

Teacher's Guide

RISE OF THE CHURCH & FALL OF THE ROMAN EMPIRE

UNIT

1



Enthusiasm and delight are the best way to capture a student's interest and jump-start motivation, so:

Pray with the students at the beginning of each unit.

- 1) **For the Auditory Students:** Consider playing music like Gustav Holst's *Mars, The Bringer of War* from his composition *The Planets* to capture their attention at the very beginning of class;
- 2) **For the Kinesthetic Students:** Have the students warm up as class begins by doing some active movement that is fun (such as motions to accompany the song, "Lord, We lift Your Name On High");
- 3) **For the Visual Students:** Bring a visual object to stimulate their interest in the new unit, such as a photo of Trajan's column or a picture of Pompeii;
- 4) **For the hearts of all:** Pray with them at the beginning of the unit, that God would help them discover what He has for each one to learn in that unit.

PHASE 1

The Introduction Week

Learning Style Emphasis: *Feeler*

During this week, students will be introduced to the Roman Empire and the Early Church, along with the appropriate Scriptures from the Book of Acts. You may follow this suggested schedule or adapt it to meet your students' needs:

Monday:

- 1) Informally discuss the Key Concepts

Tuesday:

- 2) Read the article
- 3) Listen to the audio recording(s)
- 4) Read the Scripture listed in Read For Your Life (which will continue throughout the month, since there are twenty-eight chapters)

Wednesday:

- 5) Recap Activity
- 6) Opinion Column and Critical Puzzling answers on their own

Thursday:

- 7) Class Discussion

Friday:

- 8) Choose books of interest/Internet search
- 9) Student self-evaluation

Teachers can choose to have students do one or two activities, rather than the entire week's schedule. Please use what works for you in your unique setting.



1) Informally Discuss the Key Concepts

Listed in the Student Manual. on page 21.

KEY CONCEPTS BACKGROUND INFORMATION

These are the main objectives of the unit. As you proceed through the four weeks, your students will be given various ways of understanding each of these objectives.

The Gospel to the Jews and Gentiles—EXPLANATION



To get an informal discussion started on this key concept, ask a simple leading question such as, "How do you think the Good News about Jesus being the Messiah spread beyond Jerusalem and beyond the Jewish people?"

As we read the Bible, it is clear that God always intended to include Gentiles (non-Jews) in the Kingdom of God. To cite a few places in the Old Testament: the Abrahamic Covenant (Genesis 12:3) and the vision of the Messiah in Daniel (Daniel 7:13-14); and in the New Testament: the Book of Acts (Acts 11:18), the Great

Commission (Matthew 28:18-20), and the Book of Revelation (Revelation 5:9-10). But at the time of Jesus, the people of Israel were focused on the coming of the Messiah to right *their* wrongs, to establish *their* kingdom. Even the disciples, after the Resurrection, were thinking merely in terms of Israel:

Therefore, when they had come together, they asked Him, saying, "Lord, will You at this time restore the kingdom to Israel?" Acts 1:6

Jesus responds to them,

"It is not for you to know times or seasons which the Father has put in His own authority. But you shall receive power when the Holy Spirit has come upon you; and you shall be witnesses to Me in Jerusalem, and in all Judea and Samaria, and to the end of the earth."

God's heart is for all of the people of the world, in each country, in each culture, in each time period.

So, recognizing first that this was (and is) God's idea, we can examine the Acts of the Apostles to discover the steps God took to move His people to take the Good News beyond their own communities to the ends of the earth. The first instance of going out beyond the cultural boundaries is right after the martyrdom of Stephen:

"Therefore those who were scattered went everywhere preaching the word." Acts 8:4

One of those who went was Philip, preaching in Samaria

RISE OF THE CHURCH & FALL OF THE ROMAN EMPIRE

UNIT 1



St. Peter's, Rome, Italy

KEY CONCEPTS:

- The Gospel to the Jews and Gentiles
- The Roman Emperors
- The Growth of the Persecuted Church
- Dividing & Defending the Empire
- Reasons for the Fall of Rome

with great success; going on to share with the Ethiopian eunuch who asked to be baptized (and surely took this Good News with him back to Ethiopia); ending up in Caesarea, a Greco-Roman city in northern Palestine.

For the Apostle Peter, it took *three* repetitions of the heavenly vision before he understood that God wanted him to share the Gospel in the home of a Roman centurion! Then, when the other believers in Jerusalem heard about his eating and staying with a non-Jew, Peter had to earnestly defend his actions. The eventual and amazed response of these first-century Messianic Jews was, “Then God has also granted to the Gentiles repentance to life” (Acts 11:18). This was earthshaking revelation to the early believers in Jerusalem. They had not fully comprehended Jesus’ teaching that His kingdom would encompass believers outside of Judaism.

The greatest witness to the Gentile world was Paul, formerly Saul—the persecutor of the Church. God’s ways are not our ways! He took this fire-breathing danger to the Church and transformed him into an apostle to non-Jews. Paul was the first to take the Gospel to Europe (when he crossed over to Macedonia). He and his coworker, Barnabas, defended their choice to not require Gentiles to become Jewish (not demanding circumcision) in Acts 15. The decision of the Jerusalem Council to welcome Gentiles as fellow believers without demanding they conform to Jewish laws (recorded in Acts 15:23-29) was a watershed moment for the Early Church. From this point, the Gospel of Jesus Christ could freely move into every culture, every nation, every language, every time period without carrying in front of it a nationalistic barrier. This was indeed Good News for all of the distinct peoples of the earth. Truly, God’s heart is that all the people groups of the earth would receive the blessing of knowing Him (Genesis 12:3).

The Roman Emperors—EXPLANATION



TEACHER TIP

To get an informal discussion started on this key concept, ask a simple leading question such as, “*What do you know about the different Emperors of Rome, such as Nero or Hadrian?*”

Caesar Augustus was the first of the Roman Emperors, though he didn’t call himself that. Instead, he styled himself as *First Citizen*, which indicated his theoretical position as a servant to the wishes of the Senate. However, in actual fact, Augustus held the reigns of power in the government and in the military. And, due to his long life and the peacefulness of his reign, the idea of a Roman Republic—with a group of senators ruling—diminished in people’s minds over time. Unfortunately, most of the emperors who followed after Augustus were not exemplary in their decisions or behavior, and few lived long lives or died peacefully in their beds (as Augustus had). There were **effective** emperors such as Trajan, who conquered people groups and added to the empire; there were **horrific** emperors such as Nero, who murdered his own mother as well as two wives and a stepbrother; there were emperors concerned with **building** such as Hadrian, who built Hadrian’s Wall in England; and emperors concerned with **devastation** such as Titus, who oversaw the destruction of Jerusalem and the Temple in A.D. 70; there were emperors who were noted for their **philosophies** such as Marcus Aurelius, the stoic philosopher; there were emperors noted for their **idiosyncrasies** such as Caligula, who said he would make his favorite horse a consul; there were emperors who wanted to be **worshiped as gods** while they lived such as Domitian, who added to his name the title “lord and god”; there was an emperor who became a **foreign slave**—Valerian, who was captured by the Persian King, Shapur, and used as his mounting block for horseback riding. Altogether, the Roman Emperors are a kaleidoscope of unusual people, most of whom it was dangerous to know intimately. Unfortunately (and significantly), most of the Roman emperors were given to debauchery, so be aware of that fact and be cautious as your students learn more about them.

The Growth of the Persecuted Church—EXPLANATION



TEACHER TIP

To get an informal discussion started on this key concept, ask a simple leading question such as, “*Do you have any ideas about why the early Church grew in spite of Christians being persecuted and martyred?*”

The Early Church was known, even by its critics, for the love they had for one another. Tertullian, a Christian apologist, wrote in one of his defenses of Christianity what pagans were commonly saying - "See how those Christians love one another!" This kind of relationship stood out in the Roman Empire, where it was difficult to know whom one could trust in politics and business, and where even being family was not enough to guarantee safety (wives were often divorced, abortion was frequent and infants were commonly abandoned to die). And that *agape* love amongst the Christians drew many people to embrace the Lord, despite the possibility of facing persecution.

Also, Christians were known for caring for the sick and suffering, most notably during the plague which occurred in the reign of Marcus Aurelius. While non-Christians were fleeing the cities, leaving even their own friends and family to die, Christians bravely and compassionately cared for these ill strangers. It made a significant impact on non-Christians - and many of those who had been sick were made well. That resulted in many more conversions to Christianity--people saw something with more reality and more life than their former belief system, and they were willing to give their lives to the resurrected Lord and Savior.

Another significant factor for the growth of Christianity was that it was inclusive - it welcomed men and women, slave and free, Jew and Greek, and every other category of people. One did not have to be wealthy to join the church (as was the case in many other Roman religions), nor was it so lofty that only the highly educated would be interested. True Christianity had no cultural boundaries, so Christians of all nations could fellowship together. This was so contrary to the religions of the day, that it caused many to seek to know more.

Finally, when Christians courageously faced death in the gladiator arenas, it significantly affected many of the spectators in the stands. They watched as people--given the chance to recant their belief in Jesus--chose fearlessly to die instead. When they saw that Christians loved Jesus more than their own lives and that they gladly followed Him even into death, it showed the reality of the Christian gospel.

All of these—love for one another, serving others, including all, and giving their lives for the sake of the Gospel—were clear evidence that Jesus is, indeed, the Way, the Truth and the Life. Thus, His Church grew.

Dividing & Defending the Empire—EXPLANATION

To get an informal discussion started on this key concept, ask a simple, leading question, such as, "*Diocletian divided the Empire into East and West in A.D. 285, appointing a second emperor to command the West (while he commanded the East). Do you have any ideas on whether this was a positive change for the Empire?*"



For fifty years prior to Diocletian's reign, things had gone from bad to worse for the Roman Emperors. Not only did they have external enemies (the Persians, the Alemanni, the Goths and more), but they also had to deal with rivals and conspiracies, like fickle armies who would raise one of their own number to the purple (or, make them *emperor*) only to overthrow and murder them a short time later. In these fifty years, there were twenty emperors of Rome plus five emperors of the Gallic Empire (a breakaway section of the Roman Empire including Gaul, Germany, Spain and Britain which lasted for fifteen years). The first occasion of a Roman Emperor (Decius) falling in battle against a foreign enemy, and the first and only emperor (Valerian) to be captured and die in captivity in a foreign land took place in this fifty year time period. The emperors who reigned during this tumultuous period spent most, if not all, of their time running from battle to battle all over the Empire. As you will discover, this was one of the most dangerous seasons in the Empire's history.

When Emperor Diocletian began to rule, however, he set about changing the way emperors did business. He divided the Roman Empire into two sections—the West and the East. Then he gave each section its own ruler, and subsequently, he increased it to two rulers for each section (an Augustus and a Caesar). Each of these rulers (or *tetrarchs*) were given the responsibility of defending frontiers in their own section, as well as preventing rebellions and pretenders to the throne. Diocletian kept the throne for twenty years, and then abdicated so he could peacefully end his life in retirement—which shows how effective was the change in governmental structure.

In addition to dividing power and responsibility among four rulers (the two senior *Augusti* and the two junior *Caesars*), Diocletian also grouped the Roman provinces into twelve large *dioceses* governed by *vicars*. The provincial governors and the twelve vicars had no military commands or responsibilities (which greatly reduced the possibility of successful rebellions). The center of the Roman Empire was no longer the city of Rome, because there were now four major imperial residences located in the critical frontier regions (Trier and Milan in the West, Thessalonica, and Nicomedia in the East), and Italy itself was relegated to the same status as other provinces. There was also a corresponding decline in the power of the Senate in Rome. All of these changes helped to stabilize things for a time, though after Diocletian retired, civil wars erupted as various individuals sought control of the Empire.

Reasons for the Fall of Rome—EXPLANATION



To get an informal discussion started on this key concept, ask a simple leading question such as, “*What have you heard about the possible reasons that the Roman Empire fell after centuries of domination and control?*”

In A.D. 410, the city of Rome—symbol of the Roman Empire—was successfully invaded by the Visigoth army under their leader, Alaric. This profoundly shocking event showed the world that the Roman Empire was tottering and ready to fall.

Many in the West laid the blame for Rome’s capture by barbarians to the fact that the old gods had been neglected, and a new, foreign reli-

PHASE 1

KEY PEOPLE IN THE CHURCH:

Polycarp

—Disciple of Apostle John

Justin Martyr

—Greatest 2nd century apologist

Irenaeus

—First great theologian since Apostle Paul

Eusebius

—“Father of Church History”

Athanasius

—Defender of Orthodoxy

Jerome

—Translated Bible into Latin

Augustine

—Influential theologian

➤ **Listen to this!**

- **What in the World’s Going on Here? - Part 2**
 - Introduction
 - The Rise of the Church and the Fall of Rome
- **True Tales Complete from the Times of Romans, Reformers, Revolutionaries**
 - The Canon of Scripture
- **That’s Why They Call It Grace (Church History)**
 - Sack of Rome

➤ **Read For Your Life**

- **Scriptures on Creation**
 - The Main Story: The Book of Acts (suggested reading plan: one chapter per day for twenty-eight days)

• **Key People:**

The people listed in this column are the main characters, if you will, of this unit. They are listed in the Student Manual, along with a brief identifier, so that the students can familiarize themselves with these people.

gion—Christianity—had taken their place. It seemed obvious to non-Christians that the pagan deities who had guarded the eternal city for centuries had been offended.

Christians were stunned at the invasion, but for a different reason. They had believed that Christianity and Roman civilization would triumph in the world - that they were two sides of the same coin. The fall of Rome caused them to question this concept, and even drove some to wonder whether the end of the world was at hand. These two responses provoked Augustine, bishop of Hippo, to write his famous *City of God*, which demolishes the argument *against* Christianity and *for* paganism, and reminds Christians that their true citizenship is in the kingdom of God, not the empire of Rome (though they *were* expected to live lives of virtue and service to their country and leaders).

Even today, scholars debate the causes for the fall of Rome and the fall of the western half of the Roman empire. Some use the same arguments that the non-Christians used at the time (“*It is the fault of the Christians!*”), while others blame the decadence and debauchery of the emperors and their courts.

It is interesting to see how much this parallels aspects of our world today. Some believers will have heard and believed what those Christians in Rome believed: Christianity and their own government are two sides of the same coin. It would be interesting at this point to dialogue with your students regarding their thoughts on this subject.

2) Read the article

Begins on Page 21 of Student Manual

The article for Unit One is designed to help students learn about the rise of the Church and the fall of Rome, and to consider the implications for people today. The materials covered in the audio recordings offer another look at this time period, covering slightly different information. In the article and recordings, along with introducing the basic understanding of history, we are also bringing in the biblical worldview.



You may choose to have your students read the article first and then listen to the audio recordings, or vice versa.



3) Listen to the audio recording(s)

Listed on Page 30 of the Student Manual.

- The main concepts and chronological flow are contained in **What in the World's Going On Here? Part Two**.
- The fascinating story of our Scripture's canonization is discussed in **True Tales From the Times of... Romans, Reformers, Revolutionaries**.
- For a specific emphasis on Church history, you might want to include **That's Why They Call it Grace: 20 Centuries of Church History**, an audio recording by Diana Waring.



4) Read the Scripture listed in Read For Your Life

Listed on Page 30 of the Student Manual. You might choose to read one chapter of Acts out loud each day for the month. If you do, be prepared by having a concordance and other Bible study materials available for digging deeper! You will be astonished at the power and plan of God as you read the Book of Acts—be ready for some fantastic discussions.

The Scriptures are central to our understanding, our character, and our decisions. Therefore, we must give the greatest weight possible to them. Help your students gain this perspective as they watch you handle the Scriptures with reverence and awe.

5) Recap (process & review) Activity

In different parts of the room, set up stations for the Eight Intelligences Recap Activities. Then allow students to work alone or together in small groups to accomplish the following suggestions. At the start of the next class, ask for 3-4 groups of volunteers to share. For homeschoolers, rather than set up all eight stations, allow the student(s) to choose which of these activities they would most enjoy, and do that.



Recap Suggestions:

SPATIAL: Create a poster depicting the 2 or 3 most interesting aspects of the rise of the Church and the fall of Rome using your own drawings, cut up magazines, photos, etc.

BODILY-KINESTHETIC: In small groups, play charades depicting specific Roman Emperors, with one student acting and the other(s) guessing the identity of the emperor.

INTERPERSONAL: In groups of 2-3, brainstorm a plan to present together a storytelling account of the Early Church that would appeal to younger children.

MUSICAL: Write lyrics about the Fall of Rome to the tune of “The ants go marching one by one.”

LINGUISTIC: In a small group, debate the reasons for the Fall of Rome, with one side championing the pagan Romans and the other side taking the viewpoint of the Christians.

MATH-LOGICAL: Answer the question: What factors made the Church grow despite the persecution it faced from the Roman government?

INTRAPERSONAL: Have the students consider which of the history makers from this time period they would wish to be—whether from the Early Church or from the Roman Empire—and why.

NATURALIST: Using materials found outside, choose one item to represent the Early Church, and a separate item to represent the Roman Empire. Share with others why you chose those particular items, and how they represent this unit.

OR...Activity of Your Choice: What would you like to have your students do for a review activity concerning this week's introduction to the rise of the Church and the Fall of the Roman Empire?

6) Opinion Column and Critical Puzzling answers on their own

Listed on Page 31 & 32 of the Student Manual. Students may begin these questions after completing their Recap Activities listed above.



7) Class Discussion

Using the questions listed on Page 31 & 32 of the Student Manual to get the students primed, create a discussion environment in the classroom. You may also want to draw from the open-ended questions listed below.



Phase 1

➤ Talk Together

- **Opinion Column:**
 - What did you find to be the most interesting aspect, or the most fascinating person, you encountered in your introduction to the rise of the Church and the fall of Rome?
 - Why do you suppose people used the picture of a fish (an ICHTHUS) to identify themselves to others as Christians? What would have been the possible results had they told anyone they met, “Oh, yes, I am a Christian?”
 - The fire that destroyed much of Rome during Nero’s reign caused Nero to need a “scapegoat.” Why do you think he picked on the Christians? Would you want someone like Nero to be the ruler in your country? Why or why not?
 - Would you have wanted to be a Roman emperor? Why or why not? What do you think would be some of the difficulties of ruling such a large empire as Rome?
 - What do you think this phrase means, “The blood of the martyrs is the seed of the Church”? What impact do you think it would have had on nonbelievers to see Christians go victoriously and unashamedly to their deaths?
 - Mt. Vesuvius erupted in A.D. 79, just nine years after the destruction of Jerusalem. Why do you think the Jews and Christians of the time believed this disaster was a judgment of God on the Romans? Can you think of any time in Scripture where God brought judgment on a culture? What do you think the Romans thought?
 - If you had been a non-Roman citizen in a country under the control of Rome, do you think you would have supported the Romans? What reason would you present to your neighbors for your opinion?

KEY PEOPLE IN THE WORLD:

Nero
— Infamous emperor

Vespasian
— Built the Colosseum

Titus
— Captured Jerusalem

Trajan
— Extended the empire

Hadrian
— Strengthened Roman frontiers

Diocletian
— Divided the empire

Constantine
— First Christian emperor

Key People:

More of the main characters in this unit. They are listed in the Student Manual, along with a brief identifier, so that the students can familiarize themselves with these people.

Why do you think some Christians of the early Church (such as Origen) actually sought martyrdom? And why do you think some Christians avoided martyrdom by sacrificing to Caesar?



What do you think about the Emperor Constantine calling a church council to decide a question of theology (arianism)? Did his involvement in church affairs muddy the waters between the Kingdom of God and the Empire of Rome?



Tertullian (an early Christian apologist) wrote “What has Athens to do with Jerusalem?” In terms of Greek philosophy and Biblical theology, what do you think he meant? Can you give examples of this concept? Do you agree or disagree with Tertullian on this point?





Heresies

We need to be very careful that our hearts remain soft towards God and that we walk in the fruit of the Spirit towards others, even when we deal with heresies. An example of what not to do (or how not to conduct yourself) comes from the fifth century, when Cyril of Alexandria protested against the Nestorian belief that there were actually two different persons in Christ Jesus—the human one and a separate divine one. Cyril sought to protect orthodox belief (one nature, the God-man), but his manner of attack was personal and bitter, albeit brilliant. When he died, his leading opponent, Theodoret of Cyrrihus (normally a mild-mannered man), wrote:

“At last, at last the villain has gone! The Lord, knowing that this man’s spite has been growing daily and harming the body of the Church, has cut him off like a plague

and taken away the reproach of Israel. The living are delighted by his departure. Perhaps the dead are sorry at his arrival. Indeed, we ought to be alarmed: they might be so annoyed by his presence among them that they send him back! Great care must therefore be taken. It is your holiness’s special duty to tell those in charge of the funeral to lay a very large, very heavy stone on Cyril’s grave, in case he tries to come back and show his unstable mind among us again.”

Phase 1

• Critical Puzzling:

- Read Acts 6-8, and also Acts 11. From your reading, why do you think many Christians left Jerusalem? What were some of the consequences of their leaving?
- Early in the history of the Church, false teachings or heresies arose. In the audio-recording **That’s Why They Call it Grace** several heresies are mentioned, including marcionism (which took away from the Word), montanism (which added to the Word), and arianism (which reduced Jesus to a superhero rather than a member of the triune God). Are you aware of similar heresies today? What do you think are the best tools Christians (of any time period) have for combatting heresy?
- Monasticism began during this time period. Some people left the cities and traveled to the desert and desolate wilderness to be alone with God. As others joined them, they grouped together into the earliest monasteries. What would motivate people during the Roman Empire to leave their homes, friends, and activities to become monks and nuns?
- Jesus told His disciples that, after the Holy Spirit had come upon them, they would be His witnesses in Jerusalem, Judea, Samaria, and unto the uttermost parts of the earth. How far had the disciples and early converts to Christianity traveled by the end of the Book of Acts? (Hint: For a start, look in your Bible for maps showing Paul’s missionary journeys.)
- If you had lived in the time of the Roman Empire, would you have preferred to live close to Rome or far from Rome? Would you have preferred to live in a city or in a rural area? Would you have wanted to be involved in government or not? List your reasons.

8) Choose books of interest/Internet search

A list of possible books for further reading is listed in the Student Manual beginning on Page 33. Encourage your students to look for books on the Early Church and on the Roman Empire from this list and from other sources.



The Internet has a wealth of information concerning the rise of the Church and the fall of Rome, though the articles available vary widely in dependability, worldview and attitude. Help your students learn to recognize the differences.

Phase 1

➤ Reviewed Resources for Digging Deeper:

Choose a few books that look interesting, or find your own.

Church History:

The Story of Christianity

by Michael Collins & Matthew Price

A wonderful introduction to the history of Christianity (with information on Protestant, Catholic, and Orthodox faiths), this DK book is the best I've seen for a basic overview of the Church through the ages. **UE+**

From Jerusalem to Irian Jaya

by Ruth A. Tucker

This book is "a biographical history of missions" beginning with the Apostle Paul. Though the biographies pertinent to *Romans, Reformers, Revolutionaries* represent only the first hundred pages, I heartily endorse it for your family bookshelf! It includes a wonderful timeline of missionaries through the ages. **UE+**

2000 Years of Christ's Power—Part One: The Age of the Early Church Fathers

by N.R. Needham

If you want to dig into Church history, this British author provides an amazingly clear, in-depth look at the people and events that make up our Christian heritage. He has taken a complex subject and made it understandable for those of us who are not professional theologians or church historians! (400 pages.) **HS+**

Code:

AA (all ages)

RA (Read aloud)

E+ (elem & up)

UE+ (upper elem & up)

MS+ (Middle School & up)

HS (high school)

Early Church:

Against the World - The Odyssey of Athanasius

by Henry W. Coray

A biography of "the Father of Orthodoxy," this book describes the life and work of the man who defended the doctrine of the Trinity. It includes bits and pieces of his writings. **MS+**

Early Christian Writings

Translated by Maxwell Staniforth, Published by Penguin Classics

In these writings of the Apostolic Fathers, you will read accounts of and letters from Clement of Rome, Ignatius of Antioch, and Polycarp. It also includes an eyewitness description of the martyrdom of Polycarp. **HS+**

Unit One: Rise of the Church & Fall of the Roman Empire / 33

Remember:

Beware of Arrogance, Embrace Humility!



Review & Evaluation

In this Phase of Unit One, your students should have had the opportunity to explore the rise of the Church and the fall of the Roman Empire through reading, listening, thinking and discussing. They will have:

- 1) informally discussed the Key Concepts;
- 2) read the article;
- 3) listened to the audio recording(s);
- 4) read the Scripture listed in Read for Your Life;
- 5) explored the Recap Activities;
- 6) completed the Opinion Column and Critical Puzzling answers on their own;
- 7) participated in Class Discussion;
- 8) chosen books of interest and/or searched the Internet;
- 9) completed their self-evaluation for this Phase.

Record student hours: _____

Assess student participation:

Create an evaluation system of your own, or refer to the evaluation rubric on page 32 in the introduction, as a tool for assessing participation. The categories you will probably find most useful are "Introduction", "Process: Teamwork" and "Process: Originality". To help students develop good discussion skills, encourage them to participate actively, ask content-based questions, and stay focused on the discussion at hand. Students demonstrate a higher level of discussion skills when they incorporate comments and questions from others into their own questions, and draw out opinions or ask for points of clarification from others.

Notes:

Do not critique the self-evaluation page your student completes and do not direct the answers the student gives to the questions. Instead, allow sincere and personal completion of the evaluation, then discuss the responses and incorporate those comments into your evaluation.

Determine a grade for this phase, if using grades.

Teacher Self-Evaluation:

Evaluate your own use of materials and teaching opportunities: what worked and what did not; how effective was your time-management; how were your responses to the needs of your student; did you make your expectations clear; in what ways would you like to improve your approach for the next unit? Incorporate suggestions from your students in your own evaluation (*this requires humility!*).

PHASE 2

The Exploration and Discovery Week

Learning Style Emphasis: **THINKER**

Students will explore topics of interest through research and reporting, learn new vocabulary, and construct a timeline relating to the rise of the Church and the fall of Rome.

Monday-Tuesday:

- 1) Choose topic and begin research

Wednesday:

- 2) Vocabulary Practice

Thursday:

- 3) Construct the Timeline.

Friday:

- 4) Research projects completed; share in class or hand in.
- 5) Self-evaluation

Teachers can choose to have students do one or two activities, rather than the entire week's schedule. Please use what works for you in your unique setting.

1) Choose topic and begin research

Allow the students the freedom to choose one of the topics listed on Pages 36-37, or to suggest their own area which they would like to research.



Motivating Suggestions:

Especially for Non-Linguistic students, and those who are not motivated by written or oral reports, here are suggestions for alternative ways of reporting what has been researched.

Sharing the Gospel

- 1) Create a first person presentation of the various evangelists from the Book of Acts in chronological order, beginning with Peter on the Day of Pentecost, to Philip in Samaria and with the Ethiopian Eunuch, to Paul in his missionary journeys.
- 2) Make a map showing the expansion of the Gospel through the Book of Acts, using different colors to show different people/teams, as well as different shading to show the Gospel to the Jews and the Gospel to the Gentiles.

Roman Emperors

- 1) Create a flip chart showing the various eras of the Roman emperors. Show the dates of the era, the most significant people, the most important accomplishments, and the greatest struggles.
- 2) Compose a rhythmic chant for younger children that would help them remember the ten most important emperors. Teach it!





Roman Empire

- 1) Analyze the different categories which allowed the Roman Empire to dominate the largest land area in history up to that time, and the categories which led to its ultimate downfall. Then make a chart showing these categories.
- 2) Organize a debate with this question to consider: "Did the Roman government have the right to conquer and enslave other people groups?" Use the information you have learned about the Roman Empire—both the pros and cons—as your source material.

The Early Church

- 1) On a poster, draw a cut-away image of a church building. Then list each of the salient points you wish to communicate about the Early Church on the pews. You might want to list the most important people of the Early Church as well.
- 2) Consider the pagan accusations against the Early Church, such as cannibalism and incest, and write a defense in your own words of the Christian life and its' practices, such as Communion and greeting your brothers and sister with a holy kiss.

PHASE 2

Exploration & Discovery Week

> Research & Reporting

Your mission, if you choose to accept it, is to explore one of these areas, and to discover something significant!

• Sharing the Gospel:

— Using the Book of Acts as your source, research and report on the expansion of the Gospel in the first days of the Church, from the day of Pentecost through Paul's imprisonment in Rome. Show how this began the fulfillment of Jesus' words to His disciples that they would bear witness to Him in Jerusalem, Judea, Samaria and to the ends of the earth.

• Roman Emperors:

— Research and report on the Roman Emperors. Since this is a long list - given the short duration of some of the emperors! - you may want to categorize them and then report on some of the main emperors and the various eras of the Roman Empire. Include such details as when they lived, what they accomplished, the length of their reign, and how they died.

• Roman Empire:

— Find one of the books listed, or a book of your choice, for basic information on the Roman Empire. Summarize the factors that led to the Pax Romana and the factors leading to Rome's fall. Report your findings.

• The Early Church:

— Find one of the books listed, or a book of your choice, for a basic introduction to Early Church history. Report what you discover about the growth of Christianity from a small Jewish sect in Judea to the dominant religion of the Roman Empire.

• Pompeii:

— Look up information on Pompeii and Mt. Vesuvius, the volcano whose eruption buried the Roman city. When did Mt. Vesuvius erupt? What were the results? What have archaeologists discovered about Pompeii, and, correspondingly, about Roman times? What historic accounts exist about the destruction of Pompeii and what do they tell us? Perhaps you will want to include the viewpoint of Christians of the time.

• Countries of the Empire:

— What regions beyond the country of Italy were under the control of the Roman empire? Investigate when and how these other countries were brought under the dominion of Rome, and when and how they regained their freedom.

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Pompeii

- 1) Gather items from outside and around the house which can represent artifacts that archaeologists found in Pompeii. Then present what these items were, where they were found in the ruins, and how they helped historians learn more about first century Roman life.

- 2) Imagine you were living in Pompeii at the time of Mt. Vesuvius' eruption, and escaped. Write your thoughts about what happened, and how it has affected your goals, your desires, your everyday activities.

both songs. Be sure to provide program notes for your audience describing what you have learned about the the unity of the Church and the division of the Roman Empire.



Countries of the Empire

- 1) Set up a room to reflect the different regions conquered by the Romans, with appropriate articles or pictures. Then become a tour guide taking tourists on a sight-seeing expedition, explaining what is happening in these regions at the time of the Empire.
- 2) In groups of 2 or 3, discuss each of these regions and how they came into the Empire. Decide together how to best communicate the essential story to younger children.

East and West

- 1) Using cut tree branches, create a representation of the Roman Empire before Diocletian, during Diocletian, and after Diocletian, showing the divisions and unity. Explain your creation as it relates to the research project.
- 2) Learn the hymn, "In Christ There is No East Nor West." Then choose another song which speaks of being divided, or write new lyrics to an old song. Perform

Ptolemy

- 1) Make a chart of Ptolemy's work, listing his accomplishments in their appropriate categories. Alongside his accomplishments, list the date (if appropriate) at which they were no longer accepted.

Phase 2

• East and West:

— Investigate the results of Diocletian's division of the Empire into East and West. Delineate the flow of authority in this new division. Describe how Constantine utilized this delineation to declare himself Emperor, and how he came to power.

• Ptolemy:

— Investigate Ptolemy's life and work in astronomy, geography, and math. How were his maps used in the late Middle Ages?

• Constantine & Constantinople:

— Research and report on this first *Christian* emperor of Rome. What were the factors leading to his championing Christianity? How did Constantine impact the Church? What led to his creating the new capital city of Constantinople? How was this city different than all the other cities of the Empire, and how does that demonstrate the influence of Christianity upon Constantine? Why was this such a geographically important city?

• The Catacombs:

— Find out more about the catacombs of Rome. When were they used, and who used them? What was their purpose? What kind of information has been found in catacombs for archaeologists to study? How has this helped us better understand the conditions of the early Church? Report your findings.

• Invasion of Britain:

— Explore and discover the Roman invasion of Britain in 43 A.D. What did Emperor Claudius accomplish? (Hint: Look up the city of Colchester.) Who was Boudicca (or *Boudicea*)? Why did her tribe revolt against the Romans? When and why did the Roman troops eventually leave? What was the result of their departure?

• Martyrdom:

— Research and report on martyrdom in the early Church. Describe the various times of persecution under the various emperors:

- *Was it localized in one area?*

- *What triggered the persecution?*

- *What was the attitude of the Church toward those who denied their faith?*

• Christianity as the Official Religion:

— Research and report on Emperor Theodosius, who, as Emperor in the East, issued an edict announcing that all citizens in his domain were to become Christians. As Emperor of both East and West, he also made paganism illegal. Describe the impact of these decisions on the Church and on the Empire.



- 2) Physically demonstrate Ptolemy's theory of the earth as the motionless center of the universe and the other heavenly bodies rotating around it. Use a group of volunteers, if needed, for your presentation.

Constantine & Constantinople

- 1) Using Legos or other appropriate building materials, create a miniature version of Constantinople, including the harbor, the walls, and at least one palace and church.
- 2) Create an advertising campaign to entice the upper classes of Rome to want to move to the brand new city of Constantinople. You may use print ads, radio ads, television ads, or phone solicitation ads.

The Catacombs

- 1) Reenact a memorial service that takes place in one of the catacombs. Consider what is needed for lighting and decoration.
- 2) Using a cat (or a photo of a cat) as a representational object, tell your audience about the similarities and differences between a cat and a catacomb.

Brain Stretchers:

Brain Stretchers, listed on page 41, are intended for advanced students. Those who attempt the Brain Stretchers for their Research and Reporting can use the above list for ideas on how to report their findings.

Invasion of Britain

- 1) As one of the local stones used in the Temple of Claudius in the Roman city of Camalodunum, tell your version of the events of Emperor Claudius coming to your town, of the building of his temple, and its destruction by the Britons.
- 2) Draw a map of England, listing the major Roman forts, Roman cities, Roman roads, and Roman architecture (such as Hadrian's Wall).

Phase 2

• Roman Soldiers:

— Investigate what life was like for a Roman soldier during the Roman Empire. What type of equipment did they use? How did they live on campaign? What were the typical conditions of life in a Roman fort? What were the typical possessions of a soldier? What is the difference between a legionary and an auxiliary soldier?

• Early Church Fathers:

— Investigate the lives of the Western and/or Eastern Church Fathers. Describe where they lived, the region they served, the era of their lives during the Roman Empire, and what was most distinguishing about them within the Church. You may want to go through the list of Key People within the Church to get an idea of where to start.

> Brain Stretchers

• The High Point of the Roman Empire:

— The second century is considered by many to be the brightest and best time of the Empire. Research and report on the factors that made this time period the high point: the emperors, the provinces, the trade, the succession (after the death of an emperor), the stability.

• Christianity in Britain:

— What are some of the theories of how Christianity first came to Britain? To get you started, consider the story of Joseph of Arimathea in Britain, and the similarity between Celtic Christianity and Eastern Orthodox Christianity.

• Early Monasticism:

— Research and report on the desert monks of the Early Church. What were some of the similarities as well as differences among the various desert hermits and monks? Be sure to include a description of the life of Jerome.

• Arianism versus Orthodoxy:

— Investigate the claims of Arius concerning the nature and person of Jesus. What made Arianism appealing to the masses? Who championed orthodoxy? At what Church Council was Arianism declared a heresy? Report your findings.

• Apologetics:

— Many of the early Christians were "apologists." They defended Christianity to the Romans through the use of brilliant arguments and insightful writings. Research and report on Athenagoras, Mark Felix, Justin Martyr, Lactantius, or Tertullian. (Hint: Books on early Christian writers will be your best source.)

Create Your Own Research Topic:

Martyrdom

- 1) In a small group, discuss whether those who denied Jesus during persecution should be allowed back in to the Church once they have repented. You might want to investigate the Donatist controversy before your discussion.
- 2) As a provincial governor, write to the Emperor to share your observations and conclusions concerning the unlooked-for effect of executing a member of the illegal Christian religion.

Christianity as the Official Religion

- 1) Imagine you were living at the time of Emperor Theodosius' command that Christianity was now the official religion of the Empire. Your next-door neighbor has been a card-carrying pagan for years, but has recently shown interest in what you believe about Jesus Christ. Write your thoughts about whether the Emperor's banning of paganism will have a positive or negative effect on your neighbor.
- 2) Choose two different selections of music: one which will demonstrate the sound of Christianity becoming the only legal religion in the Empire, and one which will demonstrate the sound of paganism being outlawed in the Empire. Explain your reasons for this selection, and how they are appropriate for this historic occasion.

Roman Soldiers

- 1) As a Roman centurion, describe your life. Tell about your uniform, your weapons, your daily life, the type of fighting you have experienced, and your expectations when you retire.
- 2) In a team, set up a "Roman soldier" museum display. Include objects a soldier would wear, standard items he would carry, and any personal gear you think appropriate. Then post a placard by the museum, describing what is depicted for museum visitors.



Early Church Fathers

- 1) Write and illustrate a children's book which would help ten year olds learn about the early Church Fathers.
- 2) In teams of 2, with one person acting as the host and the other acting as the historic Church Father, present a "live interview" for an audience. (You might want to take turns being host and interviewee.) Ask such questions as, "What has been your greatest challenge?" and "What has been the most unexpected aspect of your ministry?"



2) Words To Watch - Vocabulary Practice

Listed on Page 42. You may find other words in this unit that are especially appropriate for younger children. Feel free to substitute another vocabulary list for the one provided.

Phase 2

➤ **Words to Watch**

Remember—The easiest way to learn a subject is to master its terms:

Colosseum	sack	Ichthus
heresy	persecution	martyrdom
aqueduct	edict	apostolic
centurion	dispersion	apologetics
legion	conversion	consecrate
hymns	Pax Romana	monasticism

Here is one idea for making vocabulary study interesting and fun: *Write each word on a separate 3x5 card. How many ways can you group these different words? For instance, you could create one group of words that all have to do with Rome. Write down each group you can think of, and then count how many different groupings of words you have. If you are playing in teams, the team with the highest number of groupings wins.*





3) Construct the Timeline.

Read the information listed with the “Key Dates” on Page 41. Dialogue with your students about the issues involved.

Help your students recognize the juxtaposition between these Roman rulers and the people and events of the early Church. Many early believers held the position that God was taking vengeance on emperors who persecuted the Church, so you might encourage your students to pay close attention to the demise of the persecuting rulers.



4) Research projects shared in class and/or turned in.

Create a safe environment for the presentations. Set ground rules prior to the presentations for all the students, so that they know how much time is available for each student, and so that they understand each one will be honored and respected in their work by all those observing.



Review & Evaluation

In this second Phase of Unit One, your students should have had the opportunity to explore the rise of the Church and the fall of the Roman Empire through researching, thinking, and reporting. They will have:

- 1) done a research project;
- 2) learned the vocabulary;
- 3) constructed a Timeline;
- 4) created a project report on what was researched;
- 5) completed their self-evaluation procedure for this Phase.

Record student hours. _____

Assess student effort in the research and reporting projects.

Create an evaluation system of your own, or refer to the evaluation rubric on page 32 in the introduction, as a tool for assessing research and reporting. The categories you will probably find most useful are “Introduction”, “Task”, “Process: Teamwork” (if students are working together), along with Grammar, Format, and Spelling. As a tool for helping your students develop better research skills, pay attention to their evaluation of sources. Older students should learn how to make a “Sources Cited” list according to academic standards—refer them to English usage books or websites for formatting rules. Younger students should learn how to obtain a balanced view of their research subject: if they use more than one source they will get a bigger picture of what was happening. Encourage your students to make use of their self-evaluations for their next research projects, in order to practice good research skills.

Notes:

Do not critique the self-evaluation page your student completes in the Student Manual--spelling errors are not to be considered in such an exercise. Students should feel free to humbly evaluate themselves without that added complexity. Instead, discuss with them the intention of their written comments and incorporate those into your evaluation.

Determine a final grade for this phase.

Teacher Self-Evaluation:

Evaluate your own use of materials and teaching opportunities: what worked and what did not; how effective was your time-management; how were your responses to the needs of your student; did you make your expectations clear; in what ways would you like to improve your approach for the next unit? Incorporate suggestions from your students in your own evaluation (*this requires humility!*).

PHASE 3

The Hands-On Week

Learning Style Emphasis: **Sensor**

Students will gain cultural understanding through sensory activities as they explore inter-related subject areas through sensory activities relating to the rise of the Church and the fall of Rome.

Monday:

- 1) Create a map and discuss the issues in teams.

Tuesday:

- 2) Examine and discuss art masterpieces & architectural structures.

Wednesday:

- 3) Arts in Action—Do an art project.*

Thursday:

- 4) Do one science project or field trip.**

Friday:

- 5) Listen to and discuss the music.
- 6) Cook the food listed in the recipe, if desired.
- 7) Self-evaluation.

*Art project will need to be planned ahead of time to acquire materials.

Teachers can choose to have students do one or two activities, rather than the entire week's schedule. Please use what works for you in your unique setting.



1) Create a map and discuss the issues in teams

The students each have an outline map on Page 49. They will be given assignments for drawing in rivers, mountains, cities, and regional boundaries, which are listed on Page 48. For details on where these things are, please consult a historical atlas, an encyclopedia, a study Bible, or any other source for geographic information.

Upper elementary students might be satisfied to accomplish only this portion:

- **Geo-Political:** This part of the mapping exercise will help students locate and mark many of the major regions in the Roman Empire.

FASCINATING FACT:

Official messengers could carry news through the Empire using the Roman roads at the rate of 150 miles per day in an emergency!

Middle school students might be satisfied to complete both the previous mapping exercise and this exercise:

- **Geo-Political:** This section of the mapping exercise will provide the students an opportunity to locate the boundaries of the Roman Empire under Hadrian, and to mark some of the ancient and important cities of the Empire. Students will also notate the journeys of Trajan and the Apostle Paul. This will require more digging, as this information may not be as readily available.

Boundaries of the Empire

Notice the extent of the Empire. Emperor Trajan added more territory through his conquests, but after his time, the Empire's boundaries were reduced. Even so, the Roman Empire was the largest empire in history up to that time.



PHASE 3

The Hands-On Week

➤ Maps and mapping

• Physical Terrain:

- Label and color the land of Palestine, which was the scene of Titus' triumph in AD70 at the destruction of Jerusalem.
- Label and color the land of Egypt, which contained one of most important cities of the Roman Empire and the early Church.
- Label and color the "boot" of Italy, which was the center of the Roman Empire.
- Label and color the land of Asia Minor and Syria, which contained many important cities in the Roman Empire, and one of the most important of the early Church.

• Geo-Political:

- Draw the boundaries of the Roman Empire under Trajan.
- Label the location of the five most important cities in the early Church: Jerusalem, Rome, Alexandria, Antioch, and Constantinople.
- Draw the travels of Emperor Hadrian to Gaul, Britain, Dacia, Egypt, Sicily, Spain, and North Africa.
- Draw the missionary journeys of the Apostle Paul.

• Explore:

- **Christian Outreach:** What is the status of evangelical outreach today to Egypt, Asia Minor, and Israel (the sites of the four eastern metropolitan cities of the early Church)? What opportunities and what difficulties face those who share the Gospel in these areas?
- **Mr. Trade in the Empire Ararat:** What products did Rome import from its outlying regions? Are these products still being exported from these regions? Investigate the sea routes and land routes for trade in the empire.

Cities of the Early Church

Notice that four of the cities are in the East, while only one is in the West. Do each of these five cities still exist? What are their names today? Are they still thriving centers of civilization?



Emperor Hadrian

...spent more than twelve years out of his twenty-one year reign traveling to all the regions of the Empire. He was the emperor who decided that Rome needed to pull back its boundaries to more defensible positions. Are there any geographic reasons for his choice of boundaries?



The Apostle Paul

...undertook four missionary journeys, with the last one ending in Rome. How many cities that Paul visited are still functioning today?





Encourage them to think for themselves, rather than parroting back information.

High school students might be satisfied to complete both the previous mapping exercises and at least one exploration topic of this exercise:

- **Explore:** Discuss some selection from this portion of the mapping exercise in teams.



Christian Outreach to the areas of the Early Church in the East

- The book *Strongholds of the 10/40 Window* by George Otis, Jr. will give students an understanding of the historical background, current situation, basic facts, unreached people groups, spiritual factors, and trends in many countries of Asia, Africa, and the Middle East. Highly recommended!



Trade in the Empire

- Encyclopedias are a good source for information concerning trade in the ancient empire of Rome. From there, students can look up current exports, whether online or in another resource. Trade is a fascinating and integral part of a country's history, as well as its economy!



2) Examine and discuss art masterpieces & architectural structures

Locate either a copy of these paintings or Internet sites for each of the items listed on page 50. Allow the students time to observe the paintings without any conversation, and then, when they are ready, engage them in some or all of the questions listed below or in the Student Manual.



Mosaics from Pompeii

The technique for creating mosaics was to first draw a design. Then, the artist would spread wet plaster over a small area of the floor or wall. Finally, colored pieces of stone (called tesserae) were quickly pressed into the plaster, following the artist's design.

- Give the students adequate time to look at the mosaics, and then engage them in discussion about what they observed. Talk about the long-lasting nature of a mosaic, as opposed to a watercolor, for instance. What kinds of subject matter did the Romans use for their mosaics?



Catacomb of St. Calixtus in Rome—Jonah and the Whale

There are many catacombs in Rome, but the Catacomb of St. Calixtus is, perhaps, the most famous. Jonah's story was a popular subject among Christian artists because it showed God's divine intervention and His deliverance (both for Jonah and for the people of Nineveh).

- The earliest catacomb paintings are very simple, in order to convey a central truth without a lot of clutter. Ask your students what central message the artist of this painting might have been trying to communicate to other Christians.

St. Paul's Outside-The-Walls Basilica

Originally, basilicas were structures built by the Romans for administrative and judicial uses. After the legalization of Christianity in the Empire, Christians began to adopt the style of the basilica for their new churches. The main section was called the nave, with aisles on the sides of the nave. A colonnade (a row of columns) separated the aisles from the nave. The apse was at the far end of the nave, and was where the altar was placed.



Phase 3

Consider:

Mosaics were used by the Roman people to decorate floors and walls in their homes. Many different scenes were created in mosaics, including a mosaic from Pompeii of a snarling dog, with the inscription *cave canem*—"beware of the dog."

➤ Art Appreciation

• Mosaics from Pompeii

This art dates from the first century and reflects the style of the early Roman Empire.

- What are the subjects of the mosaics? What does this show about the Roman people of the time?
- What words could you use to describe the mosaic style of art?

• Catacomb of St. Calixtus in Rome - Jonah and the Whale

- How would you describe the style of painting used by the catacomb artist?
- Why do you think the catacomb painters painted Biblical scenes?

➤ Architecture

This is the time of the Christian basilica style of architecture. The basilica was derived from Imperial Roman architecture, which was itself a development from the covered markets of the Roman Republic.

- Look for images of St. Paul's Outside-The-Walls. This is a basilica built over the site of St. Paul's tomb in Rome. It was built about the time of Constantine, and is Roman-style architecture borrowed for use by the Church. How would you describe this building?

Don't forget to look for pictures of the mosaics inside the building.

- Ask the students to describe the basilica in their own words. Ask the students why the early Christians might have chosen to use a Roman-style building for their churches, since the Romans had persecuted the Church.

FASCINATING FACT:

St. Paul's Outside-The-Walls is one of five ancient basilica churches in Rome. It is supposed to be resting above the burial site of the Apostle Paul. When it burned in 1823—after nearly fifteen hundred years of existence—people from all over the world contributed to its rebuilding.

INTRO PG 23



3) Arts in Action

Listed on page 51.



TEACHER TIP

Catacomb Painting

- Have the students look again at one of the paintings from the catacombs of Rome. Then, with art supplies of earth-tone paints, crayons, or markers, try to create a similar style. Remember that the early artists of the catacombs did not include a lot of detail. Their intention was to focus the viewer's attention on the main concept that the artist was trying to communicate.

Mosaics

- Considering the subjects of Roman mosaics, encourage your students to work with a simple design that would have been normal for a Roman home, whether a portrait, an outdoor scene, an animal, or an object.

4) Do a science project or field trip

Located on pages 51-52. Feel free to choose one of these projects. If students love science, they might want to consider doing all of them!



TEACHER TIP

Flat to Round

- This project will be more satisfying to the students if they have an opportunity to pin the popped balloon to a surface. That way they can see the shape of the face without the frustration of trying to hold four sides at the same time. You might want to use a bulletin board for this purpose.

Phase 3

➤ Arts in Action

Select one, and let your artistic juices flow!

• Catacomb Painting:

- Start by setting up an easel with blank paper (or secure the paper to a hard surface on the wall). Work in a dark room, with someone holding a flashlight to illuminate your painting. Using earth-tone paints, crayons, or markers, try to create a scene that tells a Bible story.

• Mosaics:

- Make a small mosaic using white poster board as the base and colored card stock cut into small squares for the tesserae. Draw a design on the poster board, and then fill it in by gluing the card stock squares in the design.

➤ Science

Ptolemy, who lived in Alexandria in the second century AD, was an amazing astronomer, geographer, and mathematician. It was his Ptolemaic System which proclaimed the theory that the earth was the center of the universe. This was believed until Copernicus showed, in the sixteenth century, that the sun—not the earth—is the center of the solar system.

Ptolemy also made a map showing everything that was known about the geography of the world at that time. He made errors, but that was fortunate for us all, since his estimate of the distance going west from Europe to China was what encouraged Columbus to make his historic voyage!

• Flat to Round:

- How do you make a flat map of a round world? That is the difficulty all map makers face. Try this activity to get a sample of their plight. Blow up a balloon. With markers, make a face on the balloon. Next, have a brave child pop the balloon with a pin. Then, using scissors, cut off a tiny piece at the top and the bottom so that it leaves a rectangle. What does the face look like now?

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Create a Globe

- Once the popped balloon has been pinned and studied, provide your students with card stock, poster board, or butcher paper, in order to have a substantial surface on which to draw. They might want to start working on the flat surface with pencils, and then retrace the lines in ink.



5) Listen to and discuss the music

Listed on pages 52-53.



Phase 3

• Create a Globe:

- Do the same project listed above, except draw the continents as found on a globe instead of a face. When it is in the shape of a rectangle, how distorted are the continents? Now, looking at a map of the world and observing how the map makers deal with the distortions caused by putting a curved shape on flat paper, draw the continents again, but on a flat surface. *Activity ideas courtesy of Cindy Wiggers, Geography Matters.*

Consider:

No musical instruments were used in the Early Church, as believers associated musical instruments with pagan worship and with Jewish worship, but not with the apostolic traditions or teachings.

➤ Music

One of the most fascinating and least studied aspects of Church history is the story of music within the Church. It shouldn't surprise us to discover that, in addition to singing the Psalms, there were also wonderful songs of worship to God that were written by some of the earliest Christians. Now they didn't have recording equipment, and the melodies were not written down, so we are not sure of what the melodies sounded like. And the first hymn writers didn't speak English. The result is that we have translations of songs from Latin and Greek, put to melodies from later centuries. However, it is eminently satisfying to sing a song of praise and worship that was conceived in someone's heart nearly two thousand years ago!

• Discover:

- *O Splendor of God's Glory Bright* by Ambrose of Milan (A.D. 340-397)
 - *"Ambrose for bishop" was the cry of the people of Milan, though Ambrose was not yet ordained. He was the greatest churchman of his day, and was largely responsible for winning over Augustine to Christianity. He introduced congregational singing to the Western Church, and his own hymns became very popular throughout western Europe.*

FASCINATING FACT:

From accounts of the second century, we know that Christian worship often included responsive singing or chanting. This meant that a leader would sing or chant a passage of Scripture (usually the Psalms), and the congregation would respond with either a single word, such as Alleluia, or with a chorus. It was probably not until the fourth century that hymn-singing became common among ordinary Christians.

Listen

- Listen to *Lord Jesus, Think on Me* and discuss with your students the words of the hymn. Ask them what they think was the desire of the author of these words. What was he asking Jesus to do?





Try This

- Let the students share their thoughts concerning hymns of the Church. Did it make a difference to them to stand throughout the hymn-sing? Ask them why the Early Church might have preferred to stand during its church services.



6) Cook the food

Located on page 53-54.



- For those who prefer to use a bread machine, try this recipe instead:

Bread Machine Challah

- 2 tsp. active dry yeast
- 3 cups bread flour
- 1 tbsp. white sugar
- 1/2 cup water, room temperature
- 2 large eggs
- 1 large egg yolk
- 3 tbsp. canola oil
- Egg Mixture:
- 1 large egg, beaten with 1 tsp. water
- 1 tsp. poppy seeds or sesame seeds

Add ingredients in the order specified in your bread machine owner's manual. Set bread machine on dough setting. When the buzzer sounds, use the start button to punch down the dough for 60 seconds. Press stop. Remove dough and let it rest for several minutes before shaping.

Lightly sprinkle work surface with flour. Divide dough into three equal pieces, and roll them each into a twelve-inch rope. (If the dough is too sticky, add a bit more flour to the table.) Lay the three ropes next

Phase 3

— *Lord Jesus, Think on Me* by Synesius of Cyrene (A.D. 375-430)

- *Synesius was one of the last great citizens of this ancient city. He was descended from Spartan kings, as well as being an educated, wealthy man. A friend of St. Augustine of Hippo, Synesius became bishop of Cyrene about A.D. 410.*

• **Listen:**

— *All Glory, Laud, & Honor* music CD: *Lord Jesus, Think On Me*

• **Try This:**

— Gather a group and have a “Hymn Sing” with as many hymns or Scripture songs as you can find. But, to imitate the style of the Early Church, you must sing these songs unaccompanied AND you must stand the whole time!

- *Until the 1300's, church services in the West did not include pews—everyone stood throughout the entire service. Church pews were NEVER introduced into the Eastern Church.*

➤ **Cooking**

• **Challah Bread**

- 5 1/2 - 6 1/2 cups flour
- 1 cup warm water
- 3 tbsp.. sugar
- 4 eggs (room temperature)
- 1 1/2 tsp. salt
- 1 tsp. cold water
- 1 pkg. dry active yeast
- 1/2 tsp. poppy or sesame seeds
- 1/2 cup butter, softened

Combine 1 1/4 cups flour, sugar, salt, and yeast in a large bowl. Mix in the softened butter. Slowly add warm water to the flour mixture and blend thoroughly. Beat for two minutes with mixer at medium speed, scraping the bowl occasionally. Separate the yolk and white of one egg. Blend the single egg white and the other three whole eggs into the batter. Reserve

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to each other, connecting one end by pinching the three ropes together. Then, braid the ropes, and finish by pinching the remaining end. Place on a lightly greased cookie sheet (or pizza stone), tucking the ends under. Cover with a cloth, and let rise until doubled, approximately one hour.

Phase 3

the single egg yolk. Stir 1/2 cup of the flour into the batter and beat at high speed for two minutes, scraping bowl occasionally. Blend in enough additional flour to make a soft dough. Knead the dough on a lightly floured board about 8 to 10 minutes, or until it is smooth and elastic. Place the dough in a greased bowl, turning it once to grease the top. Cover and allow the dough to rise in a warm, draft-free place until double in bulk (approximately one hour).

On a lightly floured surface, divide the dough into two equal portions. Divide each of those portions into two unequal pieces, so that you have 1/3 of the dough for one piece and 2/3 of the dough for the other. Divide one of the larger pieces into three equal portions. Roll each of these into 12-inch ropes. Braid the lengths together tightly, using the fingers to press the dough together at the ends. Divide the smaller piece into three equal portions. Roll each of these into 10-inch lengths and braid tightly. Place the smaller braid on top of the larger one and seal the ends. Repeat this process to form the second loaf.

Place both braided loaves on a greased baking sheet. Mix the reserved single egg yolk with one tsp. cold water and brush the tops of the loaves with this mixture. Sprinkle with the poppy or sesame seeds, and let the loaves rise until double in bulk in a warm, draft-free place (approximately one hour). Bake in a preheated 400 degree oven for 20 to 25 minutes. Remove from the oven and cool on racks.

Preheat the oven to 350. Brush the bread with an egg mixture. Sprinkle poppy seeds or sesame seeds on the top, and bake for 25-30 minutes, or until golden brown. Remove from oven and cool on a rack.



Review & Evaluation

In this Phase of Unit One, your students should have had the opportunity to explore the rise of the Church and the fall of Rome through various hands-on and creative sessions. They will have:

- 1) completed a Mapping section;
- 2) observed and discussed Art & Architecture;
- 3) worked on an art project;
- 4) experimented with a Science Project or taken a field trip;
- 5) listened to music;
- 6) tasted a food related to this unit;
- 7) completed their self-evaluation procedure for this Phase.

Record student hours: _____

Assess student involvement in the hands-on activities.

Create an evaluation system of your own, or refer to the evaluation rubric on page 32 in the introduction, as a tool for assessing participation. The categories you will probably find most useful for evaluating their projects are “Task” and “Process: Teamwork”. Consider specifically the enthusiasm, the precision of approach, and the efforts towards improvement of skill and toward completion of the activity, rather than rating the project as compared against a masterpiece.

Notes:

Do not critique the self-evaluation page your student completes in the Student Manual—it is acceptable for students to occasionally leave lines blank if a question does not apply. Instead, discuss with the student the intention of the written comments and incorporate those into your evaluation.

Determine a grade for this phase, if using grades.

Teacher Self-Evaluation:

Evaluate your own use of materials: what worked and what did not? Consider your time management. Were you able to recognize and respond to your students’ needs? Did you make your expectations clear? In what ways would you like to improve your approach for the next unit? Incorporate suggestions from your students in your own evaluation (*this requires humility!*).

Learning Style Emphasis: **Intuitior**

Students, through creative self-expression, using one or more creative activities, will present some aspect of what they have learned in the past three weeks relating to the rise of the Church and the fall of Rome. Areas of expression include linguistics, art, music, drama, movement and conceptual design.

Monday - Thursday

- 1) Choose area of expression and begin work either individually or in teams.

Friday

- 2) Share creative expressions in class.
- 3) Self-evaluation.

Teachers can choose to have students do one or two activities, rather than the entire week's schedule. Please use what works for you in your unique setting.

1) Choose area of expression and begin work either individually or in teams



Linguistics:

Listed on pages 56 & 57.

Journalism

- Have students examine Christian magazines, such as *Christianity Today* or *World Magazine*, to examine the style of Christian journalists who write about current events, especially war zones and battles.

- Students might wish to watch a few television shows (like *60 Minutes*), or listen to some talk radio, to get an idea of what kinds of questions are asked by interviewers. Are the questions the kind which will elicit short responses or long answers? Do the interviewers interrupt the person being interviewed to bring them back to the point? Have the student take notes on the interviewer, and then use that information to create their final project.





Poetry

- Examine a sampling of odes, such as *Ode on a Grecian Urn* by John Keats, to discover the essential elements of this style of poetry. For an unconventional ode, read *Ode to C.B.E., Practically the Only New Male Child I Know Of* by Ogden Nash.

Prose

- Encourage those students, writing as Roman soldiers, to look for the kinds of exciting details which would pique a person's interest in a new (and potentially hostile) land. Include items that would comfort family and friends back home, such as the safety of a Roman fort, the quality of the food, and the invincibility of the legion.

Playing with Words

- To get their creative juices flowing, show students some examples of limericks, such as:

*There was an Old Man with a beard
Who said, "It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!"*
—Edward Lear

PHASE 4

The Expression Week

➤ ***In Your Own Way...***

We have seen the supernatural power of God displayed as Christianity has grown from a backwater Jewish sect to the favored religion of the Roman Emperor, Constantine. This has been a time of dynamic growth for the early Church, despite fearful persecution, and it has also been a time of gradual decline in the formidable Roman Empire. Now, choose a selection of these activities, or create your own, which will best express what you have learned from this unit.

Linguistics:

• **Journalism:**

- Write an article for the "Christian Insider," a magazine specially devoted to up-to-the-minute reports on the Church in the Roman Empire. Your editor has assigned you to cover the events of Constantine's battle at the Milvian Bridge.
- You are a Roman television reporter from the "All Around the Empire" news show. Interview Polycarp in order to discover why on earth this elderly, seemingly respectable man, won't recant his "atheistic" religion.

• **Poetry:**

- Write an ode to Rome's Emperors, including: Augustus, who said he found Rome a city of sun-dried bricks and left her clothed in marble; Caligula, who threatened to give his favorite horse the political position of consul; Nero, who won a chariot race at the Olympic games; Hadrian, who traveled with his own team of architects; Diocletian, who styled himself as a Persian king—with people kneeling before him and kissing the hem of his robe; and Constantine, who oversaw the Church Council of Nicea just a few short years after the worst Empire-wide persecution of Christians.

Art:

Located on page 57.

Illustration

- Have students look at a sample of Trajan's column (with enough detail that they can see the stories being depicted on the column). Then have them choose which aspects from the life of their chosen subject will be included. Then, encourage students to look at a sampling of cartoon strips, to see how a cartoonist engages the audience.

Mosaics

- There are many examples of early Christian mosaic art in ancient churches, including S. Costanza in Rome (Google: *S. Costanza mosaic image*) and S. Pudenziana (Google: *S. Pudenziana mosaic image*), which has one of the most ancient Christian mosaic decorations in Rome. Encourage students to look at these mosaics to get inspiration for their creation.



Phase 4

• Prose:

— You have recently been assigned to a legion of soldiers stationed in Britain. Write a letter home to the folks to describe this island, and the people who live here. Be sure to include descriptions of the unpredictable voyage.

• Playing with Words:

— Finish this limerick:
*"There once was a bad guy named Nero,
 Who ended his life as a zero..."*

Art:

• Illustration:

Romans used storytelling reliefs to describe their mighty triumphs in battle. Emperor Trajan had a massive column created (almost 100 feet tall) which depicted his victory over the Dacians.

— Using Trajan's Column as a model, create a comic-strip showing one of the Roman emperor's lives, whether his battles, his noteworthy accomplishments, or his struggle to keep the throne.

• Mosaics:

— Create a mosaic with a Bible story as the subject, which would be similar to mosaics created by early Christians.

• Political Cartooning:

— Emperor Hadrian had a huge wall built in England to protect the Empire from barbarians. Draw a political cartoon showing how effective Hadrian's Wall was when it came to keeping out the Picts and Scots!

• Sculpting:

— Create a statue (head and shoulders) in the manner of the Romans, who did not create flawless-looking individuals, but actually enjoyed showing the characteristics (imperfections included) of the person being sculpted.

Political Cartooning

- It might be advantageous to have students look for images of Hadrian's Wall. One section of the Wall is a place called Housteads Roman Fort, where one can see the foundations of an actual fort. Next, encourage students to look for several examples of political cartooning to see the devices used to communicate the point, such as caricature.

Sculpting

- Have students look for various sculptures (especially busts—head and shoulders) of Roman Emperors such as emperors Claudius, Vespasian, Titus, and Marcus Aurelius. Examine and imitate the style of these ancient sculptors.



Music:

Listed on page 58.

Performance Practice

- For musical students, this selection may be a wonderful opportunity to express what they have learned. Make sure they have selected a piece that they have adequate time to prepare.

Compose

- Students will find wonderful examples of this type of composition in a hymn book. Try to discover the music composed prior to the nineteenth century. For this project, the older, the better!



Drama:

Located on page 58 & 59.

Comedy

- If it is possible to create a set that has the narrator (or principal character) actually lying down *above* the scene described by Seneca, the comic effect will be heightened considerably.

Reality

- What events from the Book of Acts have stirred the student? Those are the ones that will become the foundation for this dramatic presentation. And, since the Book of Acts is full of suspense, drama, supernatural events and comic relief (such as Acts 20:9—have you ever fallen asleep during a long, LONG lecture?), there is a tremendous amount of dramatic material available for consideration.

Phase 4

Music:

• **Performance Practice:**

- With your teacher's help, select an appropriate piece of music which expresses some element of the early Church: the love feasts, the secrecy, the persecution, or the joyful courage of these believers. Prepare and perform the piece for an audience. Communicate with your audience the reason for your selection either in the program notes or in a short speech.

• **Compose:**

- Write a song based on the Nicene Creed, to be used in worship. The emphasis, remember, is on who Jesus is—of the same substance as the Father, begotten not made, very God of very God.

Drama:

• **Comedy:**

- Enact the real-life difficulties of one who lived close to the Roman baths—especially if trying to take a nap. Use this quote from Seneca, writing in Rome in the first century, to get you started:

"I live over the public baths—you know what that means. Ugh! It's sickening. First there are the strongmen doing their exercises and swinging heavy lead weights about with grunts and groans. Next the lazy ones having a cheap massage—I can hear someone being slapped on the shoulders. Then there's the man who always likes the sound of his own voice in the bath. And what about the ones who leap into the pool making a huge splash!"

• **Reality:**

- Pick several scenes from the book of Acts and weave them together into a play about the beginning days of the Church.

• **Puppetry:**

- Put on a puppet show of Constantine at the Milvian Bridge. Be sure to include his vision on the night before this famous battle.

Movement:

• **Pantomime**

— Pantomime the Emperor Claudius successfully invading the country of Britain, and then riding in triumph on an elephant to the city of Camulodunum (now known as Colchester). His stay in Britain was only sixteen days, so do the whole thing quickly.

• **Dance**

— Choreograph a dance which shows the strong yet graceful aqueducts built by the Romans, and their role in conveying clean water from the high hills to the cities.

For inspiration, look for a photo of the Pont du Gard at Nîmes, France.

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Puppetry

- If it is possible to show the collapse of the Milvian Bridge into the Tiber River (which was the cause of Maxentius drowning!), the audience will have a dramatic event to finish off the battle. (Google: *Milvian Bridge*)



Pantomime

- What does riding an elephant look like? (*For the author, it was a white knuckle ride...*) If a student can watch a video/DVD that shows people riding elephants, it will greatly enhance their pantomime. Better yet, find one to ride in person!

Dance

- This should be a very graceful dance, full of movement to indicate the downward flow of water from the high hills to the cities below. The challenge will be to portray this, along with depicting the beautiful, functional arches of the aqueduct.

Movement:

Located on pages 59-60.



Choose a piece of music that is evocative of this downward passage of grace and of beauty.

Action

- To aid students in their depiction of an Early Church service, have them read the following:

“On the day called Sunday there is a meeting of all believers who live in the town or the country, and the memoirs of the apostles, or the writings of the prophets, are read for as long as time will permit. When the reader has

• **Action**

— Demonstrate with movement the elements of a Church service during the time of the early Church. Show what activities were open to non-baptized people, and at what point only those who had received baptism were allowed to remain. It will be more appealing visually if you are able to find and use appropriate props.

Conceptual Design:

• **Create-a-Game:**

— Demonstrate to younger children the explosion of the early Church from a small group of disciples waiting in Jerusalem for the outpouring of the Holy Spirit to a widespread, influential gathering of believers who, by A.D. 64, have “turned the world upside down”—to the point that there are even believers in the Roman Emperor’s household—by creating a game which shows the progression of these miraculous events.

finished, the president in a sermon urges and invites the people to base their lives on these noble things. Then we all stand up and offer prayers. (Author’s Note: Most were standing all the way through the service.) When our prayer is concluded, bread and wine and water are brought; and the president offers up prayers and thanksgivings to the best of his ability, and the people assent with Amen. Then follows the distribution of the things over which thanks have been offered, and the partaking of them by all; and the deacons take them to those who are absent...” First Apology, Justin Martyr, second century



Conceptual Design:

Listed on page 60.

Game-Making

- Encourage students to look at several examples of game boards, such as Monopoly, and Trivial Pursuit. What number of different events or categories will it be appropriate to have on the board? From that, have students pick the appropriate number of events or categories from the Book of Acts. What types of game pieces will they want to use? How will players move from place to place? What constitutes a winner? Enjoy the process!



2) Share creative expressions in class.

The same rules apply as suggested in the reporting section of Phase Two.

EVALUATION

Review & Evaluation

In this Phase of Unit One, your students should have had the opportunity to express what they have learned about the rise of the Church and the fall of Rome through one or more various creative selections of their own choosing. These include:

- 1) Linguistics;
- 2) Art;
- 3) Music;
- 4) Drama;
- 5) Movement;
- 6) Conceptual Design.

Record student hours: _____

Assess student effort in the creative expressions, as individuals or as teams.

Create an evaluation system of your own, or refer to the evaluation rubric on page 32 in the introduction, as a tool for assessing participation. The categories you will probably find most useful for evaluating their projects are “Task”, “Process: Teamwork”, “Process: Originality”, and Grammar, Format, and Spelling.

Notes:

In this phase especially, do not critique the self-evaluation page your student completes in the Student Manual—consider how the very soul of an artist has been exposed and vulnerable, so be encouraging and not belittling. Again, consider enthusiasm, precision of approach, efforts towards improvement of skill and toward completion of the activity, rather than rating the project as compared against a masterpiece. Instead, discuss with the student the intention of the written comments and incorporate those into your evaluation.

Determine a grade for this phase, if using grades.

Teacher Self-Evaluation:

Evaluate your own use of materials and teaching opportunities: what worked and what did not; how effective was your time-management; how were your responses to the needs of your student; did you make your expectations clear; in what ways would you like to improve your approach for the next unit? Incorporate suggestions from your students in your own evaluation (*this requires humility!*).

Take a moment now to evaluate the whole unit. What would you like to remember if you taught this subject again? What do you recognize that your students gained most—either as students of history or as creative individuals? What did you learn about the rise of the Church and the fall of Rome or about teaching?