5.3**

Where was Cyrus the Younger killed?

PART A · TERMS AND PEOPLE

8. 2 pts **Lesson 5.3**

Who wrote the Anabasis?

PART A · TERMS AND PEOPLE

9. 2 pts **Lesson 5.3**

Who warned Athens against Philip?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 5.4**

Name his three great victories over Persia.

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 5.4**

Where did Alexander's army refuse to go further?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 5.4**

What is the Septuagint?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 5.1**

Put in order, earliest first: The battle of Chaeronea; Alexander crosses into Asia; Philip II becomes king of Macedon; The Peloponnesian War begins.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 5.2**

Put in order, earliest first: The battle of Gaugamela; Socrates is born; The Delian League is founded; The battle of Leuctra.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 5.3**

Put in order, earliest first: The Delian League is founded; Socrates is executed; The battle of Cunaxa; Athens surrenders to Sparta.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 5.4**

Put in order, earliest first: Antiochus IV desecrates the Temple; The Delian League is founded; The battle of Chaeronea; Socrates is executed.

PART C · READING SOURCES

17. **10 pts** **Lesson 5.1**

The Athenians at Melos say that “the strong do what they can and the weak suffer what they must”. (a) What did Athens want from Melos? (b) What was Melos’ fate? (c) What does Scripture say to rulers who think this way?

PART C · READING SOURCES

18. **10 pts** **Lesson 5.2**

Socrates says in the Apology that he will not stop philosophizing even if acquitted on that condition, for he must obey the god rather than the Athenians. (a) Why does he say this? (b) Compare Acts 5:29. (c) How are the two cases alike and different?

PART C · READING SOURCES

19. **10 pts** **Lesson 5.3**

After the generals were murdered, Xenophon told the soldiers that the Persians had broken their oaths, so the gods would now be on the Greeks’ side. (a) What situation was the army in? (b) What did Xenophon’s speech accomplish? (c) Compare Nehemiah 4:9.

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 5.4**

Locate or describe: Athens, Sparta, Syracuse, Pella, the Granicus, Issus, Alexandria, Gaugamela, Babylon and the Indus.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 5.4**

Essay (400–500 words): Thucydides says the strong do what they can and the weak suffer what they must. Was the Melian Dialogue a fair picture of Athens? What does it teach about power without justice? Use at least two sources.

ANSWER KEY

1. The Parthenon and other buildings on the Acropolis.
2. Sparta's fear of Athens' growing power.
3. Athens' attack on Syracuse (415–413 B.C.); the fleet and army were destroyed.
4. Teaching by questions that expose confusion and seek true definitions.
5. He drank hemlock after being condemned in 399 B.C.
6. The young Alexander of Macedon.
7. At Cunaxa near Babylon, 401 B.C.
8. Xenophon of Athens.
9. Demosthenes, in his Philippics.
10. The Granicus (334), Issus (333) and Gaugamela (331).
11. At the Hyphasis River in India, 326 B.C.
12. The Greek translation of the Old Testament made at Alexandria.
13. The Peloponnesian War begins (431 B.C.); Philip II becomes king of Macedon (359 B.C.); The battle of Chaeronea (338 B.C.); Alexander crosses into Asia (334 B.C.).
14. The Delian League is founded (478 B.C.); Socrates is born (469 B.C.); The battle of Leuctra (371 B.C.); The battle of Gaugamela (331 B.C.).
15. The Delian League is founded (478 B.C.); Athens surrenders to Sparta (404 B.C.); The battle of Cunaxa (401 B.C.); Socrates is executed (399 B.C.).
16. The Delian League is founded (478 B.C.); Socrates is executed (399 B.C.); The battle of Chaeronea (338 B.C.); Antiochus IV desecrates the Temple (167 B.C.).
17. (a) Submission to the Athenian empire, though Melos was neutral. (b) The men were killed and the women and children enslaved. (c) God judges rulers and defends the weak (Psalm 82:3–4); he requires justice and mercy (Micah 6:8).
18. (a) He believes the god commanded him to examine men and himself. (b) Peter said, "We ought to obey God rather than men." (c) Both put a higher duty above the city's command; but Peter served the true God revealed in Christ, while Socrates followed an oracle and his own conscience.
19. (a) Leaderless, deep in Persia, surrounded by enemies. (b) It restored their courage and led them to elect new generals and march for home. (c) Nehemiah too prayed and set a watch: trust in God joined with practical action.

20. Athens in Attica; Sparta in the Peloponnese; Syracuse in Sicily; Pella in Macedon; the Granicus in northwest Asia Minor; Issus in the corner of the Mediterranean by Syria; Alexandria on Egypt's coast at the Nile delta; Gaugamela in northern Mesopotamia near Nineveh; Babylon on the Euphrates; the Indus in modern Pakistan.
21. Look for: Melian Dialogue (V.84–116), Pericles' Funeral Oration, the fate of Melos; Scripture on justice and power (Micah 6:8; Psalm 82); fair to Athens' achievements. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: SOCRATES ON TRIAL

Write the speech Socrates' accuser Meletus might have given, then a 500-word answer judging Socrates' defense in Plato's Apology: where he was right, where he fell short of the truth Paul preached in Athens (Acts 17), and whether Athens was just to condemn him.

Add a notebook map of Alexander's route from Pella to the Indus and back to Babylon.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
Argument	4: both sides argued fairly from the Apology, with a reasoned judgment and comparison with Acts 17. 3: mostly. 2: one-sided. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 5 · THE GREEKS II: ATHENS, THE PHILOSOPHERS AND ALEXANDER · LESSON 5.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

5.1 Pericles and the Peloponnesian War

OBJECTIVES

- Describe Athens under Pericles.
- Explain the causes and course of the Peloponnesian War.
- Read Thucydides as a historian.

> **Warm-up.** Thucydides wrote that the real cause of the war was Sparta's fear of Athens' growing power. Can fear start a war even when no one wants one?

WATCH

The Peloponnesian War

Khan Academy · 8:18

https://www.youtube.com/watch?v=CNN2d7uG6IY

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

Athens & The Golden Age Of Pericles

Memoria Press · 9:06

https://www.youtube.com/watch?v=GYMerO45cc0

A second video for another session, or if the first will not play.

KEY TERMS

Delian League
the alliance led by Athens against Persia, which became an Athenian empire

Funeral Oration
Pericles' speech honoring the dead of the first year of the war

Sicilian Expedition
Athens' disastrous attack on Syracuse (415–413 B.C.)

Parthenon
the temple of Athena on the Acropolis, built 447–432 B.C.

Melian Dialogue
Thucydides' account of Athens' demand that neutral Melos submit

CORE IDEAS

Empire. After 479 B.C. Athens led the **Delian League** of Aegean cities against Persia. Little by little the allies' contributions became tribute, and Pericles used the money to build the **Parthenon**. Athens was rich, confident and democratic at home, and an empire abroad.

The war (431–404 B.C.). Sparta and its allies went to war with Athens in 431. Pericles kept the Athenians inside their walls and used the fleet; then in 430 a plague killed perhaps a quarter of the crowded city, and Pericles with it. In his **Funeral Oration** he praised Athens as "the school of Hellas".

Melos and Sicily. In 416 the Athenians demanded the surrender of neutral Melos. In Thucydides' **Melian Dialogue** the Athenians say that "the strong do what they can and the weak suffer what they must". Melos refused; the men were killed and the women and children enslaved. The next year Athens sent a great fleet to conquer Syracuse in Sicily. By 413 it was destroyed; prisoners died in the quarries.

Defeat. Sparta, with Persian gold, built a fleet and destroyed the Athenian navy at Aegospotami in 405. Athens surrendered in 404, its walls pulled down to the music of flute-girls. **Thucydides**, an Athenian general exiled for a failure in the war, wrote its history carefully, seeking eyewitnesses and searching for causes, "a possession for all time".

PICTURE STUDY



The Parthenon, Ictinus and Callicrates, architects; Phidias, sculptor, 447–432 B.C. · Pentelic marble · Acropolis, Athens

User:Mountain, public domain. Wikimedia Commons.

The Parthenon was built with money from the Delian League. Over the centuries it was a temple, a church, a mosque and, in 1687, a Turkish powder magazine, when a Venetian shell blew out its middle.

Look closely

- The columns swell slightly in the middle and lean inward, so the building looks straight to the eye.
- Find the gap where the 1687 explosion destroyed the center.

Talk about it

1. The allies paid for this building. Was that just?
2. Why have so many ages admired it?

PRIMARY SOURCE

Pericles and the Melians

Read Thucydides II.35–46 (the Funeral Oration) and V.84–116 (the Melian Dialogue) (Classics Library). Thucydides admits that he wrote the speeches as he thought the speakers would have spoken, keeping to the general sense of what was said (I.22).

Steps

1. List four things Pericles praises in Athens.
2. Summarize the Athenian argument to Melos and the Melians' reply.
3. How can the same city be praised in one speech and condemned by its own words in the other?
4. Judge the Athenian argument by Micah 6:8.

Check your work

- ☐ Four points of praise
- ☐ Both sides of the Dialogue summarized
- ☐ The contrast explained
- ☐ Judgment with Scripture

TIMELINE AND MAP NOTEBOOK

1. Map: mark Athens, Sparta, Corinth, Melos, Syracuse and Aegospotami; color the Athenian and Spartan alliances.
2. Timeline: 478 B.C. Delian League; 447 B.C. Parthenon begun; 431 B.C. war begins; 430 B.C. plague; 416 B.C. Melos; 415–413 B.C. Sicily; 404 B.C. Athens surrenders.

> **From history.** Thucydides caught the plague himself and recovered, and described its symptoms so exactly that doctors still argue over which disease it was.

> **Church history.** Thucydides showed how war corrupts the meaning of words, so that reckless violence was called courage. Isaiah had warned, "Woe unto them that call evil good, and good evil" (Isaiah 5:20).

SEE IT: INTERACTIVE.

Layered History Timeline: Peloponnesian War

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy What was the Delian League?

   ▼ **Show answer**

   The alliance against Persia led by Athens, which became an Athenian empire.

2. Easy When did the Peloponnesian War begin and end?

   ▼ **Show answer**

   431–404 B.C.

3. Medium What struck Athens in 430 B.C.?

   ▼ **Show answer**

   A plague that killed perhaps a quarter of the city, including Pericles.

4. Medium What happened to Melos?

   ▼ **Show answer**

   The men were killed and the women and children enslaved.

5. Hard Where was the Athenian navy destroyed in 405 B.C.?

   ▼ **Show answer**

   At Aegospotami.

6. Challenge Thucydides wrote without speaking of the gods. Is his history less true for that? Answer in four sentences.

   ▼ **Show answer**

   Sample: He was careful and honest about human causes: fear, honor and interest. That makes his account accurate about what men did. But Scripture shows that God rules even the wars of nations (Daniel 2:21; Proverbs 21:1). His history is true as far as it goes, but it does not see the whole.

COMMON MISTAKES

- Thinking the Delian League stayed a free alliance. It became an Athenian empire.
- Taking Thucydides' speeches as word-for-word records. He says they give the general sense.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God?" (Micah 6:8, KJV)
>
> The Athenians said the strong do what they can. The prophet says what the Lord requires of the strong and weak alike.

UNIT 5 · THE GREEKS II: ATHENS, THE PHILOSOPHERS AND ALEXANDER · LESSON 5.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

5.2 Socrates, Plato and Aristotle

OBJECTIVES

- Describe Socrates' method and his trial.
- Outline Plato's and Aristotle's main teachings.
- Weigh Greek philosophy against Scripture.

> **Warm-up.** Socrates said that the unexamined life is not worth living. What is one belief you hold that you have never examined?

WATCH

Socrates Plato Aristotle

Khan Academy · 10:57

https://www.youtube.com/watch?v=pJQr77Vzwyk

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

Plato's Allegory of the Cave - Alex Gendler

TED-Ed · 4:33

https://www.youtube.com/watch?v=1RWOpQXTltA

A second video for another session, or if the first will not play.

KEY TERMS

philosophy
Greek "love of wisdom"

Socratic method
teaching by questions that expose confusion and seek definitions

Forms
for Plato, the perfect, unchanging realities of which earthly things are copies

Academy
Plato's school in Athens, founded about 387 B.C.

Lyceum
Aristotle's school in Athens, founded 335 B.C.

CORE IDEAS

Socrates. Socrates (469–399 B.C.), a stonemason's son and veteran of the war, wrote nothing. He went about Athens asking questions: What is justice? What is courage? He showed that men who claimed to know did not, and said his only wisdom was

knowing that he did not know. In 399, after the war, Athens tried him for impiety and corrupting the young. He refused to beg, was condemned and drank hemlock.

Plato. His student **Plato** (c. 428–348 B.C.) wrote dialogues starring Socrates and founded the **Academy**. Plato taught that the things we see are shadows of eternal **Forms**, and that the soul is immortal. In the *Republic* he imagined a city ruled by philosopher-kings. His allegory of the cave pictures men chained in darkness who take shadows for reality.

Aristotle. Plato's student **Aristotle** (384–322 B.C.) tutored the young Alexander and founded the **Lyceum**. He studied everything: logic, animals, poetry, ethics and politics. He taught that virtue is a habit and a mean between extremes (courage between cowardice and rashness), and that man is a political animal. He wrote that some men are slaves by nature, an error later Christians had to refute.

Philosophy and faith. The Greeks reasoned their way to truths about virtue, the soul and a first cause. Paul in Athens met Stoics and Epicureans and pointed them to the "unknown God" (Acts 17:23). Justin Martyr and Augustine saw Plato as a partial light; Thomas Aquinas built on Aristotle. Paul also warned against "philosophy and vain deceit" not after Christ (Colossians 2:8).

PICTURE STUDY



The Death of Socrates, Jacques-Louis David, 1787 · Oil on canvas · The Metropolitan Museum of Art, New York

Jacques-Louis David, public domain. Wikimedia Commons.

David painted the scene from Plato's *Phaedo*. Socrates reaches for the cup without looking while still teaching about the soul. Plato sits at the foot of the bed, though the *Phaedo* says he was ill and absent.

Look closely

- Socrates' raised finger points upward.
- Find Plato, old and turned away, at the foot of the bed.

Talk about it

1. Why do you think David put Plato in the scene?
2. Compare Socrates' death with Stephen's in Acts 7. What hope does each have?

PRIMARY SOURCE

The Apology

Read Plato's *Apology*, Socrates' defense at his trial (Classics Library), and the cave allegory in *Republic* VII (Classics Library). In the Apology Socrates says the god at Delphi called him wisest because he alone knew he did not know.

Steps

1. What were the charges against Socrates?
2. How does he explain the oracle's saying?
3. Why does he refuse to stop philosophizing?
4. Compare Socrates' "unknown" with Paul's preaching of the "unknown God" in Acts 17:22–31.

Check your work

- ☐ Charges named
- ☐ The oracle explained
- ☐ His refusal explained
- ☐ Comparison with Acts 17

TIMELINE AND MAP NOTEBOOK

1. Map: mark Athens, the Academy, the Lyceum, Stagira (Aristotle's birthplace) and Delphi.
2. Timeline: 469 B.C. Socrates born; 399 B.C. Socrates executed; c. 387 B.C. Academy; 335 B.C. Lyceum; 322 B.C. Aristotle dies.

> **From history.** Socrates was famously ugly, with a snub nose and bulging eyes. In Plato's *Symposium* Alcibiades compares him to the statues of satyrs that opened to show golden images of gods inside.

> **Church history.** Augustine wrote in the *Confessions* that in the Platonist books he found that the Word was God, but not that "the Word was made flesh". Greek philosophy came near to truths it could not reach alone.

SEE IT: INTERACTIVE.

Layered History Timeline: Socrates

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Plato · Aristotle · Plato, Republic. Opens in a new tab.

PRACTICE

1. Easy What does “philosophy” mean?

   ▼ **Show answer**

   Love of wisdom.

2. Easy What were the charges against Socrates?

   ▼ **Show answer**

   Impiety and corrupting the young.

3. Medium Why did the oracle call Socrates wisest?

   ▼ **Show answer**

   He alone knew that he did not know.

4. Medium What does the allegory of the cave picture?

   ▼ **Show answer**

   Men chained in darkness who mistake shadows for reality.

5. Hard What did Aristotle teach about virtue?

   ▼ **Show answer**

   Virtue is a habit and a mean between extremes.

6. Challenge Augustine said he found the Word in Plato, but not the Word made flesh. Explain in four sentences what Greek philosophy could and could not know.

   ▼ **Show answer**

   Sample: By reason the Greeks reached real truths: that there is a first cause, that the soul matters more than the body and that virtue is better than wealth. Romans 1:20 says God’s power is seen in what He made. But they could not know that God became man to save sinners. That comes only by revelation, in Christ.

COMMON MISTAKES

- Thinking Socrates wrote books. All we know of him comes from Plato, Xenophon and others.
- Thinking Christians simply rejected Greek philosophy or simply accepted it. The church fathers sifted it by Scripture.

> **Scripture.** "For as I passed by, and beheld your devotions, I found an altar with this inscription, TO THE UNKNOWN GOD. Whom therefore ye ignorantly worship, him declare I unto you." (Acts 17:23, KJV)
>
> Athens had an altar to an unknown god. Paul told the philosophers that this God had now made himself known.

UNIT 5 · THE GREEKS II: ATHENS, THE PHILOSOPHERS AND ALEXANDER · LESSON 5.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

5.3 Xenophon and Philip of Macedon

OBJECTIVES

- Describe Greece after the Peloponnesian War.
- Tell the story of the Ten Thousand from Xenophon.
- Explain how Philip of Macedon conquered Greece.

> **Warm-up.** Ten thousand Greek soldiers are stranded a thousand miles from home, their generals murdered. What would you do first?

WATCH

Philip II of Macedon (359 to 336 B.C.E.)

Historia Civilis · 10:06

https://www.youtube.com/watch?v=QpDaXHRdE1I

> **WHEN TO WATCH**
> With the Core idea on Philip II.

BACKUP VIDEO

Armies and Tactics: Philip II and Macedonian Phalanx

Kings and Generals · 14:15

https://www.youtube.com/watch?v=OdlKvZIHgMY

A second video for another session, or if the first will not play.

KEY TERMS

Ten Thousand
the Greek mercenaries who marched home from Persia in 401–400 B.C.

Anabasis
Xenophon's account of the march, "the going up"

Leuctra
the battle (371 B.C.) where Thebes broke Spartan power

Macedon
the kingdom north of Greece ruled by Philip II and Alexander

Chaeronea
the battle (338 B.C.) where Philip defeated Athens and Thebes

CORE IDEAS

The Ten Thousand. In 401 B.C. the Persian prince Cyrus the Younger hired Greek mercenaries to seize his brother's throne. He was killed at Cunaxa near Babylon, and the Persians murdered the Greek generals at a parley. The soldiers elected new leaders, among them the Athenian **Xenophon**, and fought their way north through

the mountains of Kurdistan and Armenia in winter. When they saw the Black Sea, they shouted, “The sea! The sea!”

A divided Greece. Sparta, now master of Greece, ruled harshly. In 371 B.C. the Theban general Epaminondas broke the Spartan phalanx at **Leuctra** and freed the helots of Messenia. Thebes led Greece for a decade; then the cities wore one another out. Xenophon’s march had shown that a Greek army could cross Persia.

Philip II. As a boy hostage in Thebes, **Philip** of Macedon learned Epaminondas’ tactics. King from 359 B.C., he drilled his men in a deeper phalanx with 18-foot pikes (the *sarissa*), used gold and diplomacy as well as war, and swallowed Greek cities one by one. The Athenian orator Demosthenes warned in his *Philippics* that Philip meant to rule them all.

Chaeronea (338 B.C.). Athens and Thebes finally stood together at **Chaeronea** and were crushed; Philip’s eighteen-year-old son Alexander led the cavalry charge. Philip united Greece under his leadership and planned to invade Persia, but in 336 B.C. he was murdered at his daughter’s wedding. Alexander was king at twenty.

PRIMARY SOURCE

The March of the Ten Thousand

Read Xenophon, *Anabasis* III.1–2, where the generals have been murdered and Xenophon rallies the army, and IV.7, "The sea! The sea!" (Classics Library). Xenophon wrote of himself in the third person.

Steps

1. How does Xenophon persuade the soldiers not to despair?
2. How did the army govern itself after losing its generals?
3. Why did the Persian kings later fear what the march had shown?
4. Xenophon prayed and sacrificed before acting. Compare his piety with Nehemiah 4:9.

Check your work

- ☐ Xenophon's speech summarized
- ☐ Self-government explained
- ☐ Lesson for Persia
- ☐ Comparison with Nehemiah

TIMELINE AND MAP NOTEBOOK

1. Map: draw the route of the Ten Thousand from Sardis to Cunaxa and north to Trapezus on the Black Sea; mark Thebes, Leuctra, Pella and Chaeronea.
2. Timeline: 401 B.C. Cunaxa; 400 B.C. the Ten Thousand reach the sea; 371 B.C. Leuctra; 359 B.C. Philip king; 338 B.C. Chaeronea; 336 B.C. Philip murdered.

> **From history.** Demosthenes is said to have trained himself to speak by practicing with pebbles in his mouth and shouting over the roar of the sea. "Philippic" still means a bitter speech against someone.

> **Church history.** Philip's son made the world Greek-speaking. Three centuries later the Gospel spread through that world in the common Greek, the *koine*, in which the New Testament was written.

PRACTICE

1. Easy Who hired the Ten Thousand, and why?

   ▼ **Show answer**

   Cyrus the Younger, to seize the Persian throne from his brother.

2. Easy What did the Persians do to the Greek generals?

   ▼ **Show answer**

   Murdered them at a parley.

3. Medium What did the soldiers shout when they reached the Black Sea?

   ▼ **Show answer**

   “The sea! The sea!”

4. Medium What was the sarissa?

   ▼ **Show answer**

   The long Macedonian pike, about 18 feet.

5. Hard What happened at Chaeronea in 338 B.C.?

   ▼ **Show answer**

   Philip defeated Athens and Thebes and became master of Greece.

6. Challenge Was Demosthenes right to resist Philip? Answer fairly in four sentences.

   ▼ **Show answer**

   Sample: He defended his city’s freedom and saw Philip’s aims clearly. But his resistance came late and ended in defeat at Chaeronea. Philip’s rule ended the wars among the cities, at the price of their independence. A Christian can honor love of country while seeing that God used Macedon to prepare the world for the Gospel (Galatians 4:4).

COMMON MISTAKES

- Thinking the Ten Thousand were patriots defending Greece. They were mercenaries in a Persian civil war.
- Forgetting that Macedonians spoke a form of Greek and that their kings claimed Greek descent, though many Greeks thought them half-barbarian.

> **Scripture.** “Nevertheless we made our prayer unto our God, and set a watch against them day and night, because of them.” (Nehemiah 4:9, KJV)
>
> Xenophon combined prayer with action. Nehemiah did the same in a truer faith.

UNIT 5 · THE GREEKS II: ATHENS, THE PHILOSOPHERS AND ALEXANDER · LESSON 5.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

5.4 Alexander and the Hellenistic World

OBJECTIVES

- Trace Alexander’s conquests.
- Describe the Hellenistic kingdoms after his death.
- Explain how Daniel’s visions and the Greek world prepared for Christ.

> **Warm-up.** Alexander conquered most of the known world by thirty-two and died before thirty-three. Was his life a success?

WATCH

Was Alexander the Great really that great? - Stephanie Honchell Smith

TED-Ed · 6:27

https://www.youtube.com/watch?v=bVjKL1zd-vQ

> **WHEN TO WATCH**
> After the Core idea on Alexander’s character.

Note: A TED-Ed “History vs.” lesson that weighs Alexander’s greatness and his crimes.

BACKUP VIDEO

Diadochi and the Hellenistic Period

Khan Academy · 5:59

https://www.youtube.com/watch?v=AgYVtucDPt8

A second video for another session, or if the first will not play.

KEY TERMS

Hellenistic
the Greek-influenced world from Alexander's death (323 B.C.) to Rome's conquest of Egypt (30 B.C.)

Diadochi
Alexander's generals, who divided his empire

Antiochus IV
the Seleucid king who desecrated the Temple in 167 B.C.

Gaugamela
Alexander's decisive victory over Darius III (331 B.C.)

Septuagint
the Greek translation of the Old Testament made at Alexandria

CORE IDEAS

Conquest. In 334 B.C. Alexander crossed into Asia with about 40,000 men. He won at the Granicus (334), at Issus (333), took Tyre after a seven-month siege and was welcomed in Egypt, where he founded **Alexandria**. At **Gaugamela** in 331 he routed Darius III and became master of Persia. He marched on to Bactria and India until his soldiers refused to go further at the Hyphasis River in 326.

Character. Plutarch shows a man of genius, courage and generosity who could also be murderous: drunk, he killed his friend Cleitus with a spear and wept afterward. He adopted Persian dress and demanded that men bow to him, which the Greeks hated. He died at Babylon in 323 B.C., aged 32.

The Hellenistic world. His generals, the **Diadochi**, divided the empire: the Ptolemies in Egypt, the Seleucids in Syria and Mesopotamia, the Antigonids in Macedon. Greek became the common language from Egypt to Afghanistan. At Alexandria the Ptolemies built a great library and museum. There Jewish scholars translated the Old Testament into Greek, the **Septuagint**.

Daniel and the Maccabees. Daniel 8 pictures a he-goat from the west with a notable horn that breaks the ram of Media and Persia; then the great horn is broken and four come up in its place (Daniel 8:5–8, 21–22). In 167 B.C. **Antiochus IV** Epiphanes forbade the Jewish law and set up an altar to Zeus in the Temple. The Maccabees

revolted and rededicated the Temple in 164 B.C., remembered at Hanukkah, which Jesus kept (John 10:22).

PICTURE STUDY



The Alexander Mosaic, Unknown Roman artist, after a Greek painting, c. 100 B.C. · Floor mosaic of about 1.5 million tiny stones · Naples National Archaeological Museum (from the House of the Faun, Pompeii)

Photographer unknown, public domain. Wikimedia Commons.

Found in Pompeii in 1831, the mosaic copies a Greek painting of Alexander's battle with Darius, probably Issus or Gaugamela.

Look closely

- Alexander, bareheaded, on the left, stares at Darius.
- Darius reaches out from his chariot as his driver turns to flee.

Talk about it

1. How does the artist show the moment the battle turns?
2. What does it tell us that a Roman family wanted this scene on their floor two centuries later?

PRIMARY SOURCE

Plutarch's Alexander and Daniel 8

Read Plutarch, *Life of Alexander*, chapters 1 (on writing lives, not histories), 7–8 (Aristotle), 50–52 (Cleitus) and 75–77 (death) (Classics Library). Then read Daniel 8:1–8 and 8:20–22 (Classics Library).

Steps

1. What does Plutarch say about the difference between lives and histories?
2. List two virtues and two vices of Alexander from these chapters.
3. Match the ram and the he-goat in Daniel 8 with the history of this lesson.
4. What does Daniel 8 suggest about who rules history?

Check your work

- ☐ Lives versus histories
- ☐ Virtues and vices with chapters
- ☐ Daniel 8 matched
- ☐ God's rule

TIMELINE AND MAP NOTEBOOK

1. Map: draw Alexander's route from Pella across Asia Minor to Egypt, Babylon, Persepolis, Bactria and the Indus; shade the three main Hellenistic kingdoms.
2. Timeline: 334 B.C. Granicus; 333 B.C. Issus; 331 B.C. Gaugamela; 326 B.C. Hyphasis; 323 B.C. Alexander dies; 167 B.C. Antiochus desecrates the Temple; 164 B.C. Temple rededicated.

> **From history.** Josephus tells a story that the high priest showed Alexander the book of Daniel in Jerusalem, and that Alexander took the he-goat to be himself. Historians doubt it, but it shows how Jews of Josephus' day read Daniel 8.

> **Church history.** The Septuagint was the Bible of the early church. Many New Testament quotations of the Old Testament follow it, and it carried the Scriptures to Greek-speaking Gentiles before Christ came.

SEE IT: INTERACTIVE.

Layered History Timeline: Alexander the Great

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Seleucid kingdom · Ptolemaic Egypt · Septuagint (Greek Old Testament). Opens in a new tab.

PRACTICE

1. Easy When did Alexander invade Asia?

   ▼ **Show answer**

   334 B.C.

2. Easy What city did Alexander found in Egypt?

   ▼ **Show answer**

   Alexandria.

3. Medium Whom did Alexander kill in a drunken rage?

   ▼ **Show answer**

   His friend Cleitus.

4. Medium Name the three main Hellenistic dynasties.

   ▼ **Show answer**

   The Ptolemies (Egypt), Seleucids (Syria and the East) and Antigonids (Macedon).

5. Hard What does the he-goat with a notable horn represent in Daniel 8?

   ▼ **Show answer**

   The king of Grecia, the first king (Alexander), whose empire breaks into four.

6. **Challenge** Galatians 4:4 says Christ came “when the fulness of the time was come”. In four sentences, show how the Hellenistic world was part of that fulness.

   ▼ **Show answer**

   Sample: Alexander’s conquests spread one common language across the eastern world. The Old Testament was translated into that language at Alexandria. Jews were scattered through Greek cities with synagogues where Paul would later preach. So the Gospel could travel quickly in one language to many nations.

COMMON MISTAKES

- Thinking Alexander’s empire lasted. It split immediately among his generals.
- Confusing the Seleucids (Syria) with the Ptolemies (Egypt).

> **Scripture.** “And the rough goat is the king of Grecia: and the great horn that is between his eyes is the first king.” (Daniel 8:21, KJV)
>
> Two centuries before Alexander, Daniel saw the he-goat from the west. God names the kingdoms before they rise.

UNIT 6

Rome I: Kings and Republic

Rome began as a village of shepherds on the Tiber and became master of the Mediterranean. This unit tells the story the Romans told of themselves in Livy, then the constitution Polybius admired, the long struggle with Carthage, and the crisis that began when the Gracchi brothers tried to help the poor and were killed for it.

Students read Livy, Polybius and Plutarch. The Roman virtues of duty, piety and gravity (*pietas*, *gravitas*) and the Roman sins of cruelty and greed are both set out plainly.

PREREQUISITES

- Units 1–5 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can tell the founding legends of Rome and explain what they meant to Romans.
- ☐ I can describe the Roman constitution as Polybius did.
- ☐ I can explain the causes and results of the Punic Wars.
- ☐ I can explain the reforms and deaths of the Gracchi.
- ☐ I can explain how conquest changed Roman society.

LESSONS IN THIS UNIT

6.1	**The Founding of Rome and the Kings**	Four sessions, 30–50 minutes each
6.2	**The Roman Constitution**	Four sessions, 30–50 minutes each
6.3	**Carthage and the Punic Wars**	Four sessions, 30–50 minutes each
6.4	**The Gracchi and the Crisis of the Republic**	Four sessions, 30–50 minutes each

Unit 6 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 6.1**

   What is the traditional date of Rome's founding?

PART A · TERMS AND PEOPLE

2. 2 pts **Lesson 6.1**

Why was Rome's site good for trade?

PART A · TERMS AND PEOPLE

3. 2 pts **Lesson 6.1**

What replaced the king?

PART A · TERMS AND PEOPLE

4. 2 pts **Lesson 6.2**

What could a dictator do, and for how long?

PART A · TERMS AND PEOPLE

5. 2 pts **Lesson 6.2**

Who were the patricians and plebeians?

PART A · TERMS AND PEOPLE

6. 2 pts **Lesson 6.2**

Who was Polybius?

PART A · TERMS AND PEOPLE

7. 2 pts **Lesson 6.3**

What does "Punic" mean?

PART A · TERMS AND PEOPLE

8. 2 pts **Lesson 6.3**

How did Rome, a land power, win at sea?

PART A · TERMS AND PEOPLE

9. 2 pts **Lesson 6.3**

Who defeated Hannibal, where and when?

PART A · TERMS AND PEOPLE

10. 2 pts Lesson 6.4

Why were small farmers ruined?

PART A · TERMS AND PEOPLE

11. 2 pts Lesson 6.4

Who was Tiberius Gracchus' grandfather?

PART A · TERMS AND PEOPLE

12. 2 pts Lesson 6.4

What was the "ultimate decree"?

PART B · DATES AND ORDER

13. 4 pts Lesson 6.1

Put in order, earliest first: The first secession of the plebeians; The battle of Zama; Livy writes under Augustus; Rome is founded.

PART B · DATES AND ORDER

14. 4 pts Lesson 6.2

Put in order, earliest first: The Romans expel their kings; Hannibal crosses the Alps; The first plebeian consul; Livy writes under Augustus.

PART B · DATES AND ORDER

15. 4 pts Lesson 6.3

Put in order, earliest first: Polybius comes to Rome as a hostage; Hannibal crosses the Alps; The First Punic War begins; The first plebeian consul.

PART B · DATES AND ORDER

16. 4 pts Lesson 6.4

Put in order, earliest first: Polybius comes to Rome as a hostage; Hannibal crosses the Alps; The First Servile War in Sicily begins; Gaius Gracchus becomes tribune.

PART C · READING SOURCES

17. **10 pts** **Lesson 6.1**

Livy says in his Preface that the traditions of Rome's founding are "more fitting for poetry" than for exact history, but that antiquity may be allowed to mingle the divine with the human to make the origins of cities more majestic. (a) What does Livy admit? (b) Why does he still tell the stories? (c) How should we use him?

PART C · READING SOURCES

18. **10 pts** **Lesson 6.2**

Polybius says that when one part of the Roman state grows too proud, it finds that it is not independent, for the others can check it. (a) Name the three parts and one check each has. (b) Why did Polybius think this made Rome stable? (c) Why did the American founders care about this passage?

PART C · READING SOURCES

19. **10 pts** **Lesson 6.3**

Polybius writes that as Scipio watched Carthage burn, he wept and recited Homer's lines about the day when "sacred Troy shall perish", and when Polybius asked him what he meant, said he feared the same fate for his own country. (a) Why did Scipio weep? (b) What does this show about the Romans' view of history? (c) Compare Proverbs 16:18 or Daniel 2:21.

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 6.4**

Locate or describe: the Tiber, the seven hills of Rome, Carthage, Sicily, New Carthage (Spain), the Alps, Cannae and Zama.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 6.4**

Essay (400–500 words): Sallust and others said Rome's virtue decayed once Carthage was gone. Using this unit's sources, explain how conquest changed Rome, for good and ill, and how the Gracchi tried to answer the problem.

ANSWER KEY

1. 753 B.C.
2. It sat on hills above a ford of the Tiber.
3. Two consuls elected for one year.
4. Hold supreme command in an emergency, for six months at most.
5. The old noble families, and all other citizens.
6. A Greek hostage in Rome who wrote a history of Rome's rise.
7. Phoenician, that is, Carthaginian.
8. It built a fleet and used boarding bridges to fight like soldiers on deck.
9. Scipio Africanus, at Zama, 202 B.C.
10. They served for years in distant wars while their farms were bought up or seized and slaves replaced free labor.
11. Scipio Africanus.
12. The Senate's emergency decree urging the consuls to defend the state by force, first used against Gaius.
13. Rome is founded (traditional date, 753 B.C.); The first secession of the plebeians (494 B.C.); The battle of Zama (202 B.C.); Livy writes under Augustus (c. 27 B.C.).
14. The Romans expel their kings (c. 509 B.C.); The first plebeian consul (366 B.C.); Hannibal crosses the Alps (218 B.C.); Livy writes under Augustus (c. 27 B.C.).
15. The first plebeian consul (366 B.C.); The First Punic War begins (264 B.C.); Hannibal crosses the Alps (218 B.C.); Polybius comes to Rome as a hostage (167 B.C.).
16. Hannibal crosses the Alps (218 B.C.); Polybius comes to Rome as a hostage (167 B.C.); The First Servile War in Sicily begins (135 B.C.); Gaius Gracchus becomes tribune (123 B.C.).
17. (a) The early stories are legend, not reliable record. (b) For the examples of virtue and vice they teach. (c) As evidence of Roman values and memory, checked against archaeology, not as exact fact.
18. (a) Consuls command but need the Senate for money; the Senate depends on the people's assemblies for laws and the tribunes' veto; the people depend on consuls and senators as commanders and judges. (b) No part could become tyrannical, so the state avoided the cycle of corruption. (c) They designed a

republic with separated powers and checks, drawing on Polybius and Montesquieu.

19. (a) He saw that great cities and empires fall, and feared Rome would too. (b) They believed in a cycle of rise and fall; even victors were not safe. (c) Pride goes before destruction; God removes kings and sets up kings, so no empire lasts forever.
20. The Tiber flows through Rome to the Tyrrhenian Sea; the seven hills on its east bank; Carthage on the coast of North Africa (modern Tunisia); Sicily between Italy and Africa; New Carthage on Spain's southeast coast; the Alps across northern Italy; Cannae in southeast Italy (Apulia); Zama in North Africa southwest of Carthage.
21. Look for: wealth and slaves from conquest, the decline of small farmers, the Gracchi's land law and deaths; Polybius or Plutarch quoted; fair to both Senate and reformers; Scripture on wealth and justice (1 Timothy 6:10; Isaiah 5:8). Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: POLYBIUS' MIXED CONSTITUTION

Write a 600–800 word essay explaining Polybius' account of the Roman constitution (consuls, senate and people) and judging whether it explains Rome's victory over Carthage. Compare it with the checks of the U.S. Constitution, which its framers partly drew from Polybius.

Add a notebook map of the western Mediterranean in 218 B.C., with Hannibal's route.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The constitution	4: all three parts and their checks explained from Polybius VI, with a fair judgment and a clear comparison. 3: mostly. 2: summary only. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 6 · ROME I: KINGS AND REPUBLIC · LESSON 6.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

6.1 The Founding of Rome and the Kings

OBJECTIVES

- Tell the legends of Aeneas, Romulus and the kings.
- Explain what archaeology shows about early Rome.
- Explain why Rome expelled its kings.

Warm-up. Every nation tells a story about its beginning. What does a founding story teach the people who tell it?

WATCH

Romulus and Remus: The Legendary Origins of Rome

Drive Thru History with Dave Stotts · 2:11

https://www.youtube.com/watch?v=zE7jp-Y0hec

WHEN TO WATCH
With the first Core idea.

Note: Dave Stotts tells the legend of Romulus and Remus on location in Rome.

BACKUP VIDEO

Rome becomes dominant

Khan Academy · 5:37

https://www.youtube.com/watch?v=bzL6w6sTwTM

A second video for another session, or if the first will not play.

KEY TERMS

Aeneas
the Trojan hero whom Romans counted as their ancestor

Etruscans
the people north of Rome who ruled it for a time and taught it much

pietas
duty to the gods, family and country, the chief Roman virtue

Romulus
Rome's legendary founder and first king, 753 B.C.

Lucretia
the Roman matron whose rape by the king's son led to the end of the monarchy

CORE IDEAS

Two founding stories. Romans said that **Aeneas**, fleeing burning Troy with his father on his back, came to Italy, and that his descendants **Romulus** and Remus, suckled by a she-wolf, founded Rome. Romulus killed Remus in a quarrel over the walls. The traditional date is 753 B.C. Virgil's *Aeneid* (Grade 9 literature) made Aeneas a model of *pietas*.

What the ground shows. Archaeologists have found huts of the 700s B.C. on the Palatine Hill, just where legend put Romulus. Rome grew from villages of Latin shepherds on hills above a ford of the Tiber, a crossing place for trade.

Seven kings. Livy names seven kings, the last three Etruscan. The Etruscans drained the Forum and built the great temple of Jupiter on the Capitol. The last king, Tarquin the Proud, ruled by terror. When his son raped the noble **Lucretia**, who killed herself after telling her family, **Brutus** led the people to drive the Tarquins out, about 509 B.C.

The Republic. Romans swore never again to have a king; the word *rex* stayed hateful for five centuries. In place of a king they elected two **consuls** for one year. Livy, writing under Augustus, admits that the early stories are "more fitting for poetry" than for exact history, but he tells them for the lessons they teach.

PICTURE STUDY



The Capitoline Wolf, Unknown (wolf); twins added in the 1400s, Wolf traditionally c. 500 B.C.; possibly medieval · Bronze · Capitoline Museums, Rome

Photographer unknown, CC0 (public domain dedication). Wikimedia Commons.

This bronze she-wolf has been the symbol of Rome for centuries. The twins Romulus and Remus were added in the Renaissance. In 2006 tests suggested the wolf herself may be medieval, not Etruscan; scholars still debate it.

Look closely

- The wolf's head turns watchfully to one side.
- The twins are in a different style from the wolf.

Talk about it

1. Why might a later age add the twins?
2. How does the debate over its date show the need for testing sources?

PRIMARY SOURCE

Livy's Preface and Lucretia

Read Livy, *The History of Rome*, Preface and Book I, chapters 4–7 (Romulus and Remus) and 57–60 (Lucretia and Brutus) (any good translation; the Loeb or Penguin editions are standard). In his Preface Livy says the chief value of history is that it sets before us examples to follow and to avoid.

Steps

1. What does Livy say about the reliability of the early stories?
2. What lesson does he draw from the story of Lucretia?
3. Compare his view of history's use with 1 Corinthians 10:11.

Check your work

- ☐ Livy's view of the legends
- ☐ Lucretia's lesson
- ☐ Comparison with 1 Corinthians 10:11

TIMELINE AND MAP NOTEBOOK

1. Map: draw the Tiber and the seven hills; mark the Palatine, Capitoline and Forum; mark Latium and Etruria.
2. Timeline: 753 B.C. founding (traditional); c. 616 B.C. Etruscan kings; c. 509 B.C. Republic founded.

> **From history.** The Romans counted years *ab urbe condita*, "from the founding of the city". The Christian count of years A.D., as we saw in Unit 1, eventually replaced it.

> **Church history.** Augustine, in *The City of God* (Book XV), points out that Rome, like the first city of Cain, was founded in the blood of a brother, and contrasts the earthly city built on love of self with the heavenly city built on love of God.

Extra video. A time-lapse map of Rome built in Minecraft, year by year from the kings to the fall of the West, with on-screen captions and no narration. Watch it whole as a preview of Units 6–9 or as a review at the end of Unit 9, or one chapter at a time with the lessons. The captions mention the crucifixions along the Appian Way after the revolt of Spartacus. (This video only is approved, not the channel.) The History of Roman Empire: Every Year (in Minecraft) · History in Minecraft · 20:51



Chapters (each opens the video at that point in a new tab): 0:00 The Kings of Rome · 1:57 The Republic Takes Italy · 5:55 Wars with Carthage · 8:04 Expansion and Crisis · 10:13 The Civil Wars · 11:47 Augustus and the Principate · 14:00 The High Empire · 15:34 The Severans · 15:53 Crisis of the Third Century · 16:32 Diocletian and Constantine · 17:55 East, West and the Fall

> **Teacher note.** The video tells Rome's political story but leaves out the greatest event of the Roman age: Christ was born in the reign of Caesar Augustus and crucified under the Roman governor Pontius Pilate. Luke 2:1 sets His birth in Roman history: "And it came to pass in those days, that there went out a decree from Caesar Augustus, that all the world should be taxed." The video also passes over the persecution of Christians under Nero after the fire of A.D. 64 and under Diocletian from A.D. 303, and Constantine's victory at the Milvian Bridge in A.D. 312, which he credited to the Christian God; Units 8 and 9 tell these stories. A few caption dates slip: southern Gaul became a province in 121 B.C. (shown under 133 B.C.), Beneventum was fought in 275 B.C. (shown under 280 B.C.), Tetricus was defeated in A.D. 274 (shown under A.D. 272), and the Tetrarchy began in A.D. 293 (shown under A.D. 286).

PRACTICE

1. Easy Whom did the Romans count as their Trojan ancestor?

   ▼ **Show answer**

   Aeneas.

2. Easy What did archaeologists find on the Palatine?

   ▼ **Show answer**

   Huts of the 700s B.C., where legend placed Romulus.

3. Medium Who were the Etruscans?

   ▼ **Show answer**

   The people north of Rome who ruled it for a time and taught it building and religion.

4. Medium About when was the Republic founded?

   ▼ **Show answer**

   About 509 B.C.

5. Hard What is *pietas*?

   ▼ **Show answer**

   Duty to the gods, family and country.

6. **Challenge** Livy says history gives examples to follow and to avoid. Paul says the same of Israel's history (1 Corinthians 10:11). How are their views alike and different? Answer in four sentences.

   ▼ **Show answer**

   Sample: Both read the past for moral lessons. Livy hoped Romans would imitate their ancestors' virtue. Paul says Israel's history was written for our admonition, so that Christians would not fall as they did. But Paul sees God's purpose and warning in the events themselves, not just human examples.

COMMON MISTAKES

- Treating Romulus as plainly historical or plainly invented. Archaeology supports a settlement of the right age; the stories are legend.
- Confusing the Brutus who expelled the kings (c. 509 B.C.) with the Brutus who killed Caesar (44 B.C.), who claimed descent from him.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "Now all these things happened unto them for ensamples: and they are written for our admonition, upon whom the ends of the world are come." (1 Corinthians 10:11, KJV)
>
> Livy wrote history as examples. Paul says Israel's history was written for our admonition.

6.2 The Roman Constitution

OBJECTIVES

- Describe the consuls, Senate and assemblies.
- Explain the Struggle of the Orders and the Twelve Tables.
- Read Polybius on the mixed constitution.

> **Warm-up.** Why might a country want two leaders instead of one, each able to stop the other?

WATCH

Consuls

Historia Civilis · 11:10

https://www.youtube.com/watch?v=SvGqp2gpo3s

> **WHEN TO WATCH**
> After the Core idea on magistrates and Senate.

Note: Historia Civilis explains the consulship with simple animated diagrams.

BACKUP VIDEO

The Roman Senate during the Republic

Historia Civilis · 6:05

https://www.youtube.com/watch?v=QcWqu0Ifxjc

A second video for another session, or if the first will not play.

KEY TERMS

consul
one of two chief magistrates elected each year

Senate
the council of former magistrates that guided Roman policy

patrician
a member of Rome's old noble families

plebeian
a Roman citizen not of patrician birth

tribune

an officer elected by the plebeians who could veto acts against them

CORE IDEAS

Magistrates and Senate. Two **consuls** led the army and the government for one year; each could veto the other. Below them were praetors (judges), quaestors (treasurers) and censors, who counted citizens and judged their morals. In an emergency a dictator could be named for six months. The **Senate**, about 300 former magistrates, had no legal power to command, but its advice was almost always followed.

The Struggle of the Orders. At first only **patricians** could hold office. The **plebeians** won their rights by refusing to serve: in 494 B.C. they marched out of the city in a "secession". They gained **tribunes**, who could veto any act harmful to a plebeian and whose persons were sacred. By 287 B.C. laws passed by the plebeian assembly bound all Romans.

The Twelve Tables. About 450 B.C. the laws were written on twelve bronze tablets and set up in the Forum, so that everyone could know them. Roman boys memorized them. They include harsh laws (a father's power of life and death over his children) and fair ones (a man must be summoned to court and may bring witnesses).

Polybius. The Greek **Polybius**, brought to Rome as a hostage in 167 B.C., asked how Rome had conquered the world in fifty-three years. His answer, in Book VI of his *Histories*, was its **mixed constitution**: the consuls were like a monarchy, the Senate an aristocracy, the people a democracy, and each checked the others. The American founders read him. He also credited Roman religion, which made men keep their oaths.

PRIMARY SOURCE

Polybius on the Constitution

Read Polybius, *Histories* VI.11–18, on the three parts of the constitution and their checks (any good translation), and VI.56, on Roman religion. Then read Federalist No. 51 on checks and balances (Classics Library).

Steps

1. Make a chart of the powers of the consuls, Senate and people and how each checks the others.
2. Why does Polybius think the mixture makes Rome strong?
3. What does Madison say in Federalist 51 about why checks are needed? Compare Jeremiah 17:9.

Check your work

- ☐ Chart of powers and checks
- ☐ Polybius' reasoning
- ☐ Madison and Jeremiah compared

TIMELINE AND MAP NOTEBOOK

1. Make a chart of the Roman offices from quaestor to consul (the *cursus honorum*) with their terms and duties.
2. Timeline: 494 B.C. first secession; c. 450 B.C. Twelve Tables; 366 B.C. first plebeian consul; 287 B.C. plebeian laws bind all.

> **From history.** The censors could strike a senator from the rolls for bad morals. Cato the Elder, as censor in 184 B.C., expelled a senator for kissing his wife in public in front of their daughter.

> **Church history.** The Roman habit of written law and fair procedure shaped the trial of Paul. As a Roman citizen he appealed to Caesar (Acts 25:11), and Festus said it was not the Roman custom to condemn a man before he faced his accusers (Acts 25:16).

SEE IT: INTERACTIVE.

Layered History Timeline: Roman Republic

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Twelve Tables. Opens in a new tab.

PRACTICE

1. Easy How many consuls were there, and for how long?

   ▼ **Show answer**

   Two, for one year.

2. Easy What was the Senate?

   ▼ **Show answer**

   A council of about 300 former magistrates that advised on policy.

3. Medium What was a secession?

   ▼ **Show answer**

   The plebeians' refusal to serve, leaving the city until their demands were met.

4. Medium Why was writing down the law important?

   ▼ **Show answer**

   Everyone could know the law, so judges could not twist it.

5. Hard What did Polybius say made Rome strong?

   ▼ **Show answer**

   Its mixed constitution of monarchy (consuls), aristocracy (Senate) and democracy (people).

6. Challenge Why did Polybius and the American founders want power divided? Use Jeremiah 17:9 in a four-sentence answer.

   ▼ **Show answer**

   Sample: They believed any one person or group with unchecked power would abuse it. Polybius saw kings become tyrants and democracies become mobs. Madison wrote that if men were angels, no government would be necessary. Scripture agrees that the heart is deceitful, so power must be checked.

COMMON MISTAKES

- Thinking the Roman Republic was a democracy. It was a mixed constitution in which the wealthy and the Senate held great power.
- Thinking the Senate passed laws. It advised; the assemblies voted laws.

> **Scripture.** “The heart is deceitful above all things, and desperately wicked: who can know it?” (Jeremiah 17:9, KJV)
>
> Polybius and the framers divided power because men abuse it. The prophet gives the deeper reason.

UNIT 6 · ROME I: KINGS AND REPUBLIC · LESSON 6.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

6.3 Carthage and the Punic Wars

OBJECTIVES

- Explain the causes of the three Punic Wars.
- Narrate Hannibal’s invasion of Italy and Rome’s recovery.
- Weigh Rome’s destruction of Carthage fairly.

> **Warm-up.** After Cannae Rome had lost perhaps a fifth of its men of military age, yet it refused to make peace. Is refusing to surrender always wise?

WATCH

Punic Wars between Rome and Carthage

Khan Academy · 11:04

https://www.youtube.com/watch?v=XHVty6_XTJY

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

The Battle of Cannae (216 B.C.E.)

Historia Civilis · 9:10

https://www.youtube.com/watch?v=MroGPObEZzk

A second video for another session, or if the first will not play.

KEY TERMS

Carthage
the Phoenician city in North Africa that ruled the western Mediterranean

Punic
Latin for Phoenician, hence Carthaginian

Hannibal
the Carthaginian general who invaded Italy in 218 B.C.

Cannae
Hannibal's great victory in 216 B.C.

Scipio Africanus
the Roman general who defeated Hannibal at Zama in 202 B.C.

CORE IDEAS

Rivals. Carthage, founded by Phoenicians from Tyre, was rich, seafaring and ruled by merchant nobles. Its people worshiped Baal Hammon and Tanit and, as both ancient writers and the infant graves of the Tophet show, sacrificed children in times of crisis. The **First Punic War** (264–241 B.C.) was fought over Sicily. Rome, which had no navy, built one, fitted it with boarding bridges and won.

Hannibal. In 218 B.C. **Hannibal** marched from Spain over the Pyrenees and the Alps with about 40,000 men and some 37 elephants. He destroyed Roman armies at the Trebia, Lake Trasimene and **Cannae** (216 B.C.), where he surrounded and killed perhaps 50,000 Romans in an afternoon. Yet most of Rome's Italian allies stayed loyal, and Rome refused to negotiate.

Zama. Fabius "the Delayer" wore Hannibal down by avoiding battle. The young **Scipio** took Spain, then invaded Africa, and Carthage called Hannibal home. At **Zama** in 202 B.C. Scipio won. Carthage gave up Spain, its fleet and its war elephants.

Carthago delenda est. Carthage recovered its wealth. The old censor Cato ended every speech, whatever the subject, by saying that Carthage must be destroyed. In the **Third Punic War** (149–146 B.C.) Rome made demands Carthage could not meet, besieged the city and in 146 B.C. destroyed it and sold the survivors as slaves. That same year Rome destroyed Corinth. Polybius, who stood beside Scipio Aemilianus watching Carthage burn, says Scipio wept and quoted Homer on the fall of Troy, fearing the same fate for Rome.

PICTURE STUDY



Snow Storm: Hannibal and his Army Crossing the Alps, J. M. W. Turner, 1812 · Oil on canvas · Tate Britain, London

J. M. W. Turner, public domain. Wikimedia Commons.

Turner painted Hannibal's army almost swallowed by a storm. The great general is hard to find; nature is the hero. Painted while Napoleon, another conqueror who crossed the Alps, was at the height of his power.

Look closely

- Find the tiny elephant in the distance.
- The sun is a pale disk behind the storm.

Talk about it

1. Why do you think Turner made Hannibal so small?
2. What does this painting say about the limits of human power?

PRIMARY SOURCE

Polybius on Cannae and Carthage

Read Polybius, *Histories* III.107–118 (Cannae) and the fragment of XXXVIII.21–22 (Scipio at the burning of Carthage), in any good translation. Polybius knew veterans of the war and walked Hannibal's route over the Alps himself.

Steps

1. Draw a diagram of Hannibal's plan at Cannae from Polybius' description.
2. Why, according to Polybius, did Rome survive Cannae?
3. Why did Scipio weep at Carthage? Compare Proverbs 16:18.

Check your work

- ☐ Diagram of Cannae
- ☐ Reasons for Rome's survival
- ☐ Scipio's tears and Proverbs 16:18

TIMELINE AND MAP NOTEBOOK

1. Map: mark Rome, Carthage, Sicily, Sardinia, New Carthage, Saguntum, the Alps, the Trebia, Lake Trasimene, Cannae and Zama; draw Hannibal's route.
2. Timeline: 264 B.C. First Punic War begins; 241 B.C. Rome takes Sicily; 218 B.C. Hannibal crosses the Alps; 216 B.C. Cannae; 202 B.C. Zama; 146 B.C. Carthage and Corinth destroyed.

> **From history.** As a boy of nine, Hannibal swore an oath at the altar to his father Hamilcar that he would never be a friend to Rome. He kept it all his life, and took poison in exile in 183 B.C. rather than be handed over to the Romans.

> **Church history.** Three centuries later, Carthage, rebuilt as a Roman city, became a great center of Christianity in Africa: the home of Tertullian, of the martyr Cyprian and of the martyrs Perpetua and Felicity, and the place where Augustine studied.

SEE IT: INTERACTIVE.

Layered History Timeline: Punic Wars

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Hannibal. Opens in a new tab.

Explore the map. Where the Romans Fought: a free map of 1,709 battles fought by the Romans, from 753 B.C. to A.D. 1475. Pick out the battles of the three Punic Wars, from Sicily to Spain to Africa. Drag the year slider to the 210s B.C. to see Hannibal march through Italy, battle by battle. The map writes dates as BCE and CE, the same years as B.C. and A.D. Opens in a new tab.

Extra video. Chapter "Wars with Carthage" (5:55 to 8:04) of *The History of Roman Empire: Every Year (in Minecraft)*, the captioned Minecraft time-lapse of all Roman history in Lesson 6.1. Watch from 5:55 · History in Minecraft. Opens in a new tab.

PRACTICE

1. Easy Who founded Carthage?

   ▼ **Show answer**

   Phoenicians from Tyre.

2. Easy What was the First Punic War fought over, and when?

   ▼ **Show answer**

   Sicily, 264–241 B.C.

3. Medium What route did Hannibal take to Italy in 218 B.C.?

   ▼ **Show answer**

   From Spain over the Pyrenees and the Alps.

4. Medium Who was Fabius "the Delayer"?

   ▼ **Show answer**

   The general who wore Hannibal down by avoiding pitched battle.

5. Hard What did Cato say at the end of every speech?

   ▼ **Show answer**

   That Carthage must be destroyed.

6. **Challenge** Was Rome right to destroy Carthage in 146 B.C.? Answer fairly in four sentences.

   ▼ **Show answer**

   Sample: Carthage had been a real danger and practiced child sacrifice. But in 146 it was no threat; Rome made impossible demands and destroyed a whole city and its people out of fear and greed. Scripture forbids taking vengeance and calls for justice even toward enemies (Romans 12:19; Proverbs 24:17). The destruction was a crime, as Scipio's own tears suggest.

COMMON MISTAKES

- Thinking Rome destroyed Carthage after Zama. That was 56 years later, in 146 B.C.
- Leaving out Carthaginian child sacrifice to make Carthage a simple victim, or using it to excuse Rome's cruelty in 146 B.C. Both are wrong.

> **Scripture.** "Dearly beloved, avenge not yourselves, but rather give place unto wrath: for it is written, Vengeance is mine; I will repay, saith the Lord." (Romans 12:19, KJV)
>
> Cato said Carthage must be destroyed. Scripture reserves vengeance to God.

UNIT 6 · ROME I: KINGS AND REPUBLIC · LESSON 6.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

6.4 The Gracchi and the Crisis of the Republic

OBJECTIVES

- Explain how conquest changed Roman society.
- Describe the reforms and deaths of Tiberius and Gaius Gracchus.
- Explain why their deaths were a turning point.

> **Warm-up.** Plutarch says the wild beasts of Italy had their dens, but the men who fought for Italy had no home. What problem does that describe?

WATCH

Fall of the Roman Republic (Part 1 of 2) (DOCUMENTARY)

Invicta · 1:24:05

https://www.youtube.com/watch?v=DFRoMEE4K7I

> **WHEN TO WATCH**
> With the Core ideas on the Gracchi. Watch only the chapter “Gracchi Brothers” (1:02:54 to 1:13:43).

Note: Invicta’s long documentary on the fall of the Republic; only the Gracchi chapter belongs to this lesson. The backup is toldinstone on the war at Numantia, where Tiberius Gracchus first made his name.

BACKUP VIDEO

Numantia: Ancient Rome's Vietnam

toldinstone · 10:04

https://www.youtube.com/watch?v=1AO8cx3AAg0

A second video for another session, or if the first will not play.

KEY TERMS

latifundia
great estates worked by slaves

public land
land owned by the Roman state, often occupied by the rich

Tiberius Gracchus
tribune in 133 B.C. who passed a land law and was killed

Gaius Gracchus
his brother, tribune 123–122 B.C., killed in 121 B.C.

optimates and populares
politicians who worked through the Senate, and those who worked through the people

CORE IDEAS

The price of empire. Conquest brought Rome wealth and hundreds of thousands of slaves. Small farmers served for years in distant wars; at home their farms were bought up or seized, and the rich built **latifundia** worked by slaves. Many former soldiers drifted to Rome without land or work. Since only property owners served in the legions, Rome was running out of soldiers.

Tiberius Gracchus. In 133 B.C. the tribune **Tiberius Gracchus**, grandson of Scipio Africanus, proposed to limit how much **public land** one man could hold and to give the rest to poor citizens. When another tribune vetoed it, Tiberius had him removed from office, something never done before. When he sought a second term, a mob of senators led by his cousin the chief priest clubbed him and 300 followers to death. It was the first political bloodshed in Rome in nearly four centuries.

Gaius Gracchus. Ten years later his brother **Gaius** went further: cheap grain for citizens, new colonies, courts for the business class and citizenship for Italian allies. In 121 B.C. the Senate passed its first "ultimate decree" and the consul attacked; Gaius had a slave kill him, and some 3,000 followers were executed.

A turning point. Plutarch admired the brothers and their mother Cornelia, who called her sons her jewels. But the Gracchi had broken customs to get their way, and their enemies had answered with murder. From now on Roman politics split between **optimates** and **populares**, and men learned that violence worked. Within a century the Republic was gone.

PICTURE STUDY



Cornelia, Mother of the Gracchi, Pointing to her Children as her Treasures, Angelica Kauffman, c. 1785 · Oil on canvas · Virginia Museum of Fine Arts, Richmond

Angelica Kauffmann, public domain. Wikimedia Commons.

A rich visitor showed Cornelia her jewels and asked to see hers. Cornelia called in her sons: “These are my jewels.” The story was told by Valerius Maximus and loved by later ages.

Look closely

- Compare the visitor’s jewelry box with Cornelia’s gesture.
- The boys are Tiberius and Gaius as children.

Talk about it

1. What virtue does the story praise?
2. How does knowing the sons’ fate change the painting?

PRIMARY SOURCE

Plutarch's Tiberius Gracchus

Read Plutarch, *Life of Tiberius Gracchus*, chapters 8–9 (the land crisis and Tiberius' speech), 10–15 (the veto and the deposing of Octavius) and 19–20 (his death) (Classics Library). Plutarch quotes Tiberius' speech about the beasts of Italy.

Steps

1. What problem did Tiberius' law try to solve?
2. Why was deposing Octavius so serious?
3. Who killed Tiberius, and how did Plutarch judge it?
4. Read Isaiah 5:8 and Leviticus 25:23. What does Scripture say about land and the poor?

Check your work

- ☐ The land problem explained
- ☐ The veto crisis explained
- ☐ Plutarch's judgment
- ☐ Scripture applied

TIMELINE AND MAP NOTEBOOK

1. Timeline: 146 B.C. Carthage destroyed; 135–132 B.C. First Servile War in Sicily; 133 B.C. Tiberius killed; 123–122 B.C. Gaius tribune; 121 B.C. Gaius killed.
2. Chart: draw a diagram of how conquest led to the decline of the small farmer (wars, slaves, estates, landless poor, fewer soldiers).

> **From history.** Plutarch reports that the two brothers spoke differently: Tiberius calm and gentle, Gaius so passionate that he kept a slave behind him with a pitch pipe to sound a note when his voice grew too loud.

> **Church history.** Roman law gave the rich ways to swallow the land of the poor. The Law of Moses, by contrast, said "the land shall not be sold for ever: for the land is mine" (Leviticus 25:23), and the Jubilee returned family land every fifty years.

PRACTICE

1. Easy What were latifundia?

   ▼ **Show answer**

   Great estates worked by slaves.

2. Easy Why did the decline of small farmers hurt the army?

   ▼ **Show answer**

   Only property owners served in the legions.

3. Medium What did Tiberius' land law do?

   ▼ **Show answer**

   Limited holdings of public land and gave the rest to poor citizens.

4. Medium Name two of Gaius Gracchus' reforms.

   ▼ **Show answer**

   Cheap grain, new colonies, courts for the business class, citizenship for allies (any two).

5. Hard What did Cornelia call her sons?

   ▼ **Show answer**

   Her jewels.

6. Challenge Judge the Gracchi fairly in four sentences. Were they heroes or wreckers?

   ▼ **Show answer**

   Sample: They saw a real injustice and tried to restore citizen farmers, which Scripture would approve (Isaiah 5:8). But they broke the Republic's customs to get their way, which their enemies used against them. Their enemies were worse, answering law with murder. They were brave reformers whose methods and enemies together began the Republic's ruin.

COMMON MISTAKES

- Thinking the Gracchi were modern revolutionaries. They were nobles seeking to restore the class of citizen farmers.

- Ignoring that both sides broke the Republic's customs: the Gracchi by deposing a tribune, the Senate by murder.

> **Scripture.** "Woe unto them that join house to house, that lay field to field, till there be no place, that they may be placed alone in the midst of the earth!" (Isaiah 5:8, KJV)
>
> Tiberius saw estates swallowing the farms of the poor. Isaiah had pronounced woe on the same sin.

UNIT 7

Rome II: The Fall of the Republic and the Augustan Peace

In a single lifetime the Roman Republic, which had lasted nearly five centuries, fell to generals with private armies. This unit follows Marius and Sulla, Pompey and Crassus, Julius Caesar and Cicero, and ends with Augustus, who kept the forms of the Republic while ruling as a monarch, and under whose peace Christ was born.

Students read Plutarch, Caesar's own *Gallic War*, Cicero's letters and speeches, and the *Res Gestae* of Augustus. Shakespeare's *Julius Caesar* in the literature year makes a good companion.

PREREQUISITES

- Units 1–6 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can explain how Marius' army reforms and Sulla's march on Rome changed politics.
- ☐ I can describe Pompey, Crassus and the First Triumvirate.
- ☐ I can tell the story of Caesar's rise, rule and murder.
- ☐ I can explain Cicero's defense of the Republic and his death.
- ☐ I can describe how Augustus built the Principate and the Pax Romana.

LESSONS IN THIS UNIT

7.1	**Sulla, Pompey and Crassus**	Four sessions, 30–50 minutes each
7.2	**Julius Caesar**	Four sessions, 30–50 minutes each
7.3	**Cicero and the Death of the Republic**	Four sessions, 30–50 minutes each
7.4	**Augustus and the Pax Romana**	Four sessions, 30–50 minutes each

Unit 7 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 7.1**

   What did the Marian reforms change?

PART A · TERMS AND PEOPLE

2. (2 pts) **Lesson 7.1**

   What was the Social War?

PART A · TERMS AND PEOPLE

3. (2 pts) **Lesson 7.1**

   What did Pompey do in 63 B.C.?

PART A · TERMS AND PEOPLE

4. (2 pts) **Lesson 7.2**

   What are Caesar's Commentaries?

PART A · TERMS AND PEOPLE

5. (2 pts) **Lesson 7.2**

   What did Caesar do in January 49 B.C.?

PART A · TERMS AND PEOPLE

6. 2 pts **Lesson 7.2**

What office did Caesar take in 44 B.C.?

PART A · TERMS AND PEOPLE

7. 2 pts **Lesson 7.3**

When was Cicero consul?

PART A · TERMS AND PEOPLE

8. 2 pts **Lesson 7.3**

Why was Cicero later exiled?

PART A · TERMS AND PEOPLE

9. 2 pts **Lesson 7.3**

How did Cicero die?

PART A · TERMS AND PEOPLE

10. 2 pts **Lesson 7.4**

What happened to Antony and Cleopatra?

PART A · TERMS AND PEOPLE

11. 2 pts **Lesson 7.4**

When did Octavian become Augustus?

PART A · TERMS AND PEOPLE

12. 2 pts **Lesson 7.4**

What is the Res Gestae?

PART B · DATES AND ORDER

13. 4 pts **Lesson 7.1**

Put in order, earliest first: Cicero is consul; the plot of Catiline; Crassus crushes Spartacus; Pompey takes Jerusalem; The battle of Philippi.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 7.2**

Put in order, earliest first: The battle of Pharsalus; The battle of Actium; The First Triumvirate; Sulla marches on Rome.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 7.3**

Put in order, earliest first: Marius becomes consul; Caesar is murdered; The Second Triumvirate; Cicero killed; Cicero is consul; the plot of Catiline.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 7.4**

Put in order, earliest first: Pompey takes Jerusalem; Cicero is born; The battle of Philippi; The Second Triumvirate; Cicero killed.

PART C · READING SOURCES

17. **10 pts** **Lesson 7.1**

Plutarch says that when Sulla marched on Rome, his officers, except one, deserted him, but his soldiers followed. (a) Why did the soldiers follow? (b) Why did the officers refuse? (c) What lesson did later generals learn?

PART C · READING SOURCES

18. **10 pts** **Lesson 7.2**

Caesar begins his Commentaries, “All Gaul is divided into three parts,” and writes of himself throughout as “Caesar”. (a) Who wrote them and for whom? (b) Why write in the third person? (c) How should a historian test them?

PART C · READING SOURCES

19. **10 pts** **Lesson 7.3**

Cicero writes that true law is right reason in agreement with nature, that neither the Senate nor the people can free us from it, and that there will not be one law at Rome and another at Athens, but one eternal law, with God its author. (a) What does Cicero claim about law? (b) Why does this matter to tyrants? (c) Compare Acts 5:29.

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 7.4**

Locate or describe: the Rubicon, Gaul, Alesia, Pharsalus, Alexandria, Philippi, Actium and Rome.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 7.4**

Essay (400–500 words): Why did the Roman Republic fall? Weigh at least three causes (armies loyal to generals, the violence begun with the Gracchi, ambition, the loss of old virtue) and use at least two primary sources.

ANSWER KEY

1. Landless volunteers were enrolled, paid and promised land by their general.
2. The war of Rome's Italian allies for citizenship, 91–88 B.C.
3. He captured Jerusalem and entered the Holy of Holies.
4. His own reports of his wars, written in the third person.
5. Crossed the Rubicon with his army into Italy.
6. Dictator for life.
7. 63 B.C.
8. He had executed the conspirators without trial.
9. Soldiers sent under the proscription killed him in 43 B.C.; his head and hands were displayed in the Forum.
10. They killed themselves in Alexandria in 30 B.C.
11. 27 B.C.
12. Augustus' own account of his deeds, inscribed before his tomb.
13. Crassus crushes Spartacus (71 B.C.); Cicero is consul; the plot of Catiline (63 B.C.); Pompey takes Jerusalem (63 B.C.); The battle of Philippi (42 B.C.).
14. Sulla marches on Rome (88 B.C.); The First Triumvirate (60 B.C.); The battle of Pharsalus (48 B.C.); The battle of Actium (31 B.C.).
15. Marius becomes consul (107 B.C.); Cicero is consul; the plot of Catiline (63 B.C.); Caesar is murdered (44 B.C.); The Second Triumvirate; Cicero killed (43 B.C.).
16. Cicero is born (106 B.C.); Pompey takes Jerusalem (63 B.C.); The Second Triumvirate; Cicero killed (43 B.C.); The battle of Philippi (42 B.C.).
17. (a) They were loyal to the general who paid them and promised them land. (b) Marching on Rome was a sacrilege and a crime against the Republic. (c) That an army loyal to its commander could seize power.
18. (a) Caesar himself, for readers at Rome whose support he needed. (b) To sound objective, like a report, and to make Caesar the hero. (c) Compare them with other sources (Plutarch, Suetonius, archaeology at Alesia), and watch for what he omits or exaggerates.
19. (a) That there is a law above all human laws, the same everywhere and always, made by God. (b) It means a ruler's commands can be unjust and need not be obeyed when they break it. (c) Peter and the apostles obeyed God rather than men when the Sanhedrin forbade them to preach.

20. The Rubicon is a small river in northeast Italy, the border of Caesar's province; Gaul is modern France and Belgium; Alesia in central Gaul (Burgundy); Pharsalus in Thessaly, Greece; Alexandria in Egypt on the Nile delta; Philippi in Macedonia, northern Greece; Actium on the west coast of Greece; Rome on the Tiber.
21. Look for: Marius' reforms, Sulla's march, the triumvirate, the Rubicon, the Ides of March; Plutarch, Cicero, Caesar or the Res Gestae quoted; fair judgment of the men involved; Scripture on ambition and power (James 4:1; Proverbs 16:32). Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: THE IDES OF MARCH: A DEBATE

Prepare both sides of the question “Were Brutus and Cassius right to kill Caesar?” in two speeches of 400 words each, one by Brutus and one by Mark Antony, drawing on Plutarch and on Cicero’s letters. Then write a 300-word judgment by Scripture (Romans 13:1–4; 1 Samuel 24:6).

Add a notebook map of Caesar’s Gaul and the Roman world in 44 B.C.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with “c.” used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The debate	4: both speeches argued fairly from the sources, with a reasoned judgment by Scripture. 3: mostly. 2: one side only. 1: missing.
Timeline and map	4: the unit’s pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 7 · ROME II: THE FALL OF THE REPUBLIC AND THE AUGUSTAN PEACE · LESSON 7.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

7.1 Sulla, Pompey and Crassus

OBJECTIVES

- Explain Marius’ army reforms and their effect.
- Describe Sulla’s march on Rome and his proscriptions.
- Explain the rise of Pompey and Crassus and the First Triumvirate.

> **Warm-up.** If your paycheck and your retirement came from your general rather than your country, whom would you obey?

WATCH

Rise of Julius Caesar

Khan Academy · 9:54

https://www.youtube.com/watch?v=PG3vxLHo1Ws

> **WHEN TO WATCH**
> After the Core idea on the triumvirate.

Note: Khan Academy on the rise of Caesar, with Pompey and Crassus; the backup covers Marius and Sulla.

BACKUP VIDEO

Rome: from Marius to Caesar

Kings and Generals · 12:51

https://www.youtube.com/watch?v=o-FjyEpspyw

A second video for another session, or if the first will not play.

KEY TERMS

Marian reforms
Marius' recruiting of landless volunteers paid by their general

proscription
a published list of enemies who could be killed and their property seized

Spartacus
the gladiator who led a great slave revolt, 73–71 B.C.

triumvirate
rule by three men; the First was Caesar, Pompey and Crassus, 60 B.C.

Social War
the war of Rome's Italian allies for citizenship, 91–88 B.C.

Marius. Gaius Marius, a new man from the country, was consul seven times. Needing soldiers, he enrolled landless volunteers, armed by the state and promised land when they retired. The legions became professional, but their loyalty shifted from the Republic to the general who paid them.

Sulla. After the **Social War**, in which Rome's allies fought for and won citizenship, Marius and the aristocrat **Sulla** quarreled over a command. In 88 B.C. Sulla did the unthinkable: he marched his army on Rome. Later, as dictator, he published **proscription** lists; thousands were killed and their property sold. Then, to everyone's surprise, he resigned in 79 B.C. and died in retirement.

Pompey and Crassus. Sulla's young officers rose fast. **Crassus**, the richest man in Rome, crushed the slave revolt of **Spartacus** in 71 B.C. and crucified 6,000 captives along the Appian Way. **Pompey** "the Great" cleared the Mediterranean of pirates in three months and conquered the East, taking Jerusalem in 63 B.C. and entering the Holy of Holies.

The triumvirate. When the Senate refused Pompey's demands, Pompey, Crassus and the rising Julius Caesar formed a private alliance in 60 B.C., the **First Triumvirate.** Three men now ran Rome outside the law. Crassus died fighting the Parthians at Carrhae in 53 B.C.; the Parthians are said to have poured molten gold down his throat.

PRIMARY SOURCE

Plutarch on Sulla and Pompey

Read Plutarch, *Life of Sulla*, chapters 9 (the march on Rome) and 31 (the proscriptions), and *Life of Pompey*, chapters 24–28 (the pirates) (Classics Library). For Pompey in Jerusalem, read Josephus, *Jewish Antiquities* XIV.4 (Classics Library).

Steps

1. Why was Sulla's march on Rome a turning point?
2. How did the proscriptions work, and whom did they serve?
3. What did Pompey do in the Temple, according to Josephus, and what did he not do?
4. Compare Sulla's cruelty with Proverbs 16:32.

Check your work

- ☐ March on Rome explained
- ☐ Proscriptions explained
- ☐ Josephus on Pompey
- ☐ Proverbs applied

TIMELINE AND MAP NOTEBOOK

1. Timeline: 107 B.C. Marius consul; 91–88 B.C. Social War; 88 B.C. Sulla marches on Rome; 82–79 B.C. Sulla dictator; 73–71 B.C. Spartacus; 63 B.C. Pompey takes Jerusalem; 60 B.C. First Triumvirate; 53 B.C. Carrhae.
2. Map: mark Rome, Capua, the Appian Way, Jerusalem, Pontus and Carrhae.

> **From history.** As a young man, Julius Caesar was captured by pirates and held for ransom. He joked with them that he would come back and crucify them. When freed, he raised a fleet, caught them and did exactly that.

> **Church history.** Pompey's capture of Jerusalem in 63 B.C. ended Jewish independence under the Hasmoneans and brought Judea under Rome, setting the stage for Herod, Pilate and the events of the Gospels.

PRACTICE

1. Easy Who was Gaius Marius?

   ▼ **Show answer**

   A “new man” from the country who was consul seven times and reformed the army.

2. Easy Why did the reforms endanger the Republic?

   ▼ **Show answer**

   Soldiers became loyal to their general rather than to the state.

3. Medium What unthinkable thing did Sulla do in 88 B.C.?

   ▼ **Show answer**

   He marched his army on Rome.

4. Medium Who crushed Spartacus, and what did he do to the captives?

   ▼ **Show answer**

   Crassus; he crucified 6,000 along the Appian Way.

5. Hard Who formed the First Triumvirate, and when?

   ▼ **Show answer**

   Pompey, Crassus and Caesar, 60 B.C.

6. Challenge Josephus says Pompey entered the Holy of Holies but took nothing from the Temple treasury. Judge his conduct in four sentences.

   ▼ **Show answer**

   Sample: Pompey profaned the holy place, which only the high priest could enter once a year. Yet he showed restraint, leaving the treasure and ordering the Temple cleansed. By Roman standards he was moderate; by God’s law he was a trespasser. Many Jews saw his death in Egypt fifteen years later as judgment.

COMMON MISTAKES

- Thinking Marius meant to destroy the Republic. His reforms solved a real problem but had consequences no one foresaw.

- Thinking Spartacus fought to end slavery. He sought freedom for his followers, not abolition.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "He that is slow to anger is better than the mighty; and he that ruleth his spirit than he that taketh a city." (Proverbs 16:32, KJV)
>
> Sulla conquered Rome but not himself. The proverb says which victory is greater.

UNIT 7 · ROME II: THE FALL OF THE REPUBLIC AND THE AUGUSTAN PEACE · LESSON 7.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

7.2 Julius Caesar

OBJECTIVES

- Trace Caesar's rise from the Gallic Wars to dictatorship.
- Read Caesar's own Commentaries as a source.
- Explain why he was murdered.

> **Warm-up.** Caesar wrote his war reports in the third person: "Caesar did this." Why might a man write about himself that way?

WATCH

The great conspiracy against Julius Caesar - Kathryn Tempest

TED-Ed · 5:58

https://www.youtube.com/watch?v=wgPymD-NBQU

> **WHEN TO WATCH**
> With the Core idea on the Ides of March.

BACKUP VIDEO

10th January 49 BCE: Julius Caesar crosses the Rubicon River on his march to Rome

HistoryPod · 2:53

https://www.youtube.com/watch?v=McersugUXYk

A second video for another session, or if the first will not play.

KEY TERMS

Commentaries
Caesar's own reports of his wars in Gaul and the civil war

Rubicon
the river Caesar crossed in 49 B.C., starting civil war

Ides of March
15 March 44 B.C., the day Caesar was murdered

Alesia
the siege where Caesar defeated Vercingetorix in 52 B.C.

dictator for life
the office Caesar took in 44 B.C.

CORE IDEAS

Gaul. From 58 to 50 B.C. **Caesar** conquered Gaul. His *Commentaries*, written in clear plain Latin, made his deeds famous at Rome. At **Alesia** (52 B.C.) he besieged the Gallic leader Vercingetorix inside a double ring of walls and beat off a huge relief

army. Plutarch says a million Gauls died and another million were enslaved in these wars; the numbers may be inflated, but the destruction was enormous.

The Rubicon. When the Senate, with Pompey, ordered Caesar to give up his army, he crossed the **Rubicon** into Italy in January 49 B.C., saying (as Suetonius reports) “The die is cast.” He beat Pompey at Pharsalus in 48 B.C.; Pompey fled to Egypt and was murdered on the beach. Caesar followed, stayed with Cleopatra and won wars in Africa and Spain.

Rule. Caesar was generous to beaten enemies, reformed the calendar (our 365-day year with leap years is his) and settled veterans in colonies. But he made himself **dictator for life**, sat on a golden chair and let his image appear on coins. The Republic’s nobles saw a king in all but name.

The Ides of March. About sixty senators led by **Brutus** and **Cassius** stabbed him 23 times in the Senate, which was meeting in Pompey’s theater, on 15 March 44 B.C. He fell at the foot of Pompey’s statue. The conspirators thought they had saved the Republic; instead they began a new round of civil wars.

PICTURE STUDY



The Death of Caesar, Jean-Léon Gérôme, 1859–1867 · Oil on canvas · Walters Art Museum, Baltimore

Jean-Léon Gérôme, public domain. Wikimedia Commons.

Gérôme painted the moment just after the murder: the conspirators pour out of the hall, and Caesar lies alone at the foot of Pompey's statue.

Look closely

- Find Caesar's body and the toppled chair.
- The conspirators hurry away with daggers raised, toward the light.

Talk about it

1. Why do you think Gérôme painted the moment after, not during, the murder?
2. What does the empty space around the body say?

PRIMARY SOURCE

Caesar's Gallic War

Read Caesar, *The Gallic War*, Book I, chapter 1 ("All Gaul is divided into three parts") and Book VII, chapters 68–89 (Alesia) (Classics Library). Then read Suetonius, *Julius* 76–82, on his honors and death (Classics Library).

Steps

1. How does Caesar present himself in the Alesia chapters?
2. What does he leave out or play down?
3. What honors does Suetonius list that offended Romans?
4. Apply the five source questions to Caesar's Commentaries.

Check your work

- ☐ Caesar's self-portrait
- ☐ Omissions noted
- ☐ Honors listed
- ☐ Five source questions answered

TIMELINE AND MAP NOTEBOOK

1. Map: Gaul with its peoples, Alesia, the Rhine and Britain; the Rubicon; Pharsalus; Alexandria.
2. Timeline: 58–50 B.C. Gallic Wars; 52 B.C. Alesia; 49 B.C. the Rubicon; 48 B.C. Pharsalus; 46 B.C. calendar reform; 44 B.C. Ides of March.

> **From history.** Caesar's calendar, the Julian calendar, ran slightly slow, by about eleven minutes a year. Pope Gregory XIII corrected it in 1582, and our Gregorian calendar is Caesar's with a fix.

> **Church history.** The month of July is named for Julius Caesar, and August for Augustus. In God's providence the Julian calendar was the one in which the church reckoned Christ's birth, and in which Dionysius later counted years A.D.

SEE IT: INTERACTIVE.

Layered History Timeline: Julius Caesar

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Assassination of Julius Caesar. Opens in a new tab.

PRACTICE

1. Easy When did Caesar conquer Gaul?

   ▼ **Show answer**

   58–50 B.C.

2. Easy What happened at Alesia?

   ▼ **Show answer**

   Caesar besieged and defeated Vercingetorix in 52 B.C.

3. Medium What did Suetonius report Caesar said at the Rubicon?

   ▼ **Show answer**

   “The die is cast.”

4. Medium What calendar reform did Caesar make?

   ▼ **Show answer**

   The 365-day year with a leap year every four years (the Julian calendar).

5. Hard Who led the conspiracy against him?

   ▼ **Show answer**

   Brutus and Cassius.

6. Challenge Were Brutus and Cassius right? Answer by Romans 13:1–4 and 1 Samuel 24:6 in four sentences.

   ▼ **Show answer**

   Sample: They believed they were killing a tyrant to save the Republic. But Caesar held power, and Scripture forbids private murder of rulers; David refused to kill Saul, the Lord’s anointed. Their act also failed in its purpose, bringing more war. By Scripture and by results, they were wrong.

COMMON MISTAKES

- Thinking Caesar was crowned emperor. He was dictator for life; Augustus founded the Principate.
- Taking the Commentaries as neutral. They were written to win support at Rome.

> **Scripture.** “Let every soul be subject unto the higher powers. For there is no power but of God: the powers that be are ordained of God.” (Romans 13:1, KJV)
>
> Brutus took the sword against the ruler of Rome. Paul, writing under Nero, told Christians to be subject to the powers that be.

UNIT 7 · ROME II: THE FALL OF THE REPUBLIC AND THE AUGUSTAN PEACE · LESSON 7.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

7.3 Cicero and the Death of the Republic

OBJECTIVES

- Describe Cicero’s career and his defense of the Republic.
- Explain the Second Triumvirate and the proscriptions.
- Read Cicero’s letters and speeches as sources.

> **Warm-up.** Cicero wrote hundreds of private letters that survive. What could we learn from someone’s private letters that we could not learn from his speeches?

WATCH

The Life and Death of Cicero

The History Guy: History Deserves to Be Remembered · 10:57

https://www.youtube.com/watch?v=6DRu9INTzbY

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

Cicero's Finest Hour (44 to 43 B.C.E.)

Historia Civilis · 32:32

https://www.youtube.com/watch?v=g8DBd3SkuS8

A second video for another session, or if the first will not play.

KEY TERMS

Catiline
the noble whose plot to seize Rome Cicero exposed in 63 B.C.

novus homo
"new man": the first of his family to reach the consulship

Philippics
Cicero's speeches against Mark Antony, 44–43 B.C.

Second Triumvirate
the legal rule of Octavian, Antony and Lepidus from 43 B.C.

natural law
the law of right reason, binding all men, which Cicero described

CORE IDEAS

A new man. Marcus Tullius **Cicero** (106–43 B.C.), from a country town with no famous ancestors, rose by his gift for speaking to become consul in 63 B.C. That year he exposed the conspiracy of **Catiline** to murder the consuls and seize the city, and had five conspirators executed without trial, which later cost him exile.

A philosopher of the Republic. Cicero wrote on duty, friendship, old age and the state. In *The Republic* he described a **natural law**: "True law is right reason in agreement with nature; it is of universal application, unchanging and everlasting," the same at Rome and at Athens, with God as its author. Augustine and the medieval church honored him for this, and Augustine said Cicero's *Hortensius* first turned him to seek wisdom.

Against Antony. Cicero had no part in Caesar's murder, but welcomed it. When Mark Antony seemed set to take Caesar's place, the old orator delivered fourteen **Philippics** against him, the last great defense of the free Republic.

Proscribed. In 43 B.C. Antony, Caesar's heir **Octavian** and Lepidus formed the **Second Triumvirate** and published new proscriptions. Octavian let Antony put Cicero on the list. Soldiers caught him on the road near his villa; he put his head out of his litter and told them to strike. His head and hands were nailed to the speaker's platform in the Forum. In 42 B.C. Brutus and Cassius were defeated at Philippi and killed themselves.

PICTURE STUDY



Cicero Denounces Catiline, Cesare Maccari, 1882–1888 · Fresco · Palazzo Madama (the Italian Senate), Rome

Cesare Maccari, public domain. Wikimedia Commons.

Maccari painted the scene for the hall of the Italian Senate. Cicero is delivering his first speech against Catiline: “How long, O Catiline, will you abuse our patience?”

Look closely

- Catiline sits alone; the senators have moved away from him.
- Cicero stands in the light, his arm stretched toward Catiline.

Talk about it

1. How does the artist show who is guilty?
2. Why would a modern Senate want this scene on its walls?

PRIMARY SOURCE

Cicero's Voice

Read Cicero, *First Oration against Catiline*, sections 1–6, and the passage on natural law in *The Republic* III.33 (preserved by the Christian writer Lactantius), in any good translation. Then read Romans 2:14–15.

Steps

1. What does Cicero accuse Catiline of, and how does he use emotion?
2. What does Cicero say about true law?
3. Compare Cicero's natural law with Romans 2:14–15.
4. Why did Christian writers preserve this passage?

Check your work

- ☐ The accusation and its rhetoric
- ☐ Natural law explained
- ☐ Comparison with Romans 2
- ☐ Reason for preservation

TIMELINE AND MAP NOTEBOOK

1. Timeline: 106 B.C. Cicero born; 63 B.C. Cicero consul, Catiline's plot; 58 B.C. Cicero exiled; 44 B.C. the Philippics; 43 B.C. Second Triumvirate and Cicero's death; 42 B.C. Philippi.
2. Map: mark Arpinum (Cicero's hometown), Rome, Formiae (where he was killed) and Philippi.

> **From history.** Cicero's secretary Tiro, a freed slave, invented a system of shorthand to record his speeches. "Tironian notes" were still used by medieval scribes a thousand years later.

> **Church history.** Cicero's words on natural law were kept for us by Lactantius, a Christian teacher who tutored Constantine's son. The church fathers saw in Cicero what Paul described: Gentiles who "shew the work of the law written in their hearts" (Romans 2:15).

SEE IT: INTERACTIVE.

Layered History Timeline: Cicero

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy What is a *novus homo*?

   ▼ **Show answer**

   A “new man”, the first of his family to reach the consulship.

2. Easy What did Catiline plan?

   ▼ **Show answer**

   To murder the consuls and seize Rome.

3. Medium What did Cicero say true law is?

   ▼ **Show answer**

   Right reason in agreement with nature, universal, unchanging and everlasting.

4. Medium Who formed the Second Triumvirate?

   ▼ **Show answer**

   Octavian, Antony and Lepidus, 43 B.C.

5. Hard What happened at Philippi in 42 B.C.?

   ▼ **Show answer**

   Brutus and Cassius were defeated and killed themselves.

6. **Challenge** Cicero said true law is the same at Rome and Athens, now and forever. How does that agree with Scripture, and where does Scripture go further? Answer in four sentences.

   ▼ **Show answer**

   Sample: Scripture agrees that God has written His law on every heart, so even pagans know right from wrong (Romans 2:14–15). Cicero rightly said that no senate or people can repeal it. But Scripture reveals the law fully in the commandments and shows that no one keeps it perfectly (Romans 3:23). Only Christ fulfills the law and saves those who break it.

COMMON MISTAKES

- Thinking Cicero helped kill Caesar. He knew nothing of the plot, though he praised it afterward.
- Thinking natural law is a Christian invention. It was taught by Greeks and Romans, and Christians agreed it reflected God's law written on the heart.

> **Scripture.** "Which shew the work of the law written in their hearts, their conscience also bearing witness, and their thoughts the mean while accusing or else excusing one another;)" (Romans 2:15, KJV)
>
> Cicero described a law written on every heart. Paul explains whose law it is.

UNIT 7 · ROME II: THE FALL OF THE REPUBLIC AND THE AUGUSTAN PEACE · LESSON 7.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

7.4 Augustus and the Pax Romana

OBJECTIVES

- Explain how Octavian won the civil wars and became Augustus.
- Describe the Principate and the Pax Romana.
- Read the Res Gestae and Luke 2:1 together.

> **Warm-up.** Augustus said he found Rome a city of brick and left it a city of marble. What else might a ruler leave behind?

WATCH

History vs. Augustus - Peta Greenfield & Alex Gendler

TED-Ed · 5:11

https://www.youtube.com/watch?v=QrcmojhFmzY

> **WHEN TO WATCH**
> After the Core idea on the Principate.

Note: A TED-Ed "History vs." lesson weighing Augustus' peace against his methods.

BACKUP VIDEO

Augustus becomes first Emperor of Roman Empire

Khan Academy · 10:16

https://www.youtube.com/watch?v=Y33LnxG2L80

A second video for another session, or if the first will not play.

KEY TERMS

Actium
the sea battle (31 B.C.) where Octavian defeated Antony and Cleopatra

Augustus
"revered", the title Octavian received in 27 B.C.

princeps
"first citizen", Augustus' modest-sounding title

Pax Romana
the "Roman peace" of about two centuries that followed

Res Gestae
"Things Done", Augustus' own account of his reign

CORE IDEAS

Actium. The triumvirs fell out. Antony ruled the East with **Cleopatra** of Egypt; **Octavian** held Rome and the West and painted Antony as a man enslaved to a foreign

queen. At **Actium** in 31 B.C. Octavian's admiral Agrippa won; Antony and Cleopatra killed themselves in Alexandria in 30 B.C. Egypt became Roman.

The Principate. In 27 B.C. Octavian "restored the Republic" and received the name **Augustus**. Consuls, Senate and elections went on, but he held the armies, the provinces with legions and the powers of a tribune for life. He called himself **princeps**, first citizen. The historian Tacitus later wrote that the forms survived while liberty did not.

The Roman peace. Augustus ended a century of civil war. He built roads, temples and aqueducts, kept a standing army on the frontiers, set up a census of the provinces and passed laws to encourage marriage. The **Pax Romana** lasted about two centuries. Virgil's *Aeneid* told Romans they were destined "to spare the conquered and war down the proud".

The fulness of time. Luke writes that "there went out a decree from Cæsar Augustus, that all the world should be taxed" (Luke 2:1), and so Joseph went to Bethlehem, where Christ was born as Micah had foretold. Augustus was called "son of a god" and "savior" on inscriptions. The true Son of God was born a subject of his empire.

PICTURE STUDY



Augustus of Prima Porta, Unknown Roman sculptor, Early 1st century A.D. · Marble (originally painted) · Vatican Museums, Rome

Till Niermann, public domain. Wikimedia Commons.

Found in 1863 at the villa of Augustus' wife Livia, this statue shows Augustus as a young commander, though it was made when he was old. His breastplate shows a Parthian returning Roman standards lost by Crassus at Carrhae.

Look closely

- He is barefoot, a sign often given to gods and heroes.
- Cupid on a dolphin points to his claimed descent from Venus through Aeneas.

Talk about it

1. What message does the statue send about Augustus?
2. Compare its claims with Acts 12:21–23 or Isaiah 42:8.

PRIMARY SOURCE

The Res Gestae and Luke 2

Read selections from the *Res Gestae Divi Augusti*, especially sections 1–8, 13, 26–28 and 34–35, in any good translation. Augustus had it inscribed on bronze pillars before his tomb; the best surviving copy is on a temple wall in Ankara. Then read Luke 2:1–14 (Classics Library).

Steps

1. List five things Augustus claims to have done.
2. In section 34 he says he transferred the Republic to the Senate and people. Is that true? Compare Tacitus.
3. Compare the titles given to Augustus with those given to Jesus in Luke 2:11.
4. Apply the five source questions to the Res Gestae.

Check your work

- ☐ Five claims
- ☐ Section 34 judged
- ☐ Titles compared
- ☐ Five questions answered

TIMELINE AND MAP NOTEBOOK

1. Map: shade the Roman Empire at Augustus' death in A.D. 14; mark Actium, Alexandria, Ankara, the Rhine, the Danube and Bethlehem.
2. Timeline: 31 B.C. Actium; 30 B.C. Egypt becomes Roman; 27 B.C. Octavian becomes Augustus; c. 5 B.C. Christ is born; A.D. 9 Teutoburg Forest; A.D. 14 Augustus dies.

> **From history.** In A.D. 9 three legions under Varus were destroyed in the Teutoburg Forest in Germany. Suetonius says Augustus beat his head against a door, crying, "Quintilius Varus, give me back my legions!"

Church history. Christ was born under Augustus, while the world was at peace and roads ran from Spain to Syria. Early Christian writers such as Origen saw the Pax Romana as God's provision for the spread of the Gospel.

SEE IT: INTERACTIVE.

Layered History Timeline: Augustus

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Battle of Actium · Virgil, Aeneid · Roman Empire (in the West to 476). Opens in a new tab.

Extra video. Chapter "Augustus and the Principate" (11:47 to 14:00) of *The History of Roman Empire: Every Year (in Minecraft)*, the captioned Minecraft time-lapse of all Roman history in Lesson 6.1. Watch from 11:47 · History in Minecraft. Opens in a new tab.

PRACTICE

1. Easy Who won the battle of Actium, and when?

   ▼ **Show answer**

   Octavian (with Agrippa), in 31 B.C.

2. Easy What does "Augustus" mean?

   ▼ **Show answer**

   "Revered."

3. Medium What did Augustus call himself?

   ▼ **Show answer**

   Princeps, first citizen.

4. Medium What was the Pax Romana?

   ▼ **Show answer**

   The Roman peace of about two centuries after Augustus.

5. Hard What does Luke 2:1 say?

   ▼ **Show answer**

   A decree went out from Caesar Augustus that all the world should be taxed.

6. **Challenge** Inscriptions called Augustus “son of a god” and “savior”, and announced his birthday as “good tidings” for the world. Compare these claims with Luke 2:10–11 in four sentences.

   ▼ **Show answer**

   Sample: Rome hailed Augustus as savior because he brought peace after civil war. Luke uses the same words for a baby in a manger, born under Augustus’ decree. The angel’s good tidings are of a Savior who is Christ the Lord, bringing peace with God, not only with Rome. Luke quietly shows who the true King is.

COMMON MISTAKES

- Thinking Augustus called himself emperor or king. He called himself princeps; the word “emperor” comes from *imperator*, a victorious general.
- Thinking Jesus was born in A.D. 1. Herod died in 4 B.C., so Christ was born a little before, about 6–4 B.C.

> **Scripture.** “And it came to pass in those days, that there went out a decree from Cæsar Augustus, that all the world should be taxed.” (Luke 2:1, KJV)
>
> Augustus’ decree moved a whole empire. God used it to bring Joseph and Mary to Bethlehem.

UNIT 8

The Fulness of the Time: Christ and the Early Church

“But when the fulness of the time was come, God sent forth his Son” (Galatians 4:4). This unit studies Judea under Herod and the Roman governors, the life, death and resurrection of Jesus as history, the journeys of Paul, and the first persecution under Nero and the fall of Jerusalem in A.D. 70.

Students read the Gospels and Acts alongside Josephus, Tacitus, Pliny and the earliest Christian writings outside the New Testament, and learn how historians weigh the evidence for the Resurrection.

PREREQUISITES

- Units 1–7 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can describe Judea under Herod, the governors and the Jewish parties.
- ☐ I can give the historical evidence for the life, death and resurrection of Jesus, including non-Christian sources.
- ☐ I can trace Paul's journeys and explain how the Gospel spread.
- ☐ I can describe Nero's persecution and the fall of Jerusalem in A.D. 70.
- ☐ I can describe the early Christian way of life from the sources.

LESSONS IN THIS UNIT

8.1 **Judea under Rome** — Four sessions, 30–50 minutes each

8.2 **The Life, Death and Resurrection of Jesus as History** — Four sessions, 30–50 minutes each

8.3 **Paul and the Spread of the Gospel** — Four sessions, 30–50 minutes each

8.4 **Nero, the Fall of Jerusalem and the Christian Way of Life** — Four sessions, 30–50 minutes each

Unit 8 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. **2 pts** **Lesson 8.1**

   Name two of Herod's building works.

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 8.1**

   What crime of Herod does Matthew record?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 8.1**

   What did the Sadducees deny?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 8.2**

   When did Paul write 1 Corinthians?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 8.2**

   What does Tacitus say about Christ?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 8.2**

   Who first found the tomb empty?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 8.3**

   Under whom did Paul study?

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 8.3**

   Where were disciples first called Christians?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 8.3**

How did Roman roads help the Gospel?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 8.4**

Whom did Nero blame for the fire?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 8.4**

How did Peter and Paul die, according to tradition?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 8.4**

What does the Arch of Titus show?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 8.1**

Put in order, earliest first: The Arch of Titus is built; Herod takes Jerusalem; The Council of Jerusalem; Titus takes Jerusalem; the Temple burns.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 8.2**

Put in order, earliest first: Paul is converted; Paul in Corinth before Gallio; Judea becomes a Roman province; Pliny writes to Trajan about the Christians.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 8.3**

Put in order, earliest first: The Arch of Titus is built; Paul writes 1 Corinthians; Masada falls; Herod takes Jerusalem.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 8.4**

Put in order, earliest first: Paul reaches Rome; Herod the Great dies; Pliny writes to Trajan about the Christians; Pilate becomes governor.

PART C · READING SOURCES

17. **10 pts** **Lesson 8.1**

Josephus says that Pilate brought the emperor's images into Jerusalem by night, and that the Jews lay down and bared their necks rather than allow it, until Pilate removed them. (a) Why did the images offend the Jews? (b) What does this show about Pilate? (c) How does it help us understand Pilate at Jesus' trial (John 19:12)?

PART C · READING SOURCES

18. **10 pts** **Lesson 8.2**

Tacitus writes that Christus "suffered the extreme penalty during the reign of Tiberius at the hands of one of our procurators, Pontius Pilatus," and that the "most mischievous superstition, thus checked for the moment, again broke out" in Judea and even in Rome. (a) What facts does Tacitus confirm? (b) What is his attitude? (c) Why does his attitude make his testimony stronger?

PART C · READING SOURCES

19. **10 pts** **Lesson 8.3**

In Acts 17:22–23 Paul tells the Athenians, "I perceive that in all things ye are too superstitious. For as I passed by, and beheld your devotions, I found an altar with this inscription, TO THE UNKNOWN GOD." (a) How does Paul begin? (b) Why does he start from their altar? (c) What does he go on to proclaim (17:30–31)?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 8.4**

Locate or describe: Galilee, Nazareth, Capernaum, Jerusalem, Bethlehem, Antioch in Syria, Ephesus, Corinth, Philippi and Rome.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 8.4**

Essay (400–500 words): Within three centuries a crucified Jewish teacher was worshiped across the Roman world. Using this unit's sources, explain how the church spread, what Romans thought of it, and what difference it made to how people lived.

ANSWER KEY

1. The Temple, Caesarea, Masada (any two).
2. The slaughter of the infants of Bethlehem.
3. The resurrection; they accepted only the books of Moses.
4. About A.D. 55.
5. That he suffered the extreme penalty under Tiberius at the hands of Pontius Pilate.
6. Women followers of Jesus.
7. Gamaliel.
8. Antioch in Syria.
9. They made travel across the empire faster and safer.
10. The Christians.
11. Peter was crucified and Paul beheaded at Rome under Nero.
12. Roman soldiers carrying the menorah and Temple treasures in triumph.
13. Herod takes Jerusalem (37 B.C.); The Council of Jerusalem (c. A.D. 49); Titus takes Jerusalem; the Temple burns (A.D. 70); The Arch of Titus is built (c. A.D. 81).
14. Judea becomes a Roman province (A.D. 6); Paul is converted (c. A.D. 34); Paul in Corinth before Gallio (c. A.D. 51); Pliny writes to Trajan about the Christians (c. A.D. 112).
15. Herod takes Jerusalem (37 B.C.); Paul writes 1 Corinthians (c. A.D. 55); Masada falls (A.D. 73 or 74); The Arch of Titus is built (c. A.D. 81).
16. Herod the Great dies (4 B.C.); Pilate becomes governor (A.D. 26); Paul reaches Rome (c. A.D. 60); Pliny writes to Trajan about the Christians (c. A.D. 112).
17. (a) They broke the second commandment against graven images. (b) He was willing to provoke the Jews but could be forced to back down by determined crowds. (c) He feared another protest and a report to Caesar, so he gave way when the crowd cried that he was not Caesar's friend.
18. (a) Christ was executed by Pilate under Tiberius, and the movement revived and spread to Rome. (b) Contempt: he calls it a mischievous superstition. (c) A hostile witness has no motive to invent facts that help the Christians.
19. (a) By noticing their religiousness and their altar to an unknown god. (b) To build a bridge from what they already knew to what they did not. (c) That God

commands all men to repent, and has given assurance of judgment by raising Christ from the dead.

20. Galilee is the region west of the Sea of Galilee; Nazareth in lower Galilee; Capernaum on the north shore of the Sea of Galilee; Jerusalem in the hills of Judea; Bethlehem about six miles south of Jerusalem; Antioch on the Orontes in Syria; Ephesus on the west coast of Asia Minor; Corinth on the isthmus of southern Greece; Philippi in Macedonia; Rome on the Tiber in Italy.
21. Look for: the Resurrection witnesses, Paul's journeys and letters, Roman roads and the Greek language, Tacitus and Pliny on the Christians, persecution under Nero, the Epistle to Diognetus or the Didache on Christian life; fair to Roman motives. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: THE EVIDENCE FOR JESUS: A BRIEF

Write a 700–900 word brief, as for a court, on the historical evidence for the life, death and resurrection of Jesus. Use at least two non-Christian sources (Tacitus, Josephus, Pliny), Paul's early creed in 1 Corinthians 15:3–8, and the Gospels. Answer one common objection fairly.

Add a notebook map of Paul's journeys and of Judea and Galilee in the time of Christ.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The brief	4: evidence clearly organized and fairly weighed, sources quoted exactly, an objection answered honestly. 3: mostly. 2: assertions without evidence. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 8 · THE FULNESS OF THE TIME: CHRIST AND THE EARLY CHURCH · LESSON 8.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

8.1 Judea under Rome

OBJECTIVES

- Describe Herod the Great and his kingdom.
- Explain the rule of the Roman governors, including Pilate.
- Describe the Jewish parties: Pharisees, Sadducees, Essenes and Zealots.

Warm-up. Augustus is supposed to have said that it was better to be Herod's pig than his son. What do you think he meant?

WATCH

Herodian Empire After Herod the Great

Drive Thru History with Dave Stotts · 2:02

https://www.youtube.com/watch?v=nETlzqZdcn4

> **WHEN TO WATCH**
> After the Core idea on Herod.

Note: Dave Stotts on Herod's kingdom and its division among his sons.

BACKUP VIDEO

What Are the Dead Sea Scrolls?

Matt Whitman · 11:23

https://www.youtube.com/watch?v=2dRYwCTeeDo

A second video for another session, or if the first will not play.

KEY TERMS

Herod the Great
the client king of Judea under Rome, 37–4 B.C.

procurator
a Roman governor of a small province, like Pontius Pilate

Pharisees
the party devoted to strict keeping of the Law and the traditions of the elders

Sadducees
the priestly party, who accepted only the five books of Moses and denied the resurrection

Zealots
Jews who sought to drive out Rome by force

Herod. Rome made **Herod** king of Judea in 40 B.C.; he took Jerusalem in 37. An Idumean, he was a brilliant builder: the port of Caesarea, the fortress of Masada and, greatest of all, a new Temple, whose huge stones still stand in the Western Wall. He was also murderously suspicious, killing a wife and three of his sons. The slaughter of the infants of Bethlehem (Matthew 2:16) fits all we know of him. He died in 4 B.C.

Governors. After Herod's son Archelaus failed, Judea was ruled from A.D. 6 by Roman governors. **Pontius Pilate** (A.D. 26–36) offended the Jews by bringing military standards into Jerusalem and taking Temple money for an aqueduct. A stone found at Caesarea in 1961 bears his name and title, "prefect of Judea".

Parties. The **Pharisees** taught the Law and its traditions in the synagogues and believed in the resurrection. The **Sadducees**, the priestly aristocracy, controlled the Temple and the Sanhedrin. The Essenes withdrew to pure communities; the Dead Sea Scrolls, found from 1947 at Qumran, probably came from such a group. The **Zealots** wanted war with Rome.

Waiting. Many Jews longed for the Messiah promised by the prophets, a son of David who would restore Israel. Most expected a king who would break Rome's yoke. Into this world, Luke says, came John the Baptist "in the fifteenth year of the reign of Tiberius Cæsar" (Luke 3:1), and then Jesus of Nazareth.

PRIMARY SOURCE

Josephus on Herod and Pilate

Read Josephus, *Jewish Antiquities* XV.11 (Herod's Temple) and XVIII.3.1–2 (Pilate's standards and the aqueduct) (Classics Library). Josephus was a Jewish priest and general who wrote at Rome about A.D. 93. Then read Luke 3:1–2 and 13:1.

Steps

1. How does Josephus describe Herod's Temple?
2. What did Pilate do with the standards, and how did the Jews respond?
3. How do Luke 3:1–2 and 13:1 fit what Josephus says about Pilate?
4. Apply the five source questions to Josephus.

Check your work

- ☐ Herod's Temple described
- ☐ The standards episode
- ☐ Luke compared with Josephus
- ☐ Five questions

TIMELINE AND MAP NOTEBOOK

1. Map: Herod's kingdom: Galilee, Samaria, Judea, Idumea, Perea; mark Jerusalem, Caesarea, Masada, Qumran, Bethlehem and Nazareth.
2. Timeline: 63 B.C. Pompey takes Jerusalem; 37 B.C. Herod takes Jerusalem; 20/19 B.C. Temple rebuilding begins; 4 B.C. Herod dies; A.D. 6 Judea a Roman province; A.D. 26–36 Pilate.

> **From history.** The Great Isaiah Scroll from Qumran, copied about 125 B.C., is a thousand years older than the oldest Hebrew copy of Isaiah known before 1947, and it agrees with it almost word for word.

> **Church history.** Luke dates the ministry of John the Baptist with six rulers, Roman and Jewish (Luke 3:1–2), the way a careful historian would. Every one of them is known from other sources.

SEE IT: INTERACTIVE.

Layered History Timeline: Maccabean revolt

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy When did Herod the Great rule?

   ▼ **Show answer**

   37–4 B.C. (made king by Rome in 40 B.C.).

2. Easy What part of Herod's Temple can still be seen?

   ▼ **Show answer**

   The great stones of the Western Wall.

3. Medium When did Judea come under Roman governors?

   ▼ **Show answer**

   In A.D. 6.

4. Medium What did the Pharisees believe?

   ▼ **Show answer**

   Strict keeping of the Law and traditions, and the resurrection.

5. Hard What are the Dead Sea Scrolls?

   ▼ **Show answer**

   Ancient Jewish scrolls found from 1947 near Qumran, including the oldest copies of Old Testament books.

6. Challenge Luke names six rulers to date John's ministry. Why does this matter for the Gospel as history? Answer in four sentences.

   ▼ **Show answer**

   Sample: Luke ties his story to real, checkable people and dates. Every one of the rulers he names is known from other sources. A writer inventing a myth would not invite such checking. This shows Luke wrote as a historian, as he claims in Luke 1:1–4.

COMMON MISTAKES

- Thinking the Pharisees were all hypocrites. Jesus condemned hypocrisy among them, but Nicodemus and Paul were Pharisees, and many believed (Acts 15:5).
- Confusing Herod the Great (died 4 B.C.) with his son Herod Antipas, who killed John the Baptist.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "But when the fulness of the time was come, God sent forth his Son, made of a woman, made under the law," (Galatians 4:4, KJV)
>
> Herod, Pilate and the Jewish parties all played their part. God chose the time.

UNIT 8 · THE FULNESS OF THE TIME: CHRIST AND THE EARLY CHURCH · LESSON 8.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

8.2 The Life, Death and Resurrection of Jesus as History

OBJECTIVES

- Give the historical sources for Jesus, Christian and non-Christian.
- Describe the crucifixion as Roman history.
- Weigh the evidence for the Resurrection as a historian.

> **Warm-up.** How do we know anything about a man who lived 2,000 years ago? List the kinds of evidence you would look for.

WATCH

Do we know where Jesus was crucified?

Drive Thru History with Dave Stotts · 3:17

https://www.youtube.com/watch?v=vfgPzImtTxA

> **WHEN TO WATCH**
> With the Core idea on the cross.

Note: Dave Stotts on the evidence for the place of the crucifixion and burial.

BACKUP VIDEO

The Resurrection of Jesus (Full Easter Episode)

Drive Thru History with Dave Stotts · 27:41

https://www.youtube.com/watch?v=cQU8UQM4_XI

A second video for another session, or if the first will not play.

KEY TERMS

Gospels
the four accounts of Jesus' life, written within the lifetime of eyewitnesses

crucifixion
the Roman execution reserved for slaves and rebels

empty tomb
the tomb of Jesus found empty on the third day

Tacitus
Roman historian (c. A.D. 56–120) who mentions Christ's execution under Pilate

creed of 1 Corinthians 15
the early summary of the Gospel Paul "received" and passed on

CORE IDEAS

The sources. The four **Gospels** were written within about forty to sixty years of Jesus' death, while eyewitnesses lived. Paul's letters are earlier still. In 1 Corinthians 15:3–

8, written about A.D. 55, Paul passes on what he "received": that Christ died, was buried, rose the third day and appeared to Peter, the Twelve, more than five hundred at once, James and Paul himself. Most historians date this creed to within a few years of the crucifixion.

Outside the church. Tacitus, no friend of Christians, writes that "Christus, from whom the name had its origin, suffered the extreme penalty during the reign of Tiberius at the hands of one of our procurators, Pontius Pilatus" (*Annals* XV.44). Josephus mentions "James, the brother of Jesus, who was called Christ" (*Antiquities* XX.9.1). Pliny the Younger, about A.D. 112, says Christians sang hymns "to Christ, as to a god".

The cross. Crucifixion was the cruelest Roman punishment, for slaves and rebels; Cicero called it the most cruel and disgusting penalty. The Romans used it to terrify. That the first Christians proclaimed a crucified Messiah, "unto the Jews a stumblingblock, and unto the Greeks foolishness" (1 Corinthians 1:23), is itself evidence: no one would invent such a thing.

The Resurrection. Historians of every belief agree on several facts: Jesus died by crucifixion; his followers believed they saw him risen; the persecutor Paul and the skeptic James were changed; the tomb was found empty, first by women, whose testimony counted little in that world (a detail no inventor would choose). Explanations like a stolen body or hallucinations do not account for all these facts. The disciples went to their deaths proclaiming it. Paul staked everything on it: "if Christ be not raised, your faith is vain" (1 Corinthians 15:17).

PICTURE STUDY



The Supper at Emmaus, Rembrandt van Rijn, 1648 · Oil on panel · Musée du Louvre, Paris

Rembrandt, public domain. Wikimedia Commons.

Rembrandt painted the moment in Luke 24:30–31 when the two disciples at Emmaus recognize the risen Jesus as he breaks bread, just before he vanishes from their sight.

Look closely

- The light seems to come from Christ himself.
- One disciple clasps his hands; the other leans back. The servant has not noticed.

Talk about it

1. Why does Rembrandt make the scene so quiet?
2. How does Luke 24:39–43 show that the risen Jesus was not a ghost?

PRIMARY SOURCE

Witnesses to Jesus

Read 1 Corinthians 15:1–20 and Luke 24 (Classics Library). Then read Tacitus, *Annals* XV.44 (Classics Library) and Josephus, *Antiquities* XX.9.1 (Classics Library).

Steps

1. List every witness to the risen Christ that Paul names.
2. What facts about Jesus does Tacitus confirm, and what is his attitude?
3. Why is the testimony of the women at the tomb significant?
4. Answer one alternative theory (stolen body, wrong tomb, visions) from the evidence.

Check your work

- ☐ Witnesses listed
- ☐ Tacitus' facts and attitude
- ☐ The women's testimony
- ☐ Theory answered

TIMELINE AND MAP NOTEBOOK

1. Map: mark Bethlehem, Nazareth, Capernaum, the Sea of Galilee, the Jordan, Jerusalem, Bethany and Emmaus.
2. Timeline: c. 6–4 B.C. birth; A.D. 26–36 Pilate; c. A.D. 30 or 33 crucifixion and resurrection; c. A.D. 55 1 Corinthians; c. A.D. 60–90 Gospels written; A.D. 116 Tacitus' Annals.

> **From history.** In 1968 the bones of a crucified man named Yehohanan were found in a tomb at Giv'at ha-Mivtar in Jerusalem, with an iron nail still through his heel bone. They confirm that the Romans nailed the condemned and that crucified men could receive proper burial, as Jesus did.

Church history. The Apostles' Creed, which grew from the baptismal questions of the church of Rome, names Pontius Pilate. The church has confessed for nineteen centuries that Christ "suffered under Pontius Pilate", a date in Roman history, not a myth out of time.

SEE IT: INTERACTIVE.

Layered History Timeline: Jesus of Nazareth

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Crucifixion and Resurrection of Jesus. Opens in a new tab.

PRACTICE

1. Easy When were the Gospels written?

   ▼ **Show answer**

   Within about forty to sixty years of Jesus' death, while eyewitnesses lived.

2. Easy Name four witnesses Paul lists in 1 Corinthians 15.

   ▼ **Show answer**

   Peter (Cephas), the Twelve, more than five hundred brethren, James, all the apostles, Paul himself (any four).

3. Medium What does Josephus say in Antiquities XX?

   ▼ **Show answer**

   He mentions James, the brother of Jesus, who was called Christ.

4. Medium Why is preaching a crucified Messiah itself evidence?

   ▼ **Show answer**

   It was shameful and offensive; no one would invent it.

5. Hard Why is that detail significant?

   ▼ **Show answer**

   Women's testimony counted little then, so an inventor would not choose it.

6. **Challenge** A friend says the disciples saw visions, not a risen body. Answer fairly in four sentences.

   ▼ **Show answer**

   Sample: Visions are private, but Paul says Christ appeared to groups, once to more than five hundred. Visions do not explain the empty tomb, which even Jesus' enemies did not deny. The disciples touched him and watched him eat (Luke 24:39–43). The best explanation of all the facts is that he rose.

COMMON MISTAKES

- Thinking the only evidence for Jesus is the Bible. Roman and Jewish writers mention him too.
- Thinking historians must rule out miracles before looking at evidence. That assumes the answer; the historian's task is to weigh the witnesses.

> **Scripture.** "And if Christ be not raised, your faith is vain; ye are yet in your sins." (1 Corinthians 15:17, KJV)
>
> Paul did not ask Christians to believe without evidence. He staked the faith on a fact of history.

8.3 Paul and the Spread of the Gospel

OBJECTIVES

- Trace Paul's life and three missionary journeys.
- Explain the Council of Jerusalem.
- Explain how Roman roads, Greek language and the synagogues helped the Gospel spread.

> **Warm-up.** Paul traveled perhaps 10,000 miles, mostly on foot. What would make a man do that?

WATCH

Did Paul really Visit Ancient Athens?

Drive Thru History with Dave Stotts · 5:57

https://www.youtube.com/watch?v=WeohDhepxOM

> **WHEN TO WATCH**
> Before the primary-source reading of Acts 17.

BACKUP VIDEO

What is the Story of Ancient Corinth?

Drive Thru History with Dave Stotts · 5:16

https://www.youtube.com/watch?v=jiRM_FEqJmI

A second video for another session, or if the first will not play.

KEY TERMS

Saul of Tarsus
Paul's Jewish name; a Pharisee and Roman citizen from Tarsus

Council of Jerusalem
the meeting (c. A.D. 49) that ruled Gentile converts need not be circumcised

Gallio inscription
the inscription at Delphi that dates Gallio's rule in Corinth to about A.D. 51–52

Gentile
a non-Jew

synagogue
a Jewish meeting place for prayer and reading Scripture

CORE IDEAS

Saul. Saul of Tarsus, a Pharisee trained under Gamaliel and born a Roman citizen, persecuted the church until the risen Christ met him on the road to Damascus, about

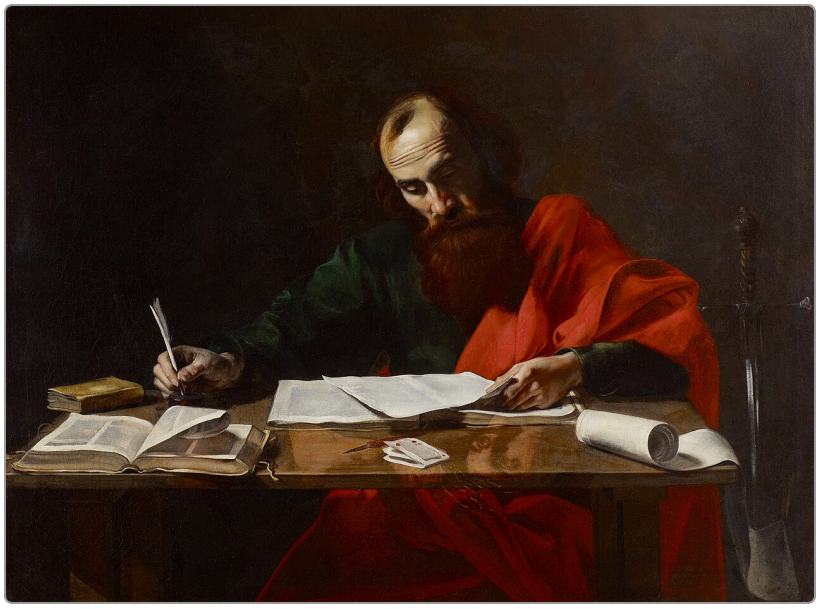
A.D. 34. He became Paul, apostle to the **Gentiles**. At Antioch in Syria, the disciples were first called Christians (Acts 11:26).

Journeys. On three journeys (about A.D. 46–57) Paul and his companions preached in Cyprus, Galatia, Macedonia, Greece and Asia. His pattern was to go first to the **synagogue**, then to the Gentiles. He founded churches in Philippi, Thessalonica, Corinth and Ephesus and wrote letters to them that became Scripture.

The Council. Must Gentiles become Jews to be saved? About A.D. 49 the apostles and elders met at Jerusalem (Acts 15). Peter and James agreed with Paul: Gentiles are saved by grace and need not be circumcised. The decision opened the church to the whole world.

The roads. Paul traveled on Roman roads and by sea lanes cleared of pirates, preached in the common Greek, and found Jews and God-fearing Gentiles in every city. An inscription found at Delphi names **Gallio** as proconsul of Achaia about A.D. 51–52, the same Gallio before whom Paul stood in Corinth (Acts 18:12), which helps date Paul's journeys. Arrested in Jerusalem about A.D. 57, Paul appealed to Caesar and reached Rome about A.D. 60.

PICTURE STUDY



Saint Paul Writing His Epistles, Valentin de Boulogne (attributed), c. 1618–1620 · Oil on canvas · Museum of Fine Arts, Houston

Valentin de Boulogne, public domain. Wikimedia Commons.

Paul is shown as an old man at work on his letters, lit from one side against a dark room, in the style of Caravaggio.

Look closely

- Find the quill, the open books and the loose letters.
- His red cloak, often given to Paul in art, recalls his martyrdom.

Talk about it

1. Why might the painter show Paul alone at his work?
2. Read 2 Peter 3:15–16. What did Peter say about Paul's letters?

PRIMARY SOURCE

Paul in Athens and Corinth

Read Acts 17:16–34 (Paul in Athens) and Acts 18:1–17 (Corinth and Gallio) (Classics Library). Then read 2 Corinthians 11:23–28, Paul's list of his sufferings.

Steps

1. How does Paul adapt his message for the philosophers in Athens?
2. How does the Gallio inscription help date Acts 18?
3. List the sufferings Paul names in 2 Corinthians 11.
4. Why did Paul endure them? (Philippians 3:7–8)

Check your work

- ☐ Paul's approach in Athens
- ☐ The Gallio date
- ☐ Sufferings listed
- ☐ Paul's motive

TIMELINE AND MAP NOTEBOOK

1. Map: draw Paul's three journeys and his voyage to Rome in different colors; mark Tarsus, Damascus, Antioch, Cyprus, Lystra, Philippi, Thessalonica, Athens, Corinth, Ephesus, Caesarea, Malta and Rome.
2. Timeline: c. A.D. 34 Paul's conversion; c. A.D. 46–48 first journey; c. A.D. 49 Council of Jerusalem; c. A.D. 51–52 Paul in Corinth under Gallio; c. A.D. 60 Paul reaches Rome.

> **From history.** Gallio, who refused to judge Paul, was the brother of the philosopher Seneca, Nero's tutor. Both brothers were later forced to suicide by Nero.

> **Church history.** By the time Paul wrote Romans (about A.D. 57) there was already a church at Rome that he had not founded. The Gospel spread not only through apostles but through ordinary believers who traveled for work.

SEE IT: INTERACTIVE.

Layered History Timeline: Paul the Apostle

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Council of Jerusalem · Paul's Letter to the Romans. Opens in a new tab.

PRACTICE

1. Easy Where was Paul born, and what citizenship did he have?

   ▼ **Show answer**

   Tarsus; he was born a Roman citizen.

2. Easy Where was Paul converted, and about when?

   ▼ **Show answer**

   On the road to Damascus, about A.D. 34.

3. Medium How many missionary journeys did Paul make?

   ▼ **Show answer**

   Three (and a voyage to Rome).

4. Medium What does the Gallio inscription show?

   ▼ **Show answer**

   Gallio was proconsul of Achaia about A.D. 51–52, dating Paul's time in Corinth.

5. Hard In what language did Paul preach and write?

   ▼ **Show answer**

   Common Greek.

6. Challenge Name four features of the Roman world that helped the Gospel spread, with one example each from Acts.

   ▼ **Show answer**

   Sample: Roman roads (Paul's journeys through Galatia); peace on the seas (the voyage to Rome); the Greek language (Paul preaching in Athens); Jewish synagogues in every city (Acts 17:1–2); Roman law, which sometimes protected Paul (Gallio in Acts 18).

COMMON MISTAKES

- Thinking Paul invented Christianity. He received the Gospel and checked it with Peter and James (Galatians 1:18–19; 2:2).
- Thinking the early church was only Jewish or only Gentile. Acts shows both, united in Christ.

> **Scripture.** "And hath made of one blood all nations of men for to dwell on all the face of the earth, and hath determined the times before appointed, and the bounds of their habitation;" (Acts 17:26, KJV)
>
> Paul told the Athenians that God made all nations of one blood. That is why the Gospel is for every people.

UNIT 8 · THE FULNESS OF THE TIME: CHRIST AND THE EARLY CHURCH · LESSON 8.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

8.4 Nero, the Fall of Jerusalem and the Christian Way of Life

OBJECTIVES

- Describe Nero's persecution after the fire of Rome.
- Narrate the Jewish War and the fall of Jerusalem in A.D. 70.
- Describe the Christian way of life from the earliest sources.

> **Warm-up.** Tacitus says Christians were hated for their "abominations". What might pagans have misunderstood about Christian worship?

WATCH

Discover the Connection Between The Arch of Titus an Hebrews

Drive Thru History with Dave Stotts · 8:49

https://www.youtube.com/watch?v=741GCLRZrKo

> **WHEN TO WATCH**
> With the picture study of the Arch of Titus.

BACKUP VIDEO

Siege of Jerusalem 70 AD - Great Jewish Revolt DOCUMENTARY

Kings and Generals · 22:47

https://www.youtube.com/watch?v=KE4hmrvZLIQ

A second video for another session, or if the first will not play.

KEY TERMS

Great Fire
the fire that burned much of Rome in A.D. 64

Jewish War
the Jewish revolt against Rome, A.D. 66–73

Titus
the Roman general, later emperor, who took Jerusalem in A.D. 70

Masada
Herod's fortress, the last Jewish stronghold, taken in A.D. 73 or 74

Didache
an early Christian manual, "The Teaching of the Twelve Apostles", c. A.D. 100

CORE IDEAS

Nero. In July A.D. 64 a great fire burned for six days and destroyed much of Rome. Rumor blamed Nero. Tacitus says Nero blamed the Christians: some were sewn in animal skins and torn by dogs, others crucified or burned as torches in his gardens.

Even Tacitus says people pitied them. Tradition, reported by Eusebius, says Peter was crucified and Paul beheaded under Nero.

The Jewish War. In A.D. 66 Judea revolted. Vespasian and his son **Titus** reconquered Galilee, where the Jewish general Josephus surrendered and went over to Rome. In A.D. 70 Titus besieged Jerusalem, crowded with Passover pilgrims and torn by rival factions; famine was terrible. In August the Temple burned. Josephus counts 1,100,000 dead (surely too many), and 97,000 taken captive. **Masada** fell in A.D. 73 or 74.

Prophecy fulfilled. Jesus had wept over Jerusalem and foretold that "there shall not be left one stone upon another" (Luke 21:6; 19:43–44). Eusebius says the Christians of Jerusalem, warned beforehand, fled to Pella across the Jordan. The Arch of Titus in Rome still shows soldiers carrying the menorah from the Temple.

The Christian way. The *Didache* taught baptism, fasting, the Lord's Prayer three times a day and the Lord's Supper. It forbade abortion and the killing of newborns, both common in Rome. The *Epistle to Diognetus* says Christians "marry, as do all; they beget children; but they do not destroy their offspring," and that they live in their own countries "but simply as sojourners". Christians cared for widows, orphans and the sick, and buried the poor.

PICTURE STUDY



The Spoils of Jerusalem, Arch of Titus, Roman sculptors, c. A.D. 81 · Marble relief · Arch of Titus, Rome

Photo derived from a Wikimedia Commons image by user בית השלום; public domain. Wikimedia Commons.

After Titus' death in A.D. 81, his brother Domitian built this arch on the Sacred Way. Inside the passage, a relief shows the triumph of A.D. 71, with soldiers carrying the menorah, the table of shewbread and trumpets from the Temple.

Look closely

- Find the seven-branched menorah.
- The procession passes under an arch on the right.

Talk about it

1. What did this arch mean to Romans, and to Jews?
2. How does it confirm Josephus' account?

PRIMARY SOURCE

Tacitus, Josephus and Diognetus

Read Tacitus, *Annals* XV.38–44 (the fire and the persecution) (Classics Library); Josephus, *The Jewish War* VI.4–5 (the burning of the Temple) (Classics Library); and the *Epistle to Diognetus*, chapters 5–6 (Classics Library).

Steps

1. How does Tacitus describe the Christians and their punishment?
2. How does Josephus describe the burning of the Temple, and whom does he blame?
3. List five marks of Christian life from Diognetus 5.
4. Compare Luke 21:20–24 with Josephus.

Check your work

- ☐ Tacitus summarized
- ☐ Josephus summarized
- ☐ Five marks
- ☐ Luke compared

TIMELINE AND MAP NOTEBOOK

1. Map: mark Rome, Jerusalem, Galilee, Jotapata, Pella, Masada and Caesarea.
2. Timeline: A.D. 64 Great Fire and persecution; c. A.D. 64–68 Peter and Paul martyred; A.D. 66 revolt; A.D. 68 Nero dies; A.D. 70 Jerusalem falls; A.D. 73/74 Masada; c. A.D. 81 Arch of Titus.

> **From history.** After Nero's suicide in A.D. 68, four emperors ruled in one year, A.D. 69. The last, Vespasian, built the Colosseum, partly with spoils and captives from Jerusalem.

> **Church history.** The fall of the Temple ended the sacrifices. Hebrews, written before or near that time, says Christ offered "one sacrifice for sins for ever" (Hebrews 10:12), so the church did not need the Temple to worship God.

SEE IT: INTERACTIVE.

Layered History Timeline: Great Fire of Rome and Nero's persecution

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Destruction of the Temple in Jerusalem. Opens in a new tab.

PRACTICE

1. Easy When was the Great Fire of Rome?

   ▼ **Show answer**

   July A.D. 64.

2. Easy Name two ways Nero killed Christians, according to Tacitus.

   ▼ **Show answer**

   Torn by dogs in animal skins, crucified, burned as torches (any two).

3. Medium When did the Jewish revolt begin?

   ▼ **Show answer**

   A.D. 66.

4. Medium Where did the Jerusalem Christians flee, according to Eusebius?

   ▼ **Show answer**

   To Pella across the Jordan.

5. Hard What is the Didache?

   ▼ **Show answer**

   An early Christian manual, “The Teaching of the Twelve Apostles”.

6. Challenge Using the Didache and Diognetus, describe in four sentences how Christian life differed from pagan life in Rome.

   ▼ **Show answer**

   Sample: Christians refused to abort or expose children, which was common. They kept marriage faithful and cared for widows, orphans and the poor. They prayed and gathered on the Lord’s Day. They obeyed the laws but lived as citizens of heaven.

COMMON MISTAKES

- Thinking Christians were persecuted because Romans opposed all religions. Rome tolerated many gods; Christians would not honor the gods or the emperor and seemed to be atheists and haters of mankind.
- Confusing the destruction of the Temple (A.D. 70) with the end of all Jewish life in Judea. Jews remained, and revolted again in A.D. 132–135.

> **Scripture.** "And when he was come near, he beheld the city, and wept over it, Saying, If thou hadst known, even thou, at least in this thy day, the things which belong unto thy peace! but now they are hid from thine eyes." (Luke 19:41–42, KJV)
>
> Jesus wept over the city he knew would fall. Josephus recorded the fall; Luke recorded the tears.

UNIT 9

Late Rome: Persecution, Constantine, the Fathers and the Fall

For two and a half centuries Christians were an illegal, often persecuted minority. Then, within a single lifetime, an emperor was converted, the church met in council at Nicaea, and the faith became the religion of the empire. A century later the Western Empire fell to Germanic kings, and Augustine wrote *The City of God* to explain what Rome's fall meant.

Students read the martyrs' own words, Eusebius, the Nicene Creed and Augustine. The unit closes the course and prepares for Medieval History.

PREREQUISITES

- Units 1–8 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can describe the persecutions and the faith of the martyrs from their own accounts.
- ☐ I can explain Diocletian's reforms and the conversion of Constantine.
- ☐ I can explain the Arian controversy and the Nicene Creed.
- ☐ I can describe the work of Athanasius, Ambrose, Jerome and Augustine.
- ☐ I can weigh the causes of the fall of the West.

LESSONS IN THIS UNIT

9.1	**Persecution and the Martyrs**	Four sessions, 30–50 minutes each
9.2	**Diocletian and Constantine**	Four sessions, 30–50 minutes each
9.3	**Nicaea and the Fathers**	Four sessions, 30–50 minutes each
9.4	**The Fall of the West, 410–476**	Four sessions, 30–50 minutes each

Unit 9 Test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 9.1**
   Why did Romans think Christians were dangerous?

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 9.1**

Who was Polycarp?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 9.1**

Who were the lapsed?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 9.2**

What was the Tetrarchy?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 9.2**

Where was Constantine hailed emperor, and when?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 9.2**

What did Constantine do about Sunday?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 9.3**

When and where did the first ecumenical council meet?

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 9.3**

What does *homoousios* mean?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 9.3**

What is the Vulgate?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 9.4**

What happened at Adrianople in 378?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 9.4**

Who sacked Rome in 410?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 9.4**

How long did the Eastern Empire last?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 9.1**

Put in order, earliest first: Odoacer deposes the last western emperor; Theodosius does penance before Ambrose; Constantinople is dedicated; The Edict of Milan.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 9.2**

Put in order, earliest first: Diocletian sets up the Tetrarchy; Perpetua and Felicity are martyred; Athanasius lists the New Testament books; The Vandals sack Rome.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 9.3**

Put in order, earliest first: The Great Persecution begins; Polycarp is martyred; Odoacer deposes the last western emperor; The battle of the Milvian Bridge.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 9.4**

Put in order, earliest first: Odoacer deposes the last western emperor; The Crisis of the Third Century begins; Polycarp is martyred; Pliny writes to Trajan.

PART C · READING SOURCES

17. **10 pts** **Lesson 9.1**

Pliny wrote to Trajan that Christians met before dawn on a fixed day, sang a hymn to Christ as to a god, and bound themselves by an oath not to commit theft, robbery or adultery, nor to break their word. (a) What did Pliny find? (b) Why did he still punish them? (c) What does his letter tell historians?

PART C · READING SOURCES

18. **10 pts** **Lesson 9.2**

In the Edict of Milan (313), as Lactantius preserves it, the emperors grant Christians and all others freedom to observe the religion each prefers, so that whatever divinity dwells in heaven may be favorable to them and to the empire. (a) What does the Edict grant? (b) What motive does it give? (c) Is this the same as making Christianity the state religion?

PART C · READING SOURCES

19. **10 pts** **Lesson 9.3**

The Creed of Nicaea says the Son is “begotten of the Father, the only-begotten; that is, of the essence of the Father, God of God, Light of Light, very God of very God, begotten, not made, being of one substance with the Father”. (a) Which phrases answer Arius? (b) Why does “begotten, not made” matter? (c) Compare John 1:1.

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 9.4**

Locate or describe: Nicomedia, the Milvian Bridge, Nicaea, Constantinople, Milan, Hippo, Adrianople and Ravenna.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 9.4**

Essay (400–500 words): Edward Gibbon blamed Christianity in part for Rome’s fall; Augustine said Rome fell for its own sins and that the City of God cannot fall. Weigh the causes of the fall of the West and answer Gibbon fairly, using at least two sources.

ANSWER KEY

1. They refused to honor the gods who protected the state, so seemed atheists and disloyal.
2. Bishop of Smyrna and disciple of the apostle John, burned about A.D. 155.
3. Christians who sacrificed or denied Christ under persecution.
4. Diocletian's rule of four emperors, two senior and two junior.
5. At York, in 306.
6. Made it a day of rest in 321.
7. Nicaea, A.D. 325.
8. "Of one substance": the Son is of the same being as the Father.
9. Jerome's Latin translation of the Bible.
10. The Goths destroyed a Roman army and killed the emperor Valens.
11. Alaric the Visigoth.
12. Until 1453.
13. The Edict of Milan (A.D. 313); Constantinople is dedicated (A.D. 330); Theodosius does penance before Ambrose (A.D. 390); Odoacer deposes the last western emperor (A.D. 476).
14. Perpetua and Felicity are martyred (A.D. 203); Diocletian sets up the Tetrarchy (A.D. 293); Athanasius lists the New Testament books (A.D. 367); The Vandals sack Rome (A.D. 455).
15. Polycarp is martyred (c. A.D. 155); The Great Persecution begins (A.D. 303); The battle of the Milvian Bridge (A.D. 312); Odoacer deposes the last western emperor (A.D. 476).
16. Pliny writes to Trajan (c. A.D. 112); Polycarp is martyred (c. A.D. 155); The Crisis of the Third Century begins (A.D. 235); Odoacer deposes the last western emperor (A.D. 476).
17. (a) That their worship was harmless and their oath was to live morally. (b) For their stubborn refusal to sacrifice to the gods and the emperor. (c) That by A.D. 112 Christians worshiped Christ as God, met on the Lord's Day, and were numerous in Asia Minor.
18. (a) Freedom of worship for Christians and everyone else, and the return of church property. (b) To win the favor of whatever divinity rules heaven for the

empire. (c) No; it is toleration of all. The state religion came under Theodosius in 380.

19. (a) “Very God of very God”, “begotten, not made” and “of one substance with the Father”. (b) It distinguishes the Son’s eternal relation to the Father from creation; he is not a creature. (c) John says the Word was with God and was God, which the creed confesses.
20. Nicomedia in northwest Asia Minor (Diocletian’s capital); the Milvian Bridge over the Tiber just north of Rome; Nicaea in northwest Asia Minor near Nicomedia; Constantinople on the Bosporus; Milan in northern Italy; Hippo on the coast of North Africa (modern Algeria); Adrianople in Thrace west of Constantinople; Ravenna on Italy’s northeast coast.
21. Look for: military pressure, Adrianople, divided empire, taxation and decline, civil wars, the Huns and Goths; the East (also Christian) survived; Augustine’s argument; fair treatment of Gibbon. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: THE TWO CITIES

Write a 700–900 word essay on Augustine's answer, in *The City of God*, to the pagans who said Rome fell because it abandoned the old gods. Explain the two cities, and judge whether Augustine's view helps us understand the whole sweep of this course, from Babel to Rome.

Complete the course timeline from Creation to A.D. 476 and add a final map of the barbarian kingdoms in A.D. 476.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The two cities	4: Augustine's argument explained from the text, applied to at least three earlier units, and fairly judged. 3: mostly. 2: summary only. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 9 · LATE ROME: PERSECUTION, CONSTANTINE, THE FATHERS AND THE FALL · LESSON 9.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

9.1 Persecution and the Martyrs

OBJECTIVES

- Explain why Rome persecuted Christians.
- Read the martyrdoms of Polycarp and Perpetua.
- Describe the Decian and Diocletianic persecutions.

> **Warm-up.** Tertullian wrote, “The blood of Christians is seed.” What did he mean?

WATCH

Polycarp of Smyrna

Patristix · 9:00

https://www.youtube.com/watch?v=vONetm0Qb2s

> **WHEN TO WATCH**
> Before reading the Martyrdom of Polycarp.

BACKUP VIDEO

Early Christian Persecution

Ryan M Reeves · 33:05

https://www.youtube.com/watch?v=hJR0A9phBc8

A second video for another session, or if the first will not play.

KEY TERMS

martyr
Greek “witness”: one who dies rather than deny Christ

Pliny and Trajan
the governor and emperor whose letters (c. A.D. 112) set Roman policy toward Christians

libellus
a certificate of sacrifice demanded under Decius in A.D. 250

lapsed
Christians who sacrificed or denied Christ under persecution

Great Persecution
the persecution begun by Diocletian in A.D. 303

CORE IDEAS

Why persecute? Rome allowed many religions, but every subject was expected to honor the gods who protected the state. Christians refused, and so seemed atheists

and disloyal. When disaster struck, Tertullian says, the cry went up: “The Christians to the lion!” About A.D. 112 the governor Pliny asked the emperor **Trajan** what to do. Trajan replied: do not hunt them, but if they are accused and refuse to sacrifice, punish them.

Polycarp. In about A.D. 155, the old bishop of Smyrna, a disciple of the apostle John, was brought into the arena. Told to curse Christ, he answered, “Eighty and six years have I served Him, and He never did me any injury: how then can I blaspheme my King and my Saviour?” He was burned. His church wrote down his death, the earliest martyr account outside the New Testament.

Perpetua. In A.D. 203 at Carthage, a young noblewoman, **Perpetua**, nursing her baby, and her slave Felicity, who gave birth in prison, were killed in the arena with other converts. Perpetua kept a prison diary. Her pagan father begged her to sacrifice; she pointed to a water pot and said it could not be called anything but what it was, and neither could she.

Empire-wide. In A.D. 250 the emperor Decius ordered every subject to sacrifice and obtain a **libellus**. Many Christians **lapsed**; many died. In A.D. 303 Diocletian began the **Great Persecution**: churches destroyed, Scriptures burned, clergy imprisoned. Eusebius saw it himself. It was the last and worst, and it failed.

PICTURE STUDY



The Christian Martyrs' Last Prayer, Jean-Léon Gérôme, 1863–1883 · Oil on canvas · Walters Art Museum, Baltimore

Jean-Léon Gérôme, public domain. Wikimedia Commons.

Gérôme worked on this painting for twenty years. A small group of Christians, led by an old man, kneel in prayer as the lions enter the Circus Maximus.

Look closely

- The old man at the center leads the prayer.
- Find the crucified martyrs set alight at the edge of the arena, as Tacitus described.

Talk about it

1. Where does Gérôme direct your eye first?
2. What contrast does he draw between the crowd and the martyrs?

PRIMARY SOURCE

The Martyrs' Own Words

Read *The Martyrdom of Polycarp*, chapters 9–16, and *The Passion of Perpetua and Felicity*, chapters 3–6 and 18–21 (Classics Library). Then read Pliny's letter to Trajan (*Letters* X.96) and Trajan's reply (X.97).

Steps

1. What did Pliny find Christians actually did when they met?
2. What policy did Trajan set?
3. How did Polycarp and Perpetua answer those who urged them to deny Christ?
4. Compare Matthew 10:32–33 and Revelation 2:10.

Check your work

- ☐ Pliny's findings
- ☐ Trajan's policy
- ☐ The martyrs' answers
- ☐ Scripture compared

TIMELINE AND MAP NOTEBOOK

1. Map: mark Rome, Smyrna, Lyons, Carthage, Alexandria and Nicomedia.
2. Timeline: A.D. 64 Nero; c. 112 Pliny and Trajan; c. 155 Polycarp; 177 martyrs of Lyons; 203 Perpetua; 250 Decius; 303–311 Great Persecution.

> **From history.** Some of the libelli, certificates of sacrifice from A.D. 250, survive on papyrus from Egypt. Each states that the bearer has always sacrificed to the gods and has now poured a libation and tasted the sacrifice in the presence of the officials.

> **Church history.** Christians gathered the bones of martyrs and met at their graves on the anniversary of their deaths, calling it their "birthday" into heaven. The church calendar of saints' days grew from these memorials.

SEE IT: INTERACTIVE.

Layered History Timeline: Great Persecution

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy What does “martyr” mean?

   ▼ **Show answer**

   Witness.

2. Easy What did Trajan tell Pliny to do about Christians?

   ▼ **Show answer**

   Not to hunt them, but to punish those accused who refused to sacrifice.

3. Medium What did Polycarp say when told to curse Christ?

   ▼ **Show answer**

   “Eighty and six years have I served Him … how then can I blaspheme my King and my Saviour?”

4. Medium What did Decius require in A.D. 250?

   ▼ **Show answer**

   That every subject sacrifice and receive a certificate (libellus).

5. Hard When did the Great Persecution begin, and under whom?

   ▼ **Show answer**

   A.D. 303, under Diocletian.

6. Challenge Perpetua’s father begged her to sacrifice for his sake and her baby’s. In four sentences, explain her choice by Matthew 10:37 and judge it fairly.

   ▼ **Show answer**

   Sample: Perpetua loved her father and child; her diary shows her grief. But Christ said whoever loves father or mother more than him is not worthy of him. To sacrifice would have been to deny Christ publicly. Her choice was not coldness but faithfulness, and the church has honored it ever since.

COMMON MISTAKES

- Thinking all Christians were persecuted all the time. Persecution came in waves, often local, until Decius made it empire-wide.
- Thinking the martyrs sought death. The church discouraged rushing to martyrdom; the martyrs refused to deny Christ when brought to trial.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "Fear none of those things which thou shalt suffer: behold, the devil shall cast some of you into prison, that ye may be tried; and ye shall have tribulation ten days: be thou faithful unto death, and I will give thee a crown of life." (Revelation 2:10, KJV)
>
> Polycarp's Smyrna received this word from Christ: be faithful unto death.

UNIT 9 · LATE ROME: PERSECUTION, CONSTANTINE, THE FATHERS AND THE FALL · LESSON 9.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

9.2 Diocletian and Constantine

OBJECTIVES

- Describe Diocletian's reforms and the Tetrarchy.
- Narrate Constantine's rise and conversion.
- Explain the Edict of Milan and the founding of Constantinople.

> **Warm-up.** Constantine said he saw a sign in the sky before battle. How should a historian handle a report like that?

WATCH

Constantine the Great

Ryan M Reeves · 33:18

https://www.youtube.com/watch?v=W0GCJfhjEYw

> **WHEN TO WATCH**
> A longer lecture for a second session.

Note: Ryan Reeves' church-history lecture on Constantine.

BACKUP VIDEO

Milvian Bridge 312 - Rise of Christianity DOCUMENTARY

Kings and Generals · 17:00

https://www.youtube.com/watch?v=VbFtMXytMj8

A second video for another session, or if the first will not play.

KEY TERMS

Crisis of the Third Century
the fifty years (235–284) of civil wars, invasions and economic collapse

Milvian Bridge
Constantine's victory near Rome in A.D. 312

Edict of Milan
the agreement of A.D. 313 granting freedom of worship to Christians and all

Tetrarchy
Diocletian's rule of four emperors, two senior and two junior

Chi-Rho
the monogram of the first two Greek letters of "Christ"

CORE IDEAS

Crisis. From 235 to 284 Rome had some two dozen emperors, most murdered. Goths and Persians invaded; the emperor Valerian was captured by the Persians; plague

and inflation ruined cities. **Diocletian** (284–305) restored order. He split the empire into a **Tetrarchy** of four rulers, doubled the army, fixed prices by edict and demanded that subjects bow before him as a lord.

Constantine. When Diocletian retired, the Tetrarchy collapsed into civil war. **Constantine**, son of the western ruler Constantius, was hailed emperor at York in 306. Marching on Rome in 312, he saw, as he later told Eusebius on oath, a cross of light above the sun with the words "By this, conquer," and that night Christ appeared to him in a dream. He put the **Chi-Rho** on his soldiers' shields and defeated Maxentius at the **Milvian Bridge**.

Milan. In 313 Constantine and the eastern emperor Licinius agreed at Milan to give Christians and all others freedom to follow whatever religion each preferred, and to return confiscated church property. Constantine gave money to build churches, made Sunday a day of rest (321) and ended crucifixion. He was baptized only on his deathbed in 337, a common custom then.

A new Rome. In 330 Constantine dedicated **Constantinople** on the site of Byzantium, a Christian capital on the Bosporus. It would stand for 1,123 years. Historians still debate how sincere and how deep his faith was. He did terrible things, including executing his son Crispus and his wife Fausta in 326. But he ended the persecution and favored the church, and Christians remembered him gratefully.

PICTURE STUDY



Bronze Head of Constantine, Roman sculptors, c. A.D. 330s · Bronze, once gilded · Capitoline Museums, Rome

D. Benjamin Miller, public domain. Wikimedia Commons.

This head, nearly six feet high, came from a colossal bronze statue of Constantine. A giant bronze hand and globe from the same or a similar statue are displayed nearby. It stood at the Lateran in Rome through the Middle Ages.

Look closely

- The eyes are enormous and fixed, looking beyond the viewer.
- The face is calm and severe, without the softness of earlier portraits.

Talk about it

1. How is this portrait different from the Augustus of Prima Porta in Unit 7?
2. What does the fixed, upward gaze suggest about how Constantine wished to be seen?

PRIMARY SOURCE

Constantine's Vision and the Edict of Milan

Read Eusebius, *Life of Constantine* I.27–31 (the vision), and Lactantius, *On the Deaths of the Persecutors* 44 (the dream) and 48 (the text of the Edict of Milan), in any good translation. Eusebius' *Church History* X.5 also gives the edict (Classics Library).

Steps

1. How do Eusebius and Lactantius differ in describing the sign?
2. How did Eusebius know of it? What does that tell you?
3. Summarize the Edict of Milan. Does it make Christianity the state religion?
4. Use the five source questions on Eusebius' account.

Check your work

- ☐ Two accounts compared
- ☐ Eusebius' source
- ☐ The Edict summarized
- ☐ Five questions

TIMELINE AND MAP NOTEBOOK

1. Map: mark York, Trier, the Milvian Bridge, Milan, Nicomedia and Constantinople; draw the four divisions of the Tetrarchy.
2. Timeline: 235–284 Crisis; 284 Diocletian; 293 Tetrarchy; 306 Constantine hailed at York; 312 Milvian Bridge; 313 Edict of Milan; 330 Constantinople; 337 Constantine dies.

> **From history.** Diocletian retired in 305 to his palace at Split, on the Croatian coast. When asked to return to power, he is said to have replied that if they could see the cabbages he had grown, they would not ask. Much of the palace still stands, with the old town of Split built inside it.

Church history. Constantine's mother Helena traveled to the Holy Land about 326 and built churches at Bethlehem and on the Mount of Olives; the Church of the Holy Sepulchre was built on the site of Christ's tomb on Constantine's orders.

SEE IT: INTERACTIVE.

Layered History Timeline: Constantine the Great

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Battle of the Milvian Bridge · Edict of Milan. Opens in a new tab.

Extra video. Chapter "Diocletian and Constantine" (16:32 to 17:55) of *The History of Roman Empire: Every Year (in Minecraft)*, the captioned Minecraft time-lapse of all Roman history in Lesson 6.1. It shows the Tetrarchy and Constantinople but leaves out the Great Persecution of A.D. 303 and Constantine's vision at the Milvian Bridge in A.D. 312, which this lesson tells. Watch from 16:32 · History in Minecraft. Opens in a new tab.

PRACTICE

1. Easy What was the Crisis of the Third Century?

   ▼ **Show answer**

   Fifty years (235–284) of civil wars, invasions, plague and economic collapse.

2. Easy Name two other reforms of Diocletian.

   ▼ **Show answer**

   Doubled the army, fixed prices, divided provinces, required subjects to bow (any two).

3. Medium What sign did Constantine say he saw before the Milvian Bridge?

   ▼ **Show answer**

   A cross of light above the sun with the words "By this, conquer".

4. Medium What did the Edict of Milan grant?

   ▼ **Show answer**

   Freedom of religion to Christians and all, and the return of church property.

5. Hard When was Constantinople dedicated?

   ▼ **Show answer**

   A.D. 330.

6. Challenge Was Constantine's conversion real? Weigh the evidence fairly in four sentences.

   ▼ **Show answer**

   Sample: He favored the church, ended persecution, built churches and told Eusebius of his vision on oath. He also executed his son and wife and delayed baptism, as many did. Scripture warns that we cannot judge the heart (1 Samuel 16:7). The evidence points to sincere but immature faith in a hard ruler.

COMMON MISTAKES

- Thinking the Edict of Milan made Christianity the official religion. It granted freedom to all; Theodosius made Nicene Christianity the state religion in 380.
- Thinking Constantine was either a perfect saint or a cynical politician. The evidence shows a real but imperfect faith in a violent ruler.

> **Scripture.** "The king's heart is in the hand of the LORD, as the rivers of water: he turneth it whithersoever he will." (Proverbs 21:1, KJV)
>
> A persecuting empire became a protecting one in a single lifetime. The king's heart is in the hand of the LORD.

9.3 Nicaea and the Fathers

OBJECTIVES

- Explain the Arian controversy and the Council of Nicaea.
- Describe Athanasius, Ambrose and Jerome.
- Read the Nicene Creed as a historical document.

> **Warm-up.** Gregory of Nyssa joked that in Constantinople if you asked for change, the shopkeeper would lecture you on whether the Son was begotten. Why would ordinary people care so much about a doctrine?

WATCH

Athanasius of Alexandria

Patristix · 6:31

https://www.youtube.com/watch?v=sgZVZ2GRgHw

> **WHEN TO WATCH**
> With the Core idea on Athanasius.

Note: The backup is on Ambrose of Milan.

BACKUP VIDEO

Ambrose of Milan

Patristix · 7:09

https://www.youtube.com/watch?v=BNaCDe6lq6A

A second video for another session, or if the first will not play.

KEY TERMS

Arius
the priest of Alexandria who taught that the Son was a created being

Council of Nicaea
the first ecumenical council, A.D. 325

homoousios
Greek “of one substance”: the Son is of the same being as the Father

Athanasius
bishop of Alexandria (328–373), defender of Nicaea, exiled five times

Vulgate
Jerome’s Latin translation of the Bible

CORE IDEAS

Arius. About 318 **Arius**, a priest of Alexandria, taught that the Son of God was the first and greatest creature: "there was when he was not." His bishop Alexander condemned him, but Arius' catchy songs spread his ideas among sailors and dockworkers. Constantine, who wanted a united church, called the bishops together.

Nicaea. In 325 about 300 bishops met at **Nicaea**; some bore the scars of the Great Persecution. They confessed that the Son is "God of God, Light of Light, very God of very God, begotten, not made, being of one substance with the Father", using the word **homoousios**. Only two bishops refused to sign. The creed was expanded at Constantinople in 381 into the Nicene Creed churches confess today.

Athanasius against the world. The fight was not over. Later emperors favored the Arians, and **Athanasius**, the young deacon at Nicaea who became bishop of Alexandria, was exiled five times. His *On the Incarnation* explained why only God made man could save us. In 367 his Easter letter listed the twenty-seven books of the New Testament exactly as we have them.

The Fathers. Ambrose, governor turned bishop of Milan, made the emperor Theodosius do public penance in 390 for a massacre at Thessalonica: even an emperor was under God's law. **Jerome** learned Hebrew in Bethlehem and translated the Bible into Latin, the **Vulgate**, the Bible of the West for a thousand years. In 380 Theodosius made Nicene Christianity the religion of the empire.

PICTURE STUDY



The Holy Fathers of the Council of Nicaea, Greek icon painter (unknown), Traditional Orthodox type; this icon modern · Icon, paint and gold on panel · Eastern Orthodox tradition

Photographer unknown, public domain. Wikimedia Commons.

Orthodox icons of the council show Constantine among the bishops, who hold up the Creed. The heading reads “The Holy Synod of the Fathers.” The scroll gives the Creed in Greek as completed at Constantinople in 381.

Look closely

- Constantine stands at the center, crowned, holding a cross-topped staff.
- Read the last line of the scroll: it ends with Christ who “suffered and was buried”.

Talk about it

1. Why do the bishops, not the emperor, hold the Creed?
2. Is this icon a primary source for A.D. 325? What is it a source for?

PRIMARY SOURCE

The Creed and Athanasius

Compare the Creed of Nicaea (325) with the Nicene-Constantinopolitan Creed (381) (Classics Library). Then read Athanasius, *On the Incarnation*, chapters 8–9 and 54, in any good translation (C. S. Lewis wrote a famous introduction to it).

Steps

1. List three phrases in the 325 creed aimed against Arius.
2. What did the 381 creed add about the Holy Ghost?
3. Why does Athanasius say only God could save us?
4. Compare John 1:1–3, 14 and Colossians 1:16–17.

Check your work

- ☐ Anti-Arian phrases
- ☐ The 381 addition
- ☐ Athanasius' argument
- ☐ Scripture compared

TIMELINE AND MAP NOTEBOOK

1. Map: mark Alexandria, Nicaea, Constantinople, Milan, Thessalonica, Bethlehem and Hippo.
2. Timeline: c. 318 Arius; 325 Council of Nicaea; 328 Athanasius bishop; 367 Athanasius' list of the New Testament; 380 Theodosius' edict; 381 Council of Constantinople; 390 Theodosius' penance; c. 405 Vulgate completed.

> **From history.** Jerome had a famously sharp tongue and quarreled with many friends, including Augustine. A later legend says he removed a thorn from a lion's paw, which is why he is often painted with a lion.

> **Church history.** The Nicene Creed is the one creed confessed by Eastern Orthodox, Roman Catholic and Protestant churches alike. The Reformers received it as a faithful summary of Scripture.

SEE IT: INTERACTIVE.

Layered History Timeline: Athanasius

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Council of Nicaea · Nicene Creed · Augustine of Hippo · Jerome's Vulgate · Council of Chalcedon. Opens in a new tab.

PRACTICE

1. Easy What did Arius teach?

   ▼ **Show answer**

   That the Son was a created being: “there was when he was not.”

2. Easy Who called the council?

   ▼ **Show answer**

   Constantine.

3. Medium Quote one phrase of the Nicene Creed aimed against Arius.

   ▼ **Show answer**

   “Begotten, not made,” or “of one substance with the Father” or “very God of very God”.

4. Medium What did Ambrose require of Theodosius in 390?

   ▼ **Show answer**

   Public penance for the massacre at Thessalonica.

5. Hard What did Theodosius decree in 380?

   ▼ **Show answer**

   That Nicene Christianity was the religion of the empire.

6. Challenge Ambrose made Theodosius do penance. In four sentences, explain what this showed about church and state.

   ▼ **Show answer**

   Sample: The emperor had ordered a massacre of thousands at Thessalonica. Ambrose refused him communion until he repented publicly. It showed that rulers are under God’s law like everyone else. This idea, that power is accountable to a higher law, became a foundation of Western liberty.

COMMON MISTAKES

- Thinking Constantine invented the doctrine of the Trinity at Nicaea. The bishops defended what the church already believed from Scripture against a new teaching.
- Thinking Nicaea chose the books of the Bible. It did not; the canon was recognized gradually, as Athanasius' letter of 367 shows.

> **Scripture.** "And the Word was made flesh, and dwelt among us, (and we beheld his glory, the glory as of the only begotten of the Father,) full of grace and truth." (John 1:14, KJV)
>
> Nicaea confessed in Greek words what John wrote first: the Word who was God was made flesh.

UNIT 9 · LATE ROME: PERSECUTION, CONSTANTINE, THE FATHERS AND THE FALL · LESSON 9.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

9.4 The Fall of the West, 410–476

OBJECTIVES

- Narrate the barbarian invasions from Adrianople to 476.
- Weigh the causes of the fall of the West.
- Explain Augustine's answer in The City of God.

> **Warm-up.** When Rome was sacked in 410, Jerome wrote from Bethlehem, "The city which had taken the whole world was itself taken." Why would the news shake even Christians?

WATCH

Ten Minute History - The Fall of Rome (Short Documentary)

History Matters · 10:00

https://www.youtube.com/watch?v=EIkeRBP5nDg

> **WHEN TO WATCH**
> After the Core ideas on the invasions.

Note: The backup is R. C. Sproul on Augustine, for the last Core idea.

BACKUP VIDEO

Augustine: The Consequences of Ideas with R.C. Sproul

Ligonier Ministries · 24:31

https://www.youtube.com/watch?v=nxPyCPXUktQ

A second video for another session, or if the first will not play.

KEY TERMS

Huns
the nomads from the steppes whose advance drove the Goths into the empire

Adrianople
the battle (378) where the Goths destroyed an eastern Roman army

Alaric
the Visigothic king who sacked Rome in 410

Odoacer
the Germanic general who deposed the last western emperor in 476

The City of God
Augustine's answer to the pagans who blamed Christianity for Rome's fall

CORE IDEAS

The Goths enter. About 376 the **Huns** drove the Goths across the Danube into the empire. Mistreated by Roman officials, they revolted and at **Adrianople** in 378

destroyed an army and killed the emperor Valens. From then on, whole Germanic peoples lived inside the empire under their own kings. In 395 the empire was divided for good between the sons of Theodosius, East and West.

The sack of Rome. In 410 the Visigoth **Alaric** took and plundered Rome, the first time in 800 years that the city had fallen to a foreign enemy. Alaric was an Arian Christian; his men spared those who took refuge in the churches of Peter and Paul. Vandals crossed to Africa, took Carthage in 439 and sacked Rome again in 455. Attila the Hun ravaged Gaul and Italy until 453; Pope Leo I met him in 452, and Attila withdrew.

The end. Western emperors became puppets of Germanic generals. In 476 **Odoacer** deposed the boy emperor Romulus Augustulus and sent the imperial regalia to Constantinople. No one thought the world had ended; but there was no longer an emperor in the West. The East, also Christian, lasted until 1453. Historians weigh many causes: invasions, civil wars, crushing taxes, a shrinking economy, and a divided empire whose richer half was in the East.

Augustine. Pagans said Rome fell because it had abandoned the gods. **Augustine**, bishop of Hippo, answered in *The City of God* (413–426): Rome had suffered worse under the gods, and its glory was built on the love of praise. “Two loves formed two cities,” he wrote: the earthly city by love of self, even to contempt of God; the heavenly by love of God, even to contempt of self. Earthly cities rise and fall, but the City of God endures. Augustine died in 430 as the Vandals besieged Hippo.

PICTURE STUDY



The Course of Empire: Destruction, Thomas Cole, 1836 · Oil on canvas · New-York Historical Society

Thomas Cole, public domain. Wikimedia Commons.

Cole painted five scenes of one imaginary city: savage state, pastoral, consummation, destruction and desolation. Destruction, the fourth, recalls the sack of Rome.

Look closely

- Find the headless statue striding forward.
- The invaders cross a broken bridge into the city.

Talk about it

1. What does Cole suggest causes the fall of empires?
2. Compare his view with Augustine's two cities.

PRIMARY SOURCE

The City of God

Read Augustine, *The City of God*, Book I, chapters 1–7 (on the sack of Rome and the sparing of refugees in churches) and Book XIV, chapter 28 (the two cities) (Classics Library). Then read Jerome, Letter 127, on the news of the sack, in any good translation.

Steps

1. How does Augustine answer the charge that Christians caused the sack?
2. What does he say about the barbarians sparing those in the churches?
3. Explain the two loves and the two cities in your own words.
4. Apply the idea to two earlier units of this course.

Check your work

- ☐ Augustine's answer
- ☐ The sparing of refugees
- ☐ The two cities explained
- ☐ Applied to two units

TIMELINE AND MAP NOTEBOOK

1. Map: draw the routes of the Visigoths, Vandals and Huns; shade the barbarian kingdoms of 476 and the Eastern Empire.
2. Timeline: 376 Goths cross the Danube; 378 Adrianople; 395 empire divided; 410 sack of Rome; 430 Augustine dies; 439 Vandals take Carthage; 452 Leo meets Attila; 455 Vandal sack; 476 Romulus Augustulus deposed.

> **From history.** The last western emperor, Romulus Augustulus, bore the names of Rome's founder and its first emperor. Odoacer did not kill the boy but pensioned him off to a villa near Naples.

> **Church history.** As Roman government failed in the West, bishops like Leo of Rome and monks like Patrick (Medieval History, Unit 1) kept learning and order alive. The church carried the inheritance of Rome into the Middle Ages.

SEE IT: INTERACTIVE.

Layered History Timeline: Visigoths sack Rome

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Augustine, City of God · End of Roman rule in the West. Opens in a new tab.

Extra video. Chapter "East, West and the Fall" (17:55 to 20:51) of *The History of Roman Empire: Every Year (in Minecraft)*, the captioned Minecraft time-lapse of all Roman history in Lesson 6.1. Watch from 17:55 · History in Minecraft. Opens in a new tab.

PRACTICE

1. Easy What drove the Goths into the empire about 376?

   ▼ **Show answer**

   The advance of the Huns.

2. Easy When was the empire divided for good?

   ▼ **Show answer**

   In 395, between the sons of Theodosius.

3. Medium Whom did Alaric's men spare?

   ▼ **Show answer**

   Those who took refuge in the churches of Peter and Paul.

4. Medium What happened in 476?

   ▼ **Show answer**

   Odoacer deposed the last western emperor, Romulus Augustulus.

5. Hard Name three causes of the fall of the West.

   ▼ **Show answer**

   Invasions, civil wars, heavy taxes, economic decline, a divided empire (any three).

6. **Challenge** Augustine said the earthly city is built on love of self. Using two earlier units, show in four sentences how this course has borne him out.

   ▼ **Show answer**

   Sample: The builders of Babel wanted to make themselves a name, and God scattered them (Unit 1). Nebuchadnezzar boasted of the great Babylon he had built, and was humbled (Unit 3). Rome's generals fought for glory and destroyed the Republic (Unit 7). Every earthly city rose and fell, but the church Christ founded endured persecution and outlived them all.

COMMON MISTAKES

- Thinking Rome fell in a day. The decline took more than a century, and many in 476 hardly noticed.
- Blaming Christianity, as Gibbon partly did. The Christian East survived a thousand years more.

> **Scripture.** "For here have we no continuing city, but we seek one to come." (Hebrews 13:14, KJV)
>
> Rome, the eternal city, fell. Augustine pointed to the city that continues.

WEEK 20

Midterm Exam

Covers Units 1–5. Time: 90 minutes.

Closed book. One hundred points. Part D may be written in a second sitting.

PART A · TERMS AND PEOPLE

1. **2 pts** **Lesson 1.2**

   What does Genesis 10 list, and how does it relate to Genesis 11?

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 1.2**

What law did God give Noah about murder (Genesis 9:6)?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 1.2**

Give two similarities between the Genesis Flood and Gilgamesh XI.

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 1.3**

What does *lugal* mean, and what did the lugal do?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 1.3**

What is cuneiform, and why is it not a language?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 1.4**

Which verse gives one law for the stranger and the native in Israel?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 1.4**

What did Sargon boast about the sea?

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 2.3**

Why is the Merneptah Stele important?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 3.1**

Which king of Assyria invaded Judah in 701 B.C.?

PART A · TERMS AND PEOPLE

10. 2 pts **Lesson 3.2**

What did Jeremiah tell the exiles to do (Jeremiah 29:7)?

PART A · TERMS AND PEOPLE

11. 2 pts **Lesson 3.2**

Why was Daniel offered the place of third ruler?

PART A · TERMS AND PEOPLE

12. 2 pts **Lesson 3.3**

What was the Royal Road?

PART A · TERMS AND PEOPLE

13. 2 pts **Lesson 3.3**

What does Isaiah 45:1 call Cyrus?

PART A · TERMS AND PEOPLE

14. 2 pts **Lesson 3.4**

Who was Zhang Qian?

PART A · TERMS AND PEOPLE

15. 2 pts **Lesson 4.1**

What happens between Priam and Achilles in Iliad 24?

PART A · TERMS AND PEOPLE

16. 2 pts **Lesson 4.2**

How did the early church treat exposed infants?

PART A · TERMS AND PEOPLE

17. 2 pts **Lesson 4.3**

Who was Peisistratus?

PART A · TERMS AND PEOPLE

18. 2 pts **Lesson 4.4**

How did Xerxes cross from Asia into Europe?

PART A · TERMS AND PEOPLE

19. 2 pts **Lesson 5.3**

What happened at Leuctra in 371 B.C.?

PART A · TERMS AND PEOPLE

20. 2 pts **Lesson 5.3**

In what language was the New Testament written?

PART B · DATES AND ORDER

21. 5 pts

Put in order, earliest first: The royal tombs of Ur; Champollion deciphers hieroglyphs; The battle of Leuctra; Philip II becomes king of Macedon.

PART B · DATES AND ORDER

22. 5 pts

Put in order, earliest first: The Second Temple is finished; The Merneptah Stele names Israel; Chandragupta founds the Mauryan Empire; The battle of Chaeronea.

PART B · DATES AND ORDER

23. 5 pts

Put in order, earliest first: Xerxes I becomes king; Qin Shi Huang unites China; The Rosetta decree is carved; Troy VIIa is burned.

PART B · DATES AND ORDER

24. 5 pts

Put in order, earliest first: The Rosetta Stone is found; Djoser's Step Pyramid; Samaria falls to Assyria; The battle of Gaugamela.

PART C · READING SOURCES

25. **10 pts** **Lesson 2.2**

"I have not done iniquity. I have not robbed with violence. I have not stolen. I have not slain men or women." (a) What is this text and what was it for? (b) What does it show about Egyptian conscience? (c) How does Psalm 143:2 answer it?

PART C · READING SOURCES

26. **10 pts** **Lesson 2.4**

Read 1 Samuel 8:11–14. (a) Who is speaking, and to whom? (b) What is the point of the warning? (c) Compare it with Deuteronomy 17:18–20.

PART D · ESSAY

27. **20 pts**

Essay (500–600 words): From Babel to Alexander, men built empires to "make us a name". Choose two of these rulers: Hammurabi, Sennacherib, Nebuchadnezzar, Cyrus, Pericles, Alexander. How does each show both the gifts and the pride of man, and how does Scripture judge them? Use at least three primary sources.

ANSWER KEY

1. The Table of Nations, the peoples descended from Shem, Ham and Japheth. It describes the spreading of peoples that followed the scattering at Babel.
2. “Whoso sheddeth man’s blood, by man shall his blood be shed: for in the image of God made he man.”
3. Any two: a warning, a great boat, animals aboard, birds sent out, a sacrifice afterward.
4. “Big man”, the king: he led the army, built walls and ruled.
5. Wedge-shaped writing pressed into clay. It is a script that wrote many languages: Sumerian, Akkadian, Hittite, Old Persian.
6. Leviticus 24:22.
7. That he “washed his weapons in the sea”, meaning he conquered to the Persian Gulf.
8. It is the oldest mention of Israel outside the Bible and shows Israel in Canaan by about 1208 B.C.
9. Sennacherib.
10. Seek the peace of the city where they were carried, and pray for it.
11. Nabonidus was first and Belshazzar second, so third was the highest place Belshazzar could give.
12. A highway of about 1,600 miles from Susa to Sardis, with relay stations for royal couriers.
13. The LORD’s “anointed”, whose right hand He has held.
14. A Han envoy whose journey west (c. 138 B.C.) opened the Silk Road.
15. Priam begs for Hector’s body and kisses Achilles’ hands; Achilles weeps, pities him and returns it.
16. It forbade killing children (Didache) and Christians rescued abandoned babies.
17. A tyrant who seized power in Athens after Solon.
18. On bridges of boats over the Hellespont.
19. Thebes under Epaminondas broke Spartan power.
20. Common (koine) Greek.
21. The royal tombs of Ur (c. 2600 B.C.); The battle of Leuctra (371 B.C.); Philip II becomes king of Macedon (359 B.C.); Champollion deciphers hieroglyphs (1822).

22. The Merneptah Stele names Israel (c. 1208 B.C.); The Second Temple is finished (516 B.C.); The battle of Chaeronea (338 B.C.); Chandragupta founds the Mauryan Empire (c. 321 B.C.).
23. Troy VIIa is burned (c. 1180 B.C.); Xerxes I becomes king (486 B.C.); Qin Shi Huang unites China (221 B.C.); The Rosetta decree is carved (196 B.C.).
24. Djoser's Step Pyramid (c. 2650 B.C.); Samaria falls to Assyria (722 B.C.); The battle of Gaugamela (331 B.C.); The Rosetta Stone is found (1799).
25. (a) The Negative Confession from the Book of the Dead, Spell 125, recited by the dead before the gods to pass judgment. (b) Egyptians knew murder, theft and lying were wrong (Romans 2:15). (c) "In thy sight shall no man living be justified": no one can truthfully claim to be without sin before God.
26. (a) Samuel, to the elders of Israel who asked for a king. (b) That a king like the nations' kings would take their children, land and harvest for himself. (c) Deuteronomy sets the king under God's law, forbidding him to multiply wealth or lift himself above his brethren; Samuel warns what happens when kings are not.
27. Look for: accurate accounts of both rulers; at least three primary sources (Hammurabi's stele, the Taylor Prism, Daniel, the Cyrus Cylinder, Thucydides, Plutarch); fair praise and fair blame; Scripture used rightly (Daniel 4:30–37; Proverbs 21:1; Isaiah 10; Ezra 1). Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

YEAR END

Final Exam

Covers Units 6–9. Time: 90 minutes.

Closed book. One hundred points. Part D may be written in a second sitting.

PART A · TERMS AND PEOPLE

1. 2 pts **Lesson 6.1**

   What does Livy say the chief value of history is?

PART A · TERMS AND PEOPLE

2. 2 pts **Lesson 6.1**

   What does Augustine compare Rome's founding to?

PART A · TERMS AND PEOPLE

3. 2 pts **Lesson 6.2**

   What did Polybius say about Roman religion?

PART A · TERMS AND PEOPLE

4. 2 pts **Lesson 6.2**

   What did Paul do as a Roman citizen in Acts 25?

PART A · TERMS AND PEOPLE

5. 2 pts **Lesson 6.3**

   What happened at Cannae in 216 B.C.?

PART A · TERMS AND PEOPLE

6. 2 pts **Lesson 6.4**

   Who were the optimates and populares?

PART A · TERMS AND PEOPLE

7. 2 pts **Lesson 7.1**

   Why was Pompey's capture of Jerusalem important for the Gospels?

PART A · TERMS AND PEOPLE

8. 2 pts **Lesson 7.2**

   Where did Caesar defeat Pompey?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 7.3**

Which of Cicero's works first turned Augustine to seek wisdom?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 7.4**

What happened in the Teutoburg Forest in A.D. 9?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 8.1**

Who were the Zealots?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 8.1**

How does Luke date John the Baptist's ministry?

PART A · TERMS AND PEOPLE

13. **2 pts** **Lesson 8.2**

Name two people changed by meeting the risen Christ.

PART A · TERMS AND PEOPLE

14. **2 pts** **Lesson 8.3**

Whose brother was Gallio?

PART A · TERMS AND PEOPLE

15. **2 pts** **Lesson 8.4**

What did Jesus foretell about the Temple in Luke 21:6?

PART A · TERMS AND PEOPLE

16. **2 pts** **Lesson 9.1**

Why did Christians call a martyr's death day a "birthday"?

PART A · TERMS AND PEOPLE

17. **2 pts** **Lesson 9.2**

What is the Chi-Rho?

PART A · TERMS AND PEOPLE

18. **2 pts** **Lesson 9.3**

Why does Athanasius say only God could save us?

PART A · TERMS AND PEOPLE

19. **2 pts** **Lesson 9.4**

When did the Vandals sack Rome?

PART A · TERMS AND PEOPLE

20. **2 pts** **Lesson 9.4**

Where and when did Augustine die?

PART B · DATES AND ORDER

21. **5 pts**

Put in order, earliest first: Caesar is murdered; Herod begins rebuilding the Temple; The battle of Adrianople; Livy writes under Augustus.

PART B · DATES AND ORDER

22. **5 pts**

Put in order, earliest first: Marius becomes consul; The Crisis of the Third Century begins; The battle of Cannae; Paul reaches Rome.

PART B · DATES AND ORDER

23. **5 pts**

Put in order, earliest first: Livy writes under Augustus; Hannibal crosses the Alps; Pompey takes Jerusalem; The Council of Constantinople.

PART B · DATES AND ORDER

24. **5 pts**

Put in order, earliest first: Theodosius does penance before Ambrose; Livy writes under Augustus; Titus takes Jerusalem; the Temple burns; The First Punic War begins.

PART C · READING SOURCES

25. **10 pts** **Lesson 9.2**

In the Edict of Milan (313), as Lactantius preserves it, the emperors grant Christians and all others freedom to observe the religion each prefers, so that whatever divinity dwells in heaven may be favorable to them and to the empire. (a) What does the Edict grant? (b) What motive does it give? (c) Is this the same as making Christianity the state religion?

PART C · READING SOURCES

26. **10 pts** **Lesson 9.4**

Augustine writes that “two cities have been formed by two loves: the earthly by the love of self, even to the contempt of God; the heavenly by the love of God, even to the contempt of self.” (a) What are the two cities? (b) Why did Augustine write this after 410? (c) Compare Hebrews 13:14.

PART D · ESSAY

27. **20 pts**

Essay (500–600 words): Galatians 4:4 says Christ came “when the fulness of the time was come”. Explain how Rome prepared the world for the Gospel, how the church grew under persecution, and why the West fell. Use at least three primary sources.

ANSWER KEY

1. It gives examples to follow and to avoid.
2. Cain's first city, founded in the blood of a brother.
3. It made Romans keep their oaths and held society together.
4. He appealed to Caesar.
5. Hannibal surrounded and destroyed a huge Roman army.
6. Politicians working through the Senate, and those working through the popular assemblies.
7. It brought Judea under Rome, preparing the world of Herod and Pilate.
8. At Pharsalus, 48 B.C.
9. The *Hortensius*.
10. Three Roman legions under Varus were destroyed by Germans.
11. Jews who sought to drive out Rome by force.
12. By the fifteenth year of Tiberius and the other rulers of the time (Luke 3:1–2).
13. Paul the persecutor and James the skeptical brother of Jesus.
14. Seneca, the philosopher and Nero's tutor.
15. That not one stone would be left upon another.
16. It was the day of birth into heaven.
17. The monogram of the first two Greek letters of "Christ".
18. Only the Creator could renew his image in man and conquer death by dying and rising.
19. In 455.
20. At Hippo in 430, during the Vandal siege.
21. Caesar is murdered (44 B.C.); Livy writes under Augustus (c. 27 B.C.); Herod begins rebuilding the Temple (c. 20 B.C.); The battle of Adrianople (A.D. 378).
22. The battle of Cannae (216 B.C.); Marius becomes consul (107 B.C.); Paul reaches Rome (c. A.D. 60); The Crisis of the Third Century begins (A.D. 235).
23. Hannibal crosses the Alps (218 B.C.); Pompey takes Jerusalem (63 B.C.); Livy writes under Augustus (c. 27 B.C.); The Council of Constantinople (A.D. 381).
24. The First Punic War begins (264 B.C.); Livy writes under Augustus (c. 27 B.C.); Titus takes Jerusalem; the Temple burns (A.D. 70); Theodosius does penance

before Ambrose (A.D. 390).

25. (a) Freedom of worship for Christians and everyone else, and the return of church property. (b) To win the favor of whatever divinity rules heaven for the empire. (c) No; it is toleration of all. The state religion came under Theodosius in 380.
26. (a) The community of those who live for themselves and the community of those who love God; they are mixed together in this world. (b) To answer pagans who blamed Christians for Rome's fall and to comfort Christians shaken by it. (c) "Here have we no continuing city, but we seek one to come."
27. Look for: Roman roads, law and peace; the Greek language and the Septuagint; Tacitus or Pliny on the Christians; Eusebius or the martyrs; Constantine and Nicaea; Augustine's two cities; the causes of the fall fairly weighed. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)