

The MYSTERY of HISTORY



Volume I
Creation to the Resurrection
Second Edition

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What Do You Know? Pretest 31

Jeopardy! I provide the answers; you give me the right question for each from the list below. Draw neat lines in different colors to connect them.

1. Elephants

5. Paper

2. The Alps

6. Antiochus Epiphanes

3. Salt

7. Oil

4. Silk

8. Dedication

What Seleucid ruler sacrificed a pig on the Jewish altar?

What was the greatest trade item made by the Chinese?

What animal did Hannibal use to fight against the Romans?

What was miraculously provided at Hanukkah?

What mountains did Hannibal cross with his war elephants?

What substance was scattered across Carthage to ruin it?

What does the word "Hanukkah" mean?

What did the Chinese invent during the Han dynasty?

Hannibal, Elephants, and the Punic Wars

Far away from China at about the same time that Qin started the Great Wall, trouble was stirring between two important cities, **Rome** and **Carthage**. The city of Rome was determined to rule over the entire Mediterranean world. Carthage, however, wasn't going to let this happen very easily.

Carthage (KAR thij), an ancient city and state located in northern Africa, was a threat to Rome because it was in an ideal location for trading. Look on a historical map now and find both Carthage and Rome. They were really quite close to one another although they were on two different continents. Only the waters of the Mediterranean Sea separated them.

The fighting between these cities became known as the **Punic** (PEW nick) **Wars**. It was called that because the Romans used the word "Punic" for "Phoenicians." What do the Phoenicians have to do with it? Glad you asked that question. It was the Phoenicians of long ago who first settled the city of Carthage on the Mediterranean. Carthage was what we would call a "colony" of Phoenicia for many years.

During the **First Punic War**, the Carthaginians fought with the Romans over the island of Sicily. That is the small island that looks like it is being "kicked" by the peninsula of Italy. (Archimedes was from there.) Carthage lost that battle.

Twenty years later, though, a brilliant general named **Hannibal** rose to power in Carthage. He would greatly challenge the Roman rule. While just a boy, Hannibal developed an intense hatred for Rome. His father once asked him to make an oath that he would never be friends with a Roman. Hannibal kept that oath all his life.

The most amazing thing Hannibal ever did was to completely surprise the Romans in an attack. You will have to look at a map to appreciate this strategy. Rather than trying to attack



In an incredible effort to attack Rome, Hannibal crossed rivers and scaled the Alps with 37 war elephants!

Rome from the south where Carthage was, Hannibal marched to Rome in **218 B.C.** by heading west through Africa, north at the Strait of Gibraltar (ji BROL tur), and east across the perilous Alps — one of the highest mountain ranges in the world! This man and his army, who lived south of Rome and across a sea, attacked Rome from the northwest. It was a brilliant idea.

To make the endeavor even more astounding, Hannibal took 37 war **elephants** with him! Can you imagine elephants climbing the Alps? To be honest, they didn't do a very good job. On the way, all but one

died, from either the freezing conditions or falls from great heights. One-third of Hannibal's men died for the same reasons, as well as from starvation, on the long and perilous journey.

Still, Hannibal was very courageous. It is said that he himself would serve as a scout — hiking or riding his horse to the next highest peak, yelling back to his men that it was safe for passage. I can picture him shouting and waving. Both he and his men were subject to slippery ice, deep snow, and freezing weather. It is incredible that they made it at all.

Over the next 15 years, the brave and gallant Hannibal managed to defeat the Romans at three different battlefronts in Italy, but he was yet to meet up with the best that Rome had to offer in generals. His name was **Scipio** (SIP ee oh).

While Hannibal was in Italy far from home, Scipio moved his men to attack Carthage by way of the sea. News of that forced Hannibal to sail back home. In 202 B.C., Scipio and Hannibal finally met face to face to fight at the **Battle of Zama** (ZEE muh or ZAH muh). At stake was the fate of the Mediterranean world. The result of this battle was to shape the rest of history!

Since you've probably never heard of Carthage before this lesson, that might give you a clue as to who won this decisive battle. Hannibal and his men just couldn't do it — they could not squelch Scipio. The Romans went on to claim the final victory in the **Second Punic War**. This was just the beginning of Rome's showing how strong she could be.

Hannibal, on the other hand, left the army and worked instead on rebuilding the city of Carthage. He was so successful that he again posed a threat to the Romans. They set out to have Hannibal ousted from Carthage once and for all. He had to flee far from home to save his life.

After 10 years, the Romans finally caught up to Hannibal while he was in hiding on the island of Crete. That is the same island where the Minoans once lived. Rather than suffer the humiliation of being captured, Hannibal ended his own life in 183 B.C. He supposedly drank poison that he kept stored secretly in a ring on his finger.

Some of Hannibal's last words were "Let us now put an end to the great anxiety of the Romans, who have thought it too lengthy, and too heavy a task, to wait for the death of a hated old man."¹ Ironically, Hannibal's old enemy, Scipio, died that same year.

Both men died without the knowledge that Carthage was later *obliterated* by the Romans in the **Third Punic War** (149–146 B.C.). The destruction was among the worst in all of history, as the entire city was burned over two weeks and any survivors were carried away into slavery.

As a final act of cruelty, the Romans contaminated the burned city with salt. Why salt? Salt was sure to ruin the land for farming. Without farmland, Carthage was made uninhabitable. This devastation of the great trade city of Carthage certainly would have broken Hannibal's heart.

Activities for Lesson 91

91A—Younger Students

Write a story about what it would be like to have a pet elephant. What would you want him to do for you? Where could he take your family? Where would he sleep, and how much would he eat? To make your story believable, read some information about elephants in the encyclopedia and weave

1. As quoted in Don Nardo, *The Punic Wars*. (San Diego: Lucent Books, 1996), 82.

these facts into your story. Dictate the story to your teacher and include it in your Student Notebook under “Africa: Tunisia.” (Tunisia is the modern country in Africa where Carthage used to be.)

91B—Middle Students

Pretend you are a soldier with Hannibal’s army. Write a diary page of what it is like to travel with the elephants. Although it was not a funny expedition, you could write your diary page in a humorous fashion. Use your imagination. File your page under “Africa: Tunisia.”

91C—Older Students

1. Write a synopsis of each of the three Punic Wars. These wars were considered pivotal to history, and the tactics of Hannibal were ingenious. Pay attention to the name Scipio. There was more than one. File your research under “Africa: Tunisia.”
2. Are you a war buff? If you like battle scenes, research the details on the Battle of Zama, Scipio versus Hannibal. It was quite a showdown.

Lesson 92

206 B.C.—A.D. 220

The Han Dynasty

When you think of images of ancient China, what comes to your mind? Do you picture bustling streets, ornate palaces, and beautiful works of art? I hope so because all of these are part of China’s rich past. Much like the Greeks in Athens, the Chinese experienced a time period during which their cultural achievements greatly blossomed. It was during the **Han dynasty** that the more creative side of the Chinese emerged.

In review, the Qin dynasty was rather short. It lasted just a few years beyond the life of Shi Huang Ti, who oversaw the building of the Great Wall of China. After his death and a few years of civil war, the Han dynasty ruled over China from **206 B.C. to A.D. 220**. That is more than 400 years!²

If you remember, the Qin dynasty unified the warring states of China into one big country. This is the land that the Han dynasty inherited. They made it even bigger under **Emperor Wu Ti** (woo dee), who ruled from 141 to 86 B.C. He added parts of central Asia and the southeast coast of China, and conquered the Mekong Valley. **Chang’an**, the bustling capital city during this time period, was second only to Rome in size and magnificence.

Even with all this new land, China remained somewhat isolated from the rest of the world. The Chinese didn’t really need anything from the Western world except horses. These animals didn’t breed well in China and had to be imported. Otherwise, the Chinese had their own natural resources and plenty of farmland for food. But the Western world sure wanted something that China had. And that was silk!

2. The Chinese divide this long span into two major time periods, the Former (or Western) Han from 206 B.C. to A.D. 9 and the Later (or Eastern) Han from A.D. 25 to 220. The name change reflects the move of the capital city from Chang’an (in the west) to Luoyang (in the east).

Remember learning about the simple little silkworm that the Chinese learned to harvest? I told you that they kept the worm a secret for about 3,000 years. They were very smart to do that. The art of making silk was a mystery to the people of Rome, Greece, and other countries. That made the demand for silk great and the price of it exorbitant.

The desire for silk was so great that a group of roads from China to Syria was later nicknamed the “Silk Road.” The Silk Road trade routes stretched for 2,500 miles and basically connected the East with the West. It has been said that the value of silk was so high in Rome that it was equal to gold. No wonder men were willing to travel over mountains and through deserts to trade this fine cloth.

Within China itself, travel became more interesting during the Han dynasty as many villages were connected by long canals or waterways. Some families lived on houseboats to make a way of life out of moving goods from village to village. It was not uncommon to see the babies and toddlers who lived on the houseboats wearing bamboo floats to protect them should they fall overboard.

Culturally, many beautiful things were built during the Han dynasty, though few remain intact. Art was becoming more appreciated for its beauty. The Chinese became famous for their delicate pottery that we still call “fine china” today. It refers to a type of porcelain made from fine white clay.

As for inventions, it was during the later Han dynasty that paper was invented by the Chinese. It is hard for us to believe that paper, as we know it, didn’t come into existence until about A.D. 100!

The Chinese are also responsible for inventing the first seismograph, a device that detects and measures earthquakes. Though the first seismograph looked like an ornate toy in comparison to today’s version, the Chinese were thinking way ahead of themselves.

The Han dynasty was not known only for silk trading, porcelain, and inventions. The emperors of this era took China back to some of its former roots. Remember when Shi Huang Ti burned the ancient history books and teachings of Confucius? He couldn’t really burn them all. The writings of Confucius were rediscovered under the Han rule and brought back into the arena of Chinese politics.

One of the principles of Confucianism was the idea that men should be appointed to rule based on their abilities, not on their birth. So people who wanted to serve in the government in China had to take a test that showed they understood politics. This rule, however, did not apply to emperors. There were, at times, babies who inherited the throne. In that case, their mothers were often the real rulers.

Overall, though, the Han dynasty was good for the people of China. For 400 years, the Chinese were prosperous and stable. In the course of history, that is a long time. When we get to the study of Jesus Christ and the early church, remember that the Han dynasty would still have been ruling over China.



During the Han dynasty of China, beautiful art blossomed, porcelain pottery was refined, paper was invented, and seismographs were devised to detect and measure earthquakes.

Activities for Lesson 92

92A—Younger Students

Does your family have any dishes that are made of fine china? If so, compare them to regular dishes. Of course, you will need to handle the china carefully! Fine china can break very easily. With permission, eat a snack or your lunch on the china dishes. Research with your teacher how these dishes are made. Talk about what makes them so easy to break.

92B—Middle Students

The Chinese traders depended on camels for the long journeys across the Silk Road. Research the interesting characteristics of these animals that make them perfect for such travel. Write three paragraphs on “Camels Caravan the Silk Road.” File this paper in your Student Notebook under “Asia: China.”

92C—Middle and Older Students

Update your list of Chinese dynasties with the following information on the Qin and Han dynasties. For the “Special notes” column, review the lesson for each dynasty and list what you consider the most significant achievements of each. Keep your list filed under “Asia: China.”

<i>The Dynasties of China</i>		
<i>Date of power (years ruling)</i>	<i>Name of dynasty</i>	<i>Special notes</i>
221–206 B.C. (15 yrs.)	Qin	
206 B.C.–A.D. 220 (426 yrs.)	Han	

92D—Older Students

1. Investigate the short-lived Hsin dynasty. It is based on one man who overthrew an infant on the throne of China to fight for the peasants’ rights. Find out who the “Red Eyebrows” were in the story. Record your findings under “Asia: China.”
2. Research the recent discovery (1972) of the tomb of Lady Dai. She lived sometime during the Han dynasty and probably died about 150 B.C.

The Maccabean Revolt



At about the time the Han dynasty was being established in China, the Lord was at work protecting His people in Israel from a very cruel man. The history of the Jews never ceases to amaze me. Over and over again, God kept His hand on the Jews in order to bring about His plan to send Jesus Christ.

In Israel, the Jews were being seriously oppressed by a man named **Antiochus Epiphanes** (an tee OCK us eh PIFF uh neez), or Antiochus IV. He was the eighth ruler of the Seleucid (suh LOO suhd) dynasty. Do you remember the Seleucids? They were one of the four families we studied earlier who gained part of Alexander the Great's empire after he died.

Antiochus Epiphanes was a ruthless man. He had no respect for the beliefs of the Jews. He wanted them to adopt the Greek way of life. This is called **Hellenization**, the term given to the practice by many nations of adopting Greek ideas, style, and customs after the spread of Alexander's empire.

Antiochus Epiphanes was so cruel that at one point he took over the Jewish Temple and sacrificed a pig on the altar to mock the Jews. He also put up a statue of the Greek god Zeus right there in the Temple. You can imagine the rage and the hurt of the Jews to have the house of the Lord defiled in that way. This was the same Temple that Zerubbabel had worked so hard to restore.

Furthermore, Antiochus IV forbade the custom of circumcision, and he destroyed as many copies of Old Testament Scripture as he could find. The Jews who opposed him were killed.

God was watching, though. He raised up a man named **Judas Maccabee** who was able to stop the tyranny of Antiochus IV, but it wasn't easy.

Judas Maccabee was the son of a priest named **Mattathias** (mat uh THIGH us). It was Mattathias who first led a rebellion against Antiochus. Mattathias refused to give sacrifice to a pagan god and was forced to flee for his life to the hills. He died shortly after that, so Judas, his son, took his place in leading an all-out revolt against Antiochus Epiphanes. This has become known as the **Maccabean Revolt**.

Interestingly, Judas had far fewer men and probably fewer weapons than his enemy had, yet time and time again, he was victorious in defeating Antiochus. In fact, Judas earned the name Maccabee, which means "hammerer," from this series of victories. It is apparent to me that the Lord was on their side for the three years they fought.

Finally, in **165 B.C.**, Judas Maccabee gained control of the sacred Temple. The Jews immediately went to the task of cleaning up the mess the intruders had made. The **Talmud** (TAHL mood), a special collection of Jewish writings, tells an amazing story that happened during the cleanup.

The Talmud says that during the Temple rededication, the Jews found only one small bottle of oil with which to light holy lamps for what was probably a belated celebration of the

Feast of Tabernacles (when the Jews remembered their temporary dwelling in the wilderness).³ Miraculously, the oil that should only have lasted one day — lasted for eight! It was as if the Lord extended the life of the oil just long enough for the Feast of Tabernacles and rededication of the Temple.

It is from this meaningful event that the custom of **Hanukkah** was started. The word “Hanukkah” means “dedication.” To this day Jewish people remember the eight days of worship and the burning of the oil lamps. In the Book of John in the New Testament, it is called the “Feast of Dedication.” (See John 10:22.)

In the celebration of Hanukkah, Jews light one additional candle each night on a lampstand called a “menorah.” By the eighth night, all the candles are lit together, and this Scripture is recited: “‘Not by might nor by power, but by My Spirit,’ says the Lord.” (Zech. 4:6) The Jews also give gifts to one another and to the poor on this special holiday that falls near Christmas.

Judas Maccabee himself died in battle just a few years after the Temple rededication. His brothers, however, carried on the tradition of fighting for the Jews’ independence. How little did they know



In remembrance of the Feast of Tabernacles and rededication of the Temple, people of the Jewish faith light candles on a menorah at Hanukkah.

Who was soon to come to bring *His* message of peace to the whole world!

Activities for Lesson 93

Memory Cards

Make your Memory Cards for Lessons 91–93.

93A—Younger Students

1. Obtain a real menorah as used by the Jews on Hanukkah (or make one out of eight candleholders). *With adult supervision*, light the eight candles from left to right. It is a tradition to recite these words in addition:

“We kindle these lights because of the wondrous deliverance You performed for our ancestors.”

Take a picture of your candles and place it in your Student Notebook under “Asia: Israel.” Title the page “The First Hanukkah.”

3. The *Feast of Tabernacles* is also called the *Feast of Booths* or *Sukkot*. See Leviticus 23:33–44. See also in the Apocrypha: 1 Maccabees 4:52–59 and 2 Maccabees 10:6.

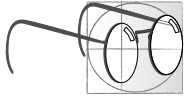
2. Play the Hanukkah game of dreidel. Directions are in Activity 93A in the Appendix Activity Supplement.

93B—Middle Students

Make a traditional Hanukkah dish. A recipe can be found in Activity 93B in the Appendix Activity Supplement.

93C—Older Students

Original Works. Obtain a copy of the Apocrypha. Then look up 1 Maccabees 4:52–59 and 2 Maccabees 10:6 to follow the story of Hanukkah.



Take Another Look!

Review 31: Lessons 91–93

Wall of Fame

- ◆ **Hannibal, Elephants, and the Punic Wars (218 B.C.)**— Find or draw a picture of an elephant. Of course, write Hannibal's name and the date on it. [From *History Through the Ages*, use *The Punic Wars, Hannibal, and Scipio Africanus*.]
- ◆ **Han Dynasty (206 B.C.–A.D. 220)**— Tape a small sample of silk (or imitation silk) on a card marked “Han Dynasty.” Add the date for your timeline. [Use *The Han Dynasty*.]
- ◆ **Maccabean Revolt (165 B.C.)**— Sketch or photocopy a small menorah, the eight-candle lampstand used by the Jews to celebrate Hanukkah. Or, tape eight small birthday candles to a card for the timeline. Title and date the card appropriately. [Use *Antiochus Epiphanies & the Maccabean Revolt* and *The First Hanukkah*.]

SomeWHERE in Time

Younger Students

1. In a Bible atlas (in Tim Dowley's *Student Bible Atlas*, see “The Roman Empire in the Time of Christ”), find the cities of Rome and Carthage. Trace with your finger the route of Hannibal and his elephants. Find this same route on a globe with raised elevation. Can you feel the mountains with your finger?

Middle Students

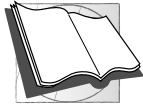
2. Tim Dowley's *Student Bible Atlas* has a beautiful map of Palestine while under the Maccabees. Compare this map to Outline Map 7, “Israel.” On the outline map, find and label the Sea of Galilee, the Dead Sea, and the Mediterranean Sea. Then, using light pencil lines, do your best to transfer the borders of Palestine under the Maccabees to your outline map. This may take a few tries. You can always erase the lines and start over. When you have things in about the right place, go over your light pencil lines with a dark pen. Label the land “Palestine.” Find and label the city of Jerusalem. Lightly shade in orange the area you outlined. Title the map “Palestine After the Maccabean Revolt.” File your map in your Student Notebook under “Asia: Israel.”

Older Students

3. Using a reference book or historical atlas (Rand McNally's *Historical Atlas of the World*, “Human Emergence on the Changing Face of Earth”), find the Silk Road. Transfer and label the route onto Outline Map 4, “East Asia.” Find and mark the city of Ch'iasha (Kashgar). This city is not in the index of Rand McNally's atlas, but it can be found on the map titled “Eastern and Southern Asia About 750 A.D.” The city of Ch'iasha was a popular stop for caravans traveling along the Silk Road. In addition, using the Rand McNally map titled “Earlier and Later Han Dynasty” as a guide, mark the Tien Mountains, the Takla Makan Desert, and the Kunlun Mountains.

Last, systematically use four different colors to shade the general *physical* terrain. This will require the use of a physical map as can be found in Rand McNally's atlas. Shade the deserts in light brown, the higher mountains in light purple, the lower mountains in dark green, and other land areas in light green. Create a key indicating your colors for the topography. Title your map "The Silk Road to China" and file it in your Student Notebook under "Asia: China."

Name: _____ Date: _____



What Did You Learn? Week 31: Quiz

I. True or False? Circle your answer.

1. Sir Richard Owen first used the term “dinosaur,” which means “megalithic lizard.” T F
2. According to the Bible, man’s language was confused at Stonehenge. T F
3. Ancient Egyptians built pyramids as tombs. T F
4. Hammurabi, who wrote a code of 300 laws, was the king of Crete. T F
5. The Tabernacle was a worship tent used for about 40 years in the Wilderness. T F
6. Rahab protected the Hebrew spies in the city of Jericho. T F

II. Multiple Choice. Circle the correct answer for each question.

1. Samson delivered Israel from the _____ just as an angel foretold to his mother.
 - a. Phoenicians
 - b. Midianites
 - c. Philistines
 - d. Egyptians
2. When the kingdom of Israel divided, how many tribes became known as Judah?
 - a. 12
 - b. 10
 - c. 2
 - d. 14
3. In the Old Testament, Elisha helped to cure Naaman of _____.
 - a. blindness
 - b. leprosy
 - c. bone disease
 - d. mental illness

4. The prophet Hosea was brokenhearted over the unfaithfulness of his wife, _____.
- Bathsheba
 - Jezebel
 - Delilah
 - Gomer
5. Sennacherib of Assyria tried to defeat Judah under the reign of _____.
- David
 - Gideon
 - Hezekiah
 - Daniel
6. The prophet Jeremiah suffered being _____.
- silenced
 - imprisoned
 - exiled
 - placed in "stocks"
 - All of the above.

III. Matching. Match the people on the left with the places on the right by putting the correct letter next to the number.

- | | |
|------------------------|--------------|
| _____1. Nebuchadnezzar | a. Israel |
| _____2. Aesop | b. India |
| _____3. Buddha | c. Babylonia |
| _____4. Confucius | d. Greece |
| _____5. Artaxerxes | e. Persia |
| _____6. Haggai | f. China |

IV. Fill in the Blanks. Use the Word Bank provided at the end of this section.

1. Alexander the Great had a beautiful and spirited horse named _____.
2. _____ was an intelligent Greek scientist who discovered the principle of displacement while soaking in the tub.
3. Emperor Asoka of India planted _____ across his country for travelers.
4. Shi Huang Ti, the emperor of the Qin dynasty, was responsible for the building of the _____ of China.
5. To try to defend the city of _____ from Rome, Hannibal marched across the Alps with elephants.
6. Judas Maccabee was successful in ridding the Jews of _____ and his ruthless rule.

WORD BANK

banyan trees

Archimedes

Carthage

Bucephalus

Great Wall

Antiochus Epiphanes

V. Answer these questions in complete sentences. Use a separate sheet of paper.

1. Why did the Egyptians believe it to be so important to mummify the human body at death? What did this reflect of their understanding of life after death?
2. What features of the Septuagint make it such a special book?



What Do You Know? Pretest 32



Week 32

Circle Sense. Circle the choice that you think makes the most sense to complete the sentence.

1. Spartacus was the name of a Roman (slave, king).
2. The word “gladiator” in Latin means (“happy,” “sword”).
3. The Roman (Republic, Empire) came first in history.
4. The word “triumvirate” means rule by (two, three) persons.
5. Pompey was a famous Roman general known for getting rid of (sharks, pirates) in the Mediterranean Sea.
6. Crassus, a Roman consul, put down a rebellion of (slaves, students).
7. Caesar fell in love with the queen of Egypt named (Cleopatra, Sheba).
8. The month named Quintiles was renamed (February, July) by Julius Caesar to memorialize his name.

Spartacus

If from time to time I were able to rewrite parts of history to give it a happier ending, this lesson would be one of those times. The story is about a Roman slave named **Spartacus** (SPAR tuh kuss) who was courageous enough to try to change the miserable life that he was forced to live.

Let's back up first and review what life was like during the **Roman Republic**. If you remember, there were two main classes of people, the *patricians* (puh TRISH unz) and the *plebeians* (pli BEE unz). The patricians were the upper class and the plebeians were the lower class. But besides these two groups, there were thousands and thousands of people who were slaves.

In the early days of the Roman Republic, only a few of the rich kept slaves. However, over the years, the Romans defeated more and more countries around them. With each victory, the Roman

soldiers carried back men, women, and children as prisoners of war who were sold as slaves. The number of slaves in Italy grew to be as much as one-fifth of the population! In the city of Rome alone, there were 200,000 slaves out of the one million people who lived there.

The life of a slave was horrendous for most. It was common to be beaten and treated like an animal. Many slaves were used as gladiators who provided entertainment for the Romans. The term "gladiator" comes from the Latin word *gladius*, which means "sword." A gladiator was trained with swords and other weapons to fight until death against other gladiators. It was a gruesome way to live or to die!

Seneca, a Roman philosopher of the first century, wrote this about the gladiator events, which he saw with his own eyes:

The other day, I chanced to drop in at the midday games, expecting sport and wit and some relaxation to rest men's eye from the sight of human blood. Just the opposite was the case. Any fighting before that was as nothing; all trifles were now put aside — it was plain butchery. The men had nothing with which to protect themselves, for their whole bodies were open to the thrust . . . The crowd cries for the killers to be paired with those who will kill them, and reserves the victor for yet another death. This is the only release the gladiators have.¹



Gladiators were trained to fight to the death with swords and other weapons. Tragically, this horrid quest for survival became a form of entertainment for the Romans.

1. *The Mammoth Book of How It Happened*, ed. by Jon E. Lewis. (New York: Carroll & Graf Publishers, 2006), 27.

Because of this barbaric treatment, the slaves tried over and over to revolt against the Romans. The largest uprising that ever took place was led by Spartacus, a slave from **Thrace**, which today is Bulgaria and Turkey.

Spartacus, whose birth date is unknown, had once been a free man. He became a slave as a result of war with the Romans. I imagine that the memory of living “free” helped motivate Spartacus to fight against his captors. A famous historian named **Plutarch** (PLOOR tark) said of him, “Spartacus . . . was a man not only of high spirit and valiant, but in understanding, also, and in gentleness superior to his condition.”² He sounds like an incredible man to me. And he proved to be a real threat to the Romans.

It was while Spartacus was in gladiator school near Rome that he first managed to escape from slavery. After setting thousands of other slaves free, Spartacus formed a huge army of freed slaves! These men acquired their own weapons and trained for full war. For almost two years, Spartacus and his men fought off the Romans in what was called the **Servile War**. (“Servile” is derived from a Latin word meaning “slave.”) Roman armies large and small were unable to bring these daring men, women, and children back into submission.

Unfortunately, there were some powerful men in Rome who began to get pretty nervous over the conquests of Spartacus and his men. The Roman leaders feared that all the slaves in Italy would be made free and attack Rome itself. In their minds, it was time for serious war. A rich man named **Marcus Licinius Crassus** (CRASS uhs) stepped up to lead the fight.

The year was **71 B.C.** when Crassus and his army met up face-to-face with Spartacus and his army of 90,000. Plutarch wrote that in full view of all his men, Spartacus stood bravely next to his own horse and killed it with his sword. He claimed that if they won that day, he would pick a new horse from the Romans. But if they lost that day, he wouldn’t need a horse anymore. With that, he fought his last fight. The Roman army killed nearly the entire group of slaves, including Spartacus, the fearsome and unwavering leader of them all.

Adding to the gruesomeness of the situation, the 6,000 slaves who managed to survive the battle were put to death through crucifixion. That is the same excruciating way that Jesus died. The slaves who were hung this way were lined up for miles along the **Appian Way**, a long, well-traveled road across the Roman Republic. This cruel death sentence was meant to scare the other slaves from the idea of ever rebelling again. I suppose it worked, too, as there was never again an uprising of Roman slaves to this degree.

I told you ahead of time that this was a sad story. Perhaps we would all do well to think about the incredible bravery and courage of Spartacus and his men rather than dwell on their final defeat.



Activities for Lesson 94



94A—Younger Students

Slavery is not a humorous matter at all. In order to somewhat feel the bondage that the Roman slaves felt, make yourself “a slave for an hour” to your family. For example, over a one-hour

2. Plutarch quote from Will Durant, *Caesar and Christ*. (New York: Simon and Schuster, 1944), 137.

time period, do for your parents or siblings *whatever* they request of you. Do it without questioning them. (They should keep it to menial tasks around the house!) How does it feel to be told what to do over and over again?

94B—Middle Students

One of the practices of keeping slaves in the days of Rome was to hang a sign around a slave's neck with a list of his or her qualifications on it during a slave trade. That way, slave masters could barter for slaves with specific qualities or skills that they were looking for. Out of paper and string, design for yourself a sign that would describe your strengths. For example, "strong hands, good teeth, works well with numbers." Or, "sings well, obedient, likes to cook." On your sign, use the letter "v" to replace the letter "u" because there was no letter "u" in Latin. It will make the sign look more authentic.

Thanks be to God that our "value" is not dependent on what skills or talents we possess but on the fact that a loving Lord created us.


94C—Older Students

With parental approval, watch the film titled *Spartacus*, starring Kirk Douglas. It is a gripping drama of the life Spartacus led. Some parts of the movie are dramatized for effect rather than based on historical accuracy. However, one scene in the movie clearly shows a slave wearing a sign like the one described in the above activity. Watch for the sign when Tony Curtis, playing the part of a slave, is sent to Crassus. (*Caution:* Though this movie is old and not in any way as graphic as today's films, it does contain references to immoral themes that are common to all time periods.)

Lesson 95

60 B.C.

The First Triumvirate

it back and hold on tight because we are about to launch deep into the complex history of Rome. You have already learned quite a few things about the *Roman Republic*. But our next six or seven lessons will be key to understanding the founding of the more powerful **Roman Empire**. It began with the formation of the **First Triumvirate**, a ruling body of three.

The rise and growth of Rome really began with three men. The men were **Marcus Licinius Crassus** (CRASS uhs), **Pompey** (PAHM pea) **the Great**, and **Julius Caesar** (SEE zer). You have already learned something about Crassus. He was the rich and powerful Roman who managed to end the rebellion of Spartacus and the other slaves. Crassus served Rome as a *consul* and a *ensor*. A consul was like a president and was voted to serve for one year with another consul. A censor was a person who watched the conduct of the Roman Senate. We still use the word "censor" today to refer to those who examine public materials (such as books and the like) and remove any objectionable or forbidden content.

Like Crassus, Pompey the Great also served as a consul to Rome. Pompey was well admired by his countrymen for fighting against pirates in the Mediterranean Sea. Pirates had been a serious threat to sailors and traders in the sea until Pompey came along. In just 40 days, Pompey destroyed 1,300 pirate ships without losing a single Roman ship! He was also a war hero for conquering the country of Syria in the east.

Before I go on to introduce Julius Caesar, the third man in this lesson, we have to do a little review. If you remember from earlier in our study, the Romans decided a long time ago that they didn't like having one king rule over them. So they appointed *two* consuls to rule at the same time. That was when they founded the Roman Republic. A "republic" refers to a country without a king. This was the kind of government still found in Rome in the first century before Christ.

The two strongest leaders in Rome about 60 B.C. were Crassus and Pompey. Each was struggling to gain ultimate power. However, there was one guy who just wasn't patient enough to wait for Pompey or Crassus to settle their disputes. That man was Julius Caesar. Through bribes and violence, Caesar cunningly swayed Pompey and Crassus to join a coalition with him. One plus two equals three. So the Roman Republic was then ruled by *three* men instead of two, making up what has become known in Roman history as the "First Triumvirate." (Once again, the word "triumvirate" means "rule by three persons or parties.")



Marcus Licinius Crassus and Pompey the Great were serving as consuls to Rome when Julius Caesar swayed them into joining with him to form the First Triumvirate, a ruling body of *three* persons.

Three is an odd number, of course, and that just about describes the arrangement of these ambitious men. Each leader was powerful in his own way, and probably not one of them completely trusted the other two. To add to the complexity of the situation, Caesar's daughter was married to Pompey! So Caesar and Pompey were "in-laws."

Julius Caesar was a brilliant man on many different levels. He was born in Rome but went to Greece to study philosophy and speech. Before he was elected consul, Caesar served Rome as the director of public works and games. Julius Caesar became very popular in this role because he was willing to spend a lot of money on spectacular entertainment and recreation for the people. He spent so much on entertainment that he took Rome into debt, but the Romans didn't mind. They forgave him and enjoyed their amusements.

To further his career even more, Caesar chose to serve Rome as a military general. He went to the land northwest of Italy called **Gaul** (GAWL). That is where France is now. For nine years, Caesar fought practically undefeated in the **Gallic Wars** through Gaul, Germany, and even into Great Britain. Caesar was hungry for land and power. Though he was a military genius, he was also cruel.

He attacked village after village across Europe and swallowed them up under his control. Thousands upon thousands lost their lives trying to stand up against Caesar and his army.

What you will soon learn is that the power of Julius Caesar grew frightening. He scared not only the non-Romans that he conquered but some of the Romans as well. In our next lesson, we'll see just how far Julius Caesar got in taking complete control of the Roman world.

Activities for Lesson 95

95A—Younger Students

Pompey was known for dealing with the problem of pirates in the Mediterranean Sea. Did you know that pirates were real? Dress up today like a pirate by rubbing dark makeup on your face for a beard and wrapping a bandana around your head. Add a gold-hoop earring if you can. Hide some “gold” around your house and then make a treasure map to lead someone to it. “Wrinkle” the map a little to make it look old. In the process of hunting for buried treasure, bump into Pompey and pretend to fight him. (Don't hurt each other, though!)

95B—Middle Students

Much of the strength of Rome came from its well-organized army. Turn to Activity 95B in the Appendix Activity Supplement to find out more information about the structure of the Roman army. Copy and color the chart provided and file it under “Europe: Italy.”

95C—Older Students

William Shakespeare loved history and wove it into his numerous plays. Read one of his most famous plays, titled *Julius Caesar*. Another option would be to view *Julius Caesar*, the 1953 film starring Marlon Brando.

Lesson 96

49 B.C.

Julius Caesar

Have already introduced you to Julius Caesar. But because he was such a powerful man, I want you to learn much more about him. Some people would say Julius Caesar was one of the greatest men who ever lived! I think that depends on how you define greatness.

You already know that Julius Caesar was one of the three men who made up the First Triumvirate. That was a new system of leadership for Rome. I told you, too, that Caesar had moved to Gaul and other parts of Europe to fight as a general for the Roman army. Caesar was extremely successful fighting abroad, though at times he was ruthless in his victories. A lot of blood was shed at his command.

In the last lesson, I told you that even the Romans were beginning to fear Caesar. In fact, when Caesar was ready to return home to Rome, he was told by the Roman Senate *not* to show up with his army. They told him he was only allowed to return to Rome as a private citizen, not as a general or ruler. Why? Julius Caesar was beginning to appear unstoppable.

At the time of this mandate, Julius Caesar was near the **Rubicon** (ROOB ih kahn). The Rubicon is a river that back then ran as a border between Gaul and Italy. If Caesar disobeyed the Senate's mandate by crossing the river *with* his army, he would essentially be declaring war against Rome itself! What do you think he did? Historians say that Caesar crossed the water without a second thought. Within minutes, he was well on his way toward Rome with the ambition of taking complete control of it. To this day, the expression "crossing the Rubicon" refers to someone making a strong decision that can't be reversed.

Caesar's defiant act was so threatening to Pompey that he ran right out of Rome. Pompey's wife, who I mentioned before was Caesar's daughter, had died earlier in childbirth. So the two men, Caesar and Pompey, were no longer willing to pretend to get along. Pompey actually fled to Egypt where he was later murdered! Crassus, the other man of the triumvirate, died in 53 B.C., previous to Caesar's crossing of the Rubicon. These "vacancies" in the triumvirate left Caesar's lone position wide open to his ambition. In 49 B.C., he single-handedly took over as ruler of Rome. It was quite a turning point in the Roman Republic that had never wanted a "single" king.

I will say, however, that once Caesar assumed the leadership of Rome, he did do some amazing things. Being the brilliant man that he was, Julius Caesar oversaw many improvements in Rome. For one, he saw to it that the calendar, which had been in confusion for awhile, was updated. In the process, Caesar had two more months inserted into the year and renamed another month after himself. (That would be "July," of course. It replaced the month called "Quintiles.")



Once Julius Caesar crossed the Rubicon, there was no hiding his ambition. Essentially, he took on Rome and succeeded in becoming its sole ruler.

Even though Caesar had a reputation for being callous toward his enemies, he provided good care for the citizens of Rome. He tried to replace dishonest politicians with respectable ones. He also worked hard for the poor people of Rome. He established a system for them to receive free grain. As a speaker and writer, Caesar had few equals. He wrote extensively about his war experiences in Gaul. Serious students of Latin today are familiar with his works, titled *Seven Commentaries on the Gallic War*.

One of Caesar's downfalls, however, was in the matter of romance. His life story really gets interesting here. It seems that while he was in pursuit of Pompey, who had fled to Egypt, Julius Caesar met the enchanting Cleopatra. Though he was already married, Caesar fell in love with Cleopatra and helped her to secure the throne of Egypt. Even with all their faults, these two were a formidable duo! Cleopatra was rich, powerful, intelligent, and ruthless in her efforts to become queen. Caesar was equally smart, strong, and ambitious. Together they dreamed of ruling the entire world as it was known back then.

One problem, though, was that Caesar began to spend more time in Egypt than in Rome. This masterful leader was failing to be a great ruler from far away. You will learn in the next lesson that the Romans had some very mixed feelings about Julius Caesar. Though Caesar had never called himself a "king," he was acting like one. In arrogance, he gave himself the title "dictator for life." Caesar most enjoyed the term "Imperator," which is how the Roman army addressed him. From that term came the word "emperor." Though Caesar may have had the title of dictator for life, he couldn't have known just what little "life" he had left!




Activities for Lesson 96

Memory Cards

Make your Memory Cards for Lessons 94–96. Julius Caesar (49 B.C.) is a date to memorize; highlight the Memory Card.

96A—Younger Students

Re-enact the crossing of the Rubicon. Create a "river" out of a blue blanket or sheet. Lay it in a doorway between two rooms. Along with some "army men" (toy action figures) and play horses, stand by the river. Have a messenger inform you of the situation in Rome. If you and your men cross the river instead of turning back, you will be declaring war against Rome! Decide you are willing to fight against Rome itself and cross over the stream. Once you have crossed, though, you cannot go back over the river and into the room you left. (At least for an hour or so.)

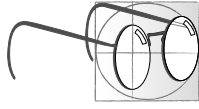
96B—Middle Students

1. Copy on paper the variations of the name of "Caesar," which are "czar," "tsar," and "kaiser." Using a dictionary, find out which countries use these names to signify a dictator or king.
2. Julius Caesar saw to it that the Roman calendar was updated to be more accurate. Turn to Activity 96B in the Appendix Activity Supplement for more information on the

calendar that you can copy and place in your Student Notebook under “Europe: Italy (Ancient Rome).”

96C—Older Students

1. Have you ever heard of a “c-section” birth? The “c” stands for “cesarean.” Supposedly, Julius Caesar was born by surgical rather than natural delivery, hence the name cesarean birth. Research the accuracy of this legend.
2. Investigate for yourself the original works of Julius Caesar. Even Napoleon Bonaparte studied Caesar’s *Commentaries*, believing that all great generals should be required to know it.
3. If you like research, try to find out what the famous phrase *Veni, Vidi, Vici* means. Caesar once wrote this in a letter to a friend. Write about it in a few paragraphs and file it under “Europe: Italy.”



Take Another Look!

Review 32: Lessons 94–96

Wall of Fame

- ◆ **Spartacus (Date Unknown–71 B.C.)**— Use a male pattern to depict Spartacus. Before cutting him out, draw chains between his feet and a sword in his hand. Title and date for your timeline. [From *History Through the Ages*, use *Spartacus*.]
- ◆ **The First Triumvirate (60 B.C.)**— Draw a three-headed “monster” with the names of Crassus, Pompey, and Julius Caesar on the heads. Label it underneath as the “First Triumvirate—60 B.C.” [Use *Pompey the Great*, *Gallic Wars*, and *First Triumvirate*.]
- ◆ **Julius Caesar (49 B.C.)**— Use a male template for Caesar. Before cutting him out, draw a wreath of leaves on his head. Title and date for your timeline. **Remember, this is a date to memorize.** [Use *Gaius Julius Caesar* and *Julian Calendar*.]

SomeWHERE in Time

Younger Students

1. Use this week to review and match the Seven Wonders of the Ancient World to the cities where they can be found. (Answers are at the end of this Review.)

- | | |
|----------------------------------|------------------|
| _____1. Great Pyramid of . . . | a. Halicarnassus |
| _____2. Hanging Gardens of . . . | b. Giza |
| _____3. Temple of Diana | c. Olympia |
| _____4. Statue of Zeus | d. Alexandria |
| _____5. Mausoleum of . . . | e. Babylon |
| _____6. Lighthouse of . . . | f. Rhodes |
| _____7. Colossus of . . . | g. Ephesus |

Middle Students

2. If you did not complete the exercise of mapping “The Roman Republic” from Week 24, do so this week. If you have already done it, consider expanding the map to include any additional features given below for Older Students.

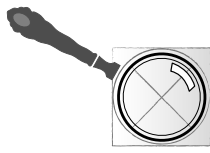
Older Students

3. Using a historical atlas (in Rand McNally’s *Historical Atlas of the World*, see the map titled “Roman Republic: 31 B.C.”), transfer the following features to Outline Map 5, “Europe.”
 - Provinces: Spain, Gaul, Italy, Illyricum, Macedonia, Bithynia, Asia (Minor), Cilicia, Syria, Cyrenaica, Numidia (Northern Africa), Sardinia, Sicily

- Dependent kingdoms: Thrace, Achaea, Galatia, Lycaonia, Pontus, Cappadocia, Armenia, Judaea, Kingdom of the Ptolemies
- Areas outside the Roman Republic: Britannia, Germania, Sarmatia, Caucasus, Arabia, Mauretania
- Bodies of water: Mediterranean Sea, Adriatic Sea, Ionian Sea, Black Sea, North Sea, Atlantic Ocean, English Channel, Strait of Gibraltar
- Major cities: Rome, Syracuse, Corinth, Antioch, Jerusalem, Alexandria

Lightly shade the provinces in orange, the dependent kingdoms in green, areas outside the Roman Republic pink, bodies of water blue. Make a color map key in the corner. Leave room in your key to add a future feature (when we expand this map to include the Roman Empire). Title your map “The Roman Republic” and file it in your Student Notebook under “Europe: Italy.” We will use it again in Week 34.

Answers for Younger Students: (1) b (2) e (3) g (4) c (5) a (6) d (7) f



What Did You Miss?

Week 32: Exercise

The Chocolate Candy Game. We have played this game before. But I'm changing the rules. You have learned so much more since the last time we tried this quiz.

This time, you get two pieces of candy for every answer you can give within 10 seconds without looking in your notes. If you look in your notes, you only get one piece, but you can take your time to find the answer. If you answer incorrectly or don't even try to look it up, no treat. Pretty simple. (As before, if sugar is off-limits, consider nickels instead.)

I have provided the questions in a quick "Who was _____?" format. Your teacher will have to determine if the answer is reasonable. She may have to look in the book to decide!

1. Who was Tubal-Cain?
2. Who was Gilgamesh?
3. Who was Jacob?
4. Who was Hammurabi?
5. Who was Moses?
6. Who was Amenhotep IV?
7. Who was Ruth?
8. Who was Gideon?
9. Who was Delilah?
10. Who was Eli?
11. Who was Obadiah?
12. Who was Homer?
13. Who was Jonah?
14. Who was Micah?
15. Who was Manasseh?
16. Who was Jeremiah?
17. Who was Habakkuk?
18. Who was Daniel?
19. Who was Abed-Nego?
20. Who was Pythagoras?
21. Who was Confucius?
22. Who was Darius I?
23. Who was Socrates?
24. Who was Ezra?

25. Who was Malachi?

30. Who was Judas Maccabee?

26. Who was Archimedes?

31. Who was Spartacus?

27. Who was Emperor Asoka?

32. Who was Crassus?

28. Who was Shi Huang Ti?

33. Who was Pompey?

29. Who was Hannibal?

34. Who was Julius Caesar?



Week 33

What Do You Know? Pretest 33



Fill in the Blanks. Fill in the blanks using the Word Bank provided below.

1. Julius Caesar was assassinated on the Ides of _____.
2. Even Caesar's friend _____ was part of the mob that stabbed him to death.
3. The _____ Triumvirate was made up of Octavian, Lepidus, and Mark Antony.
4. Cleopatra was the last of the _____ rulers over Egypt.
5. While in hiding, Cleopatra met Julius Caesar rolled up in a _____.
6. After Caesar died, Cleopatra married _____ to again unite Egypt and Rome.
7. Herod the _____ was responsible for the killing of many of his own family to keep the throne.
8. Herod remodeled the _____ in Jerusalem to make it even more incredible than Solomon's was.

WORD BANK

Temple

Brutus

carpet

Ptolemy

Second

March

Great

Mark Antony

The Second Triumvirate



ou would think that the Romans would have learned from the First Triumvirate that three men in power can lead to trouble. But it happened again. It is remembered as the **Second Triumvirate**. Before we get into the muddled details, let's look at what happened to Julius Caesar, the one man left from the First Triumvirate.

As you will recall, Caesar was beginning to act a lot like a king. The Romans were still opposed to the idea of one man having ultimate control of their country. But Caesar was really the one person in charge of Rome. He called himself a "dictator for life," and he wasn't cooperating with the Senate. He began to use the senators as more of an advisory board than as the decision makers they were appointed to be. Though Caesar made some good contributions to Rome, his power was just too threatening to many of the other leaders.

On March 15, 44 B.C., on a windy day called the "Ides of March," Julius Caesar was assassinated.¹ As he nonchalantly strolled toward the Senate for a meeting, Caesar was stabbed up to 23 times by a group of about 60 senators. Sadly, some were his closest friends! One man in particular was named Brutus. In William Shakespeare's dramatic play on the life of Caesar, Caesar is portrayed as seeing that his friend was part of the killing mob. He uttered, "You, too, Brutus?" before he fell to his death. This phrase has come to refer to a person who betrays a friend.

Nicolaus of Damascus, a Greek historian of the first century, vividly describes the scene this way:

The Senate rose in respect for his position when they saw him entering. Those who were to have part in the plot stood near him . . . All quickly unsheathed their daggers and rushed at him . . . Caesar rose to defend himself and in the uproar Casca shouted out in Greek to his brother. The latter heard him and drove his sword into the ribs. After a moment, Cassius made a slash at his face, and Decimus Brutus pierced him in the side . . . They were just like men doing battle against him. Under the mass of wounds, he fell at the foot of Pompey's statue. Everyone wanted to seem to have had some part in the murder, and there was not one of them who failed to strike his body as it lay there, until, wounded thirty-five times, he breathed his last.²

Historians remain mixed in their opinions as to whether or not Caesar knew ahead of time that he would be killed. He may very well have been warned of a plot against his life but allowed it to happen. Why might he allow it? Some suspect he saw his end coming. At 57 years old, Caesar may have preferred a memorable *dramatic* death over simply being run out of Rome. It's hard to know what Caesar was thinking, but without a doubt, his assassination has been well remembered!

1. In the Roman calendar, the 15th day of March, May, July, and October was called *thides*. The ides of all the other months fell on the 13th day of the month. After the assassination of Julius Caesar on March 15, the term "ides" took on a deeper meaning. William Shakespeare (in his play titled *Julius Caesar*) coined the famous warning phrase, "Beware the Ides of March."

2. *The Mammoth Book of How It Happened*, ed. by Jon E. Lewis. (New York: Carroll & Graf Publishers, 2006), 24.



After the assassination of Julius Caesar, the Second Triumvirate of Rome was filled by Gaius Octavian, Marcus Lepidus, and Mark Antony.

Octavian and Mark Antony did not see eye to eye on how to govern Rome. This was awkward, considering the fact that Mark Antony had married Octavian's sister. Just as Julius Caesar and Pompey had become "in-laws" by marriage, Antony and Octavian had become in-laws, too. These marriages were probably for political reasons but they contributed to the soap opera that had begun.

Lepidus, the third person in the triumvirate, was driven out of his position in 36 B.C., leaving Octavian and Mark Antony to fight over their differences. At one point, the two men simply divided the lands controlled by Rome. Octavian took regions in the West and Mark Antony took the East. Antony's division included Egypt, which you will later learn became quite an important fact.

I do think that war is an ugly thing, but in this case, the showdown between Octavian and Mark Antony makes a great story. Before I can tell you how it ends, though, you have to learn more about Cleopatra. This daunting queen of Egypt became a big part of the story of Rome — again.

With the abrupt death of Julius Caesar came the end of the Roman Republic. There was a hole to fill in leadership and so came the birth of the Second Triumvirate. The three men to fill the position were Gaius (GAY us or GUY us) Octavian, Marcus Lepidus (LEP ih duss), and Mark Antony. Gaius Octavian, who was just 18 at the time, was actually the great-nephew of Julius Caesar as well as his adopted son. As revenge for Caesar's death, Octavian had the two men killed who were behind the plot to assassinate Caesar. Octavian then tried to restore order to the Roman world with the help of Mark Antony and Marcus Lepidus. These three men legally formed the Second Triumvirate in 43 B.C. Though far more official than the First Triumvirate, it was to last only 10 years.

97A—Younger Students

Make a mosaic.

Materials: One piece of construction paper, tissue paper cut in small pieces, glue

One of the beautiful ways that Romans decorated things was by making mosaics. They skillfully used thousands of little pieces of tile or stone to make pictures. Using block letters, draw your initials on a piece of construction paper. (Your teacher may need to help you.) Create a mosaic by gluing bits of cut tissue paper to cover the letters. Title this paper “Roman Mosaics” and file it in your Student Notebook under “Europe: Italy.”

97B—Middle Students

Résumé. After the assassination of Julius Caesar, the next ruler, Augustus Caesar, decided it would be wise to have well-trained bodyguards. In fact, he wanted them to be more like a small army. He named them the Praetorian Guard. Research these elite soldiers. Compose a mock résumé of a soldier interested in the position. What are the skills he would want to list for consideration? File your résumé in your Student Notebook under “Europe: Italy.”

97C—Older Students

According to the “List Universe” Web site, the assassination of Julius Caesar ranks third on a list of 10 famous, successful assassinations in history. To learn about the other nine assassinations, visit the following Web site:

<http://listverse.com/crime/the-10-most-famous-successful-assassinations>

On paper, list from #10 down to #1 the names of these famous persons who were assassinated, the names of the assassins, the date of each event, and a short summary of the main motive behind each act. In some cases, there was no clear motive. It’s an interesting study! File your list in your Student Notebook under “Miscellaneous.”

Lesson 98*37 B.C.**Cleopatra*

Cf all the women in history, I find Cleopatra to be one of the most fascinating. It is not that she was a particularly good role model. On the contrary, Cleopatra was quite possibly one of the most manipulative women ever to be a queen! Nonetheless, I find her life story quite intriguing.

First of all, Cleopatra lived in Alexandria, Egypt, but wasn’t an Egyptian at all. Her father was one of the last rulers from the line of Ptolemy (TOLL uh mee). If you remember, the Ptolemies were one of the four ruling families to take over the empire of Alexander the Great after his sudden

death. The Ptolemies were of Macedonian descent, so Cleopatra might have been light-skinned with blue eyes. No one knows for sure what she looked like. Some say she was not all that beautiful, but according to Plutarch, an ancient historian, “the contact of her presence was irresistible.”

Living in a busy port like Alexandria, Cleopatra was exposed to many things as a young princess. She was able to speak several languages. Plutarch also wrote this about her.

It was a pleasure merely to hear the sound of her voice, with which, like an instrument of many strings, she could pass from one language to another; so that there were few of the barbarian nations that she answered by an interpreter; to most of them she spoke herself, as to the Ethiopians, Troglodytes, Hebrews, Arabians, Syrians, Medes, Parthians, and many others, whose language she had learnt.³

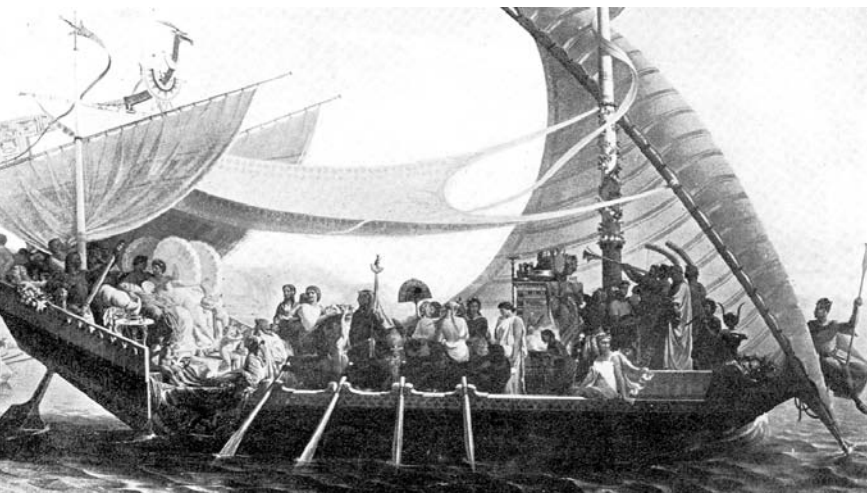
The family life of Cleopatra was clearly unusual. Being a princess must have led to a very different way of life. Her relationships with her brothers and sisters were spoiled by the fear of who might kill the other one for the sake of eventually gaining the throne. Cleopatra’s mother died when she was young, and her father was not a strong king. The siblings were right in knowing that one day, one of them would probably be king or queen.

However, the people of Egypt were tired of having an outside family rule over them. Plots and schemes to assassinate Cleopatra’s father, **Ptolemy Auletes** (TOLL uh mee aw LEE teez), were rampant around the kingdom. At one point, Auletes decided to call upon the powers of Rome to protect him against his own kingdom of Egyptians. The leading “power of Rome” at the time was none other than Julius Caesar. (I told you this story was interesting!) Though the Egyptians weren’t eager for Rome to take any control over them at all, the Ptolemies were desperate to have the protection and power of Rome behind them.

Amidst all the turmoil of the kingdom, Cleopatra must have been watching for her opportunity. At age 18, she managed to become queen by marrying one of her brothers! He was murdered, and she married her other brother. He also died suspiciously. It was a fragile situation, and Cleopatra recognized that the best way for her to keep the position would be to use the Romans. She

did exactly that. After much strife between her and her siblings, Cleopatra, at age 21, pulled off a very unusual introduction to Julius Caesar. (He was in his early fifties.)

As the story goes, Cleopatra had herself delivered to Caesar in a rolled-up carpet! Still in fear for her life, she smuggled her way into this meeting with Caesar to ask for his help. But—in a carpet? Can you imagine the face of Julius Caesar as she rolled out in front of him and landed on the floor?



Even in the way she traveled, Cleopatra was well known for her extravagance. This painting depicts one of her luxurious barges.

3. Plutarch quotes from Kristiana Gregory, *The Royal Diaries: Cleopatra VII, Daughter of the Nile*. (New York: Scholastic, Inc., 1999), 182.

I guess Julius Caesar was rather impressed with this lively demonstration of determination. Caesar not only helped Cleopatra secure the throne of Egypt for good, he also fell in love with her. They never married but maintained a relationship for years while living in Egypt. Just imagine the union of ambition these two created together. Egypt had wealth, and Rome had power. Side by side, Julius Caesar and Cleopatra must have believed they were invincible. They even had a child together who, Cleopatra hoped, would be an heir to their joined kingdoms.

When Julius Caesar was suddenly assassinated in 44 B.C., the dream of world power with Rome came to a precarious halt for Cleopatra. What would become of her without the Romans? Would her son be accepted as an heir to the throne of Rome or Egypt? And what about the Second Triumvirate that had formed after Caesar's death? These were the questions facing the queen of Egypt. But not for long.

It so happened that when Octavian and Mark Antony split Rome into the East and the West, Mark Antony became overseer of Egypt. This gave him the opportunity to visit Cleopatra himself. Plutarch describes the lavish scene of Cleopatra's arrival to meet Mark Antony. In an elaborate display of wealth, Cleopatra traveled by river on a golden ship trimmed with purple sails and silver oars. Using perfumes and music to fill the air, Cleopatra reclined under canopies of gold cloth with young boys to fan her and attendants to fuss over her. Whatever it was that Cleopatra did to bring Julius Caesar under her spell, she also did to Mark Antony. He fell desperately in love with her.

By all appearances, it was true love between Antony and Cleopatra. They were inseparable. Cleopatra joined Antony in games of dice, hunting expeditions, and elaborate feasts. Antony helped Cleopatra expand the library in Alexandria that had previously been burned to the ground. But it is hard not to assume there were much larger motives on Cleopatra's part. She now had *another* Roman man in her life with whom to pursue the dream of ruling the world.

In 37 B.C., Cleopatra and Mark Antony married in Egyptian fashion. Later, they had three children, including a set of twins. However, their ambitions were short-lived. I'll explain their fate in the lesson after next. We need to check in on Israel first. Very important things were developing there.

Activities for Lesson 98

98A—Younger Students

Adult Supervision Needed

I think it is humorous that Cleopatra met Julius Caesar in a rolled-up carpet. Using a beach towel as a carpet, re-enact the scene if you have some brothers or someone else who can carry you into the room all "rolled up." Be sure you can breathe! While you are at it, you might want to research what kind of clothes an Egyptian queen would have worn. Do your best to dress the part of Cleopatra.

98B—Middle Students

For supplemental reading, obtain a copy of the book referred to in the footnote earlier — *The Royal Diaries: Cleopatra VII, Daughter of the Nile* by Kristiana Gregory. The book covers Cleopatra's life as a young woman before she met Julius Caesar.

Girls: Pretend you are adding a page or chapter to the diary of Cleopatra and describe what it was like to meet Julius Caesar. Since your diary is fictitious, it will be up to you to decide if she really loved Caesar or if she saw him as a way to become powerful.

Boys: Write a page from the diary of Julius Caesar as if you had just met Cleopatra for the first time when she rolled out of the carpet. Do you think he laughed or was shocked? You decide how to write the diary page.

98C—Older Students

Research the palace of Cleopatra that has recently been excavated. Interestingly, most of it is now underwater because the city of Alexandria is located right on the edge of the sea. Find out all you can about how the queen might have lived. Write about it and file it under “Africa: Egypt.”

Lesson 99

37 B.C.

Herod the Great

Know I’ve left you hanging from our last lesson with the story of Cleopatra and Mark Antony. But remember that in this history course I’m trying to give you a broad view of people and events in the exact order that they happened. I believe it helps us to better see the hand of God at work through the lives of individuals. With that in mind, we will now look more closely at **Herod the Great**, who was taking over Judah in 37 B.C. Let’s see just how he fits into *The Mystery of History*.

In review, the last time we looked at Judah (or Palestine [PAL uh stine] as it was called after the Babylonian Captivity), Judas Maccabee had bravely defended his country against the evil Antiochus Epiphanes. Remember that guy? In complete disregard of the Jewish faith, he placed Greek idols and a pig in the Temple of Jerusalem. Then, according to the Talmud, the miracle of Hanukkah occurred when the Jews restored the Temple for worship. Well, after all of that, the Maccabeans managed to keep Palestine free from the rule of other countries for about 100 years. They enjoyed the freedom to worship God in the way they had been taught.

Eventually, however, the aggressive Romans began to look at Palestine as another place for them to conquer. By 63 B.C., the Romans were successful in conquering Palestine in much the same way that they captured the rest of the Mediterranean world. The Romans were cruel and harsh in their style of leadership and remained unwelcome in Palestine for several hundred years.

God had a plan, though. He was quite aware of the Roman rule over His much-loved city of Jerusalem. He has always been in control of the rise of leaders, both good and evil. I believe that in order to fulfill the prophecies of the birth of Jesus, certain men were “put in place” in history. One of those men was Herod the Great.

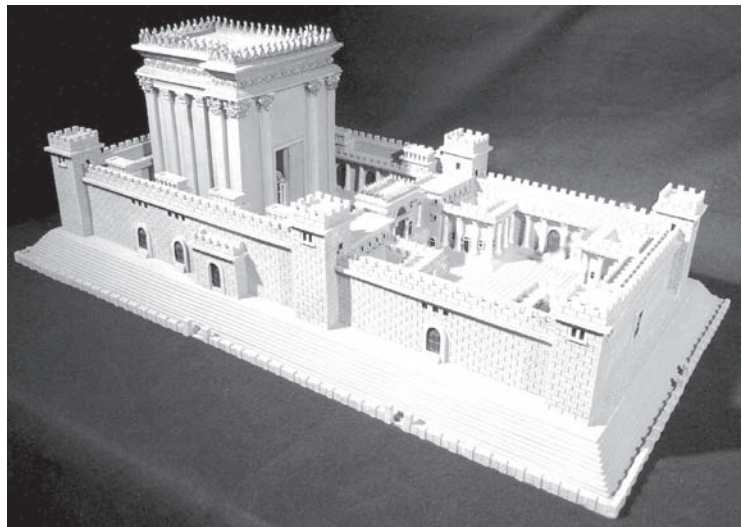
Herod the Great had an interesting upbringing because his father was from Judea and his mother, an Arabian princess, was from the ancient city of Petra. Petra was a spectacular city carved

and cut from enormous red rocks in present-day Jordan. As a young man, Herod was well educated in the classic Greek style. In time, he rose to be a governor over Galilee. He inherited the position from his family.

By 37 B.C., Herod the Great wanted more. With permission from Octavian and Mark Antony, who oversaw the Roman world, Herod the Great took over all of Palestine. It involved a three-year struggle against the ruling family of the area, the Hasmonians. In his victory, Herod acquired the title “King of the Jews.” Remember that. Though the Jews hated him, Herod managed to rule over Palestine for the next 34 years.

Herod’s rule was filled with ruthlessness. Herod was so evil that he killed off nearly every member of his family one by one. You see, he had married a Hasmonian princess to try to keep peace with the family he had overthrown. However, his marriage drove him toward near madness! Though he loved his wife, he felt he couldn’t trust her or the children he had with her not to usurp his throne. That is why he saw to their eventual murders. He also killed his wife’s mother and brother. Herod’s acts of cruelty added to his already horrible reputation among the Jews.

In order to find *some* favor with the Jews, Herod ordered that the Temple in Jerusalem be remodeled to be even more spectacular than Solomon’s was. And that it was. Sprawling over 35 acres, the new Temple was magnificent. Stones as large as 60 to 80 tons were laid to precisely fit into one another. Even the high priests themselves were trained in the skills of carpentry and masonry so that they could go into the Holy of Holies and remodel without upsetting the worship that went on there. (According to custom, only high priests were allowed in these special places.)



To gain favor with the Jews, Herod the Great went to great lengths to expand and renovate Solomon’s Temple, which later was visited by Jesus Himself.

In my mind, it gives me chills to think that the most glorious temple site ever built for the Jews was the one that the Lord Himself would visit through Jesus Christ. He was dedicated there as a baby; He taught there as a boy; and He preached there as a grown man. I’m glad it was remodeled for His personal visit.

This one gesture of refurbishing the Temple was probably the only “nice” thing Herod ever did for the Jews. And it *still* impacts them. On the news, have you ever seen the place called the **Wailing Wall**? This wall is the last that remains of the Temple that Herod rebuilt. It is no wonder why it is so meaningful to the devout Jew today. Every year, thousands go to this sacred place to pray.

Besides remodeling the Temple, Herod the Great orchestrated some other incredible building projects. He was the mastermind behind the construction of **Caesarea**, a port city he named after Augustus Caesar. Jesus Himself spent time in this city. It was an impressive operation to build

Caesarea because Herod had to outsmart nature to keep the ocean from tearing it apart. He found a way to pour concrete underwater to fortify the city. Concrete had been used in Rome by this time period, but underwater concrete was very new to the Middle East.

Now think for a minute of what you might already know about Herod the Great. He was the same Herod who in the New Testament set up the wise men to help him find the baby Jesus. The Bible says that Herod wanted to destroy Jesus because he had heard that Jesus was going to be a “king.” Remember what Herod called himself? He claimed to be the “king of the Jews.” It was because of Herod’s fear of this child’s becoming king that the angel of the Lord told Mary and Joseph to flee to Egypt to hide. And they did.

But guess what? God was in control of all these events. Hundreds of years before Mary and Joseph took Jesus to Egypt to hide from Herod, the Lord spoke through the prophet Hosea, saying, “And out of Egypt I called My son.” (Matt. 2:15; Hos. 11:1) God knew long before then that Jesus, His Son, would be there in Egypt because of Herod’s paranoia. (“Paranoia” is a fancy word for fear.)

It was just sometime later that Herod the Great proceeded to show his cruelest side yet. When he realized that the wise men were *not* going to lead him to Jesus as he had hoped, Herod ordered that all male Jewish babies in Bethlehem were to be killed! It was a horrendous act. Every boy in Bethlehem two years and younger was murdered. The tragedy has been remembered as the “Massacre of the Innocents.”

Herod was desperate to do anything to prevent the Christ child from growing up and becoming a king. But the Massacre of the Innocents was no surprise. You see, the event had been predicted by Jeremiah six hundred years earlier! The prophet wrote, “A voice was heard in Ramah, lamentation, weeping, and great mourning, Rachel weeping for her children, refusing to be comforted because they were no more.” (Matt. 2:18; Jer. 31:15) Look for it yourself in your Bible. It is another reminder that the words of the prophets of God always come true!

Herod’s last days were not exactly peaceful ones. Before he died, he frequently retreated to a formidable palace named **Masada**. It was a beautiful rock fortress built on a mesa that rose up in the middle of the desert near the Dead Sea. Much like Herod’s own desolate character, his palace was isolated. He probably retreated there because of his fear and paranoia of assassination.

In the end, Herod was overcome by strange diseases. He experienced fever, intense itching, tumors in his feet, worms in his organs, and pains all over his body. However, despite the elaborate funeral, his burial place lay hidden until 2007, when archaeologists unearthed what is believed to be his tomb. Even in death, Herod seemed to be fearful of others and had his body well hidden.

In closing, note that there were other men named Herod in the New Testament. But there never was another in Judea as crazed and cold-blooded as Herod the Great. He and the Romans may have thought they were powerful on their own accord, but I believe that God was working through them to prepare the world for His coming. How could anyone back then even dream that the Lord Himself was about to visit?

Memory Cards

Make your Memory Cards for Lessons 97–99.

99A—Younger Students

Read together Matthew 2:1–12. Herod the Great is well known from the story of the wise men who sought to worship Jesus. Can you name the kinds of gifts that the wise men brought to Jesus? Did you know there are special meanings to these gifts? The gold would symbolize a gift fit for a king. Gold was also symbolic of righteousness. Frankincense was used by the Israelites as something to burn when they gave sacrifices to God. Jesus became a great sacrifice when He died for our sins. Myrrh was used as an ingredient in embalming people after they died. It helped to preserve the body from decaying. We know that the body of Jesus never decayed because He rose from the dead! All these gifts were symbols of what would happen to Jesus.

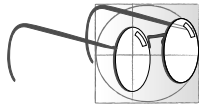
See Activity 99A in the Appendix Activity Supplement for directions on how to make three Christmas tree ornaments to symbolize the gold, frankincense, and myrrh from the wise men.

99B—Middle Students

In the story of Herod, angels were involved in warning Joseph and Mary about the plan to kill Jesus. Angels are fascinating beings to study. Using a Bible concordance, investigate other angel stories in the Bible. Look specifically for situations when they were used by God to warn people of danger. Write down on paper your findings of at least three angel accounts that are worth remembering. I think it is great to be reminded of the role angels play in helping us. Title your paper “Angel Encounters” and file it in your Student Notebook under “Miscellaneous.”

99C—Older Students

Research the practice of modern Jews in their pilgrimage to the Wailing Wall and their worship there. It is also referred to as the Western Wall. It was actually part of the Temple mount wall as rebuilt by Herod. Look for television footage of this location. Find pictures to print, cut out, and display in your Student Notebook under “Asia: Israel.”



Take Another Look!

Review 33: Lessons 97–99

Wall of Fame

- ◆ **The Second Triumvirate (43 B.C.)** — As you did for the First Triumvirate, draw a three-headed “monster.” Write in the names of Lepidus, Antony, and Octavian. Title it “The Second Triumvirate – 43 B.C.” Add to your timeline. [From *History Through the Ages*, use *Second Triumvirate* and *Marc Antony*.]
- ◆ **Cleopatra (37 B.C.)** — Using a female template, color Cleopatra’s dress with a gold glitter pen. Title and date the figure underneath because it will be hard to write over glitter. [Use *Cleopatra*.]
- ◆ **Herod the Great (37 B.C.)** — Use a male template. Draw or cut out a knife for his hand as he is probably best remembered for the Massacre of the Innocents and killing his own family. [Use *Herod the Great*.]

SomeWHERE in Time

Younger Students

Today let’s review the seven continents in “Pin-the-Tail-on-the-Donkey” style! You need a large world map, hung on the wall; a blindfold; and seven Post-it self-sticking notes (or half-size index cards with tape). First, write the names of the seven continents on notes or cards. Set aside. Have students draw one continent from the pile. In turn, blindfold each student and gently spin the student around a few times. Have the student try to pin the continent in the proper place on the map. Continue with all participants and continents, seeing who can get the closest.

Middle Students

Using information from Week 25’s SomeWHERE in Time, write down the approximate latitude and longitude of Rome, Alexandria, and Jerusalem. File in your Student Notebook under “Miscellaneous.”

Older Students

Using a dictionary, create a mini-glossary of these geographical terms on notebook paper or index cards. File in your Student Notebook under “Miscellaneous”; if cards, store in a pocket of your notebook.

archipelago
atoll
ecosystem
equinox
escarpment
estuary
fjord
groundwater

habitat
isthmus
latitude
longitude
oasis
peninsula
permafrost
prime meridian

Richter scale
savanna
topography
taiga
tributary
tsunami
tundra
water table



What Did You Learn? Week 33: Quiz

I. Matching. Match the following items by placing the correct letter next to the number.

- | | |
|---|------------------|
| _____1. First Day of Creation | a. Xia |
| _____2. Creators of cuneiform writing | b. Crete |
| _____3. Means “confusion” | c. Babel |
| _____4. Where the Minoans lived | d. Sumerians |
| _____5. First recorded dynasty of China | e. Day and night |
| _____6. Protected Hebrew spies | f. Ramses II |
| _____7. Pharaoh of Later New Kingdom | g. Rahab |

II. Fill in the Blanks. (There is no Word Bank this time!)

1. During the Zhou dynasty, the Chinese believed that a _____ of Heaven had made them prosperous and that it should be honored with right living.
2. As a young boy, _____ went to work in the Tabernacle with Eli, as his mother Hannah had promised he would.
3. It is commonly believed that Solomon authored _____ different books of the Old Testament.
4. The Phoenicians had mastered the ability to make a beautiful dye from a _____.
5. _____ has been nicknamed the fiery prophet for the miracles God worked through him.
6. Obadiah preached to the descendants of _____, who were called the Edomites.
7. The Book of _____ in the Old Testament is a literary masterpiece and closely resembles the Bible itself by its chapter divisions and content.

III. Multiple Choice. Circle the correct answer for each question.

1. The strong city of Nineveh was destroyed by _____, as the prophets foretold.
 - a. an earthquake
 - b. a flood
 - c. fire
 - d. famine

2. _____ of Babylonia first invaded Jerusalem in 605 B.C. It took three invasions to completely subdue the country.
 - a. Belshazzar
 - b. Sennacherib
 - c. Ashurbanipal
 - d. Nebuchadnezzar

3. _____ of the Old Testament had visions that predicted the four great empires of the Babylonians, the Mede-Persians, the Greeks, and the Romans.
 - a. Jeremiah
 - b. Isaiah
 - c. Daniel
 - d. Elisha

4. Shadrach, Meshach, and Abed-Nego were given the names of _____ gods.
 - a. Babylonian
 - b. Minoan
 - c. Sumerian
 - d. Egyptian

5. Darius I rediscovered and used the decree of _____ in order to help the Jews fight off their enemies and rebuild the Temple.
 - a. Moses
 - b. Cyrus the Great
 - c. Hammurabi
 - d. Gideon

6. _____ has been remembered as the “father of history” for his early efforts to document events.
- Hippocrates
 - Hammurabi
 - Herodotus
 - Howard Carter
7. _____ was very gracious to the Jews and allowed Ezra to return to Judah with great treasures.
- Herod
 - Mordecai
 - Xerxes
 - Artaxerxes

IV. True or False? Circle your answer.

- Aristotle was the pupil of Plato and the teacher of Alexander the Great. T F
- Archimedes built the Pharos of Alexandria. T F
- The Septuagint was the first translation of the Old Testament into Aramaic. T F
- In the First Punic War, Hannibal was killed by wild elephants. T F
- Spartacus led thousands of slaves in revolt against the Romans. T F
- Julius Caesar was part of the Second Triumvirate. T F
- Cleopatra was the last ruler of the Ptolemies in Egypt. T F

V. Answer these questions in complete sentences. Use a separate sheet of paper.

- What special secret did the Chinese keep for thousands of years, and how did it help them economically?
- What evidence is there today that people lived in North America hundreds of years before Christ?
- If you lived during the Golden Age of Athens, what kinds of things might you be good at? (I’m looking for examples of the achievements of the Greeks during this time period.)