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LIVING HISTORY THREADS

CHRIST AND ANCIENT ROME

TEACHER GUIDE



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CHRIST AND ANCIENT ROME

Living History Threads is a history curriculum developed by Faith Builders Resource Group. For more information about *Living History Threads*, email clr@fbep.org or phone 877-222-4769.

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ABOUT THIS UNIT

UNIT BACKGROUND & OVERVIEW

Throughout history, great empires have risen and fallen. Israel's strategic location (a land bridge connecting Africa, Asia, and Europe) made it a prime target for any empire seeking control. For many centuries, except during brief interludes, the Israelites were ruled by first one and then another empire. Israel was conquered by Alexander the Great who expanded his empire to include more lands than any other empire had before, but this Greek empire was short-lived. Soon the Roman Empire, studied in this unit, rose in power and ruled longer than any of those before it. At its height of glory Rome ruled nearly all the known world, including the land of Israel. Thus when Augustus, the Roman emperor reigning when Jesus was born, commanded a census to be taken, it included Joseph and Mary who lived hundreds of miles from Rome. Without today's advanced technology, enforcing decrees throughout the vast lands the Romans ruled required tremendous ingenuity and organization.

In this unit students will learn to locate Italy, be introduced to the city of Rome (capital of the empire), meet two important Roman leaders (Julius Caesar and Caesar Augustus), and learn about customs in the world of Jesus' time.

TIMELINE

Julius Caesar | **100 BC to 44 BC**

Caesar Augustus | **63 BC to AD 14**

Christ | **4 BC**

KEY CONTENT

Places

- Italy

People and Terms

- **Rome** – most important city in Italy
- **Aqueduct** – bridge built by Romans to carry water into towns
- **Emperor** – ruler of Rome
- **Julius Caesar** – a Roman leader known for conquering other groups of people
- **Caesar Augustus** – emperor of Rome when Christ was born
- **Christ** – the Savior of the World

REQUIRED UNIT RESOURCES

Read-Aloud Books

- *Jesus*. Brian Wildsmith. Grand Rapids: Eerdmans Books for Young Readers, 2000.
- *Romans*. Katie Daynes. London: Usborne, 2015.
- *The Story of the World: History for the Classical Child, Revised Edition. Volume 1: Ancient Times: From the Earliest Nomads to the Last Roman Emperor*. Susan Wise Bauer. Charles City, VA: Peace Hill Press, 2006.

ADDITIONAL IDEAS

Interdisciplinary

Write the numbers 1-10 in Roman Numerals. (I, II, III, IV, V, VI, VII, VIII, IX, X)

Enrichment

Make a suit of Roman armor out of paper bags.

Make a mosaic. Draw a picture on construction paper or cardboard and cover the picture with beans or seeds of different colors to make a mosaic.

Eat a meal Roman style. Sit at low chairs or place blankets next to a low coffee table. Eat with your fingers. Students could be divided into servants and royalty with the servants serving the food and providing the entertainment for the royalty. Include a suggested menu of bread, grapes, cheese, shrimp, etc.

Have students prepare and make speeches like Julius Caesar did. Topics could include “The Greatness of My Country,” “How to Be a Roman,” etc.

ADDITIONAL UNIT RESOURCES

Ancient Rome: Come and Discover MyWorld. Peter Chrisp.

Ancient Rome: Modern Rhymes about Ancient Times. Susan Altman and Susan Lechner.

The Romans. Philip Ardagh.

100 Facts on Ancient Rome. Fiona MacDonald.

The Best Book of Ancient Rome. Deborah Murrell.

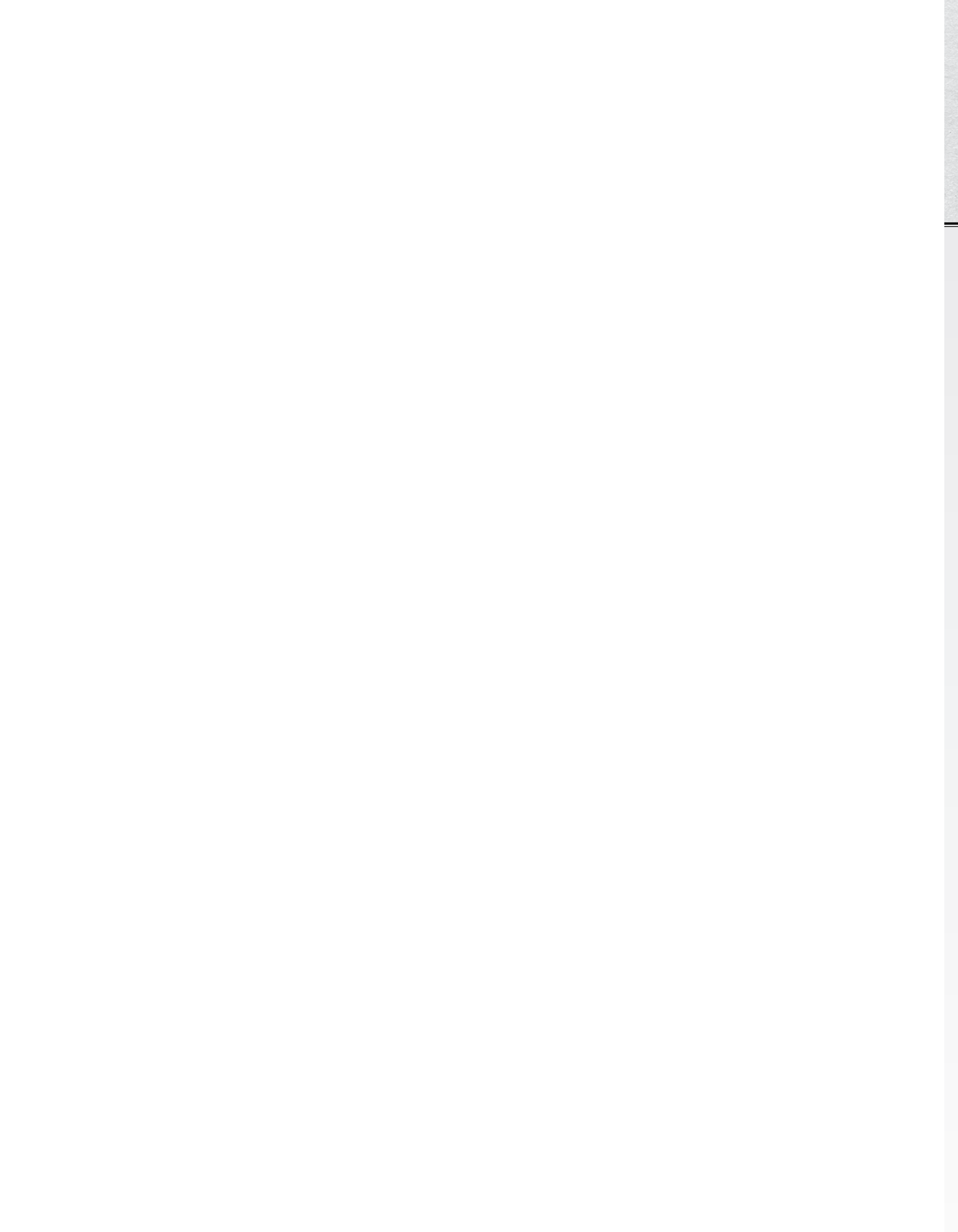
I Wonder Why Romans Wore Togas. Fiona MacDonald.

Life Long Ago: Ancient Rome. Tea Benduhn.

The Miracles of Jesus and Other Bible Stories. Selina Hastings.

GROWING AS A TEACHER

Roman Roads and Aqueducts. Don Nardo.



1

THE ROMANS

PREPARING THE LESSON

Goal

- ◆ Understand Ancient Roman culture

Objectives

- ◆ Locate Italy on world map
- ◆ Identify Rome as the most important city in Italy
- ◆ Identify aqueducts as bridges built by the Romans to carry water into towns
- ◆ Identify the emperor as the ruler of Rome

Materials

- ◆ Book: *Romans*
- ◆ Student world maps
- ◆ Ancient Rome map
- ◆ Europe flashcard (World History 3G)
- ◆ Rome flashcard (Christ 1A)
- ◆ Emperor flashcard (1B)
- ◆ Aqueduct flashcard (1C)
- ◆ Teacher copy of “North, South, East, West”
- ◆ Teacher copy of “North Pole, South Pole”

TEACHING THE LESSON

Mastering the Facts

- ✓ Review World History Timeline, highlight Christ
- ✓ Recite “North, South, East, and West” and “North Pole, South Pole”

TODAY'S LESSON


Point to Italy on world map as students find Italy on their student world maps. Review Europe flashcard (World History 3G).

Introduce Rome flashcard (Christ 1A). Point to Christ on timeline and tell students they will be learning about the ancient city of Rome and the leaders of the city during the time of Christ.

Show map of Ancient Rome.

OPENING



Read aloud *Romans* pages 3-29. 

- Page 4: Introduce Emperor flashcard (1B).
- Pages 12-13: Compare Ancient Roman shopping to stores today.
- Page 17: Highlight how the Romans sat on couches around low tables to eat.
- Page 21: Point out that if students were to visit Rome today they would still see some old temples.
- Page 22: Introduce Aqueduct flashcard (1C).
- Page 23: Highlight prisoners rowing the ship.
- Page 25: Tell students that they will learn to write Roman Numerals later in school.
- Page 28: Point out stadium. Mention the now famous Colosseum in Rome.

Have students draw a picture of something they learned about Ancient Rome. Divide the students into partners and have each student share their picture with their partner.

WRAP-UP



2

JULIUS CAESAR

PREPARING THE LESSON

Goal

- ◆ Discover Julius Caesar and Caesar Augustus' roles as leaders in Ancient Rome

Objective

- ◆ Identify Julius Caesar as a Roman leader who was known for conquering other groups of people
- ◆ Identify Caesar Augustus as the emperor of Rome when Christ was born

Materials

- ◆ Book: *The Story of the World, Volume 1*
- ◆ Student world maps
- ◆ Ancient Rome map
- ◆ Julius Caesar flashcard (2A)
- ◆ Caesar Augustus flashcard (2B)
- ◆ Piece of material for a toga

TEACHING THE LESSON

Mastering the Facts

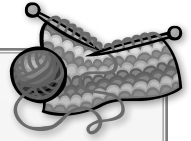
- ✓ Students locate the seven continents and four oceans on student world maps
- ✓ Students take a "finger walk" on student world maps: move west of the United States and name the ocean, then move east of the United States and name the ocean


TODAY'S LESSON

Come dressed in a toga, or put a toga on one of the boys from the class. Review from the past lesson that important men in Ancient Rome draped a huge piece of material over them called a toga. This was the official dress of Roman citizens. Tell students that in today's lesson they will be learning about two important rulers of Ancient Rome.

OPENING





Read aloud *The Story of the World* pages 254-259, 271-273, and 274-277. 

- Page 254: Introduce Julius Caesar flashcard (2A).
- Page 255: Show Mediterranean Sea on world map.
- Page 257: Show Spain on map of Ancient Rome, and show date on timeline.
- Using the map of Ancient Rome, explain to the class that Julius Caesar fought in many wars and helped conquer different lands. He became very popular with the people because he was a brave soldier and could make grand speeches. Eventually Julius Caesar ruled all of Ancient Rome.
- Page 271: Explain that the senators were a group of people who worked together to make decisions and laws for Ancient Rome. Compare Ancient Roman senators to senators who work in the government today.
- Page 273: Explain that the senators murdered Julius Caesar because they did not want to have just one man ruling the country and making all the decisions.
- Page 277: Introduce Caesar Augustus flashcard (2B).

Tell students that in the next lesson they will learn more about a great event that took place while Caesar Augustus ruled Ancient Rome.

WRAP-UP



3

THE STORY OF JESUS

PREPARING THE LESSON

Goal

- ◆ Understand that Jesus was born, crucified, and resurrected while the Romans were ruling

Objectives

- ◆ Identify Christ as the Savior of the world

Materials

- ◆ Book: *Jesus*
- ◆ Student world maps
- ◆ Christ flashcard (3A)
- ◆ Flashcards from previous units

TEACHING THE LESSON

Mastering the Facts

- ✓ Say the name of a continent; students race to point to it on student world maps
- ✓ Students name their continent, country, state, and city as you point to them on world map
- ✓ Choose flashcards from previous units to review

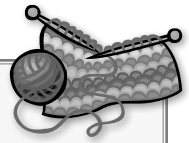
TODAY'S LESSON


Point to Christ on the World History Timeline. Point out that the dates are labeled BC before Christ was born and AD after Christ was born. Remind students that Jesus was born during the time of Ancient Rome, while Caesar Augustus was ruler.

Read Luke 2:3, "And there went out a decree from Caesar Augustus that all the world should be taxed."

Briefly review the story of Mary and Joseph's trip to Bethlehem where Jesus was born.

OPENING



Read aloud *Jesus*. (Teacher may want to write page numbers in book.) 

- Page 1: Explain that Mary and Joseph had to take this trip to Bethlehem to pay taxes to the Roman government. These taxes paid by the people may have been used to build the Roman roads or aqueducts.
- Page 6: Remind students where Egypt is on world map.
- Page 7: Show where Nazareth is on world map.
- Page 18: Show where Jerusalem and Jericho are on world map.
- Introduce Christ flashcard (3A).

Guide the students in discussing what it means to go into all the world and tell others about Jesus.

WRAP-UP



2|1

LIVING HISTORY THREADS

MONTEZUMA AND THE MAYAS, INCAS, AZTECS

TEACHER GUIDE



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MONTEZUMA AND THE MAYAS, INCAS, AZTECS

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ABOUT THIS UNIT

UNIT BACKGROUND & OVERVIEW

Throughout history great civilizations rose and fell. Ancient empires developed in Asia, Africa, and Europe, influenced the world, then diminished. Across the Atlantic Ocean, in Central and South America, other advanced civilizations ruled vast lands for a time before being conquered themselves. Three of these civilizations were:

The Mayas (based in Guatemala, Central America)

The Incas (based in Peru, South America)

The Aztecs (based in Mexico)

This unit introduces students to these three civilizations and their cultures.

TIMELINE

Mayas, Incas, Aztecs | **Pre 1500**
Cortés arrives in Tenochtitlan | **1519**

KEY CONTENT

Places

- Central America
- South America
- Mexico

People and Terms

- **Mayas** – lived in Central America
- **Incas** – lived in the Andes Mountains in South America
- **Aztecs** – lived in Mexico
- **Tenochtitlan** – Aztec capital; “The City of the Floating Islands”
- **Montezuma** – leader of the Aztecs
- **Cortés** – Spanish conquistador who defeated the Aztecs
- **Conquistador** – conqueror

REQUIRED UNIT RESOURCES

Read-Aloud Books

- *The Ancient Maya*. Jackie Maloy. New York: Children’s Press, 2010.
- *Lost City: The Discovery of Machu Picchu*. Ted Lewin. New York: Philomel Books, 2003.
- *The Sad Night: The Story of an Aztec Victory and a Spanish Loss*. Sally Shofer Mathews. New York: Clarion Books, 1994.

ADDITIONAL IDEAS

Enrichment

Build a pyramid (like the Aztec temples) using blocks.

Make a Mayan hat from *What Can You Do with a Paper Bag?* (Judith Cressy).

Have a relay race. The students can pretend they are messengers delivering messages or packages as the Inca runners did.

Compare and contrast facts about the Mayas, Incas, and Aztecs. Write facts down on pieces of paper and have students sort the facts according to the correct group.

ADDITIONAL UNIT RESOURCES

The Aztec. Fred McKissack.

Aztec, Inca & Maya. Eyewitness. Elizabeth Baquedano.

The Inca. Fred McKissack.

Aztec Life. John D. Clare.

The Aztecs. Anita Ganeri.

Broken Shields. Claudia Burr et. al.

Hands of the Maya. Rachel Crandell.

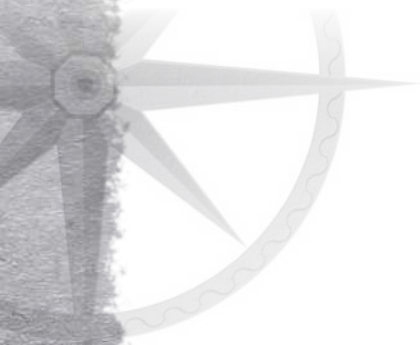
Incans, Aztecs & Mayans. John Holzmann.

The Story of the World, Volume II. Susan Wise Bauer.

GROWING AS A TEACHER

Aztecs and Incas. Sue Nicholson.

The Mysterious Maya. George E. and Gene S. Stuart.



1

THE MAYAS

PREPARING THE LESSON

Goal

- ◆ Illustrate facts about Mayan culture and life

Objectives

- ◆ Identify the Mayas as the American Indian group that lived in Central America
- ◆ Locate Central America on world map

Materials

- ◆ Book: *The Ancient Maya*
- ◆ Student world maps
- ◆ Teacher copy of “The Setting of Our Room”
- ◆ Maya, Inca, Aztec map
- ◆ Mayas flashcard (1A)

TEACHING THE LESSON

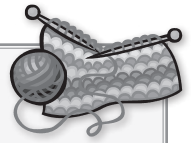
Mastering the Facts


- ✓ Review American History Timeline, highlight Mayas
- ✓ Recite “The Setting of Our Room”
- ✓ Students locate the seven continents on student world maps

TODAY'S LESSON

Tell class that today they will be visiting Central America (show on map) where they will learn about a group of people called the Mayas. Introduce Mayas flashcard (1A). Have students locate Central America on their student world maps. Show Maya area on Maya, Inca, Aztec map. Tell children to listen carefully and think of what it would be like to be a Mayan boy or girl.

OPENING



Read aloud the selected pages from *The Ancient Maya*. (Pronunciation guides are in the text of the book.) 

- Pages 6, 22-23: Show pictures. The Mayas are famous for building huge temples and pyramids.
- Page 7: Point to time on timeline.
- Page 10-11: Explain that most Mayas would have worked as farmers at least some of their time. If you were a Mayan boy or girl, what would you probably have spent your time doing? (Helping your parents to grow corn and other crops.)
- Pages 18-21: Show students page 18 and discuss it.
 - Who do they think is the most powerful person in this picture? What do they notice about him?
 - Who do they think are the least powerful people? What kind of work are they doing?
- Pages 24-26: What did the Mayas think made people beautiful?
- Pages 30-31
- Page 33: Do not read text. Show students the Mayan number system.
- Page 36-37: After reading, ask if students think there are still Mayans today.
- Page 42

Discuss: What would it have been like to be a Mayan boy or girl 1000 years ago?

Optional: Have students draw a picture of one thing they learned about the Mayas. Encourage students to take their pictures home and share the information they learned about the Mayas with their families.



WRAP-UP

2

THE INCAS

PREPARING THE LESSON

Goal

- ◆ Discover details of Incan culture and life

Objectives

- ◆ Identify the Incas as the American Indian group that lived in the Andes Mountains in South America
- ◆ Locate South America on student world map

Materials

- ◆ Book: *Lost City: The Discovery of Machu Picchu*
- ◆ Student world maps
- ◆ Maya, Inca, Aztec map
- ◆ Flashcards from previous units
- ◆ Incas flashcard (2A)
- ◆ South America flashcard (World History 4F)

TEACHING THE LESSON

Mastering the Facts

- ✓ Review American History Timeline, highlight Incas
- ✓ Choose flashcards from previous units to review

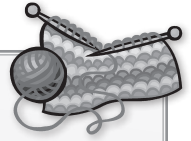
TODAY'S LESSON


Ask students if they've ever found an arrowhead, old car, or old foundation when exploring in the woods. Did they wonder what kind of people lived there before? This is a story about a man who found an old city, a city that had been forgotten.

Show on Maya, Inca, Aztec map where Machu Picchu is located and have students find South America on their student world maps.

Introduce Incas flashcard (2A) and review South America flashcard (World History 4F).

OPENING



Read aloud *Lost City: The Discovery of Machu Picchu*. (Teacher may want to write page numbers in book. Pronunciation guide included in back of book.) 

- Page 1: Explain that terraces are level sections of cultivated land on a hillside. The Incas made the hills into giant “stair steps” so that they had flat areas on which to plant crops. Draw a diagram on the board, show pictures, or model with playdough.
- Page 4: Cusco was the capital of the Inca people. It had been the richest city in the New World. Hiram Bingham was looking at the remains of a once rich city.
- Page 6: The Incas believed they were descendants of the sun. They worshipped the sun.
- Page 8: Point out the clothing of people in the cantina. Inca people still wear colorful woven cloaks just like they did hundreds of years ago.
- Page 19: The Quechua conquered other tribes in the Andes Mountains (AD 1200). They eventually called themselves Inca but continued to refer to their language as “Quechua”.
- To this day, nobody knows exactly why Machu Picchu was built and why it was abandoned.

Use some of the following points as review and discussion questions.

What we know about the Incas:

- Inca means “Children of the Sun.”
- Cusco was the capital city of the Incas.
- When the Spaniards arrived in America, the Inca empire covered over 2,500 square miles and included twelve million people. It stretched from Ecuador to Chile. Show on map.
- To unite the empire, Inca people built a 10,000 mile road system. They had little huts along the road with runners waiting outside. These runners were trained to take messages from their hut to the next hut.
- Spanish people decided to conquer the Incas. They wanted more gold. In 1532, led by Pizarro, they captured the king, Atahualpa. They sent runners with the message “Send gold to free Atahualpa.” Pizarro received an estimated 65 million dollars worth of gold. But the Spaniards kept the king, killed him, and subdued the Inca people.

WRAP-UP



THE COLORFUL *Fringe*

Study more about the Incas. Find out how Pizarro was able to subdue the huge Inca empire with only 180 men.

3

THE AZTECS

PREPARING THE LESSON

Goal

- ◆ Examine Aztec culture and life

Objectives

- ◆ Identify the Aztecs as the American Indian group that lived in Mexico
- ◆ Locate Mexico on student world maps
- ◆ Name Tenochtitlan as the Aztec capital, “the place of the cactus stone”
- ◆ Identify Montezuma as the leader of the Aztecs
- ◆ Identify Cortés as the Spanish conquistador who defeated the Aztecs
- ◆ Identify a conquistador as a conqueror

Materials

- ◆ Book: *The Sad Night: The Story of an Aztec Victory and a Spanish Loss*
- ◆ Student world maps
- ◆ Maya, Inca, Aztec map
- ◆ Aztecs flashcard (3A)
- ◆ Tenochtitlan flashcard (3B)
- ◆ Montezuma flashcard (3C)
- ◆ Cortés flashcard (3D)
- ◆ Conquistador flashcard (3E)

TEACHING THE LESSON

Mastering the Facts


- ✓ Review American History Timeline, highlight Montezuma and the Aztecs
- ✓ Students locate the equator and the Northern and Southern Hemispheres on globe
- ✓ Students point to the head for the Northern Hemisphere, the waist for the equator, and the feet for the Southern Hemisphere

TODAY'S LESSON

Point to Mexico on world map while students find it on their student world maps. Explain to the class that today they will be learning about a group of people called the Aztecs, who lived in Mexico, and a group of soldiers from Spain who came to Mexico looking for gold. Show Aztec area on Maya, Inca, Aztec map.

Introduce Aztecs flashcard (3A).

OPENING

Read aloud *The Sad Night: The Story of an Aztec Victory and a Spanish Loss*. (Teacher may want to write page numbers in book (page 1 begins with “Long ago in Mexico...”). Pronunciation guide included in back of book.) 



Note to teacher: This book is sad and contains some graphic details and illustrations. Use discretion in eliminating details or pictures that may be upsetting for students.

- Pages 5: Begin with “The Aztecs had built an empire in less than...”. Point to date on timeline.
- Pages 6-9: Help students not to be critical of the Aztecs but to understand the importance of telling those who do not know God about His love for them.
- Pages 10-11. Read and show pictures.
- Pages 12-17. Summarize. Use discretion with telling gory details and showing pictures.
- Pages 18-25: Summarize. Use discretion with telling gory details.
- Pages 26-27. Read and show pictures.

Discuss with the students why the Aztecs and Spanish fought. Ask students to describe ways that the Aztecs and Spanish could have lived peacefully together instead of fighting.

WRAP-UP



3|4

LIVING HISTORY THREADS

EARLY CHURCH

TEACHER GUIDE



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EARLY CHURCH

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ABOUT THIS UNIT

UNIT BACKGROUND & OVERVIEW

The Early Church developed in the context of Ancient Rome. The Apostle Paul traveled the efficient Roman road system, sailed the Roman seas, lived under Roman laws, and died at the hands of a Roman emperor.

Although the Romans worshiped many gods, they did not care which god their subjects worshiped—as long as they were willing to also worship the emperor. The law requiring subjects to give allegiance to the emperor as deity caused a serious clash between early Christians and the government. From the time of Jesus’ death, Roman emperors sporadically persecuted Christians until AD 324. Some rulers enforced the law, vehemently persecuting faithful Christians; others allowed them to live in peace.

This unit introduces students to Nero, an extremely cruel emperor hostile toward Christians, as well as to Constantine, an emperor who began making laws that favored the Christians, granting them rights equal to those of pagans. Under Nero’s rule, Paul and Peter along with thousands of other Christians were killed. Many of these died in the Colosseum, one of the magnificently built Roman structures whose ruins still stand today. Approximately 250 years later, under Constantine’s rule, Roman culture began to accept Christianity.

The Martyrs Mirror, a collection of accounts of Christians who endured suffering and sometimes death because of their faith in God, is used in several of the lessons. The Martyrs Mirror includes some pictures that may be troubling to young students. While it is important that students understand that the freedoms they experience are not universal and that many Christians around the world face persecution, as you are reading the stories to the students emphasize the martyr’s lives of faithfulness to God and their love for their enemies and not the grim deaths or pictures in the Martyrs Mirror. You may wish to teach the chant “Real Heroes” located in the back of the Teacher Guide.

TIMELINE

Pentecost | **AD 33**

Paul’s death | **69**

John’s death | **99**

Polycarp’s death | **168**

Constantine stops persecution | **313**

Augustine’s birth | **354**

KEY CONTENT

Places

- Denmark
- Norway
- Iceland
- Finland
- Sweden

People and Terms

- **Martyr** – one who dies for his faith
- **Persecution** – terrible mistreatment of innocent people
- **Martyrs Mirror** – book of martyr stories
- **Jesus** – Head of the Christian Church
- **Apostles** – followers of Jesus who formed and led the Early Church
- **Jerusalem** – city where persecution of Christians began
- **Stephen** – first Christian martyr
- **Paul** – missionary, writer, and martyr
- **Nero** – Roman emperor known for cruelty and wealth
- **Colosseum** – enormous stadium where many Christians were killed
- **Ignatius** – church father who was martyred by being thrown to lions
- **Polycarp** – church father who was martyred by fire and sword
- **“The blood of the martyrs is the seed of the church.”**
- **Constantine** – Roman emperor who ended persecution by legalizing Christianity
- **Augustine** – important Christian thinker of the Early Church

REQUIRED UNIT RESOURCES

Read-Aloud Books

- *Martyrs Mirror*. Thieleman J. van Braght. Scottsdale, PA: Herald Press, 2004.
- *Peril and Peace: Chronicles of the Ancient Church. History Lives, Volume 1*. Mindy and Brandon Withrow. Ross-shire, Scotland: Christian Focus Publications, 2005.
- *Ten Girls Who Didn't Give In*. Irene Howat. Ross-shire, Scotland: Christian Focus Publications, 2004.
- *Seeking True Values*. Pathway Reading Series, Grade 7. Aylmer, ON: Pathway Publishers, 1968.

Read-Aloud Story (Anthology)

- “Nero”

Student Booklet

- *The Early Church*. Esther Bean. Guys Mills, PA: Faith Builders Resource Group, 2010.

ADDITIONAL IDEAS

Enrichment

Collect several copies of *Martyrs Mirror* from people in your community. Have them available for students to look through. Explain the divisions within the book (Early Church, Anabaptists).

Use pictures from *Martyrs Mirror* and the quote “The blood of the martyrs is the seed of the church” as a bulletin board. For pictures, see these websites:

www.homecomers.org/mirror/

www.bethelks.edu/mla/holdings/scans/martyrsmirror/

Check websites for information and materials to share with your class about Christians who are persecuted today:

Voice of the Martyrs: www.persecution.com/

Open Doors: www.opendoorsusa.org/

Review

Learn the “Early Church Chant” and use daily to review Key Content.

Storytime Ideas

Traveling theWay. Drusilla McGowen.

ADDITIONAL UNIT RESOURCES

Augustine, the Farmer’s Boy of Tagaste. P. de Zeeuw.

Saint Valentine. Robert Sabuda.

Twice Freed. Patricia St. John.

Traveling theWay. Drusilla McGowen.

TheVictor. (alternate title: *The Runaway*.) Patricia St. John.

Books listed in the “Ancient Rome” unit can also be included.

GROWING AS A TEACHER

The Christians: Their First Two Thousand Years. Ted Byfield (editor).

Vol. 1, *The Veil is Torn: A.D. 30 to A.D. 70: Pentecost to the Destruction of Jerusalem.*

Vol. 2, *A Pinch of Incense: A.D. 70 to 250: From the Fall of Jerusalem to the Decian Persecution.*

Vol. 3, *By This Sign: A.D. 250 to 350: From the Decian Persecution to the Constantine Era.*

1

THE EARLY CHURCH BEGINS

PREPARING THE LESSON

Goals

- ◆ Summarize how the Christian church formed and who its influential leaders were
- ◆ Realize that Satan tries to stop the church with threats, torture, and death

Objectives

- ◆ Define a martyr as one who dies for his faith
- ◆ Identify persecution as the terrible mistreatment of innocent people
- ◆ Name *Martyrs Mirror* as a book of martyr stories
- ◆ Identify Jesus as the Head of the Christian Church
- ◆ Recognize apostles as followers of Jesus who formed and led the Early Church
- ◆ Identify Jerusalem as the city where persecution of Christians began

- ◆ Name Stephen as the first Christian martyr
- ◆ Name Paul as a missionary, writer, and martyr

Materials

- ◆ Book: *Martyrs Mirror*
- ◆ Student booklet: *The Early Church* (one per student)

Pronunciation Key

- ◆ Achaia [uh KIE uh]
- ◆ Apostle [uh PAH suhl]
- ◆ Constantine [KAHN stuhn teen]
- ◆ Domitian [duh MI shuhn]
- ◆ Ignatius [ig NAY shuhs]
- ◆ Tertullian [tur TUHL yuhn]
- ◆ Trajan [TRAY juhn]

TEACHING THE LESSON

Mastering the Facts

- ✓ No Key Content review today

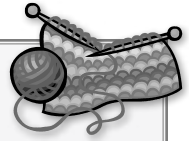
In this unit, there are no pictures for reviewing Key Content. Instead, do oral reviews using *The Early Church* student booklet. Here are some suggestions for quick reviews or quizzes.

- ✓ The teacher asks questions from the booklet and students answer. They can then verify the answers by looking them up in the booklet.
- ✓ Pairs of students ask each other questions.
- ✓ Several (two to five) students each day come to class prepared to ask a question about information previously learned.
- ✓ Students ask questions of the teacher.

TODAY'S LESSON

In the last unit, we studied about Ancient Rome. In this unit, we will study about the Christians who lived during that time. The Early Church began about halfway through the time of the Roman Empire. (Show on timeline.)

OPENING



Distribute student booklets. Discuss the cover. Fill in information on the first page.

Read aloud *The Early Church* student booklet, pages 2–22.

- Page 2: Make a list of the churches represented in your class.
- Page 4: What are some of the miracles recorded in the Bible?
- Pages 6–7: On class timeline, show where this timeline fits.
- Pages 8–9: Find connections with the Ancient Rome unit—Carthage, Spain, Alexandria.
- Page 11: Explain that traitors are those who work against their own country and help the enemy. Even though it wasn't illegal to worship Jesus, it was illegal to refuse to worship the other gods as well.
- Page 12: The pictures following are taken from *Martyrs Mirror*. Introduce the *Martyrs Mirror*, a collection of stories about people who demonstrated their faith in God and their love for their enemies. The people in these stories are powerful examples of faithfully following Jesus even in the most difficult circumstances. While our faith tradition has valued the *Martyrs Mirror*, the pictures may be troubling to young children. Be sensitive to the children in your classroom.
- If desired, read aloud excerpts from *Martyrs Mirror*. Read the last paragraph or two telling about the deaths of these men: James the son of Zebedee (page 73), James the son of Alphaeus (page 75), Peter (page 81), Paul (page 85), Andrew (page 88), Thomas (page 90), Luke (page 95), and John (pages 96–97).
- Page 21: Students will learn more about Nero in the next lesson.
- Page 22: Recite the quote several times as a class. Briefly discuss the meaning.

How did the Early Church begin? *Followers of Jesus preached about His death and resurrection, and many people believed and were baptized.*

What is a martyr? *One who dies for what he believes*

Why did the Romans persecute Christian? *Christians would not worship the Roman emperor, and were seen as traitors.*

How did the apostles die? *Discuss several.*

About how many years was there persecution in Rome? *Three hundred years*

Who made it legal for Romans to be Christians? *Constantine*

When did persecution in the world stop? *It has not stopped. Satan still uses persecution to try to get people to stop loving Jesus.*

WRAP-UP



THE COLORFUL *Fringe*

It is often said that more Christians were killed for their faith during the twentieth century than during the first through the nineteenth centuries combined. One estimate is that 65% of all Christian martyrs were killed during the twentieth century. Estimated numbers of martyrs at any time in history, ancient or modern, are difficult to verify.

2

NOTORIOUS NERO

PREPARING THE LESSON

Goal

- ◆ Summarize the life, rule, and character of Nero

Objectives

- ◆ Locate Denmark on a map
- ◆ Identify Nero as a Roman emperor who was known for his cruelty and wealth

Materials

- ◆ Story: “Nero”
- ◆ Student booklet: *The Early Church*
- ◆ Song: “Scandinavia” from *Geography Songs: Sing Around the World* (used in each lesson)

Pronunciation Key

- ◆ Agrippina [a gruh PIE nuh]
- ◆ Britannicus [bri TAN ni kuhs]
- ◆ Caligula [kuh LI gyue luh]
- ◆ Claudius [KLaw dee uhs]
- ◆ Colosseum [kah luh SEE uhm]
- ◆ Lucan [LUE kuhn]
- ◆ Palatine Hill [PAL uh tien]
- ◆ Praetorian Guard [pree TOR ee uhn]
- ◆ Tiberius [tie BEER yuhs]

TEACHING THE LESSON

Mastering the Facts

- ✓ Review Key Content from the previous lesson
- ✓ Sing “Scandinavia” geography song (from *Geography Songs: Sing Around the World*)
- ✓ Locate Denmark

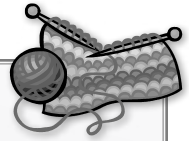
TODAY'S LESSON

Thousands of Christians were persecuted and killed in Rome in the three hundred years after Jesus died. There were many emperors who were responsible for their deaths. We will study the most well-known emperor—Nero.


It is hard to know if he is the worst, as there were many wicked men. His friends flattered him and his enemies said he was a monster. Nero was born December 15, AD 37 and died June 9, AD 68. His full name was Nero Claudius Caesar Augustus Germanicus.

OPENING

Read aloud "Nero." 



Note: It will be tempting for students to celebrate when Nero is dead. Emphasize that Nero was a person whom God created to love and serve Him. However, he allowed Satan to control his life. We should be filled with sadness at the thought of a man being eternally lost because of his rejection of God.

Look at the pictures on page 21 and coin on page 11 of *The Early Church* student booklet. 

Compare Nero's life with that of a godly person your students know well.

WRAP-UP

THE COLORFUL *Fringe*

According to *Martyrs Mirror*, page 79, Nero tortured and killed Christians with extremely cruel and unnatural methods. Nero would drive a chariot as part of the entertainment while Christians were burned as torches in his garden.

For information about Nero's palace that he built after the fire in Rome, google: Domus Aurea.

3

IGNATIUS AND POLYCARP

PREPARING THE LESSON

Goals

- ◆ Recognize Ignatius and Polycarp as heroes who died for their faith in Jesus
- ◆ Narrate the story of Polycarp

Objectives

- ◆ Locate Norway on a map
- ◆ Identify the Roman Colosseum as an enormous stadium where many Christians were killed
- ◆ Identify Ignatius as a church father who was martyred by being thrown to lions
- ◆ Identify Polycarp as a church father who was martyred by fire and sword

Materials

- ◆ Book: *Martyrs Mirror* (excerpt: “Ignatius”)
- ◆ Book: *Peril and Peace* (story: “Polycarp: Ground Like Wheat in the Lion’s Teeth”)
- ◆ Student booklet: *The Early Church*

Pronunciation Key

- ◆ Dacian [DAY shuhn]
- ◆ Flavius [FLAY vee uhs]
- ◆ Ignatius [ig NAY shuhs]
- ◆ Irenaeus [i ruh NAY uhs]
- ◆ Polycarp [PAH li karp]
- ◆ Trajan [TRAY juhn]

TEACHING THE LESSON

Mastering the Facts

- ✓ Review Key Content from the previous lessons
- ✓ Sing “Scandinavia” geography song
- ✓ Locate Norway


TODAY’S LESSON


In the “Ancient Rome” unit we read the book *The Roman Colosseum*. The Romans viewed the gladiators as heroes. Now it is time for us to learn about the real heroes of the Colosseum.

OPENING







Read aloud *The Early Church* student booklet, page 23. 

Read aloud “Ignatius” from *Martyr’s Mirror* (pages 105–107). Do not read the entire selection, but summarize and highlight sections of interest. Think in terms of giving a little background to Ignatius. 

Read aloud *The Early Church*, page 24. 

Read aloud “Polycarp: Ground Like Wheat in the Lion’s Teeth” from *Peril and Peace* (pages 29–39). 

- *Timeline*: AD 168
- Make sure students understand the title. Since most children are not acquainted with making flour, they may need a quick explanation that grains of wheat are ground into flour to make bread.

Martyrs Mirror gives a final detail of Polycarp’s life. Students can look at page 25 of *The Early Church* as you read or summarize the last paragraph of the section about Polycarp in *Martyrs Mirror*, starting on page 113 with “As soon as he had uttered the last word of his prayer.” 

Instruct students to tell their parents the stories of Ignatius and Polycarp. Discuss together the important things they should remember.

Recite together “The blood of the martyrs is the seed of the church.”

WRAP-UP



7

TEST

PREPARING THE LESSON

Goal

- ◆ Recall Key Content studied in the unit

Materials

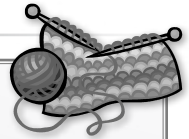
- ◆ Early Church Test (one per student)

TEACHING THE LESSON

TODAY'S LESSON

ADMINISTERING THE TEST

- Ensure all students are ready for test
 - ★ Answer questions from review sheet and studying
- Administer test
 - ★ Read questions aloud to students
 - ★ Allow students adequate time for writing



ANSWER KEY

EARLY CHURCH

A. Map of Scandinavian Countries

1. Sweden
2. Finland
3. Norway
4. Iceland
5. Denmark

B. Answer the questions

1. of the martyrs is the seed of the church.
2. Answers will vary.
3. Jesus
4. Jerusalem

C. Fill in the blanks

- | | |
|--------------------|--|
| 1. Persecution | 7. Polycarp |
| 2. Martyr | 8. <i>Martyrs Mirror</i> |
| 3. Apostles | 9. Nero, wealthy, cruel (last two, either order) |
| 4. Stephen | 10. Constantine |
| 5. Roman Colosseum | 11. Augustine |
| 6. Ignatius | |

D. Writing

Answers will vary. One point could be given for each fact written (up to five points).

Map of Scandinavian Countries

Denmark

Norway

Iceland

Finland

Sweden

People and Terms

Martyr – one who dies for his faith

Persecution – terrible mistreatment of innocent people

Martyrs Mirror – book of martyr stories

Jesus – Head of the Christian Church

Apostles – followers of Jesus who formed and led the Early Church

Jerusalem – city where persecution of Christians began

Stephen – first Christian martyr

Paul – missionary, writer, and martyr

Nero – Roman emperor known for cruelty and wealth

Colosseum – enormous stadium where many Christians were killed

Ignatius – church father who was martyred by being thrown to lions

Polycarp – church father who was martyred by fire and sword

“The blood of the martyrs is the seed of the church.”

Constantine – Roman emperor who ended persecution by legalizing Christianity

Augustine – attacked heresies in the Church

Name: _____ Date: _____

A. Map of Scandinavian Countries

1. _____
2. _____
3. _____
4. _____
5. _____

Word Bank

Bulgaria
Denmark
England
Finland
Iceland
Norway
Serbia
Sweden

B. Answer the questions.

1. Finish the statement, "The blood _____

_____."
2. Write the names of seven martyrs of the Early Church. _____

3. Who is the Head of the Christian Church? _____
4. What was the city where persecution of Christians began?

.....

C. Use the words below to fill in the blanks.

Wealth	Stephen	Augustine
Polycarp	Martyr	Colosseum
Persecution	Kindness	Cruelty
Nero	Early Church	Ignatius
Constantine	Apostles	<i>Martyrs Mirror</i>

1. The terrible mistreatment of innocent people is called _____.
2. A _____ is one who dies for his faith.
3. The _____ were followers of Jesus who formed and led the Early Church.
4. The first Christian martyr was _____.
5. Many Christians were killed in the enormous stadium called the _____.
6. The Early Church father who died by being thrown to lions was _____.
7. The Early Church father who died by fire and sword was _____.
8. The big book with many stories of martyrs is _____.
9. A Roman emperor was _____. He is known for his _____ and his _____.
10. The Roman emperor who ended persecution by making Christianity legal was _____.
11. _____ was an important thinker in the Early Church.

D. Choose an Early Church martyr whom we studied about. Write what you remember about the person and how he or she died. Include the person's name and several facts or parts of the story.

EARLY CHURCH CHANT

PERSECUTION—terrible mistreatment of innocent people

“You mean hurting others on purpose?”

“YES!”

MARTYR—one who dies for his faith

JERUSALEM—the city where persecution of Christians began

MARTYRS MIRROR—a big, fat book of stories about, well, about martyrs,
of course

JESUS—the Head of the Christian Church

APOSTLES—followers of Jesus. They led the Early Church.

STEPHEN—the first Christian martyr

“Lord Jesus, receive my spirit. Lord, lay not this sin to their charge.”

Nero—emperor of Rome:

extremely cruel

extremely wealthy

Early Church Fathers:

Ignatius—thrown to the lions

Polycarp—killed by fire and sword

Early Church Women Martyrs:

Perpetua—“A jug is a jug. I am a Christian!”

Blandina—weak but strong

Emperor Constantine—“Stop the persecution!”

Augustine—Early Church thinker

EARLY CHURCH CHANT

Teacher's Copy

Chant	Motions
<p>PERSECUTION—terrible <u>mistreatment</u> of <u>innocent</u> people “You mean people hurting others on purpose?” “YES!”</p>	<p>On each BOLD ALL-CAPS word pretend to pull the word out of a cupped hand.</p> <p>Clutch arms; spread palms outward.</p> <p>One child asks this, incredulous; all respond with “YES!”</p>
<p>MARTYR—one who <u>dies</u> for his faith</p>	<p>Hang head down on the word “dies.”</p>
<p>JERUSALEM—the city where <u>persecution</u> of Christians began</p>	<p>Clutch arms as above.</p>
<p>MARTYRS MIRROR—a big, fat <u>book</u> of stories about, well, about martyrs, of course</p>	<p>Hands form a book.</p>
<p>JESUS—the <u>Head</u> of the Christian Church</p>	<p>Hand with fingers outstretched motions around the head.</p>
<p>APOSTLES—<u>followers</u> of Jesus. They <u>led</u> the Early Church.</p>	<p>Stretch hands forward as if holding onto someone’s coattail, then reach back as if leading someone.</p>
<p>STEPHEN—the <u>first</u> Christian martyr “Lord Jesus, receive my spirit. Lord, lay not this sin to their charge.”</p>	<p>Hold up one finger. All kneel to repeat this prayer Stephen prayed.</p>

Continued on next page

Chant	Motions
<p>Nero—emperor of Rome: extremely cruel</p> <p>extremely wealthy</p>	<p><i>Hands form a crown on head.</i></p> <p><i>Show anger and fierceness on face and hold hands like claws ready to grab.</i></p> <p><i>Rub fingers and thumb together for money sign.</i></p>
<p>Early Church Fathers:</p> <p>Ignatius—thrown to the lions</p> <p>Polycarp—killed by fire and sword</p>	<p><i>Make fish symbol.</i></p> <p><i>Make throwing motion then growl like a lion.</i></p> <p><i>Move hands upward like flames licking the body, then motion sword piercing body.</i></p>
<p>Early Church Women Martyrs:</p> <p>Perpetua—"A jug is a jug. I am a Christian!"</p> <p>Blandina—weak but strong</p>	<p><i>Make fish symbol.</i></p> <p><i>Point to a "jug" then motion to self.</i></p> <p><i>Slump forward as if weak, then straighten up and raise arms upwards in strength.</i></p>
<p>Emperor Constantine— "Stop the persecution!"</p>	<p><i>Hands form a crown on head.</i></p> <p><i>Put hand out in "stop" motion.</i></p>
<p>Augustine— Early Church thinker</p>	<p><i>Point to head</i></p>

REAL HEROES

The real heroes are not those
who with great power
and cunning skill
can kill the most people and win the wars.

No, the real heroes are those
who refuse to fight back,
who wield the weapon of love to conquer hate,
who let themselves be killed because they love God more than life.

That is the life Jesus lived. Real heroes follow His example.

REAL HEROES

Teacher's Copy

Chant	Motions
The real heroes are <u>not</u> those	<i>Perform motions at underlined words. Cross hands in an X in front of body.</i>
who with great <u>power</u>	<i>Raise arms (bent at elbows) and flex muscles.</i>
and <u>cunning</u> skill	<i>Pose as if sneaking up on someone.</i>
can kill the most people and <u>win</u> the wars.	<i>Raise arms as if celebrating.</i>
<u>No</u> , the real heroes are those	<i>Cross hands in an X in front of body.</i>
who <u>refuse to fight back</u> ,	<i>Extend hands forward with palms out.</i>
who wield the weapon of <u>love</u> to conquer hate,	<i>Cross arms over heart.</i>
who let themselves be <u>killed</u> because they love <u>God</u> more than life.	<i>Hang head. Lift head and point up.</i>

That is the life Jesus lived. Real heroes follow His example.