

WEEK 1



WHAT DO YOU KNOW?

PRETEST 1

Pretests are just what they sound like they are. They are a “pre” test, not a real test. They are designed to introduce new people and places, stir your curiosity, and find out what you might *already* know about the lessons to come. Keep it fun! I suggest you check your answers but not record your grade. Chances are you will miss a lot of questions! But that’s OK. If you knew all the answers, you wouldn’t need to take this course! Hopefully this pretest will give you a glimpse of what you **WILL** be learning for the week.

Who/What Am I? Choose the best answer from the list below.

1. Before I left the earth and ascended into heaven, I promised to send the Holy Spirit. Who am I?
2. As Jesus said would happen, I came upon the apostles at Pentecost. Who am I?
3. I was stoned to death and became the first Christian martyr. Who am I?
4. Jesus spoke to me on the road to Damascus and I was blinded. Who am I?
5. I am the city from which the first Christians were sent out as missionaries. What am I?
6. I traveled with Paul on his first missionary journey to nine cities. Who am I?
7. I am the place in Athens, Greece, where Paul preached a powerful sermon. What am I?
8. I am an island in the Mediterranean where Paul was shipwrecked for three months. What am I?

WORD BANK

Saul (or Paul)

Stephen

Malta

Jesus

Holy Spirit

Antioch

Barnabas

Mars Hill

PENTECOST AND THE FIRST FOLLOWERS OF JESUS

LESSON 1

Imagine the first men and women who were followers of Christ. Most of them heard Jesus teach with their own ears. Some had seen Him die with their own eyes. Many saw Him face to face after He rose from the dead. The first believers experienced things that were more than amazing. But what happened next to these men and women was enough to forever shape history!

You see, just before Jesus left this earth and ascended into heaven, He told His followers that He would send the **Holy Spirit**. *“But you shall receive power when the Holy Spirit has come upon you; and you shall be witnesses to Me in Jerusalem, and in all Judea and Samaria, and to the end of the earth.”* (Acts 1:8) Notice the two things Jesus stressed here: that people would receive *power from the Holy Spirit* and that they would be His *witnesses*.

This one promise in the Bible is incredible! Do you think it came true? According to the Book of Acts, it did. And better yet, the Bible says it is *still* coming true! (John 14–16; Rom. 8:16; 10:13–17) In Acts, Chapter 2, we learn that as the apostles were gathered:

*“suddenly there came a sound from heaven, as of a rushing mighty wind, and it filled the whole house where they were sitting. Then there appeared to them divided tongues, as of fire, and one sat upon each of them. And they were all **filled with the Holy Spirit** and began to speak with other tongues, as the Spirit gave them utterance.”* (Acts 2:2–4) (Bolded words are mine for emphasis.)

As a result of this incident, the Bible says that the multitudes were *“confused, because everyone heard them speak in his own language. Then they were all amazed and marveled, . . .”* (Acts 2:6–7) Because different languages were all being spoken, some people thought that the disciples were drunk with wine in the middle of the day. How wrong they were.

Acts 2:14 tells the rest of the story. After the Holy Spirit had come upon those who were gathered, **Peter** began to preach and explain what was happening. As a result, the Bible says that 3,000 people were saved that day! Not bad results for a first sermon. And, what makes the story even more



“And they were all filled with the Holy Spirit . . .” (Acts 2:4)

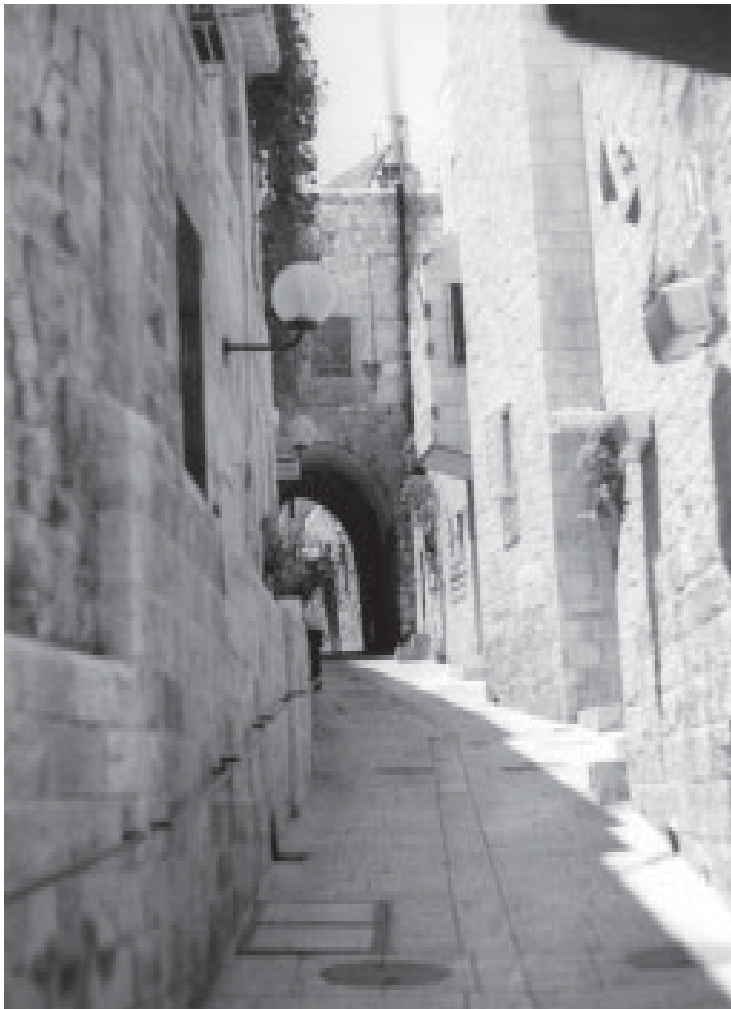
special is to know that Peter was the disciple who *denied* he knew Jesus three times just before Jesus was crucified. What a turnaround of courage for Peter.

The event of the coming of the Holy Spirit happened on what is called the **Day of Pentecost, c. A.D. 29**. Pentecost means “fifty” in Greek. What does fifty have to do with it? Well, the coming of the Holy Spirit happened *fifty* days after the Passover. What makes this particularly meaningful is that in the Old Testament, the Jews were given the Law of Moses *fifty* days after the Exodus. (Recall that the Exodus was the time when the Jews left Egypt and were freed from slavery.)

This is an amazing spiritual parallel from the Old Testament to the New Testament. For just as the Jews received *freedom from physical bondage* and were given the *LAW* to live by, the early Christians received *freedom from spiritual bondage* and were given *POWER* to live by—the power of the Holy Spirit! It’s also interesting that in the Old Testament there is a story of 3,000 people dying from disobeying the Law after it was given. (Exod. 32:28) But in the New Testament, we see 3,000 people being saved after Peter’s first message was given. What a contrast!

After Pentecost

After the Day of Pentecost, we continue to see the Holy Spirit working supernaturally through the apostles and these first believers in order that *others* might believe that Jesus was God. A great example of this is in the Book of Acts when Peter and **John** healed a lame man at the **Beautiful Gate** of the



Some city streets in Jerusalem haven't changed much from days when Paul passed through them.

Temple. (Acts 3:1–10) Picture a crippled man sitting and begging in the Temple at the same place day after day, year after year, completely depending on others to survive. Peter and John not only noticed the lame man, but they healed him in the name of Jesus! This healing act was so powerful that it led a great crowd to be filled with “*wonder and amazement*” and once again Peter was given an opportunity to preach.

Furthermore, the Bible says:

*“through the hands of the apostles many signs and wonders were done among the people . . . and believers were increasingly added to the Lord, . . . so that they brought the sick out into the streets and laid them on beds and couches, that **at least the shadow of Peter passing by might fall on some of them.** Also a multitude gathered from the surrounding cities to Jerusalem, bringing sick people and those who were tormented by unclean spirits, and they were **all** healed.”* (Acts 5:12–16) (Bolded letters are mine for emphasis.)

Think about how incredible it would have been to witness these kinds of miracles with your own eyes! It caused many to believe.

One more story of great significance in Acts was when the Holy Spirit fell upon the **Gentiles**. You see, a Gentile is a person who is not of the Jewish race. Many Jewish Christians believed that they alone would be saved and thus receive the Holy Spirit—because they thought that only the Jews were the chosen people of God. But what we find in Acts 10:44–48 is God revealing Himself through the Holy Spirit to people who were *not* Jewish. It says, “*And those of the circumcision [meaning the Jewish believers] who believed were astonished, as many as came with Peter, because the gift of the Holy Spirit had been poured out on the Gentiles also.*” (Acts 10:45) (Brackets are mine.)

This outpouring of the Spirit is profound! Why? Because it means that redemption is available to everyone. And it shows, too, that God kept his promise to Abraham in the Old Testament when He said, “*And in you [Abraham] **all** the families of the earth shall be blessed.*” (Gen. 12:3) (Brackets and bold letters are mine.) That is good news for our world!

Unfortunately, this good news and the great miracles described above were perceived as a threat to the Jewish leaders. Peter and John were thrown in prison on more than one occasion for preaching about Jesus. **Stephen** was stoned to death after giving a great sermon and became the first Christian **martyr**. (A martyr is a person who dies for his or her beliefs.)

As awful as that sounds, I believe we can still see where God was at work. While Peter and John were imprisoned, not even chains were able to stop the power of the Holy Spirit that Jesus had promised them. Acts 5:19 tells us that “*at night an angel of the Lord opened the prison doors and brought them out, and said, ‘Go, stand in the temple and speak to the people all the words of this life.’*” They did this with great boldness. And when Stephen was being stoned, he said, “*Look! I see the heavens opened and the Son of Man standing at the right hand of God!*” (Acts 7:56) That means that even in his tragic death, Stephen proclaimed the Gospel!

It is sad but true that as long as men have been preaching the truth of the Gospel, there has been an enemy trying to stop it. (John 15:18–27). Over the centuries, men and women have been arrested, tortured, and even killed because of their love and devotion to Jesus and their desire to be His witnesses. But, has the enemy stopped the spread of the Gospel yet? Not hardly! Jesus Himself promised the power of the Holy Spirit so that we might be His witnesses in all the earth. (Acts 1:8) As **Gamaliel**, a Pharisee and teacher of the Law, said in Acts 5:38–39, “*let them [the apostles] alone; for if this plan or this work is of men, it will come to nothing; but if it is of God, you cannot overthrow it.*” (Brackets are mine.) Evidently the plan to spread the Gospel *has* been of God because more than 2,000 years later, it is still happening!

ACTIVITY 1

ALL STUDENTS

I recommend that students memorize 12 specific dates in this volume. The first date to memorize is Pentecost (c. A.D. 29). On your Memory Card, highlight this name and date in yellow so that it stands out from the other cards.

1A—Younger Students

Re-enact the healing of the lame beggar at the Beautiful Gate. Read Acts 3:1–10. It might remind you of a popular children’s praise song based on this story. If you know the song—“Silver and Gold have I none, but in Jesus’ name walk!—sing it today as part of your re-enactment.

1B—Middle Students

1. Do you think men or women have ever been guilty of wanting power for the wrong reasons? Read Acts 8:14–25 to learn the sin of Simon, the sorcerer, who hoped to “buy” the power of the Holy Spirit. Discuss with your teacher the way our society perceives power (money, position, and strength) versus the genuine power of God. Pray and thank God that He ultimately is the greatest power!
2. Read more stories in the Book of Acts revealing the power of the Holy Spirit. I recommend the story of Philip who preached to the Ethiopian and was miraculously transported somewhere else. (Acts 8:26–40) There is also in Acts (10:1–43) the amazing conversion of a Roman centurion named Cornelius. (A centurion was a leader in the army.)
3. Do you know when or where the followers of Christ were first called Christians? Look up Acts 11:26 to find out.

1C—Older Students

1. Have you ever preached a sermon? On a tape recorder or through a video camera, practice preaching Stephen’s sermon, as given in Acts 7. Notice how often he used Scripture to defend his statements.
2. Have you ever witnessed a miraculous answer to prayer? Thank the Lord now for the privilege of this experience to build your faith. Write it down and file it in your Student Notebook under the country in which it happened.
3. Have you ever witnessed to someone about the Christian faith? If not, become acquainted with materials that will help you to prepare. Begin to pray that you would be like the early disciples who changed the world through their bold witnessing.

C. A.D. 31

“SAUL, WHO ALSO IS CALLED PAUL”

LESSON 2

You may have heard of a man named **Paul**. He is mentioned many times in the New Testament because he *wrote* most of the New Testament. He wrote it in the form of letters. The Book of Acts tells the amazing life story of Paul, from his zealous younger years to his older wiser years. It was in his younger years that he was most often called **Saul of Tarsus**. (Tarsus was a city in Turkey.) Today we’ll look at what made this man such an incredible witness for Jesus Christ.

Let’s consider first who Saul was *before* he knew Christ. (The Bible most often calls Paul “Saul” until he began his ministry. For consistency, I will do the same.) Believe it or not, Saul was a great enemy to the early Christians. Yes, an enemy! Saul was actually one of the very men who persecuted the first believers! In fact, according to Acts 7:58, Saul was at the scene and possibly led the stoning of **Stephen**, the first Christian martyr. Acts 7:58 says, *“And the witnesses laid down their clothes at the feet of a young man named Saul.”* Further in the Book of Acts (8:3), it states, *“As for Saul, he made havoc of the church, entering every house, and dragging off men and women, committing them to prison.”*

From what you might already know about Paul, that he was a “good guy,” you may be wondering what possessed him to be so hard on the early believers. Well, it had everything to do with his religious background. Saul of Tarsus was a very devout Jew and the son of a **Pharisee**. Pharisees were considered the most faithful Jews of their day. They were particularly dedicated to the **Law** (the commandments given to Moses). Saul was, in fact, so devout in his Jewish customs that he said this of himself:

“If anyone else thinks he may have confidence in the flesh, I more so: circumcised the eighth day, of the stock of Israel, of the tribe of Benjamin, a Hebrew of the Hebrews; concerning the law, a Pharisee; . . . concerning the righteousness which is in the law, blameless.” (Phil. 3:4–6)

As is clear from this statement, it was Saul’s strict **Judaism** (or Jewish heritage) that most led him to persecute the Early Church. As a dedicated follower of the Law, Saul was extremely upset when he heard Jesus’ claims to *be* God. He thought it was **blasphemy** and he was willing to do anything to stop it. (Blasphemy means to insult God or fail to show Him respect and reverence. It was a serious crime to the Jews.)

Now you may be wondering exactly how Saul of Tarsus went from killing Christians to *being* a Christian. Well, God works in amazing ways. Acts, Chapter 9, tells the story of his incredible conversion that occurred **about A.D. 31**.

“As he [Saul] journeyed he came near Damascus, and suddenly a light shone around him from heaven. Then he fell to the ground, and heard a voice saying to him, ‘Saul, Saul, why are you persecuting Me?’ And he said, ‘Who are You, Lord?’ Then the Lord said, ‘I am Jesus, whom you are persecuting. It is hard for you to kick against the goads.’ So he, trembling and astonished, said, ‘Lord, what do You want me to do?’ Then the Lord said to him, ‘Arise and go into the city, and you will be told what you must do.’ And the men who journeyed with him stood speechless, hearing a voice but seeing no one. Then Saul arose from the ground, and when his eyes were opened he saw no one. But they led him by the hand and brought him into Damascus. And he was three days without sight, and neither ate nor drank.” (Acts 9:3–9) (Word in brackets is mine for clarity.)



“And the witnesses laid down their clothes at the feet of a young man named Saul. And they stoned Stephen as he was calling on God . . .” (Acts 7:58-59)

I suppose it would have been hard for anyone to eat or drink after an experience like that! The Lord Jesus made a bold believer out of Saul by calling to him as dramatically as He did. And He did so for good reasons. Saul was going to live through many challenges and dangers for the sake of Christ before his life was over.

For starters, the early Christian believers were terribly frightened of Saul. They knew him as the one who murdered their Christian brothers and sisters! On the other hand, the devout Jews and Pharisees

were shocked at Saul for becoming a Christian. They in fact hated him for it! This young man had completely changed sides, from being the one to persecute, to being the one who was persecuted!

Imagine the best player on a soccer team changing sides in the middle of a game. Would *either* side trust him at first? I don't think so! With so many people in an uproar over Saul's conversion, he had to escape from his home in Jerusalem in the middle of the night. He pulled this off by having friends secretly lower him in a basket over the huge city wall. For good reasons, Saul was afraid for his life and returned to his original home in Tarsus. He stayed there for nearly 10 years, preaching and teaching Christ.

But the Lord had much bigger plans for Saul of Tarsus. He sent a godly man by the name of Barnabas looking for him. The Bible says:

"Then Barnabas departed for Tarsus to seek Saul. And when he had found him, he brought him to Antioch. So it was that for a whole year they assembled with the church and taught a great many people. And the disciples were first called Christian in Antioch." (Acts 11:25–26)

It must have been a glorious assembly there in Antioch. Imagine the teaching and the strong testimonies of those in the congregation. I think it is beautiful that the disciples were first called Christians there. That means they were willing to bear the name of the Lord Jesus Christ. Saul was there too, proving once and for all that he was a true believer to any who might have doubted. I wonder how many times he stood up to retell his dramatic encounter with the Lord on the road to Damascus.

It was from the growing church at Antioch that Barnabas and Saul were first sent on a short mission. Their job was to bring relief to their suffering brethren in Judea. But the Lord had even more planned for Saul! It says in Acts 13:2, *"As they ministered to the Lord and fasted, the Holy Spirit said, 'Now separate to Me Barnabas and Saul for the work to which I have called them.'"*

Coincidentally, it is just after this special calling that the writers of the New Testament begin to refer to Saul as Paul. Acts 13:9 says, *"Then Saul, who also is called Paul, filled with the Holy Spirit . . ."* Mistakenly, many people think that Saul *changed* his name to Paul. But the Bible doesn't really say this. Some scholars believe the name Paul was used to signify the great transformation in his life. Others believe Saul took the name of one of his first converts, **Sergius Paulus**. Or it may just be that Saul was his Jewish name (named after King Saul, the first king of Israel) and Paul was his Roman name. As he ministered to many non-Jewish people, he may have preferred to use his Roman name. Regardless of what name he went by, Paul was truly a remarkable man!

The work Paul was called to was nothing less than miraculous. The rest of his life is best described through his missionary journeys. There is so much to tell about these that I'll save it for the next lesson. Let's just say that if you like adventure, you'll like the journeys of Paul. He was kicked out of town, stoned, imprisoned, shipwrecked, and chained to a Roman soldier—all for the cause of Christ!

ACTIVITY 2

2A—Younger Students

When the Lord spoke to Saul on the road to Damascus, he struck him with blindness for three whole days. He had to be led around by the hand. Have your teacher blindfold you and lead you around

your home or classroom. Total blindness can be frightening when you're not used to it. Why do you think the Lord wanted Saul to experience this? Discuss possible reasons with your teacher—for example, to teach Saul that he was spiritually blind without Christ (John 9:39–41), to emphasize Paul's dependence on the Lord, to teach humility, and other possible reasons.

2B—Middle Students

Saul had a very dramatic conversion experience when he became a believer in the Lord Jesus. Not all Christians do. Do you believe God has saved you by making you a believer in Christ? If so, write a brief explanation of how you know this. I recommend this simple guideline:

1. Explain what you need to be saved from (your sinfulness and rebellion against God);
2. Explain what God has done in Christ to provide you with salvation (His death being a payment for your sin; His life giving you righteousness);
3. Explain when, where, and to whom you first professed your belief in Christ (recognized and turned from your sinfulness; expressed faith in Christ's ability to save you); and
4. Explain how you now live as a Christian (expressing faith through obedience; expressing repentance when sinning).

For each point, write no more than two or three sentences. If you're not sure yet that you've experienced salvation through Christ, discuss this with your parent, teacher, or pastor.

2C—Older Students

In the story of Saul, we are shown that even “enemies” of the Lord can become believers. Go through a local newspaper today and choose the name of one person who appears to be opposed to the things of God. Cut out the article and post it in a place where you will be reminded to pray for that person. Pray that he or she, like Paul, will become a great witness for Jesus Christ rather than a persecutor of the Christian faith.

C. A.D. 46–66

PAUL'S MISSIONARY JOURNEYS

LESSON 3

In the last lesson we learned that **Saul** (who also was called Paul) was dramatically converted from being an *enemy* of Christ to being a true *believer* in Him. It's an incredible story. From Paul's New Testament letters we know even more amazing things about him. He traveled to cities all over Europe and Asia teaching and preaching the gospel of Christ. We group his travels into three major journeys, extending from **about A.D. 46–66**. Each was full of tough challenges and wonderful miracles.

A church in **Antioch** commissioned Paul and his friend **Barnabas** as the very first **missionaries** of the gospel of Christ. (Acts 13:2–3) Their mission was to teach others the very things that Jesus taught about who He was and what He had done to provide redemption for people. And when others believed, Paul and Barnabas sought to teach them how to live as Christians in spiritual families of God called **churches**. This was what Jesus had instructed them to do in what is called the Great Commission. (Matt. 28:19–20; Mark 16:15)

Paul's First Journey

On the **FIRST** missionary journey, Paul and Barnabas traveled to nine different cities. Because Paul was a Jew by birth and a respected Pharisee, he was allowed to teach in the different **synagogues** that were scattered across Europe and Asia. (A synagogue is a Jewish place of worship and teaching.) Most of the time, Paul and Barnabas saw incredible results from their work. Paul performed miracles that proved their teachings were of God. Many Jews listened and believed, but there were also many who did not! Those who didn't believe were angry enough to kill. In one city, a vicious mob threw stones at Paul until they believed him to be dead! Miraculously, Paul survived. This was just the beginning of many trials and victories for him.

Paul's Second Journey

On Paul's **SECOND** missionary journey, he visited 12 cities. This time, though, he traveled with a disciple named **Silas** and later with **Timothy**. (Paul and Barnabas went on separate missionary journeys this time because they disagreed over whom to bring along.)

Paul continued to teach in the synagogues and perform life-changing miracles. He once healed a slave girl from demon possession! This was a good thing. But the girl's owners were upset over it. It seems they tried to use her demonic fortune-telling powers to make money. The slave owners dragged Paul and Silas to the city judges and accused them of causing problems. (Acts 16:17–23) Paul was severely beaten for healing the slave girl and thrown in prison.

Even in prison, Paul was used to demonstrate God's supernatural power. Acts 16:25–26 tells us:

"But at midnight Paul and Silas were praying and singing hymns [praises] to God, and the prisoners were listening to them. Suddenly there was a great earthquake, so that the foundations of the prison were shaken; and immediately all the doors were opened and everyone's chains were loosed." (Brackets indicate translation in the King James Version.)

God used this miracle to convict the jailer of his sin of unbelief. He chose to become a follow of Jesus Christ that very night!



Paul, along with Peter, was one of the most influential apostles of Jesus Christ.

1. Middle and Older Students: The name of the "church" will vary throughout this course because historians typically use various terms to label the church at different time periods. The general breakdown is as follows:

The New Testament Church—the earliest church as established by the apostles.

The Apostolic Church—the church from c. A.D. 70–120.

The Early Church—the church from c. A.D. 150–500 (sometimes up to 1070).

The Western Church, Latin Church, or Medieval Church—the church in Europe that remained after the fall of the Western Roman Empire. In this volume I will most often use the term *Medieval Church*.

The Eastern Church or Byzantine Church—the church of the Byzantine Empire. I will call it the *Eastern Church* in this volume.

The Roman Catholic Church—this term was not used until 1560 when Roman Catholics distinguished themselves from Protestants during the Reformation. You'll read more about that in Volume III.

Worse things might have happened to Paul after his beating and imprisonment, but the authorities discovered that he was a **Roman citizen**. Back then, a Roman citizen had certain privileges. One of those was that a Roman citizen couldn't be punished for a crime without having a trial. Those who had beaten Paul had *not* given him a trial like they should have. So that they wouldn't get in trouble, the authorities just asked Paul to leave the city. Though the Roman government was sometimes evil, in that instance God used the Roman law to protect Paul.



You can still see the ruins of the theater in Ephesus where Demetrius led a riot against the teachings of Paul.

Toward the end of his second journey, Paul ended up in **Athens**. Think with me about what you might already know about Athens. It was the largest city in Greece and was immersed in mythology and idolatry. Imagine Paul's feelings when he walked the streets of this ancient city. Athens would have been decorated from end to end with statues to pagan gods and goddesses. To some it might have seemed impossible to reach the Greeks because of all their mythology.

But Paul, in his wisdom and zeal, delivered a sermon to the Athenians that is still talked about today. It's referred to as the sermon at **Mars Hill**. (Acts 17:16–34) Rather than put down the Athenians for their beliefs, Paul encouraged them to think about the possibility that there was just *one* God over everything. He appealed to the deep thinking that the Greeks were known for through their famous philosophers. I'm happy to say that Paul's approach was effective, and God used it to bring many Greeks to belief in Christ.

At the close of his second journey, Paul stayed for awhile in the city of **Corinth**. (The church at Corinth is one that Paul later wrote letters to. We know them now as the books of 1 and 2 Corinthians in the New Testament.) Paul spent almost a year there with the believers of Corinth. His extended stay may explain why his letters to them were so long and detailed. They were his good friends, especially a couple named **Aquila and Priscilla**. They made and sold tents with Paul in Corinth to help him support his ministry.

Paul's Third Journey

Paul's **THIRD** missionary journey around Europe and some parts of Asia proved to be one of the most interesting. The Bible says, "*Now God worked unusual miracles by the hands of Paul, so that even handkerchiefs or aprons were brought from his body to the sick, and the diseases left them and the evil spirits went out of them.*" (Acts 19:11–12). Paul even raised from the dead a man who had fallen out of a window during a late-night sermon! (Acts 20:7–12) I would call that some amazing power!

Through such miracles, many people came to believe in Christ. **Sorcerers** were known to burn their books of magic to completely turn from evil and follow Jesus. Paul's teachings had such an impact in Ephesus that a silversmith named **Demetrius** led a riot against the apostles. Demetrius gathered a large crowd at the theater in Ephesus to protest because so many people were refusing to buy false idols that he and other craftsmen were losing money! (Acts 19:21–41)

As had been the case before, many of the Jewish leaders were threatened by Paul's miracles and teachings, and he was thrown in prison again. While Paul was in **Jerusalem**, at least 40 Jews conspired together that they would not eat or drink until they killed Paul. By God's providence this plot was discovered by Paul's young **nephew**. We don't know this boy's name but he was very brave in helping Paul. The boy reported the murder plan to a **Roman centurion** (a soldier in charge of at least 100 men). The centurion in turn decided to sneak Paul out of Jerusalem at night—protecting him with 200 soldiers, 70 horsemen, and 200 spearmen and delivering him to the Roman governor in **Caesarea**. It was an incredible escape! (Acts 23:11–35)



The ruins of an ancient library still stand in Ephesus.

For about two years Paul remained a prisoner in Caesarea under the protection of the Romans while waiting for a trial. (Acts 24–26) Eventually Paul was made to stand trial before three Roman rulers named **Felix, Festus, and Herod Agrippa**. On each occasion, Paul was able to share the Gospel of Christ with these men and with all who attended his trial. Believe it or not, each of these three Roman rulers found Paul to be innocent of any crime against Rome!

But the Jews persisted in trying to stop Paul from preaching by accusing him of breaking Roman law. By A.D. 60, Paul requested that the **emperor** of Rome himself hear his case. But since obviously the emperor of Rome lived in the city of Rome, Paul had to travel by ship to get there. This is when his story gets even more interesting. It was on that long voyage across the stormy **Mediterranean Sea** that Paul was shipwrecked! (Acts 27) After all he had been through, he was nearly lost forever at sea.

But, for several reasons, Paul knew that he was going to survive the incident. Acts 23:11 tells us that earlier, when Paul was still a prisoner in Jerusalem, the Lord stood by him and said, *“Be of good cheer, Paul; for as you have testified for Me in Jerusalem, so you must also bear witness in Rome.”* And God had also spoken to Paul through an angel the very night of the shipwreck, telling him they would survive. (Acts 27:21–24) Thus, Paul was able to confidently inform his companions, all 276 of them on board the ship, that not one of them would perish that night. And not one of them did!

For three months Paul and the other survivors lived on the island of **Malta** until other arrangements could be made to get them to Rome. Isn't it like God to sometimes throw “detours” in our lives and make something good of it? The months at Malta were certainly unplanned by Paul and his shipmates. But it turned into an opportunity for ministry. Paul miraculously survived a poisonous snakebite, and he healed a man of severe fever. (Acts 28:1–10) As a result, many on the island of Malta came to believe in Christ and were healed.

The Book of Acts closes with the story of Paul *finally* making it to Rome. There, in one of the greatest cities of the ancient world, Paul had the opportunity to really preach. He was also granted partial freedom. He was under what is called “house arrest.” It means that he lived in a house rather than a prison, although he was probably chained to a Roman soldier at all times! Acts 28:30–31 says, *“Then Paul*

dwelt two whole years in his own rented house, and received all who came to him, preaching the kingdom of God and teaching the things which concern the Lord Jesus Christ with all confidence, no one forbidding him.”

I'm glad Paul had those last two years of fruitful ministry in Rome because from other New Testament books, we learn that Paul was later imprisoned again! As an older man, after all his years of teaching, miracles, healings, beatings, trials, and imprisonment, Paul was put behind bars one last time. It is believed that he died a short time later as a martyr under the rule of a terrible man named **Nero**. We will learn in the next lesson just how awful Nero was toward many thousands of Christians. Though it's a horrifying story, it can't begin to negate the devoted and powerful life that Paul led.

ACTIVITY 3

ALL STUDENTS

It's time to make your 3-by-5-inch Memory Cards for Lessons 1–3. Follow the directions for making these cards given in the section “Memory Cards” in the front of this book. I think it will be easiest for you to make three cards at a time, so I will remind you every three lessons to make your cards. You may prefer to make one card every time you read a lesson. You decide what works best for you! The cards are designed to help you remember the lessons and to be used in games; they are not intended to be a burden. Your teacher may opt to write the cards for younger students. Try to use LIGHT PURPLE markers on the front side of the cards for the first semester (“The Early Church”). We will use GRAY later to distinguish “The Middle Ages,” the title of the second semester.

3A—Younger Students

1. Become a pen pal to a missionary. Do you know anyone who is a missionary? A Christian missionary is someone who feels a special calling to share the gospel of Jesus with others. Many times, missionaries live in other countries. Some of them live right where you do. Through your church or family, find the name and address of a missionary family. “Adopt” them as a family by sending letters or e-mail and praying for them. They may have special financial needs you can contribute money toward. Create an information page about the family you choose and place it in your Student Notebook under the country where they live.
2. For educational purposes, visit a synagogue in your community with your family. Imagine Paul preaching about Christ in synagogues across Europe and Asia. He was very brave to speak of his faith.

3B—Middle Students

1. Pretend you were shipwrecked with Paul. Try writing a letter to your family from the island of Malta to explain your three-month delay! Use the text from Acts 27–28 to add real facts to the story. File your story in your Student Notebook under “Asia: Malta.”
2. Are you familiar with the New Testament books that Paul wrote? Using a Bible, create a list of each of Paul's letters. On a Bible map, find the corresponding cities to which he wrote. File your list in your Student Notebook under “Miscellaneous.”
3. Memorize the Great Commission passage found in Matthew 28:19–20.

3C—Older Students

1. In Acts 17:16–34, we see that while in Greece Paul was challenged by both *Stoic* and *Epicurean* philosophers. Using a Bible dictionary, find and write a definition for the philosophies of the Stoics and Epicureans. You will learn that one group favored living for pleasure while the other group believed in controlling one's desires. Discuss the barriers that each of these philosophies would present in understanding the Gospel. Toward which philosophy does our present age lean? File your definitions of these philosophies in your Student Notebook under "Europe: Greece."
2. Research the validity of a story that archaeologists may have recently discovered three anchors at the bottom of the Mediterranean Sea that they believe are from Paul's shipwreck. This may require some digging of your own!



TAKE ANOTHER LOOK!

REVIEW 1: LESSONS 1–3

Wall of Fame

This is the place in our study where you will create miniature historical figures and attach them to a timeline. As your timeline grows you can chart your progress through the book. Your timeline may be in the form of a notebook, a poster, or a large sewing board. (Details for how to make a timeline out of a foldable sewing board are in the “Wall of Fame Timeline Suggestions” section in the front of this book.)

As an option to making your own figures, you may purchase beautifully drawn figures by Amy Pak in her series *History Through the Ages—Resurrection to Revolution*. Amy Pak of Homeschool in the Woods has shared her artistic talent and created sketches to correspond to the lessons in *The Mystery of History*. (Figures may be purchased through www.BrightIdeasPress.com or through myself.)

Below are directions for making your own figures. In brackets underneath each entry I have designated the corresponding figures from *History Through the Ages*.

1. **Pentecost (c. A.D. 29)**—Draw a flame of fire with the word “Pentecost” on it. **With parental supervision,** slightly burn the outside edges of your paper to remember Acts 2:3, “*Then there appeared to them divided tongues, as of fire, and one sat upon each of them.*” **Remember, this is a date to memorize.** [From *History Through the Ages*, use *Day of Pentecost*.]
2. **Saul/“Paul” (c. A.D. 31)**—Draw a line down the middle of your figure to depict Saul before and after his conversion to Christ. In one hand, place a sword. In the other, place a cross. [Use *Stephen*.]
3. **Paul’s Missionary Journeys (c. A.D. 46–66)**—Draw a picture of a boat. In big letters, write “Paul’s Three Journeys.” Tear the boat just slightly to depict the shipwreck! [There are no corresponding figures from *History Through the Ages*; use *Paul and Peter*.]

SomeWHERE in Time

In this section, I will be asking you to find and/or color places on maps and globes that directly correspond to the people or events that we’ve been studying. Each list of mapping exercises begins with easy map work and ends with more difficult map work. Please choose carefully to be sure the mapping exercises used are on a level appropriate for each child. I would not expect a student to do all the exercises given!

As described earlier in this book, I want you to keep a separate Student Notebook with dividers for each of the seven continents. Hopefully you can file all kinds of information in your notebook that, along with your map work, will help you learn and remember the places in the world where great history has taken place.

1. Using a globe, I want you to familiarize yourself with the Earth. With your fingers, find where you live. Then find where your grandparents live. Find and name the seven continents. They are *North America*, *South America*, *Europe*, *Africa*, *Asia*, *Australia*, and *Antarctica*. Find and name the major oceans. They are the *North Atlantic Ocean*, the *South Atlantic Ocean*, the *Indian Ocean*, the *North Pacific Ocean*, and the *South Pacific Ocean*. Which is the closest ocean to you?

2. Using a map or globe, find the small country of *Israel*. This is where Jesus lived and died. If you look very closely you will even find Jerusalem. This is the city where the apostles were filled with the Holy Spirit after Jesus ascended into heaven. From that tiny place, the rest of the world has been influenced as men and women left there to be witnesses of all that Jesus had done.
3. There were many ancient cities named Antioch. Using a Bible atlas, find the city of Antioch in Syria and the city of Antioch in Turkey. The city in Syria is now called Antakiyeh. It was from this city of Antioch that Paul and Barnabas were sent out as the first missionaries. Using a modern atlas, locate the city of Antakya, Turkey. In biblical times, this city, too, was called Antioch. Paul visited this city of Antioch in all three of his missionary journeys. It is easy to confuse these two cities with the same ancient name!
4. The names of nine New Testament books (Romans, 1 and 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 and 2 Thessalonians) are derivatives of the names of seven cities that Paul journeyed to. In a Bible atlas, find the following locations: *Rome, Corinth, Galatia, Ephesus, Philippi, Colossae, and Thessalonica*. Record these cities on Outline Map XX, “Mediterranean,” and file it in your Student Notebook under “Asia: Syria” (because Paul was commissioned from the church in Antioch, Syria).
5. Using a Bible atlas as a resource and Outline Map XX, “Eastern Mediterranean,” create your own map of Paul’s missionary journeys. Denote the line of his first trip with blue; the second, green; and the third, red. (Some Bible maps may denote Paul’s final trip to Rome as a fourth, or separate, journey from the third. To simplify, you may keep this in red as well since the trip was an extension of his third missionary journey. Notice the great number of cities Paul visited. It is no wonder that he was greatly responsible for the spread of the Gospel of Jesus Christ to Europe and Asia Minor. (Asia Minor is the name of the westernmost part of Asia, which now forms the greater part of modern-day Turkey.)



WHAT DID YOU MISS?

WEEK 1: EXERCISE

At the end of each week, you will find either an exercise or a quiz. The unique thing about these is that they will not only test your knowledge about what you just learned, but they will also test your knowledge about things from the beginning of the book and beyond. It's a built-in review system reminding you of who was who and what was what. These are not meant to be difficult but rather to help you remember the lessons. I have made the exercises a bit more challenging, however, because you are allowed to use your books for these. As for quizzes, I suggest you study for them because you should *not* use your book to answer the questions!

Scripture Search. For your first exercise, use a Bible and/or your textbook to match the important Scriptures below with their Bible reference. (A Bible reference is like an address for a verse in the Bible. It tells you the name of the book of the Bible, the chapter, and the numbered location within that chapter where the verse is found.) Place the proper reference in the blank after each Scripture.

Acts 1:8

Acts 2:2–4

Acts 5:38–39

Acts 9:3–4

Acts 10:45

Acts 16:25–26

Acts 17:16–34

Acts 19:11–12

1. “And those of the circumcision who believed were astonished, as many as came with Peter, because the gift of the Holy Spirit had been poured out on the Gentiles also.” _____
2. “As he journeyed he came near Damascus, and suddenly a light shone around him from heaven. Then he fell to the ground, and heard a voice saying to him, ‘Saul, Saul, why are you persecuting Me?’ ” _____
3. “And suddenly there came a sound from heaven, as of a rushing mighty wind, and it filled the whole house where they were sitting. Then there appeared to them divided tongues, as of fire, and one sat upon each of them. And they were all filled with the Holy Spirit and began to speak with other tongues, as the Spirit gave them utterance.” _____
4. “But you shall receive power when the Holy Spirit has come upon you; and you shall be witnesses to Me in Jerusalem, and in all Judea and Samaria, and to the end of the earth.” _____
5. The sermon at Mars Hill. _____
6. “Now God worked unusual miracles by the hands of Paul, so that even handkerchiefs or aprons were brought from his body to the sick, and the diseases left them and the evil spirits went out of them.” _____
7. “. . . let them alone; for if this plan or this work is of men, it will come to nothing; but if it is of God, you cannot overthrow it.” _____
8. “But at midnight Paul and Silas were praying and singing hymns to God, and the prisoners were listening to them. Suddenly there was a great earthquake, so that the foundations of the prison were shaken; and immediately all the doors were opened and everyone’s chains were loosed.” _____

WEEK 2



WHAT DO YOU KNOW?

PRETEST 2

Scramble! Unscramble the words to fill in the blanks. Use the word bank below only if you need to!

1. Nero was one of the most evil (Ranom) _____ emperors that ever lived.
2. When the city of Rome burned, Nero played the (ryle) _____ at his window.
3. The Roman emperor Trajan made it a capital (remic) _____ to be a Christian.
4. Ignatius was thrown to the (soiln) _____ in the Colosseum of Rome.
5. Tertullian wrote, “The (doobl) _____ of the martyrs is the seed of the church
6. Like Paul, Josephus was a strict (eesirahP) _____.
7. Josephus was impressed with Rome but still fought in the First Jewish (lotveR) _____.
8. Josephus became a great Jewish (sotiryh) _____ writer.

WORD BANK

Pharisee crime history
blood lyre Roman Revolt lions

NERO

LESSON 4

Throughout this course, you are going to learn about some great people who helped shape the course of history for the better. But on the other hand, you are also going to learn about some terrible men and women who left the pages of history with ugly scars. Today’s lesson is about one of those terrible men. His name is **Nero**. He was quite possibly one of the most evil Roman emperors that ever lived, and he definitely left a trail of scars behind him.

Before I tell you about this wicked man, let me back up a little bit and review the history of Rome with you. Before Jesus lived, **Julius Caesar** tried to conquer Rome as a single emperor. He was a brilliant man, but the Roman Senate assassinated him for trying to be a dictator and rule the world with **Cleopatra** of Egypt. After his death, the name “Caesar” was used in his memory as a title for other emperors of Rome. (That’s why it’s easy to mix them up!)

After Julius Caesar was murdered, his nephew **Octavian** managed to win the favor of the Senate and become the first true emperor of Rome. Octavian was later called **Augustus Caesar**. You can find his name in the New Testament story of the birth of Christ. “*And it came to pass in those days that a decree went out from Caesar Augustus that all the world should be registered.*” (Luke 2:1) I find it incredible that God had his hand on these rulers in order that the prophecy would come true about where Jesus would be born! (The prophecy said Jesus would be born in Bethlehem, and He was—because Mary and



Nero was one of the most despised of all Roman emperors for his self-indulgence and persecution.

Joseph were traveling for the census that Augustus declared.)

Augustus Caesar did a pretty good job of ruling over the massive Roman Empire. Rome was said to be in its **Pax Romana**, or a time of “Roman peace” under his leadership. But after him, things really went downhill. There were a couple of Caesars who were so unpopular they were assassinated. Being the emperor of Rome wasn’t easy.

The fifth man to attempt the job was hardly a man at all. At just 17 years of age, Nero became the emperor of Rome with the help and manipulation of his mother. The rest of this lesson is the story of how he ruled Rome and what he did that earned him such a terrible reputation.

In the beginning, Nero showed some genuine humility as the young leader of Rome. When told that a silver and gold statue would be built in his honor, Nero shyly asked that it not be done. And when it was requested that he sign his first death sentence for a criminal, Nero said with great reservation, “Would that I had never learned to write.”¹ That means it bothered him to think of ending someone’s

1. Will Durant, *Caesar and Christ*. Vol. III of *The Story of Civilization*. New York: Simon and Schuster, 1944; p. 275.

life with merely his signature. Young Nero was also bothered by the Roman gladiator system in which men were forced to fight to the death. He felt it was barbaric! (Which of course, it was.) Unfortunately, both his humility and compassion were soon to wear off.

In time Nero became a man of great indulgence, with the power and wealth of Rome completely available to him. He lived for the “pleasure” of things above all else. It’s been written that he slept most of his days away and partied and carried out business through the night. In living for so much pleasure, Nero developed a selfish, cruel, and paranoid disposition. (Paranoia is great, unfounded fear.) At one point, he went so far as to have his own mother killed for fear she was trying to take over his kingdom! Nero’s mistress, **Poppaea**, convinced him it was true. Maybe it was, although Nero’s mother was the very person who helped put him on the throne to begin with.



The ancient city of Rome was crowded, leaving little room—if any—for Nero to build new palaces.

Nero’s mother was just one of many people Nero had killed. Much like **Herod the Great** who lived earlier, Nero went on a killing spree to rid his empire of anyone who appeared to threaten him. This included a wife named **Octavia**; a half brother; and **Seneca**, one of his chief officers. Nero’s behavior became even more lewd and vulgar after his wife’s death.

Strangely enough, in some ways Nero acted like he didn’t want to be a Roman emperor at all. On one occasion he dressed up like a commoner and roamed the streets of the city, getting into all kinds of mischief. He hung out with gangs and street ruffians and beat up innocent people! Not exactly fitting behavior for an emperor. Furthermore, Nero appeared to spend more time in Greece than he did in Rome. He did this because of his love for art, music, and theater, which were far more popular in Greece than in Rome. Unlike any of the other Roman emperors, Nero regularly performed in Greek theater. At every opportunity he could create, he sang, played the harp, read poetry, or acted. He was so serious about his career in the arts that he made it against the law to leave a theater where he was acting or to fall asleep during one of his performances!

The Romans were appalled at Nero’s behavior. They didn’t like the idea of their emperor “mingling” with the artists and musicians of Greece. What did it say about the Romans? Nero ignored their ridicule and went on to compete in Greek sporting events. His favorite was **chariot racing**. Nero received 1,808 winning crowns for all the *Greek* competitions he was involved in! This *really* bothered the prideful Romans. Nero was told he ought to just kill himself rather than bring such shame to Rome, but Nero’s behavior did not change.

To make himself even more unpopular with the Romans, Nero publicly whined about the layout of the crowded city of Rome. He didn't like where all the buildings were situated. It was true that Rome had grown rapidly and was very congested. Streets had not been well laid out, leaving Nero little room—if any—to build new palaces. Knowing that that is how Nero felt, it only makes you wonder if he was indeed the one behind the great burning of Rome.

You see, for almost a full week in A.D. 64 the city of Rome went up in flames. The great fire raged out of control. About two-thirds of Rome was destroyed, and many people lost their lives. During the fire Nero is said to have nonchalantly played the **lyre** (a stringed instrument) while gazing out his window at the smoke and debris.

Persecution Begins

To most Romans, Nero appeared quite guilty of starting this catastrophic fire. To keep himself from looking so suspicious, Nero set up relief stations for the homeless. But he also looked for someone to blame for the fire. Do you want to guess whom he found? Nero discovered that a new religious sect was growing in Rome and stirring up trouble among the Jews. These people were the early **Christians!**

Nero intentionally blamed the burning of Rome on these innocent believers and had thousands of them killed. According to Nero, they deserved death because they were “cannibals” who drank blood and ate human flesh. This rumor was started because of the sacrament of **communion** (where Christians break bread and sip wine to remember Christ's broken body and shed blood on the cross). Christians became what we would call **scapegoats**—people who take the blame for something they didn't do. Ironically, the expression comes from Jewish tradition when they would sacrifice a goat for their sins. (Lev. 16) Of course, Christians believe that Jesus Christ was the ultimate sacrifice for sin. That's what makes the story so ironic.

It is probably not necessary for me to share gory details of just how some of the early Christians died under Nero's persecution. But I feel it is important to appreciate what these believers endured because of their great faith in Jesus Christ. One historian wrote that some people were torn apart by wild beasts in the numerous sporting arenas. Others were covered with pitch, raised on poles, and left to burn as torches in Nero's personal gardens. **Peter** and **Paul** are believed to have died under Nero. Paul was beheaded, and Peter was crucified upside down. Peter chose to be crucified that way because he didn't feel worthy to die in the same manner that Jesus did.

Because of these horrible conditions, some Christians gathered to hide in what are called the **catacombs**. The catacombs were underground chambers used as burial grounds beneath the city streets of Rome. These chambers were only about 10 feet wide and 6 feet high but they extended for miles and miles under the ground. The catacombs made a perfect secret location for early Christians to meet for worship and prayer. And it is estimated that between 2 and 7 million Christians who died sometime in the first century are also buried there.

It is very sad to think about these tragedies. But it is also encouraging to remember how brave the Christians were. Had they only renounced (or denied) their faith in Jesus, their lives would have been spared. But they wouldn't deny who they believed Jesus to be, and that was God.

As for Nero, he didn't live a very long life either. By the time he was 30 years old, the Roman Senate was completely fed up with him. Soldiers went on a massive manhunt for Nero with every intention of torturing and killing him. Nero became aware of it and went into hiding. But he couldn't escape for long.

Rather than face a slow and agonizing death by torture, Nero tried to kill himself with a sword in A.D. 68. According to Will Durant in *Caesar and Christ*, Nero's assistant actually finished driving the sword through Nero that caused his death because the emperor himself found it too painful to do.²

Despite the cruelties, the quirks, and the unusual behavior of Nero, when news spread in Rome of his death, there were mixed reactions from the masses. Will Durant wrote, "Many of the populace rejoiced at his death and ran about Rome with liberty caps on their heads. But many more mourned him, for he had been as generous to the poor as he had been recklessly cruel to the great."³

It is an odd summary, isn't it? But then Nero was an odd man who appeared to live more for himself than for anyone else.

I warned you in the beginning of this lesson that some people we'll be studying were pretty awful. I think that by now you can clearly see the depraved life that Nero led. It is very sad that so many people suffered and died under his rule.

ACTIVITY 4

4A—Younger Students

Make a pretend lyre. Directions are in the Activity Supplement in the Appendix. Or, locate the sounds of a lyre using a computerized encyclopedia with CD-ROM capabilities. Listen to it with your teacher. What type of instrument that we use today does it resemble?

4B—Middle and Older Students

The Colosseum of Rome is one of the most spectacular Roman ruins still standing today. Research this magnificent structure. (It was not dedicated until A.D. 80, about 12 years after Nero died. Though many Christians died there through persecution, it would not have been under Nero.)

Find out the Colosseum's size, the meaning of its name, and how it was used. Write three to five paragraphs on your findings. Photocopy the ruins of the Colosseum from a reference book or print it from the Internet and include it in your mini-report. File it under "Europe: Rome" in your Student Notebook.

4C—Middle and Older Students

1. Research the catacombs of Rome. There were chambers like these located in other cities too. Investigate the artwork that has been discovered there. Christians were known to leave secret signs like a fish or *Chi-Rho* (the first two letters of "Christ" in Greek) to communicate that they were believers. These symbols are found in the catacombs. Photocopy or print examples. Write a few paragraphs on the catacombs. Combine these and file them in your Student Notebook under "Europe: Rome."
2. If you are part of a co-op or school group, create symbols to lead believers to a meeting place. Gather "secretly" in a dark room of your school or home to quietly sing praise songs and read Scripture. Consider that many Christians today meet in such conditions to avoid persecution!
3. **Adult Supervision Needed.** A record has been kept of a letter written by Nero's mother to him. Her name was Agrippina. In this emotion-filled letter, she pleads for her life. Read this for yourself in the Activity Supplement. Draft your own letter as an in-law of Nero, a Roman official, or a Christian leader pleading that he not kill Christians. Burn the edges to make it look more authentic. File it under "Europe: Rome" in your Student Notebook.

2. Ibid., p. 284.

3. Ibid.

MARTYRS OF THE EARLY CHURCH

LESSON 5

(NOTE TO TEACHER: Preview this lesson for graphic details that may be unsuitable for some children. Paraphrase as needed.)

For many people, the thought of dying is a scary one. It is not something most of us look forward to. But for Christians it is less frightening because there is hope for eternal life! It is this indescribable hope and yearning for heaven that I imagine has calmed the countless number of men and women who have died because of their belief in Christ. We call them **martyrs**.

The first people to persecute the Christians were the Jews themselves, like **Saul of Tarsus** for example. (It is ironic that the very race that Christ was born into was first in trying to erase Him from history.) But eventually the Jews lost power over Israel and were no longer able to persecute Christians. What we find is that the Romans picked up where the Jews left off in trying to stop the spread of Christianity.

The **FIRST** wave of Christian persecution in the Roman Empire was that which occurred under the depraved leadership of Nero. Both **Paul** and **Peter** of the New Testament were victims of Nero's deadly reign. If you recall, Nero blamed the newly formed sect of Christianity for the great fire of Rome. Unfortunately, persecution of the New Testament Church didn't end with Nero's death.

The **SECOND** onslaught on believers occurred under the Roman emperor **Domitian** between A.D. 81 and 96.

Domitian, like many of the other Roman emperors, claimed to have divine power and expected to be worshiped. Though many of his demands were just a formality, Domitian really wanted people to burn incense and chant their loyalty to him as emperor! Those who wouldn't bow down paid for it with their lives or were exiled from Rome. In fact, the apostle **John** who wrote the Book of Revelation was exiled to the **Isle of Patmos** for refusing to worship Domitian.

The **THIRD** wave of persecution came under the leadership of **Trajan**. He made it a capital crime to be a Christian. A capital crime is one punishable by death. One of the dear saints who lost his life under Trajan was a man named **Ignatius**. He was a bishop. Tradition says that Ignatius may have been

one of the small children that Jesus Himself held in his arms and blessed as an object lesson to the disciples who were trying to shoo them away. If it is true, it may have been this very encounter with Jesus that helped inspire the great faith of Ignatius. When being thrown to the lions in the great **Colosseum** in Rome, Ignatius responded with a prayer like this: "I am God's grain, to be ground between the teeth of wild beasts, so that I may become a holy loaf for the Lord."⁴



Roman Emperor Domitian exiled the apostle John to the Isle of Patmos for refusing to worship him.



Roman Emperor Trajan made it a crime punishable by death to be a Christian.

4. George T. Thompson and Laurel Elizabeth Hicks, *World History and Cultures in Christian Perspective*, Pensacola, FL: A Beka Book, 1985; p. 118.



Ignatius was thrown to the lions in the Colosseum under the rule of Trajan.

Also under Trajan, a widow named **Symphorosa** and her seven sons perished. They were commanded to sacrifice to the false gods but refused. As punishment, Symphorosa was hung by her hair and then drowned. Her sons were each stabbed to death.

About this time there were also two brothers who died for their beliefs. They were named **Faustines** and **Jovita**. It has been recorded that they so patiently endured their tortures that a heathen man came to believe in their God just by watching them die! He cried out at their execution, “Great is the God of the Christians.”⁵ The crowd then killed him, too.

In A.D. 155 an aged bishop from **Smyrna** named **Polycarp** was martyred for his faith. Under the emperor **Hadrian**, Polycarp was asked to renounce his belief in Jesus Christ. Here is how he responded:

“Eighty and six years have I served Christ, and He has done me no wrong; how then can I blaspheme my King who has saved me?” As Polycarp was bound at the stake to burn alive, he prayed out loud, “Lord God, Father of our blessed Savior, I thank Thee that I have been deemed worthy to receive the crown of martyrdom, and that I may die for Thee and Thy cause.”⁶

Isn’t it touching that he felt *honored* to serve the Lord in the manner of his death? It is no wonder then that Polycarp’s death was so dramatic. It seems his persecutors had a difficult time killing him. The fire they started kept going out! An eyewitness wrote, “He was in the middle, not as burning flesh, but as bread baking or as gold and silver refined in a furnace. And we smelled such a sweet aroma as the breath of incense or some other precious spice.”⁷ Polycarp’s body wasn’t truly burned until he was already dead from stab wounds. Because of this miracle, many around him believed in the God of the Christians.



The inside of the Roman Colosseum had four tiers of marble seats that could hold 50,000–80,000 spectators.

Persecution Slows, Then Grows

Fortunately for the believers, the persecutions slowed down for a time. A few years before Hadrian died, he made it illegal to kill Christians.

After him the emperor **Antonius Pius** maintained this law of mercy. In taking the throne, he issued this edict, “If any hereafter shall vex or trouble the Christians, having no other cause but that they are such, let the Christians be released, and their accusers punished.”⁸

5. Foxe’s *Christian Martyrs of the World*. The Christian Library series. Westwood, NJ: Barbour and Co., Inc., 1985; p. 53.

6. George T. Thompson and Laurel Elizabeth Hicks, *World History and Cultures in Christian Perspective*, Pensacola, FL: A Beka Book, 1985, p. 118.

7. A. Kenneth Curtis, J. Stephen Lang, and Randy Petersen, *The 100 Most Important Events in Christian History*. Grand Rapids, MI: Fleming H. Revell, 1991; p. 21.

8. Foxe’s *Christian Martyrs of the World*. The Christian Library series. Westwood, NJ: Barbour and Co., Inc., 1985; p. 54.

However, the next Roman emperor was oblivious to the sufferings of the Christians. So began the FOURTH persecution of the Early Church under **Marcus Aurelius**, emperor of Rome from A.D. 161–180. By this point in time, the common people of Rome had grown callous to the killing of Christians. “The Christians to the lions!”⁹ they would chant. For just about any calamity or disaster that struck, Christians were blamed and killed.

Justin Martyr, from whose name the term *martyr* originated, died under Marcus Aurelius. Justin was a great philosopher. He spent his life teaching both Jews and Gentiles about the Christian faith. He wrote many things that explained exactly what Christians believe. We call these types of writings “apologies,” or **apologetics**, of the faith. It was Justin’s apologetics that got him into trouble. He was challenged by other philosophers to debate his beliefs. This eventually landed him in a trial where he was asked to deny his faith and sacrifice to idols. Refusing to do either, he was scourged and beheaded. He wrote, “You can kill us, but cannot do us any real harm.”¹⁰



Polycarp prayed, “I thank Thee that I have been deemed worthy to receive the crown of martyrdom, and that I may die for Thee and Thy cause.”¹⁶



Roman Emperor Marcus Aurelius led the fourth wave of persecution of the Early Church.

We also have record of several young women who suffered and died for their faith. One was a young slave girl named **Blandina**. Though tortured for her beliefs, she is remembered as saying, “I am a Christian; among us no evil is done.”¹¹ Almost 30 years

later, under the FIFTH persecutor, a noblewoman named **Perpetua** and her slave **Felicitas** died. They were trampled to death by wild animals though each had a young baby to care for. No mercy was shown to these mothers.

I know that all these persecutions sound terrible. But they got even worse. In the SIXTH and SEVENTH persecutions, Christians were not only killed but also brutally tortured if they failed to sacrifice to the Roman gods. I can’t even write about the atrocities that some of the saints had to endure! And by the EIGHTH persecution, Christians were stripped of property, exiled, or forbidden to gather for worship. **Cyprian of Carthage** is one of those who was beheaded for not sacrificing to the Roman emperor **Valerian**. He was so loved by his students that handkerchiefs stained with

his blood were kept as mementos of his greatness.

There are even more persecutions to write about, but I’m going to stop here for now. I hope that as we read and write these names, we feel in our hearts for our Christian brothers and sisters, both then and now, who die for their faith. Jesus Himself suffered the cross for all our sins. He promised in the Beatitudes:

“Blessed are those who are persecuted for righteousness’ sake, for theirs is the kingdom of heaven. Blessed are you when they revile and persecute you, and say all kinds of evil against you falsely for My sake. Rejoice and be exceedingly glad, for great is your reward in heaven, for so they persecuted the prophets who were before you.” (Matt. 5:10–12)

9. George T. Thompson and Laurel Elizabeth Hicks, *World History and Cultures in Christian Perspective*, Pensacola, FL: A Beka Book, 1985, p. 118.

10. A. Kenneth Curtis, J. Stephen Lang, and Randy Petersen, *The 100 Most Important Events in Christian History*. Grand Rapids, MI: Fleming H. Revell, 1991; p. 19.

11. George T. Thompson and Laurel Elizabeth Hicks, *World History and Cultures in Christian Perspective*, Pensacola, FL: A Beka Book, 1985, p. 118.

Be encouraged that despite persecutions for more than 2,000 years, Christianity *has* grown and continues to grow. **Tertullian**, one of the founding fathers of the Early Church, said it this way; “The blood of the martyrs is the seed of the church.”¹²

ACTIVITY 5

5A—Younger Students

1. **Adult Supervision Needed.** Polycarp was said to have a sweet aroma about him “as the breath of incense or some other precious spice.” It reminds me of the beautiful passage found in 2 Corinthians 2:15–16, which says:

“For we are to God the fragrance of Christ among those who are being saved and among those who are perishing. To the one we are the aroma of death leading to death, and to the other the aroma of life leading to life.”

In honor of Polycarp, burn a spice-scented candle in your home or classroom today. Discuss how a pleasant fragrance makes you feel and how as Christians we ought to be an aroma of “life.”

2. Today would be a good day to pray for someone who is suffering for being a Christian. There are many places in the world today where it is forbidden to worship Jesus Christ. Pray that Christians will be protected from evil and that the gospel of Jesus Christ will continue to spread until He returns.

5B—Middle Students

Familiarize yourself with *Foxe’s Christian Martyrs of the World*. (It is sometimes called *Foxe’s Book of Martyrs*.) It is a collection of stories of those who have died for Christ. Chapters three through eight give particular detail to the 10 Roman persecutions beginning with Nero.

5C—Older Students

1. Choose one of the bishops in today’s lesson and seek original works written by him. It is particularly rich to be able to read the sentiments of the men and women who lived so near the time that Christ lived. We can draw much strength and wisdom from their firsthand experiences of the Early Church. Write a short paper on the saint you choose and file it under “Europe: Ancient Rome” in your Student Notebook.
2. With parental discretion, view the 1960s film *Quo Vadis* (starring Peter Ustinov). (Because it is an accurate portrayal of this era of persecution, it does have some disturbing content.)



Tertullian the theologian said, “The blood of the martyrs is the seed of the church.”¹²

12. A. Kenneth Curtis, J. Stephen Lang, and Randy Petersen, *The 100 Most Important Events in Christian History*. Grand Rapids, MI: Fleming H. Revell, 1991; p. 15.

JOSEPHUS

LESSON 6

Why do people write history books? I ask myself that question a lot since I *am* writing a history book. About two thousand years ago, a man named **Josephus** (Joe SEE fuss) asked the very same question. Today I'm going to share with you what his answer was to this question and what he did with his life. But we'll start with some background on him.

Josephus was born of a royal Jewish family about eight years after Jesus was crucified. In fact he was born about the same year as **Nero**. Josephus and Nero would be what we call “contemporaries” of one another. That is, they were of the same age or of the same generation. While Nero was being groomed as a young teen to serve as the next emperor of Rome, Josephus was doing his “homework.” Literally. He was a very serious student.

Josephus wrote this about himself:

“when I was a child, and about fourteen years of age, I was commended by all for the love I had to learning; on which account the high priests and principal men of the city came then frequently to me together, in order to know my opinion about the accurate understanding of points of the law.”¹³



Josephus is one of the greatest Jewish historians that ever lived.

Though Josephus may have been bragging about himself a bit here, it is probable that he was quite an intellectual for his age.

When Josephus was 16 years old, he decided that he would study the three different sects of Judaism that were around him in order to decide where he belonged. He studied the **Pharisees**, the **Sadducees**, and the **Essenes** (es SEENZ). After three long, hard years he decided that he most agreed with the teachings of the Pharisees. At 19 years of age, Josephus joined them.

Do you remember who had been a strict Pharisee? It was **Paul**. He and Josephus would have had a lot in common. But unlike Paul, Josephus never claimed to have encountered Jesus personally. He remained a faithful and devout Jew all his life.

By the time he was 26 years old, Josephus had become an important figure. He traveled to Rome to stand before Nero and plead for the release of some Jewish priests. He won his case before Nero, and the priests were freed.

But more than that happened on his trip to Rome. For Josephus it was an eye-opening experience that altered how he felt about the **Romans**. You see, most Jews back then despised the Romans for being evil oppressors. They opposed them so much that they were preparing for war. But not Josephus. When

13. Flavius Josephus, *The Works of Josephus*, translated by William Whiston. Peabody, MA: Hendrickson Publishers, 1988, p. 1.

he visited Rome, he was impressed with its wealth and splendor. He was also amazed at the strength of Rome's army. Josephus concluded that the Jews didn't stand a chance in fighting against them. He tried desperately to convince them *not* to go to war against Rome.

Unfortunately, it's hard to turn rebellion around. Despite the warnings by Josephus, the Jews rebelled against the Romans in **A.D. 66**. It was the beginning of a war that lasted for four years. Rather than just sit back and watch, Josephus joined the war as a commander of the **Galileans**. He was absolutely right, though, about the Romans. They were too tough to beat. Josephus, along with many others, was forced to surrender his small command and was imprisoned for being part of the revolt.

But even in prison, Josephus remained an influential man. So much so that Josephus gained great favor with a Roman commander named **Vespasian**. (veh SPAY zhuhn) It just so happened that after Nero died, Vespasian became the next significant emperor of Rome. How convenient for Josephus to have become close friends with the next emperor! By A.D. 69, Vespasian set Josephus free because of their friendship.



Titus Flavius was the Roman emperor who employed Josephus and extended him his family name.

Upon receiving his freedom, Josephus went home to **Jerusalem**. This time he was employed by Vespasian's son **Titus** as an interpreter and mediator. But the same problems existed as before between the Jews and the Romans. The Jews planned another revolt against Rome—but this time an even bigger one. What was Josephus to do? He loved his Jewish homeland but had close connections to the Roman world. The war was painful for him because he was torn between these two worlds. He tried again to persuade the Jews from war, believing that they would be demolished. And he was right.

The Destruction of Jerusalem

In **A.D. 70**, Jerusalem was hit so hard by the Romans that it didn't recover as a Jewish land for more than a thousand years. Historians call this the end of the **First Jewish Revolt**. (In Luke 21:20–21, Jesus Himself prophesied that this would happen.) The Temple was completely destroyed. I don't mean that it was just toppled over, I mean it was obliterated! The Romans stole every imaginable treasure out of it and tore it down stone by stone to the very foundation. The large front brass doors were melted into a mere puddle. In prideful victory, the Romans paraded down the streets, waving the priceless sacred treasures from the Temple and dragging Jewish prisoners behind them.

To the Jews, the loss of the Temple was an unbearable catastrophe. It was, by the way, the Temple that Herod the Great had begun to remodel just before Christ came. It had been completed only a few years before this massive destruction! Without this place of worship and with their homeland in ruins,



This is a model of the Temple of Solomon, which was destroyed in ancient times. It was rebuilt by Zerubbabel, lavishly remodeled by Herod the Great, and then destroyed by the Romans.

the Jews were more than defeated. Those who survived the attack on Jerusalem were forced from Israel to settle anywhere they could find work. This dispersion of the Jewish people to other countries is called the **diaspora**.¹⁴

But what about Josephus? What did he do after this heartbreaking loss? Well, despite his mixed loyalties, he kept his job working for Titus—a Roman. He even adopted Titus’s family name, which was **Flavius**. Was he being disloyal to the Jews by working for the Romans? I don’t know. But I think it was the love he had for his Jewish heritage that drove him to his life’s work. He decided to write the **history** of the Jews from beginning to end as he was taught it, lived it, and understood it. Perhaps he hoped that the history of the Jews in written form would help the Romans better understand his people.

Some would say that Josephus is the best Jewish historian that ever lived. You can still read what are called ***The Works of Josephus***. They are kind of long, hard reading but they’re very interesting. Besides the fabulous stories of Creation and the Old Testament, Josephus includes his own adventures as a commander, the shipwrecks he survived, and the rescues he performed. His history records give us a great glimpse into the time period in which he lived as well as an account of Old Testament events.

I like what Josephus had to say about why he wrote the history of the Jews. He observed that people write history for three reasons: (1) to show that they have a skill at writing, (2) for the sake of others, or (3) because they are “driven to write history, . . . and so cannot excuse themselves from . . . writing.”¹⁵ Josephus claims he wrote for the last two reasons—he was *driven* to write, but it was for the benefit of others. His reasons sound good to me!

ACTIVITY 6

ALL STUDENTS

Make your Memory Cards for Lessons 4–6.

6A—Younger Students

Do you have any family stories that show how God has worked in your life? For example, have you ever prayed for a really big thing and then seen God answer that prayer? Dictate to your teacher a special family story. Illustrate it, too. Consider that you are being a “historian” by writing these things down. File your story and drawing in your Student Notebook under the continent and country where the story took place.

6B—Middle and Older Students

1. Using a Bible encyclopedia or other resource, look up and define the three sects of Judaism that Josephus studied. They were the *Pharisees*, the *Sadducees*, and the *Essenes*. It is particularly helpful to be familiar with the first two as they are frequently mentioned in the New Testament. The third group, the Essenes, was probably responsible for writing the Dead Sea Scrolls. (But that’s another lesson.) Write down these definitions and file the information in your Student Notebook under “Asia: Israel.”

14. The term *diaspora* refers also to other times in history when the Jewish people were driven from their homeland (i.e., the deportation to Assyria and the Babylonian Captivity). The incident in A.D. 70 was just the beginning of a wave of dispersions that was completed in A.D. 135.

15. Flavius Josephus, *The Works of Josephus*, translated by William Whiston. Peabody, MA: Hendrickson Publishers, 1988; p. 27.

2. From time to time, I run out of space to include all the stories I would like to in this book. I challenge you to fill in the gaps! Research a woman of this time period named *Boudicca*. She was from England. Learn of her heroic efforts to fight off the Romans. Discover how she died. File a short paper on her life under “Europe: England” in your Student Notebook.

6C—Older Students

1. Through a library or the Internet, obtain the original works of Josephus. Read for yourself his testimony on Creation. Then compare it to the biblical record of Creation. How important is it that Josephus was a good historian? Of what significance are his stories in defending the validity of the Bible? Discuss these matters with your teacher.
2. Research the history of the Temple of Jerusalem beginning with Solomon. Write a brief synopsis of who held it when. Include sketches of the Temple. Discover what is found at the Temple site now. It is very fascinating. File your research under “Asia: Israel” in your Student Notebook.



TAKE ANOTHER LOOK!

REVIEW 2: LESSONS 4-6

Wall of Fame

1. **Nero (A.D. 37–68)**—Place a small lyre (a violin-looking instrument) in one of his hands and **(with adult supervision)** a burned match in the other. [From *History Through the Ages*, use Nero.]
2. **Martyrs of the Early Church (c. A.D. 64–280)**—Draw a thick cross and on it write the names of some of the martyrs from this lesson. [Use *Domitian, Trajan, Ignatius, Polycarp, Marcus Aurelius*, and *Tertullian*.]
3. **Josephus (A.D. 66)**—Draw two hearts on him. In one heart, write “Israel.” In the other heart, write “Rome.” [Use *Josephus and Titus*.]

SomeWHERE in Time

1. Find the modern city of Rome on a map. This is where Nero lived. What country is it in? In a historical atlas, find a map of the Roman Empire at its height. Compare the size of the city of Rome today with the size of the Roman Empire. It is sometimes confusing that “Rome” refers to both a once-large empire and a modern city.
2. The tiny island of Patmos (which now belongs to Greece but lies just off the coast of Turkey) is located northwest of the island of Rhodes. Patmos will be very difficult to find in most atlases, but you might enjoy looking for it on the Internet. A search at www.Google.com revealed several nice sites when I keyed in “Patmos Island.”



Island of Patmos

Patmos is where John was exiled for not worshipping Domitian. It was from here that he wrote the Book of Revelation. This tiny volcanic island is only 10 miles long and 6 miles wide. With an irregular coastline that makes the island resemble a horse's head, Patmos is only 13 square miles in area.

Today I want you to recreate the dimensions of this diminutive island on paper. Using a ruler, draw a rectangle that is 10 inches long and 6 inches wide. Cut it out. Now, using scissors, cut jagged chunks out of the edges of the rectangle to reduce the area of it. Use the little map shown here as a guide.

You see, as a smooth rectangle, the area of the island should have been 60 miles. But because of the sharp inlets jutting in and out of the coast, the island is really only 13 square miles in area. Glue your little island onto a piece of notebook paper and write “Patmos” on it. File it under “Asia: Turkey” in your Student Notebook.

3. In a Bible atlas, find the province of Galilee. Josephus was a commander of the Galileans in the battle against the Romans in A.D. 66. Jesus once spent a lot of time in Galilee. It was at the Sea of Galilee that Jesus calmed a storm and walked on the water. In your atlas, find the city of Jerusalem and the city of Rome. We know that Josephus lived in all three areas. On Outline Map XX, “Mediterranean,” record the province of Galilee and the cities of Jerusalem and Rome. Label your map “The Homes of Josephus” and file it under “Asia: Israel” in your Student Notebook.

Name _____ **Date** _____



WHAT DID YOU LEARN?

WEEK 2: *QUIZ*

Multiple Choice. Circle the correct answer for each question.

1. In the Book of _____, Jesus told his followers that He would send the Holy Spirit.
 - a. John
 - b. Acts
 - c. Romans
 - d. Revelation
2. On the road to _____, Jesus spoke to Saul and he was blinded for three days.
 - a. Antioch
 - b. Jerusalem
 - c. Damascus
 - d. Eden
3. After a shipwreck, Paul spent three months on the island of _____.
 - a. Crete
 - b. Malta
 - c. Cyprus
 - d. Sicily
4. Nero was one of the most evil _____ emperors ever to live.
 - a. Roman
 - b. German
 - c. Persian
 - d. Jewish
5. Under Saul of Tarsus and others, the very first people to persecute the early Christians were the _____.
 - a. Jews
 - b. Persians
 - c. Babylonians
 - d. Romans

6. Bishop Ignatius was thrown to the lions in the _____ of Rome.
- a. Parthenon
 - b. circus
 - c. Colosseum
 - d. catacombs
7. Josephus was one of the best Jewish _____ who ever lived.
- a. dancers
 - b. architects
 - c. generals
 - d. historians
8. Though he was impressed with the Romans, Josephus fought against them in the First Jewish _____.
- a. Council
 - b. Revolt
 - c. Feast
 - d. Retreat

WEEK 3



WHAT DO YOU KNOW?

PRETEST 3

True or False? Circle your answers.

1. Masada is the name of a great fortress in China. T F
2. Rather than be captured by the Romans, nearly 1,000 Jews killed themselves at Masada. T F
3. The Dead Sea Scrolls were discovered by a troop of Girl Scouts. T F
4. The Dead Sea is the lowest place on earth. T F
5. Nearly 800 Scrolls hidden by the Essenes have been found in caves near the Dead Sea. T F
6. Mt. Vesuvius is a volcanic mountain in Italy. T F
7. The city of Pompeii has never been seen again since being buried by volcanic ash 1,500 years ago. T F
8. Mt. Vesuvius blew so hard in A.D. 79 that it shot hot magma 12 miles high for 11 hours. T F

MASADA

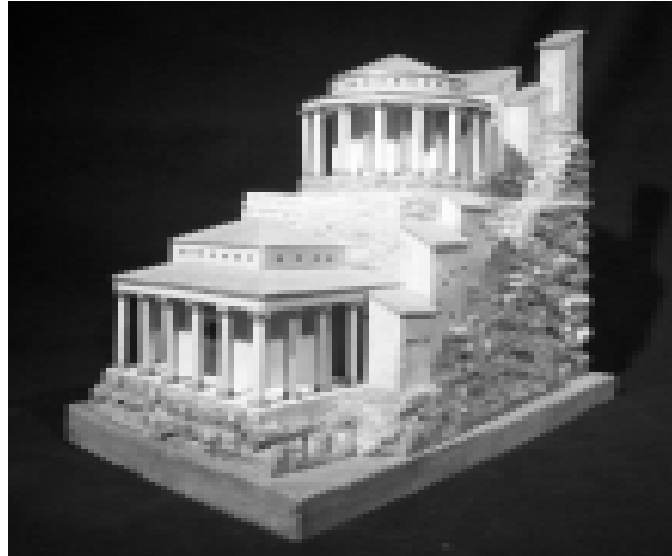
LESSON 7

(NOTE TO TEACHER: I recommend previewing this lesson to determine which parts are suitable for your children. The more graphic paragraphs are marked and may be skipped without losing the content of the story.)

Have you ever seen a movie or read a book that made you cry? I have. I just can't get through some stories without at least a lump rising in my throat. Well, today's lesson is one of those kinds of stories. It made me cry when I first read about it. Unfortunately, some things in history are just that sad.

Masada is not the name of a person or a city, but it is the name of a place. It is a massive **fortress** that still stands today on a steep plateau in **Israel**. The fortress itself isn't the sad part of the story, but what happened there was absolutely tragic.

In review, do you remember the war that **Josephus** was involved in? He was caught up in the First Jewish Revolt against the Romans in A.D. 66–70. Josephus warned the Jews not to even *try* to fight the powerful Romans. But they wouldn't listen, and many were killed. The beloved **Temple** of the Jews was completely destroyed. To add insult to injury, the Romans robbed the Temple of some of its sacred treasures and paraded them through the streets. Worse than that, Jewish prisoners were dragged past the sneers and shouts of their enemies! Some were dragged to their death.



Well, sometime around A.D. 66, at the beginning of the war between the Jews and Romans, there were some Jews who agreed with Josephus that they ought *not* to fight the Romans. *This is a model of the massive but beautiful fortress of Masada. It was once a palace retreat for Herod the Great.*

They had no confidence they would survive. So rather than fight, they fled. They thought their best option might be to hide from the Romans and then defend themselves if necessary. I will refer to the Jews who fled as the **Zealots**, as most history books would call them. They are also named the **Sicarii** for the method in which they fought, which was with daggers. In Latin, *sica* means “dagger,” so the Zealots were sometimes called the “Sicarii” or **daggermen**.

After some years on the run, the Zealots grew weary of not having a home. They needed a place to live that would give them protection. What they discovered was Masada. The Masada fortress had been built many years earlier. **Herod the Great** (the Herod in the Bible who sent out the three wise men to find Jesus) lived at Masada when he was a young boy. It was used as a fortress in wars against the **Parthians**. Later in Herod's life, he returned to Masada to make it an even better, stronger fortress. Herod was so fearful that someone was out to kill him, that he needed a solid place like Masada for

protection. (He was probably right, too, that someone somewhere wanted to kill him. He had a lot of enemies!)

So Herod the Great remodeled Masada into an unbelievable stronghold. He cut out great caverns and cisterns that would hold many years' worth of rainwater. He built storehouses that would keep years



The Romans spent seven months erecting a huge ramp of earth to help them overtake Masada.

of preserved food. He added two ornate palaces to help him fight boredom should he get stranded there. The place was an ideal refuge.

In its natural state, Masada was difficult to get to. That alone made it a great fortress. It was located on the western shore of the **Dead Sea**, about 30 miles southeast of **Jerusalem**. The fortress

was on top of a plateau that jutted up 400 meters above the Dead Sea. Steep limestone cliffs surrounded it. Only two paths existed to climb the great plateau: one short, steep path on the west side and a long torturous snake path up the east side.

But back to the Zealots . . . in the midst of the war with Rome, they poured out of Jerusalem and other villages by the hundreds and headed to the refuge of Masada under the leadership of **Eleazar Ben Yair**. A few Roman soldiers were occupying Masada at the time, but they were easily overtaken. Masada then belonged to the Jews! At least for awhile.

Life for the Jewish Zealots at Masada was a relief at first. Considering that they had been living in fear for years in their villages, the rugged surroundings of Masada were bearable. For many of them it was the first time in their lives that they were free of Roman rule. They were free to worship as they liked. Free to pray as they liked. Free to be the people they wanted to be.

The Romans Attack

In time, however, word got back to the **Roman emperor** that nearly a thousand Jews were in hiding at Masada. He would not tolerate their rebellion and escape! The emperor sent a myriad of legions to try to stomp out these devout Jews who would *not* submit to the Roman government. According to Josephus, who wrote about the incident at Masada, as many as 20,000 Roman soldiers marched on the great fortress.

Since I already told you this was a sad story, you may think you know what happens next. You would think that 20,000 Roman soldiers could have just scaled up the cliffs and easily overtaken 1,000 Jewish civilians. But, according to Josephus, that's not at all what happened.

The Romans quickly learned that Masada was impenetrable. That means it was impossible to break into. When they tried to scale the cliffs, the Jews showered them with rocks and weapons from above. In every instance, the Jews had the advantage from being up so high on the plateau. And with all the food and water stored at Masada, the Romans couldn't even starve out the Jews.

But someone in the Roman camp came up with a scheme to get to the top of the towering plateau. They would build a **dirt ramp**. That is, a really *big* dirt ramp. Using Jewish prisoners as part of the workforce, the Roman soldiers erected a massive ramp of earth and wood that took them seven months to build.

Imagine for seven months watching the slow progression of the enemy as they inched their way higher and higher to the top of the fort. I can picture the faces of terrified children peeking over the great walls. I can hear them asking their moms what would happen next. I'm glad that they couldn't have known.

When the Romans completed their building, they pushed and pulled huge weapons of war up the long earthen ramp. One weapon was called a **battering ram** because it repeatedly rammed a huge boulder through anything in its path. It successfully knocked down outer walls of the fortress, and the Romans set fire to the wooden gates. However, they underestimated the great weight of their weapons. Part of the ramp collapsed and caught on fire. Humiliated at this setback, the Romans yelled, "We'll get you tomorrow!" and they departed for the night to their tents below.

Josephus claims that early the next morning, thousands of Roman soldiers marched back up the ramp with every intent of taking Masada for good. But rather than encounter mobs of fighting Jews, as would be expected, they were greeted by complete silence! Not one person was stirring! Where were the Jews that the Romans had spent seven months preparing to capture? Well, this is the sad part of the story. They were all dead. Through the night, 960 men, women, and children killed themselves. Rather than face Roman rule and imprisonment, they died by their own hands!

(Teacher: The next two paragraphs may be disturbing for some children. Use your discretion in reading them.)

Josephus tells us, however, that two older women and five children survived the mass suicide to explain exactly what transpired that tragic night. According to the witnesses, Eleazar Ben Yair gathered the people around him one last time. He shared with them that they had but two choices. They could be tormented as prisoners of Rome or they could take their own lives and die as free people. After all they had been through, including seven months of anticipating their fate, the idea of taking their own lives was apparently less painful to consider.

To carry out the horrible task, Eleazar instructed families to first burn all their personal belongings. They didn't want the Romans to walk away with even one of their meager possessions or a cent of their wealth. Then, most tragic of all, each man was to slay his own wife and children. Names were then drawn between the men to kill each other.

(Resume reading here.)

There are hardly words I can write that express how this story makes me feel. Thousands of people travel every year to the site of Masada and experience the same problem. They are left in complete awe over the tragedy that occurred there nearly 2,000 years ago. Of course thousands of people have died in multitudes of other wars, but few have died as tragically as these did by the hands of their own loved ones.

Today, the Jewish army uses the ruins at Masada as the place where soldiers swear their allegiance to Israel. It is no wonder that in Israel, postage stamps and medallions display the words, "Masada shall not fall again!" Hopefully there never *will* be an incident like Masada again. Hopefully we've learned from history other ways to achieve freedom than through such tragedy.

ACTIVITY 7

7A—Younger Students

1. Create a medallion with the words "Masada shall not fall again!" inscribed on it. Use cardboard, ribbon, and markers.

2. Masada was well equipped for storing preserved foods. For lunch today, try eating dehydrated foods such as raisins, beef jerky, prunes, dried apples, and soup in a paper cup that you add hot water to, etc. If you have a dehydrator, make some of your own dry foods and store them. It would be hard to live on these kinds of foods for months and months at a time. Discuss with your teacher the pleasure of eating freshly prepared foods and be thankful to have these available.

7B—Middle Students

1. Using outside sources, research ancient weapons like the battering ram and the assault tower. Try to find a picture of both to help you grasp why the earthen ramp at Masada collapsed under their weight. Photocopy and color your findings and file them in your Student Notebook under “Asia: Israel.”
2. Create a small system of cisterns. A cistern is a method of collecting rainwater. I suggest you do something like this: Cover several large plastic bowls with pieces of mesh cloth. Secure the cloths with rubber bands or string. Place clean rocks or weights on the cloths to direct water to seep down into the containers. (The cloths will slow down the amount of water that seeps in, but they will serve as screens to keep bugs out!) Set the containers outdoors for two weeks or more, depending on the season. Monitor the weather and check your cisterns for rainwater collection. Rainwater is supposed to be excellent for washing hair because it lacks the hard minerals found in tap water. If you can collect enough rainwater, try it out—even if you have just enough for a final rinse after you’ve shampooed.

7C—Older Students

1. Obtain the original works by Josephus that explain the entire Masada incident. He wrote of it in his book *The Jewish War*. For centuries historians thought this story was fiction. However the great fortress was discovered and excavated in the 1800s to prove that the story was unfortunately quite real. Debate still exists, however, as to whether the mass suicide was as extensive as Josephus made it out to be. Research the debate yourself and draw your own conclusions. Did Josephus exaggerate the mass suicide or did it happen exactly as he wrote it? The findings of archaeologists are some of our only keys to the past! Record your findings in your Student Notebook under “Asia: Israel.” (Or send them to me if you’d like! I’d love to know what you discover!)
2. Discuss the ethics of suicide with your teacher or classroom. What are the statistics of suicide in your nation? What does God’s word have to say about it? Consider the present-day debate over Dr. Jack Kevorkian’s suicide machine.

C. 100 B.C.–C. A.D. 75

THE DEAD SEA SCROLLS

LESSON 8

Over the centuries, archaeologists have found lots of things that help support the stories of the Bible. But none could be more significant than the **Dead Sea Scrolls**. That is the name given to some well-preserved biblical documents that were written thousands of years ago but were only found in the last century by a young boy.

As the story goes, in 1947 a **Bedouin** (BED oo in) shepherd boy was exploring some caves near the **Dead Sea** when he discovered hundreds of parchments. These were no ordinary documents. What the boy found were fragments of the entire **Old Testament**, except for the Book of Esther.

It turned out that archaeologists and other Bedouins found 10 more caves in the nearby area. Hundreds more parchments were found. These included parts of the **Apocrypha** and records of customs of the people who wrote these documents. (The Apocrypha is a book of religious writings that complement the Bible but were not included in it.)

Who wrote the Dead Sea Scrolls? Most scholars agree that the Jewish sect called the **Essenes** (es SEENZ) wrote the Scrolls. Do they sound a little familiar to you? I introduced you to them in the lesson on **Josephus**. Josephus had studied the lives of the Essenes as well as the **Pharisees** and **Sadducees** before deciding to join the Pharisees.



For centuries the Dead Sea Scrolls were well preserved by the dry air of the region.

The Essenes were a strict group of Jews that may have sprung from the former **Maccabees**. (See Volume I of *The Mystery of History* for the story of Judas Maccabee and the first Hanukkah.) As devout Jews, the Essenes felt they should live “separate” from the corrupt world around them. So, they usually lived far away from big cities.

That may be one reason why their “library” of sacred writings was discovered near the Dead Sea. This location, which is also called **Qumran**, was not exactly a popular spot. Qumran is situated near limestone cliffs and the low-lying fossil bed of the Dead Sea. The Dead Sea lies farther below sea level than any other place on earth! It is so hot there, that as fresh water pours into the Dead Sea from nearby rivers, it quickly evaporates. This process leaves behind so much salt and mineral sediment that fish can’t survive in the sea. In fact, the salt and mineral

content is so high in the Dead Sea that a person will float in the water without even trying!

Well, all in all, a total of 800 writings have been retrieved from the desert spot in Qumran. Most were written in **Hebrew**, some were in **Aramaic**, and a few were in **Greek**. To this day, scientists are still piecing together some of the writings like a giant jigsaw puzzle.

Nobody knows for sure why the Dead Sea Scrolls were systematically stored as they were. It may have been a response to the difficult times the Jews were having against the Roman government. It may simply have been an act of preserving sacred Jewish history.

Unlike most documents of that era, these Scrolls were really well preserved. They probably lasted so long because of the extremely dry air in the region and the materials used to write them on. Some writings were found on **calfskin** and **sheepskin**. Most were on **parchment** and **papyrus**.

What do we know about the lives of the Essenes? For about two centuries, which would be 200 years, they lived “separate” from the world. From excavating the area, scientists know that the Essenes lived in communes and shared their wealth with one another. Their writings state that “they shall eat in common and bless in common and deliberate in common.”¹ From this we conclude that besides living

1. *Dead Sea Scrolls*. New South Wales: Art Gallery of New South Wales, 2000; p. 22.

together as neighbors, they ate together in one large group. And it *was* a rather large group. Anywhere from 200 to 400 people made up the commune at Qumran.

The Essenes were self-sufficient, as was necessary for living out in the wilderness. They raised sheep and cattle, farmed, and made date honey. Evidence of a potter's workshop has been found as well as a tannery. (A tannery is a place where leather is made.) But the main occupation of the Essenes was the preservation of the Scriptures.

Eventually the Essenes disappeared from history. **Earthquakes** violently shook the region, forcing many of them to leave. Wars with Rome may have forced them out too. Though we don't know much more about the Essenes, we can be grateful for their dedication to the preservation of the Scriptures. The copies they left behind are priceless to Jews and Christians alike because they provide additional historical evidence of the accuracy of the Bible.

ACTIVITY 8

8A—Younger Students

Create an ancient document. (This activity will take two days to complete.)

Materials: Paper, pencils, four black tea bags, water, pot for boiling, tongs, shoes, matches, three-hole plastic sleeve for notebook

Adult Supervision Needed

1. Have your teacher place a few cups of water to boil on a stove.
2. When the water boils, add four black tea bags and remove from heat.
3. Set tea water aside to steep and cool.
4. On a piece of paper, write in dark pen several of your favorite Old Testament Bible verses in your best handwriting.
5. Crumple the paper into a tight ball. Straighten it out.
6. Using tongs, slowly lower the paper into the tea water. Leave for several minutes.
7. Use tongs to carefully remove the paper; allow it to drip-dry overnight.
8. Assuming your paper is now dry, have your teacher locate a safe place outdoors where you can burn the edges of the paper. This will give your document an aged appearance. For safety, I recommend shoes on all participants as well as an extra shoe in hand to stomp out the smoldering edges!
9. When the document has completely cooled, I suggest you store it in a three-hole plastic sleeve that can easily go into your Student Notebook under "Asia: Israel."

8B—Younger and Middle Students

Grow salt crystals!

Background Information: The Dead Sea is sometimes referred to as the Salt Sea in the Bible because of its high content of salt. Along the southeast end of the Dead Sea, there lies a ridge of earth 300 feet high and 5 miles long that appears to be covered with *salt crystals*.

Materials: 2 tablespoons of Epsom salt, black construction paper, scissors, foil pie pan or shallow saucer, ½ cup of water, small plastic container with a lid

1. In a small plastic container, add ½ cup of water and 2 tablespoons of Epsom salt.
2. Close the container with a lid and shake hard for about a minute.
3. Cut a black piece of construction paper to fit the bottom of your pie pan or shallow saucer.
4. Pour the saltwater solution gently over the paper in your pan or saucer.
5. Set the pan near a sunny place where it won't be bumped for a few days.
6. Observe the growth of long, beautiful salt crystals as the water evaporates.
7. Take a photo of your salt crystals and file it under "Asia: Israel" in your Student Notebook. Title the page "The Dead Sea Is Salty."

8C—Older Students

1. Examine actual photos of the Dead Sea Scrolls on the Internet. If these sites are not working, do a search for current sites.
<http://www.loc.gov/exhibits/scrolls/toc.html> (sponsored by the Library of Congress)
http://www.usc.edu/dept/LAS/wsrp/educational_site/dead_sea Scrolls/
2. Using a Bible dictionary, research the *location* of the ancient cities of Sodom and Gomorrah. Genesis 19:24–26 explains how these cities were destroyed by God and the fate of Lot's wife, who was turned into a pillar of salt. What scientific facts about the Dead Sea could support this biblical account in Genesis? Write three paragraphs on the topic and file your research under "Asia: Israel" in your Student Notebook.

A.D. 79

THE BURIED CITY OF POMPEII

LESSON 9

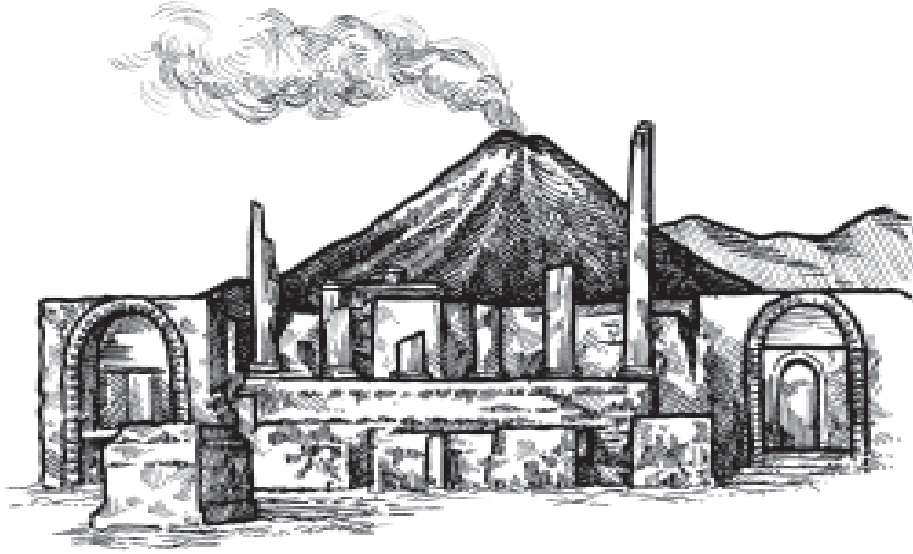
On the morning of August 24, A.D. 79, the Roman city of **Pompeii** was bustling about like normal. Fathers were going to work in their shops, mothers were cooking and cleaning, and children were finishing chores so they could go outside to play. But under the ground, something was churning and burning that would forever change this city. A nearby volcano called **Mt. Vesuvius** was about to bury Pompeii in ashes and leave it covered in eerie silence for nearly 1,500 years!

As hard as it is for us to imagine, the ancient city of Pompeii was very modern and much like one of ours. Streets were systematically laid out; homes were lavishly decorated with paintings, mosaics, and marble floors; and the city was undergoing **elections**. Just like our neighborhoods around election time, people staked signs in their yards telling whom they would vote for. Some people even made sport of it and created sarcastic signs to heckle the politicians. For example, some signs read "The Town Drunks Vote for Maximus" and "Thieves Are Voting for Scipio."

Pompeii was a significant port city because it was strategically located near the sea on the western banks of **Italy**. The people of Pompeii traded with faraway **Egypt** and **Spain** as well as with other local Roman cities. With a population of 10,000 to 20,000 people, things were busy. Farmers and shepherds

raised olives, grapes, grain, sheep, and flowers. With these products, the bakers and craftsmen made olive oil, wine, bread, wool, perfumes, and flowering garlands.

Pompeii sounds like a neat place, doesn't it? It was in many ways. But in one long and terrifying day, it was obliterated! Had the people of Pompeii better understood the warning signs of a volcano, they might have been spared.



When Mt. Vesuvius erupted in A.D. 79, it buried the city of Pompeii in 12 feet of ash.

But people that long ago had far less knowledge and capability to predict natural events than we have today. For example, in the year A.D.62, a few years before Vesuvius showered Pompeii, a massive **earthquake** had rocked the entire town. The earth shifted so suddenly that a huge portion of Pompeii was damaged. Even by the year A.D.79, some buildings and statues in Pompeii were still in shambles from never having been rebuilt.

Despite that incident, nobody in the year A.D.79 knew what was brewing in the peaceful-looking mountaintop of Vesuvius. The lurking volcano appeared harmless, with layers of lush, green landscape draping across it. The mountain provided enough vegetation for animals to graze there unaware of their fate. Life was seemingly normal.

To better understand what happened at Pompeii, let me explain a little bit about how volcanoes work. Miles underneath the ground, it's hot—extremely hot! Sometimes it becomes so hot that rocks melt and gases are created. This hot melted rock is called **magma**. We call the same stuff **lava** when it spews out of a volcano. In a normal volcano, gases build up like a massive teakettle and blow the top right off a mountain. Hot lava then oozes out and burns up everything in its path. But at Vesuvius, something strangely different happened.

Vesuvius Erupts

The pressure under Vesuvius was so great that it blew the contents of the mountain 12 miles straight up into the sky where it hung suspended for hours above the spewing gases! Though some of the debris solidified into porous rock called **pumice** and plummeted back to the earth, most stayed up in the sky. It would have been a frightening sight. The strength of Vesuvius was more like that of a nuclear bomb! It is thought to have been 10 times stronger than the eruption of **Mount Saint Helens** in the United States on May 18, 1980.

I share all of this with you that you might grasp just what happened to the ancient city of Pompeii and its people that hot August day. Just before one o'clock in the afternoon, so much heat was building up under Vesuvius that the streams and creeks evaporated, animals grew restless, and the nearby sea

heaved. Then the top blew! Red-hot stones and pumice shot thousands of feet into the sky. Smoke blocked out the sun, and the whole region shook.

The people indoors probably thought it was another earthquake and braced themselves under shelter. But one look outdoors would have given away the truth. A red cloud hovered and glowed above Vesuvius like a giant **mushroom**, and debris showered the streets. Of the thousands of people who lived there, most had time to escape if falling rocks didn't hit them. Remember there was no hot lava to stop them because the majority of magma from Vesuvius was suspended overhead! People fled by boat, on foot, or on horseback. However at least 2,000 residents were not so fortunate. Ash fell from the sky at the rate of 6 inches per hour! That alone suffocated hundreds who were left in Pompeii.

But what really destroyed the remaining city was an avalanche of **hot air** and **gases**. You see, after about 11 hours, the pressure of the volcano weakened. As it cooled, the great column of ash and rock that hung in the air collapsed. Six different times the column surged downward from the sky before it completely ripped through Pompeii like a hurricane! Anyone who might have lived up to this point would have instantly been killed by the scorching heat and vapors. Twelve feet of ash buried the entire town. The harbor became impassable to boats as ash turned the water to mush.

The fate of Pompeii is like none other. Because of the amount of ash that fell and the absence of hot lava, people were frozen in time like statues in a museum. In the 1700s, local diggers discovered the town almost completely undisturbed. Like giant fossils, shop owners, slaves, children, gladiators, food, animals, and homes were found by archaeologists in the exact positions in which they perished! Some people were found clutching their loved ones, others were found holding bags of jewelry and money. Most died with expressions of terror on their faces at the realization that they weren't getting out.

It is hard to believe that a city could remain covered for nearly 1,500 years! I suppose some of those who fled returned to try to find what had been lost there. But it would have been of no use. Deadly pockets of gas would have still overcome anyone brave enough to begin to dig out Pompeii. Eventually the city was completely abandoned and forgotten. Local people referred to it as **civitas**, meaning "ancient city" in Latin.

If you were to visit Pompeii today, you would learn a great deal about the way of life in ancient Rome. Because the gases have now subsided, nearly the whole city has been unburied to reveal a past life suspended in time. Archaeologists discovered ways to preserve the hollow, ash-covered bodies. They poured plaster into the cavities where the bodies had deteriorated. What remained were three-dimensional representations of real people. It is a fascinating accomplishment. Even the names of families have been traced through the election signs posted in yards.

Why should we care so much about the study of the Romans? Weren't they the bad guys who oppressed the Jews and persecuted the early Christians? Well, many Romans were guilty of such crimes, but not all of them of course. And good or bad, our government and many Western philosophies have been patterned after the Roman way of thinking. So a day in the life of Pompeii is very interesting to historians. Besides that, the story is a sobering reminder of the uncertainty that life holds. Vesuvius remains an active volcano that is regularly monitored in hopes that it will *never* do again what it did in A.D. 79!

ACTIVITY 9

ALL STUDENTS

Make your Memory Cards for Lessons 7–9.

9A—Younger and Middle Students

Make your own volcano.

Materials: Short plastic bottle (like an 8-ounce water bottle), vinegar, funnel, baking soda, red food coloring, liquid dish soap, dirt, water, box

Fill an old box with dirt and add water to make it moist enough to sculpt. Nestle a bottle into the dirt and continue to build up the sides to resemble a mountain. Using a spoon or funnel, add 2–3 tablespoons of baking soda to the bottle. Add a few drops of red food coloring and dish soap for effect. Then carefully and slowly pour about $\frac{1}{2}$ cup of vinegar into the hole of your “volcano.” It should react with the baking soda and begin to ooze out of the top of your bottle. Add more ingredients if needed. Take a picture of your creation. File it under “Europe: Italy” in your Student Notebook.

9B—Younger and Middle Students

Some of the everyday discoveries at Pompeii help us to see the ancient residents as real people. One of the many things found there was a sign in Latin that read *Cave Canem*. It means “Beware of the Dog.” The Romans also left behind a lot of graffiti. “Graffiti” is what we call words spontaneously, and sometimes illegally, scribbled in unusual places for others to read. (Like in a public bathroom stall!)

Nearly 2,000 years ago, someone in Pompeii scribbled the statement “May you sneeze sweetly.” It was a gesture of wishing someone good luck. A school student engraved the words, “I was whipped for the 3rd time,” referring to his consequence for misconduct.

If someone were to discover your city or home in 1,500 years, what kind of words would they find there? Make up a page of popular slogans or advertisements of our day. File it in your Student Notebook under “Europe: Italy.”

9C—Older Students

1. The type of eruption at Vesuvius has been termed a “Plinian” eruption after a historian named Pliny the Younger. Turn to the Activity Supplement in the Appendix to read his eyewitness account of what happened in the year A.D. 79.
2. Vesuvius was not completely without lava although it wasn’t lava that destroyed Pompeii. Research a nearby city in Rome called Herculaneum. It also was destroyed by the volcano of A.D. 79 but in a different manner. Investigate the hundreds of skeletons that were discovered in 1982 along the beach of the city. It is very interesting. Suggested resource is a library book titled *Pompeii: Nightmare at Midday* by Kathryn Long Humphrey, published by Franklin Watts, 1990. See Chapter 8 in Humphrey’s book for more about the skeletons.
3. Over the years, Vesuvius has erupted many times. One of the more recent eruptions was in 1944. Research this eruption on the Internet or in an encyclopedia (I recommend *World Book*) to find pictures of Vesuvius during a blast.



TAKE ANOTHER LOOK!

REVIEW 3: LESSONS 7–9

Wall of Fame

1. **Masada (A.D. 66–73)**—Create a small banner or medallion that says, “Masada shall not fall again!” [From *History Through the Ages*, use *Masada*.]
2. **Dead Sea Scrolls (c. 100 B.C.–A.D. 75)**—In tiny writing, use a light-colored pencil to copy a verse from Isaiah on a small piece of paper. Then crumple it up to make it appear aged and wrinkled. In larger letters, write in ink “Dead Sea Scrolls” over the top of your paper. [Use *Dead Sea Scrolls*.]
3. **The Buried City of Pompeii (A.D. 79)**—Draw a small mountain with a large red cloud hovering over it. Write the name “Vesuvius” on it. [Use *Pompeii*.]

SomeWHERE in Time

1. How well do you know the directions east, west, north, and south? In a Bible atlas, find the city of Jerusalem with your finger. Move your finger just a little in the direction of south. Now move it just a little east. You should be right on the western shore of the Dead Sea. This is where the fortress of Masada stands.
2. “There are over 500 active volcanoes in the world, some of which are under the sea. Two major areas of volcanoes exist. (Earthquakes are common in these areas, too.) The first is called the ‘Pacific Ring of Fire.’ This area circles around the edge of the Pacific Ocean and has many active volcanoes. It includes the western coast of North and South America (including Mt. Saint Helens in Washington state). It also includes Mt. Fuji in Japan, from Guam to Samoa, to New Zealand, then down and across to the southern coast of South America. The second chain forms a line along the Azores, Canary Islands, and east to Europe and Asia.”²

On Outline Map XX, “World,” label the following volcanoes using an atlas and/or other reference materials. Which are located in the Pacific Ring of Fire?

Volcano	Country
Mt. Aconcagua	Argentina
Mt. Fuji	Japan
Mt. Saint Helens	Washington state
Lassen Peak	California
Mt. Etna	Sicily

2. From *The Ultimate Geography and Timeline Guide*, by Maggie S. Hogan and Cindy Wiggers. Published by GeoCreations, Ltd., 1998; p. 116.



WHAT DID YOU MISS?

WEEK 3:—EXERCISE

Match and Mark. This is a matching exercise with an artistic variation. You will need colored pencils to complete it. Not only do I want you to match the items in the two columns by placing the correct letter next to the number, but I also want you to follow the directions to artistically “mark” the items as described.

Remember, these exercises and quizzes are designed to take you back to some of the first lessons we learned. On an exercise, you can use your book as a reference if you need to. The lesson numbers are provided for you in parentheses.

- | | | |
|-----------|---|-------------------------|
| _____ 1. | Using a pink pencil, write the number “50” over the Greek word with that meaning. (1) | a. Josephus |
| _____ 2. | Using a black pencil, draw “x’s” on a smiley face next to the name of the man who met Jesus on his way to Damascus. (2) | b. Tertullian |
| _____ 3. | In green pencil, draw a tent over the name of the couple who made and sold tents with Paul. (3) | c. Pentecost |
| _____ 4. | In yellow and orange pencil, draw flames around the name of the emperor who blamed the Christians for the burning of Rome. (4) | d. Vesuvius |
| _____ 5. | In red pencil, draw a drop of blood next to the name of the philosopher who said, “The blood of the martyrs is the seed of the church.” (5) | e. Saul |
| _____ 6. | In gray pencil, draw jail bars over the name of the historian who was forced to surrender to the Romans. (6) | f. Dead |
| _____ 7. | In purple, draw a sword under the name of the leader of the Zealots at Masada. (7) | g. Pompeii |
| _____ 8. | In blue pencil, draw waves around the name of the sea where hundreds of parchments of Scripture were found in 1947. (8) | h. Eleazar |
| _____ 9. | In brown pencil, draw the shape of a mountain around the name of the volcano that erupted in A.D. 79. (9) | i. Nero |
| _____ 10. | Using brown, black, and gray pencils, draw a shower of ash falling on the name of the city that was buried for 1,500 years. (9) | j. Priscilla and Aquila |