

Experience

Quest for the  
Ancient World  
4/8 Middler Version

WinterPromise 

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# Experience . . . The Ancient World

## What it's all About . . .

Have you ever wanted to head out on archaeological excursion? To dig in the dirt and unearth some artifact from the past? Be on site for some kind of adventure? Did you ever wonder when the people in the Bible lived, and what other things were going on in the world at the time they did things for God? In this program, you'll have all these experiences.

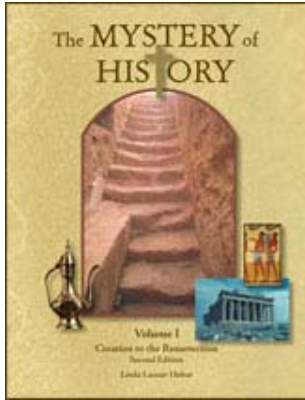
You'll meet historical giants like Hannibal, Darius I, Julius Caesar & Cleopatra, and Rameses the Great. You will dig through King Tut's tomb, clash swords alongside faithful warriors and open up the Trojan Horse. You'll even find out who was ruling Egypt when Esther became a queen, and the Roman leaders who influenced the world when Christ was born. Amazing!

Adventure awaits at every turn. But the excitement doesn't stop there. Books like "Mystery of History," "Lamps, Scrolls & Goatskin Bottles," and others include dozens of interactive experiences. Better still, your guide includes "Adventure Quests" that will have you participating in ancient adventures for yourself. As you read out loud together, you'll untangle a mystery in a goldsmith's shop or run for your life with an escaping pharaoh who's lost his throne to an enemy.

To add to your study, all along the way you'll discover the archaeology and "technology" of the ancient world as you travel through Mesopotamia, Egypt, Israel, Phoenicia, Assyria, Babylonia, Persia, Ancient China, Ancient India, Greece and Rome. It's an amazing journey, and there's adventure enough for everyone!



# Ancient World 4/8 Resources



## Mystery of History Volume 1

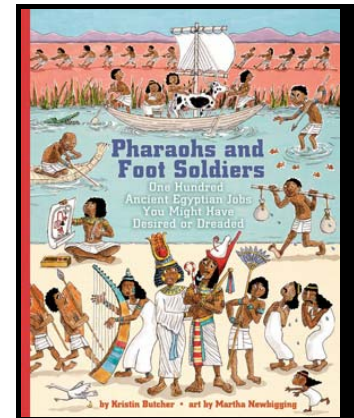
Travel to the far reaches of the world as you read through more than 100 lessons on the amazing civilizations and remarkable people of ancient times. Find out what brought the Phoenicians world fame, and which Roman ruler brought lasting peace to his empire. Plus, learn about the people and places in the Bible within their historical setting, so that you can connect world events to biblical happenings. Included in this volume are various activities you'll love, and other study features. This wonderful resource is over 600 pages long!

## Weekly Adventure Quests

The real adventure in this program is found in your "Quest for the Ancient World 4/8" guide. Each week your student will go right into the world he's studying with a first-person narrative designed to make him feel like he stepped back in time. Then, he'll take on "Adventure Missions" that students will love! Why not make your own mummy, design a monument for a female pharaoh, or create an Egyptian shabti for undesirable jobs? You can reconstruct a Mesopotamian lion, create your own Assyrian war machine, or examine siege warfare on an ancient relief. The adventures go on and on!

## Jobs to Admire or Avoid in Ancient Times!

Don't care to help out with mummification? Find out about this and many other jobs in the ancient world with the resources, "Pharaohs and Foot Soldiers," and "Kings and Carpenters." Each will highlight different jobs in Egypt and Israel, and allow students to peek into the daily lives of people in these lands. There's a wealth of astonishing and icky facts you'll love!



## Still More History Resources

In addition, you'll discover a wealth of wonderful books. We've picked out some marvelous books that tell the stories of Israel's rebuilding project, a gladiator's life, and everyday life in many ancient cities like Sparta, Carthage, Babylon and Rome.

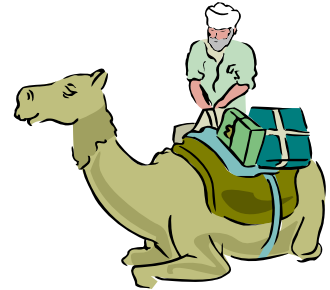
## Notebooking Resources

Your notebooking this year consists of completing pages from the "Make-Your-Own" Ancient Chronicle, adding timeline figures to your "Timelines in History" notebook, completing mapping assignments, and various other challenging activities that can be kept in your notebook.

# Take a Look at Samples!

## Try It For Yourself!

If you want to do a mini-study yourself, try these samples that allow you to try out a few of the resources from "Ancient World 4/8." You can complete a study of everyday life in Rome. We've included several samples; here's how to use them.



## Ancient World Guide Pages

Samples from the guide include an overview of the study with weekly themes and sample pages from the guide including a weekly introductory page, the schedule page, and an independent study schedule for your student. These study schedules are designed so that students have a way to keep track of their independent work. Although we can't include samples of all the books, this page will give you an idea of how much work there is each day, the level of work involved for students, and the activity choices you'll enjoy each week. Assignments you can complete with samples and resources in this Mini-Study are highlighted light brown in grids. In orange are passages from the book "Explore Ancient Rome" that you may want to get from the library. You could also read a different book on Rome or the lives of the gladiators.

## Online Samples

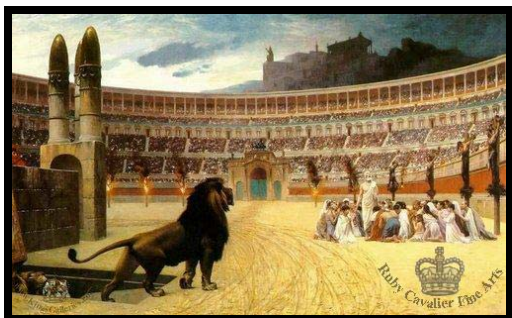
Some book samples are available online. Some can be printed out to read, while others can be used directly from the computer. These samples will enable you to try some resources not produced by WinterPromise.

## Try Out Some Notebooking & Timeline Cards

We've included some pages from our "Make-Your-Own" Ancient Chronicle so that you can participate in what is provided for the Rome study, along with Timeline Cards to print front and back on heavy cardstock and cut apart.

## Delve Into Cultural Activities

In this program, you find all sorts of activities from provided books and resources, as well as our own WinterPromise exclusives. Plus, students will work on mapping and research



projects. You'll also be able to visit great websites to watch Roman videos, among others. Develop a water clock, design a Spartan shield or Greek public building, or examine ancient artifacts and reliefs. There's all types of adventures for all kinds of learners. And, as with all WinterPromise resources, you have the flexibility to use what works for your family and focus on what connects with your students!

# Ancient World 4/8 Overview of Studies



## Weekly History Topic

### BEGINNINGS

- Week 1: *The World is Formed*
- Week 2: *Human History Begins*
- Week 3: *The Sumerians*
- Week 4: *Early Civilizations*

### ANCIENT EGYPT

- Week 5: *Egyptian Life and Culture*
- Week 6: *Egyptian Beliefs and the Nile*
- Week 7: *Egyptian Hieroglyphs*
- Week 8: *The Pyramids of Egypt*
- Week 9: *The Pharaohs of Egypt*
- Week 10: *Unwrapping Egyptian Mummies!*

### THE HEBREWS IN ISRAEL

- Week 11: *Israel's Judges*
- Week 12: *Israel's Great Kings*
- Week 13: *Israel Divides*
- Week 14: *Israel's Prophets*

### MESOPOTAMIAN POWER STRUGGLE

- Week 15: *Assyria Comes to Power*
- Week 16: *Ninevah's Destruction*
- Week 17: *Babylon Rules Mesopotamia*
- Week 18: *God's Men in Babylon*
- Week 19: *Persia's Power*
- Week 20: *Persia Helps Israel*

### THE EASTERN WORLD

- Week 21: *China's Shang & Zhou Dynasties*
- Week 22: *China's Qin & Han Dynasties*
- Week 23: *Ancient India*

### ANCIENT GREECE

- Week 24: *Rise of Athens & Sparta*
- Week 25: *The Battle of Marathon*
- Week 26: *The Golden Age of Greece*
- Week 27: *Great Men of Greece*
- Week 28: *Alexander the Great*
- Week 29: *Grecian Power Declines*

### THE ROMAN EMPIRE

- Week 30: *Rise of the Romans*
- Week 31: *Roman Gladiators*
- Week 32: *Cleopatra's Power*
- Week 33: *Everyday Life in Rome*
- Week 34: *Augustus Caesar*
- Week 35: *The Birth of Jesus Christ*
- Week 36: *The Life & Death of Jesus Christ*

## Adventure Quest

- Observing the World's Creation*
- Surviving the Ice Age*
- Inventing in Sumer*
- Constructing at Stonehenge*

- Caravaning with Abraham*
- Taking on the Nile*
- Deciphering Egyptian Hieroglyphs*
- Building the Pyramids*
- Searching for King Tutankhamen*
- Unwrapping Egyptian Mummies*

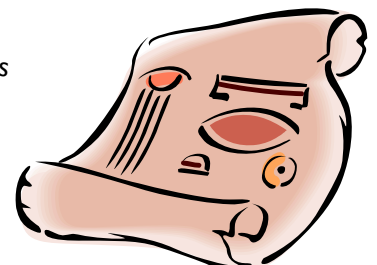
- Fighting for Israel*
- Living Like a King*
- Prophesying in the Holy Land*
- Talking with God Himself*

- Vanquishing in Mesopotamia*
- Witnessing the Fall of Ninevah*
- Meeting Nebuchadnezzar*
- Walking in Fire*
- Snoozing with Lions*
- Rescuing God's People*

- Engineering Chinese Canals*
- Commanding a Clay Army*
- Inventing Chinese Paper*

- Founding a City-State*
- Joining the Spartans*
- Constructing a Greek Building*
- Questioning a Greek Philosopher*
- Conquering with Alexander*
- Describing the Seven Wonders*

- Fighting with Elephants*
- Battling with the Gladiators*
- Scheming with Cleopatra*
- Living in Rome*
- Planning a Roman City*
- Journeying to Bethlehem*
- Conducting a Trial*



YOUR

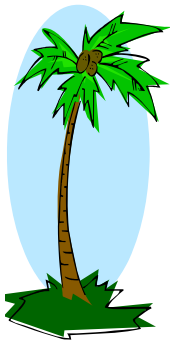
# ADVENTURE QUEST!

## Battling with the Gladiators

WEEK 31



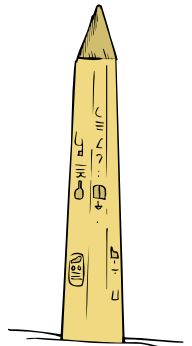
TIME: 100 B.C.



### Your Mission: Train with Gladiators

#### MISSION HIGHLIGHTS:

- ◆ Make a Model of One of the Weapons Gladiators Used in Battle
- ◆ Fashion a Clay Version of One of the Classes of Gladiators
- ◆ Write a "Last Will" for a Gladiator Before a Risky Showdown



### Time & Place:

Between 100 B.C. and A.D. 200, gladiatorial contests peaked in popularity throughout the Roman world. It became an essential feature of social life in the empire, and gradually ever more lavish and costly spectacles were put on. The gladiator contests likely started during the Punic War against Carthage around 264 B.C. These early matches were held as a munus, or public service, most often held in memory of a beloved loved one. Gladiators dressed in armor that was reminiscent of various Roman enemies, and thus, the gladiator games became a way to show how Romans triumphed over "barbarians" outside the empire. As gladiator games grew in popularity, Roman rulers tried to curb the numbers of pairs that could fight as the numbers spiraled up into the thousands and the costs of hosting them, in an effort to outdo other spectacles, crept into the millions of dollars. Alongside the gladiators, Christians were also some of those unlucky enough to be cast into amphitheaters to meet their deaths after the birth of Christianity. It is ironic that Christianity is the only thing that was able put a stop to the brutal gladiator games, which were halted sometime after Rome adopted Christianity as its official religion.

### History Discussion Questions:

#### DAY 1

**In what ways did Antiochus Epiphanes mock the Jews in order to get them to adopt Greek ways?** He sacrificed a pig on the altar at the Temple, he put up a statue of Zeus in the Temple, he forbade circumcision, and destroyed copies of the Old Testament.

**What man rebelled against Antiochus?** Judas Maccabee.

**How long did the day's supply of oil last?** Eight days.

**What feast were the Jews trying to celebrate?** The Feast of Tabernacles.

**What custom started after this event?** Hanukkah.

#### DAY 2

**What class of people were often used as gladiators?** Slaves.

**How did Spartacus start a revolt?** He escaped from slavery and set thousands of other slaves free, forming an army that fought against the Romans in the Servile War.

**What happened to the slaves who survived the battle?** They were put to death, crucified on crosses lined up for miles along the Appian Way.

#### DAY 3

**Share information about each of the members of the First Triumvirate. Use as a discussion. Answers in text.**



# Quest for the Ancient World

## Roman Gladiators

Week 31  
4-8th

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
<b>FOR DISCUSSION</b>				
<i>Mystery of History</i>	Lesson 93 The Maccabean Revolt	Lesson 94 Spartacus	Lesson 95 The First Triumvirate & Read Activity 95B	Lesson 96 Julius Caesar
<i>Encyclopedia of the Ancient World</i>	Pages 300-303	Pages 304-307	Pages 308-311	Pages 278-279, 318-321
<i>Explore Ancient Rome</i>				Read Pages 46-53
<b>READING TOGETHER</b>				
<i>Gladiator</i>	Introduction & Chapters 1-3	Chapters 4-6	Chapters 7-9	Chapters 10-12
<b>STUDENT ASSIGNMENTS</b>				
<b>HISTORY &amp; SCIENCE</b>				
<i>First Ancient History</i>	Government & Slavery Pages 274-275, 280-281	Amphitheatre & Colosseum Pages 282-285	Gladiators & Circus Maximus Pages 286-289	Kingdom Ended & the Republic Pages 248-251
<b>NOTEBOOK WORK</b>				
<i>"MYO" Ancient Chronicle, &amp; Timelines in Hist.</i>		<b>Timeline:</b> Place Timeline Figures	<b>MYO Ancient:</b> The First Triumvirate	<b>MYO Ancient:</b> Assassination of Caesar
<i>Mapping Work</i> <small>Page #'s are from "Mystery of History"</small>		Assignment 33		
<b>CHOOSE AMONG THESE PROJECTS &amp; ACTIVITIES</b>				
<i>Your Adventure Quest</i>	★ EASY-HANDS-ON ★ Create a Clay Gladiator	★ EASY - VISUAL ★ Create a Gladiator Mosaic	★ EASY-HANDS-ON ★ Make a Model of a Gladiator's Weapon	★ EASY-LANGUAGE ★ Produce a "Last Will" as a Gladiator
<i>Mystery of History</i>	★ EASY-HANDS-ON ★ Play Driedel or Make a Hanukkah Dish 93 A - p. 407	★ EASY-VISUAL ★ Make a Slavery Sgn 94B p. 416		★ EASY ★ Watch a Video 95 C - p. 418
<i>Lift the Lid on Gladiators</i> <b>HIGHLY RECOMMENDED!</b>	★ EASY ★ Read Gladiator Bklt. p. 14-15 Dress Your Gladiator as a Myrmillo	★ EASY ★ Read Gladiator Bklt. p. 26-27 Dress Your Gladiator as a Thracian	★ EASY ★ Read Gladiator Booklet p. 18-19 Look at Map	★ EASY ★ Read Gladiator Bklt. p. 16-17 Dress Your Gladiator as a Retarius
<i>Other Activities - See below</i>	★ EASY ★ WEBSITE: Gladiator Info!		★ EASY ★ WEBSITE: You Wouldn't Want to Be a Roman Gladiator	

## Notes

### Gladiator Information and Pictures

See the amphitheatre and various forms of punishment, along with types of gladiators at

<http://depthome.brooklyn.cuny.edu/classics/gladiator/>

### THIS IS SO FUN!

#### You Wouldn't Want to Be a Roman Gladiator!

Be sure to hover your pointer over the pictures to see if they "say" something. Read through this short "book" online at

[http://www.salariva.com/web\\_books/gladiator/index.html](http://www.salariva.com/web_books/gladiator/index.html)

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
<b>INDEPENDENT STUDY</b>				
<b>HISTORY &amp; SCIENCE</b>				
<i>First Ancient History</i>	Government & Slavery Pages 274-275, 280-281	Amphitheatre & Colosseum Pages 282-285	Gladiators & Circus Maximus Pages 286-289	Kingdom Ended & the Republic Pages 248-251
<b>NOTEBOOK WORK</b>				
<i>"MYO" Ancient Chronicle, &amp; Timelines in Hist.</i>		<i>Timeline:</i> Place Timeline Figures	<i>MYO Ancient:</i> The First Triumvirate	<i>MYO Ancient:</i> Assassination of Caesar
<i>Mapping Work</i> <i>Page #'s are from "Mystery of History"</i>		Assignment 33		
<b>BIBLE STUDY</b>				
<i>Bible Reading</i>	Proverbs 20	Proverbs 22	Proverbs 24	
<b>READING ASSIGNMENT</b>				
<b>MATH ASSIGNMENT</b>				
<b>CHOOSE AMONG THESE PROJECTS &amp; ACTIVITIES</b>				
<i>Your Adventure Quest</i>	★ EASY-HANDS-ON ★ Create a Clay Gladiator	★ EASY - VISUAL ★ Create a Gladiator Mosaic	★ EASY-HANDS-ON ★ Make a Model of a Gladiator's Weapon	★ EASY-LANGUAGE ★ Produce a "Last Will" as a Gladiator
<i>Mystery of History</i>	★ EASY-HANDS-ON ★ Play Driedel or Make a Hanukkah Dish 93 A - p. 407	★ EASY-VISUAL ★ Make a Slavery Sign 94B p. 416		★ EASY ★ Watch a Video 95 C - p. 418
<i>Lift the Lid on Gladiators</i> <b>HIGHLY RECOMMENDED!</b>	★ EASY ★ Read Gladiator Bklt. p. 14-15 Dress Your Gladiator as a Myrmillo	★ EASY ★ Read Gladiator Bklt. p. 26-27 Dress Your Gladiator as a Thracian	★ EASY ★ Read Gladiator Booklet p. 18-19 Look at Map	★ EASY ★ Read Gladiator Bklt. p. 16-17 Dress Your Gladiator as a Retarius
<i>Other Activities - See below</i>	★ EASY ★ WEBSITE: Gladiator Info!		★ EASY ★ WEBSITE: You Wouldn't Want to Be a Gladiator	

## Notebooking:

### ★ Timeline Figures to Place

**HS in the Woods** - Antiochus Epiphanes & the Maccabean Revolt, The First Hanukkah, Spartacus Died  
**WinterPromise** - Spartacus

### ★ Mapping Assignment 33 - Add Locations to your "Ancient Rome" Map

This week, complete the mapping activities outlined below. Remember, as you complete your mapping activities over the next few weeks, be sure to heed the instructions as to outlining the Roman Empire, using different types of lines to indicate changes in the empire's holdings over the years (AWH-55-57). You may be able to find some additional information on pages 191-196 of the Holman Bible Atlas.

Add the following provinces in Rome:

Spain

Gaul

Italy

Asia Minor

Macedonia

Bithynia

Illyricum

Cilicia

Cyrenaica

Numidia (in northern Africa)

Syria

Sicily

Sardinia



## Website to Visit: Don't Become a Roman Gladiator!

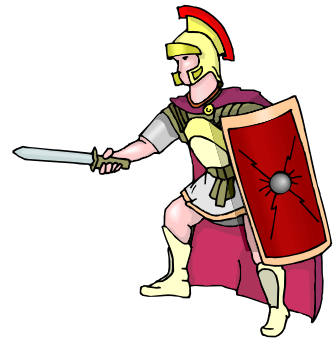
Have a parent help you to reach this site. The web address is listed in the parent notes.

# Adventure Quest - Week 3 I

## Battling with the Gladiators

### You Have Arrived at . . .

## Gladiator Training



It is 100 B.C. You have recently been thrust into a gladiator school run by Aurelius Scaurus at Capua. This man is in charge of the school where gladiators train for state matches. You have already had to swear the oath of the gladiator, the *sacramentum*, in which you vowed that you would "endure to be burned, to be bound, to be beaten, and to be killed by the sword." You are told that gladiators are often named for Rome's enemies.

Gladiators are doomed to a life of fighting for their lives. Many are slaves, some are condemned criminals, some are political enemies of the state, and still others are Christians, being martyred. Many gladiators, especially those who are skilled, are actually volunteers. They may not have any other lives or skills; some enjoy the challenge and the glory. Some of these may be allowed to retire eventually, if they live long enough. These men also kept earnings from each match. You are newly arrived, a debtor who became a criminal. At first you are getting to know the different types of fighters the school trains.

The first class of gladiator you encounter is the *Murmillo*. A *Murmillo* features a helmet that has a high crest and a broad rim; these features look a little like a fish, and led to the name *Murmillo*, which is a type of saltwater fish in the Greek language. The *Murmillo* wears a loincloth and belt, and thick wrappings on the lower part of his left leg that protect the top of his foot from attack and from his own shield. The left leg is protected by a gaiter. On his right arm he has a linen arm guard, and he carries a curved rectangular shield like that of a Roman legionary. He also carries a short, straight-blade sword; it is called a *gladius*, and has given the gladiators their name. A *Murmillo* usually fought a *Thraex* or the *Hoplomachus*.

A *Hoplomachus* resembles a Greek *hoplite*: he carries heavy armor and a helmet, a round shield, a spear and a sword. On his right arm, he has a *manica*, an iron or bronze arm guard that is curved with overlapping metal plates. This gladiator wears a loincloth, a pair of high greaves reaching to mid-thigh and heavy padding on his legs. He uses his round shield as a weapon, ramming his opponent, in addition to its use for his defense. He is often pitted against the *Murmillo*, who is armed like a Roman soldier, perhaps to remind the audience of Rome's wars against Greece.

The *Thraex*, or *Thracian*, is armed with a small rectangular shield called a *parmula*, and a very short sword with a slightly curved blade called a *sica*, with which he can maim an opponent's unarmored back. He wears armored greaves to protect his legs, and protection for his sword arm and shoulder. His helmet has a side plume and a visor with a high crest.

The *Retarius* is a gladiator who fights with very light armor that resembles what a fisherman might use. He battles with a three-pointed trident and a dagger. He uses a weighted net for defense and offense, and is protected only by an arm guard, and a shoulder guard. He comes into the fight with just a short tunic and light padding with a loincloth and belt. He often fights against the *Secutor*, who is heavily armored, and uses speed and agility to make up for the protective gear he does not have. The *Secutor*, another class of gladiator, is armed much like a *Murmillo*, but wears a helmet with just two small eyeholes that protect him well from the *Retarius*' trident; it has a round top that protects him from the *Retarius*' net. However, the *Secutor* has to win quickly – his helmet restricts how well he can breathe, and long fights lead to exhaustion or fainting!

Other gladiators include the *Ordinarii*, who are regular gladiators fighting the usual way; *Equites*, who battle on horseback; *Essedarii*, who fight from chariots like the Gauls and Britons; *Catervarii*, who brawl as a group; *Dimacheri*, who come into combat with two swords; and the *Laqueatores*, who use a noose to catch their adversaries. You can only wonder which you should be. . .

#### **Mission #1:**

Create a clay version of one of the classes of gladiators above, complete with his weapons and protective gear. (HANDS-ON)

#### **Mission #2:**

Create a mosaic that depicts a gladiator. You'll need to design it first, on paper, and then arrange the mosaic tiles to form the picture. (HANDS-ON, VISUAL)

#### **Mission #3:**

Make a model of one of the weapons gladiators fought with to keep in your room. (HANDS-ON)

#### **Mission #4:**

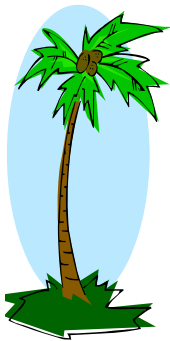
Produce a "last will" as if you are a gladiator before a fight that will likely be mortal. Include thoughts you have about the substance of your life and death. (INNER LIFE)

YOUR

# ADVENTURE QUEST!

Engineering in Rome

WEEK 33  TIME: 33 B.C.

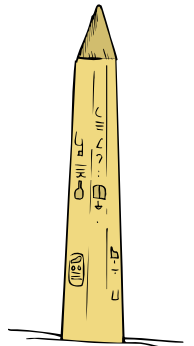


**Your Mission:**

## Build a Roman Aqueduct

**MISSION HIGHLIGHTS:**

- ◆ Create a Model of a Section of Aqueduct Based on Roman Examples
- ◆ Collect Pictures of Roman Aqueducts from All Over the Empire
- ◆ Show the Math Required to Demonstrate Gradient for an Aqueduct



## Time & Place:

The Romans were masters of developing ideas others had created and bringing them to a new level of practicality in every day use. In addition, they developed their own new technologies, many developed to adapt to the needs of the empire and the Roman way of life. The Romans were masters of creating roads which required little maintenance and were long-lasting. They built heated baths for the common citizen to enjoy. It was the Romans who first used glass windows on a widespread scale, and engineered new ways of building, including multi-story buildings, dome construction, bridgeworks and floor construction – even concrete. They built cranes for construction work, presses to press olives, foot-powered looms, early harvesting machines, and spiral staircases. One of their most influential ideas was the aqueduct. Created to bring water to Roman cities, the aqueduct provided water for cities far from clean water sources, and the opportunities for luxuries such as public fountains for drawing water and heated baths. Aqueducts often covered miles between their source to the city of destination, and were built below ground, or sometimes above ground above stunning arches.

## History Discussion Questions:

### DAY 1

**How long were the Maccabees able to keep Palestine free from outside rule?** About 100 years.

**When did the Romans conquer Palestine?** By 63 B.C.

**Why did Herod order the remodeling of the Temple in Jerusalem?** To earn favor with the Jews, who despised him for his cruelty and the murders of his family members.

**What other building project did Herod lead? What special skill was required to complete it?** He had the port city of Caesarea built. The builders had to pour concrete underwater to fortify the city.

### DAY 3

**Of what did Octavian accuse Mark Antony and Cleopatra?** He accused Mark Antony of betraying Rome by marrying an Egyptian and spending too much time there. He convinced Romans that Cleopatra was trying to become queen over Rome.

**What happened at the Battle of Actium?** Octavian's ships overtook Antony's and Cleopatra panicked, fleeing back to Egypt. Antony left his men and followed her.

**Who was born just thirty years after Cleopatra's death?** Jesus Christ.



# Quest for the Ancient World

## Everyday Life in Rome

Week 33  
4-8th

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
<b>FOR DISCUSSION</b>				
<i>Mystery of History</i>	Lesson 99 Herod the Great	Discover Herod's Caesarea (See below.)	Lesson 100 The Battle of Actium	Learn More about Daily Life in Rome (See below.)
<i>Encyclopedia of the Ancient World</i>	Pages 322-325	Pages 326-327	Pages 356-357, 332-333	Pages 355, 362-363
<i>Explore Ancient Rome</i>		Read Pages 57-61		
<i>Ancient Science</i>				"Introduction" p. 71 & Read about Project 1 - p. 71-73
<b>READING TOGETHER</b>				
<i>The Bronze Bow</i>	Chapter 5 p. 53-59 (bottom)	Chapter 5 p. 59 to 68	Chapter 6	Chapter 7
<b>STUDENT ASSIGNMENTS</b>				
<b>HISTORY &amp; SCIENCE</b>				
<i>First Ancient History</i>	Etruscans & Horatius Pages 220-223	Aqueducts Pages 236-237	Baths & Temples Pages 238-241	Homes & Shops Pages 242-245
<b>NOTEBOOK WORK</b>				
<i>"MYO" Ancient Chronicle, &amp; Timelines in Hist.</i>			<i>MYO Ancient: Cleopatra</i>	<i>Timeline: Place Timeline Figures</i>
<i>Mapping Work</i> Page #'s are from "Mystery of History"		Assignment 35		
<b>CHOOSE AMONG THESE PROJECTS &amp; ACTIVITIES</b>				
<i>Your Adventure Quest</i>		★ EASY - LOGICAL ★ Show the Math for Aqueduct Gradient	★ EASY-HANDS-ON ★ Build a Model of an Aqueduct Section	★ EASY - VISUAL ★ Find Aqueducts
<i>Mystery of History</i>	★ EASY-VISUAL ★ Christmas Ornaments 99 A - p. 435			
<i>Explore Ancient Rome</i>		★ EASY ★ Make a Toga Page 65		
<i>Lift the Lid on Gladiators</i> <b>HIGHLY RECOMMENDED!</b>	★ EASY ★ Read Gladiator Bklt. Pages 20-21 Assemble the Release Ticket	★ EASY ★ Read Gladiator Bklt. Pages 22-23 Build Colosseum - Steps 1 & 2	★ EASY ★ Read Gladiator Bklt. Pages 24-25 Build Colosseum - Steps 3 & 4	★ EASY ★ Read Gladiator Bklt. Pages 28-29 Build Colosseum - Steps 5 & 6
<i>Ancient Science</i>				★ LT. PREP ★ Seeing Better p. 71-73

## Notes

### ACTIVITIES

#### Discover Herod's Caesarea:

Go to: <http://www.ancientsandals.com/overviews/caesarea.htm>

#### Learn More about Daily Life in Rome:

Go to: <http://www.historyforkids.org/learn/romans/>

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
<b>INDEPENDENT STUDY</b>				
<b>HISTORY &amp; SCIENCE</b>				
<i>First Ancient History</i>	Etruscans & Horatius Pages 220-223	Aqueducts Pages 236-237	Baths & Temples Pages 238-241	Homes & Shops Pages 242-245
<b>NOTEBOOK WORK</b>				
<i>"MYO" Ancient Chronicle, &amp; Timelines in Hist.</i>			<i>MYO Ancient: Cleopatra</i>	<i>Timeline: Place Timeline Figures</i>
<i>Mapping Work Page #'s are from "Mystery of History"</i>		Assignment 35		
<b>BIBLE STUDY</b>				
<i>Bible Reading</i>	Psalm 32	Psalm 42	Psalm 51	
<b>READING ASSIGNMENT</b>				
<b>MATH ASSIGNMENT</b>				
<b>CHOOSE AMONG THESE PROJECTS &amp; ACTIVITIES</b>				
<i>Your Adventure Quest</i>		★ EASY - LOGICAL ★ Show the Math for Aqueduct Gradient	★ EASY-HANDS-ON ★ Build a Model of an Aqueduct Section	★ EASY - VISUAL ★ Find Aqueducts
<i>Mystery of History</i>	★ EASY-VISUAL ★ Christmas Ornaments 99 A - p. 435			
<i>Explore Ancient Rome</i>		★ EASY ★ Make a Toga Page 65		
<i>Lift the Lid on Gladiators HIGHLY RECOMMENDED!</i>	★ EASY ★ Read Gladiator Bklt. Pages 20-21 Assemble the Release Ticket	★ EASY ★ Read Gladiator Bklt. Pages 22-23 Build Colosseum - Steps 1 & 2	★ EASY ★ Read Gladiator Bklt. Pages 24-25 Build Colosseum - Steps 3 & 4	★ EASY ★ Read Gladiator Bklt. Pages 28-29 Build Colosseum - Steps 5 & 6
<i>Ancient Science</i>				★ LT. PREP ★ Seeing Better p. 71-73

## Notebooking:

### ★ Timeline Figures to Place

**HS in the Woods** - Herod the Great, Battle of Actium

**Winter Promise** - Herod the Great, Battle of Actium

### ★ Mapping Assignment 35 - Add Locations to your "Ancient Rome" Map

This week, complete the mapping activities outlined below. Remember, as you complete your mapping activities over the next few weeks, be sure to heed the instructions as to outlining the Roman Empire, using different types of lines to indicate changes in the empire's holdings over the years (AWH-55-57). You may be able to find some additional information on pages 191-196 of the Holman Bible Atlas.

Add these bodies of water important to Rome:

Black Sea

Adriatic Sea

Mediterranean Sea

Strait of Gibraltar

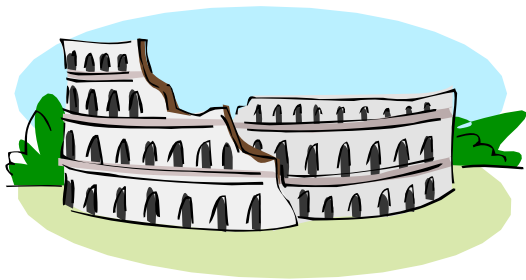
Ionian Sea

Add the location of the Battle of Actium in Greece. You should be able to find this on a first-century Roman map.



## Website to Visit: Discover Herod's Caesarea

Have a parent help you to reach this site. The web address is listed in the parent notes.



# Adventure Quest - Week 33

## Engineering in Rome

### You Have Arrived at . . . a Roman Aqueduct

It is 33 B.C. You are a Roman engineer. It is your job to lay out new aqueducts. Essential to every Roman citizen was water! Many important cities in the empire had aqueducts to bring water to where citizens like you worked and lived. Rome itself has eleven aqueducts! These aqueducts are designed to supply the baths, fountains and sewers throughout cities, even some smaller ones. The aqueducts that come into Rome supply your city with an astounding 300 million gallons a day!

Each aqueduct has to be constructed very carefully. An aqueduct is built to descend slowly from its water source to the city. This gradient is very small. Aqueducts might only drop about 21 inches per mile – that's a drop of only 1/250th of an inch per foot! Most Romans have difficulty imagining how difficult that is to engineer. If the gradient isn't right, the aqueduct can overflow or clot. Of course, aqueducts require no power, only the power of gravity.

Most Roman aqueducts are built underground. This keeps animal carcasses out of the aqueduct, preventing disease, and keeps the water supply safe from enemy attack. Those that are built aboveground are sometimes built on arches designed to help keep the aqueduct aligned at the right downhill pitch, ensuring gravity will keep the water flowing toward a city.

As well as building aqueducts, Romans organize maintenance schedules for regular upkeep of the aqueducts. These teams are sent out to remove the buildup of chemicals that accumulate from the water. They are also called upon to fix accidental breaches of the pipes or to clear the lines of debris. Some of the lines feed into individual residences or to landowners; inscriptions on pipes identify the owner of the line and prevent the diversion or theft of water. Occasionally, blow-outs will happen when the lines are unusually pressured. These are difficult to fix.

Aqueducts not only supply cities, but also supply flour mills, and even a few sawmills. Water wheels, moved by the water in the aqueduct, power the flour mill. There are usually several wheels lined up, one slightly above the other, all the way down an embankment. The water overshoots the wheels, moving them forward; the water drops from one wheel to another down the hill, moving each wheel forward. This creates power that drives the flour mill, which can supply the entire town with ground flour.

In constructing aqueducts, Roman engineers often use the Groma, an instrument you are very knowledgeable in using for alignment. This instrument had a vertical pole with a sharpened end, so it could be put into the ground. At the top of this pole was a rotating arm that stuck out from the pole about ten inches. At the arm's end was a bronze pin that secured two perpendicular crosspieces that were parallel to the ground. The crosspieces were about three feet long and centered on the pin. They were crossed at right angles. From the four ends of the two crosspieces hung four bobs; two were conical and two were pear-shaped. The two bobs that were alike were hung across from each other. These bobs were used as sights for alignment. When wind was bad, the bobs might be hung into containers of water to keep them steady.

You are working right now on the Aqua Julia, whose springs are situated a little over thirteen miles from Rome. It is being built by order of Agrippa. Some of its length will flow upon the arches of the Aqua Marcia, which is over a century old. You are proud to help your city, as you know it will bring in thousands of gallons of water each day to the growing city.

#### **Mission #1:**

Show the math to demonstrate how we know that a 21 inch per mile drop equals about 1/250th of an inch per foot. You can also come up with a few math problems that an engineer in Rome might have to solve while building aqueducts. (LOGICAL)

#### **Mission #2:**

See if you can build a replica of a section of an aqueduct from self-drying clay. Remember to enclose the water

supply. You may want to use a plastic straw to create this open area inside the aqueduct. Take a look at some arched aqueducts as examples of how to build your model. (HANDS-ON)

#### **Mission #3:**

Print out several pictures of Roman aqueducts and label their locations throughout the Roman empire. Research when each was built, and, if you can find out, how much water it carried. You could also make a list of the eleven aqueducts that brought water to Rome. (HANDS-ON, VISUAL)

**Italians & Etruscans  
Establish Rome**

**Romans Form a  
Republic**

**The Punic  
Wars**

**Spartacus Leads  
a Revolt**

**Judas Maccabee**

**The Romans Conquer  
Palestine**

**Julius Caesar Forms  
the First Triumvirate**

**Julius Caesar is  
Assassinated**

**Date**  
509 B.C.

**Importance**

The Roman Republic was formed after the Romans drove a cruel ruler named Tarquin the Proud from power. The people did not want to have a single ruler with such power again, so they formed the Roman Republic, in which people voted on their rulers. The Roman Republic, though, was plagued by problems because the class system of Roman society kept some people out of government.

**Date**  
753 B.C.

**Importance**

Rome was founded as a city by a Latin tribe of Italiis on the west side of Italy. Nearby people called Etruscans were gifted craftsmen and metal workers who passed along some of what they knew to the Latins. Together, these two peoples came together to form "Rome."

**Date**  
71 B.C.

**Importance**

As Rome conquered more and more peoples, more slaves were imported into their country. Romans, however, did not treat slaves well. A slave named Spartacus freed thousands of slaves, then led a revolt against Rome. For two years they fought until Spartacus was killed in a final, huge battle. Slaves who survived the battle were crucified all along the Appian Way to warn other slaves.

**Date**  
264-146 B.C.

**Importance**

The people of Rome and Carthage (in Africa) fought first over the island of Sicily in the First Punic War. In the years that followed, more battles were fought, including a surprise attack on the Romans by Hannibal, in which he marched across the Alps to Rome with elephants. In the end, though, Rome won the Punic Wars and decimated the city of Carthage.

**Date**  
63 B.C.

**Importance**

The Romans conquered Palestine in 63 B.C. Their rule was firmly established there by the time of the birth of Christ.

**Date**  
167-143 B.C.

**Importance**

Judas Maccabee fought the Seleucid ruler Antiochus Epiphanes, who desecrated the Temple of God. Judas and the Jews regained control of the Temple, lighting a lamp with a small bottle of oil, which lasted for eight full days, long enough to clean and dedicate the Temple. The celebration of Hanukkah originates from this time.

**Date**  
March 15, 44 B.C.

**Importance**

Julius Caesar was assassinated by a group of senators that included his close friend, Brutus, on a night called the "Ides of March." Upon his death, the Second Triumvirate was formed, with Gaius Octavian (later Augustus Caesar), Marcus Lepidus, and Mark Antony ruling. When Lepidus retired, Octavian took the Western portion of the Roman republic, while Mark Antony took the East, including Egypt.

**Date**  
60 B.C.

**Importance**

Julius Caesar formed the First Triumvirate in Rome, then conquered and gained control of the Roman world. He updated the calendar, worked hard to improve the lives of the poor and replaced dishonest politicians. He also helped Cleopatra take firm control of Egypt, after falling in love with her. He was assassinated by a group of senators that included his close friend, Brutus.

**Herod the Great  
Rules Palestine**

**The Battle  
of Actium**

**Octavian  
(Augustus Caesar)  
Becomes Emperor  
of Rome**

**The Roman  
Empire**

**Jesus Christ  
is Born  
in Bethlehem**

**Tiberius Caesar  
Ruled in Rome**

**Jesus Christ  
is Crucified  
by the Romans**

**Date**  
33 B.C.

**Importance**

The Battle of Actium was fought between Octavian (Augustus Caesar) and a joint force led by Mark Antony and Cleopatra. However, when Octavian's ships scared off Cleopatra's attack, Mark Antony abandoned his men to follow her. Before this pair were tracked down by Octavian, they committed suicide. This battle left Augustus Caesar as the lone ruler of Rome.

**Date**  
37 B.C.

**Importance**

Herod the Great took over Palestine from the Hasmonians with permission from Octavian and Mark Antony. He even got the title "King of the Jews." He remodeled the Temple in Jerusalem to gain favor with the Jews. He killed all Jewish baby boys 2 years and younger in Bethlehem when he was unable to find Jesus among them.

**Date**  
27 B.C.

**Importance**

Under Augustus Caesar's rule, Rome finally became an empire and enjoyed the "Pax Romana," or "Peace of Rome." The peace of the Roman Empire allowed the world to develop culturally and complete public building projects such as roads, temples, bathhouses and aqueducts.

**Date**  
33 B.C.

**Importance**

The Battle of Actium, and Mark Antony's suicide, left Augustus Caesar as the lone ruler of Rome. He was declared emperor of Rome by the Senate, but did not refer to himself as such. It was Augustus Caesar who declared that a census should be taken throughout the Roman Empire. It was this census that brought Joseph and Mary to Bethlehem.

**Date**  
A.D. 14-27

**Importance**

Tiberius Caesar ruled Rome, choosing Pontius Pilate to govern Judea (Palestine), while Herod Antipas governed Galilee.

**Date**  
4 B.C.

**Importance**

Jesus Christ is born in Bethlehem.

The importance of this event cannot be measured, nor limited to the confines of human history, as most historical events can. Jesus Christ is born. God's wonderful gift to us.

**Date**  
c. A.D. 29

**Importance**

Jesus Christ is crucified by the Romans at the behest of Jewish religious leaders, but by God's will and plan for the redemption of mankind. He is resurrected three days later. His victorious sacrifice is the means by which our sin debt can be paid if we accept his offer of salvation.

# The Ancient Chronicle

## The First Triumvirate

60 B.C.

*Below, write the accomplishments and qualifications of each member of the First Triumvirate.*



CRASSUS

POMPEY



JULIUS CAESAR



# The Ancient Chronicle

# Assassination of Caesar

44 B.C.

*Using an encyclopedia or other reliable resources,  
fill in a crime report for the assassination of Julius Caesar.*

## CRIME REPORT

Date of Crime:

---

Events Just Previous to the Crime:

Persons Involved in the Attack:

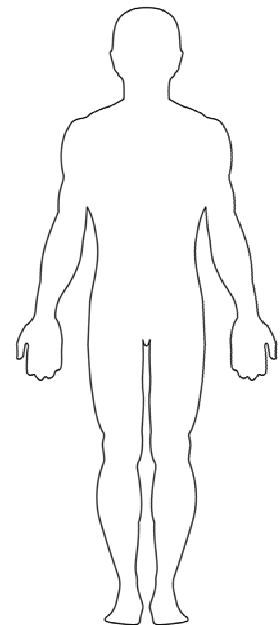
Description of the Crime:

The Crime Scene:

Witnesses Present at the Time:

Outcome of the Crime:

Wounds Sustained in the Attack:



# The Ancient Chronicle

## Cleopatra

41 B.C.

*Cleopatra had lost power in Egypt when she was removed from power and her brother Ptolemy was made sole ruler around 48 B.C. That same year, Ptolemy made an error in judgment in trying to please Julius Caesar. He murdered Pompey, the former member of the First Triumvirate of which Caesar was a part. However, the murder angered Caesar.*

*Cleopatra heard of this, and with great cunning she decided to take advantage Julius Caesar's anger toward Ptolemy for murdering Pompey. To press her advantage, she smuggled herself into the palace to meet with Caesar. It is said she was rolled up inside a carpet! Caesar immediately took a liking to Cleopatra, and rather than annexing her country, he backed Cleopatra's claim to the throne of Egypt. This was quite a victory for Cleopatra, since Egypt was the last nation in the Mediterranean World to remain independent of Rome, and one of the richest nations in the region.*

*After Caesar's assassination, Cleopatra managed to keep her throne by establishing another relationship with a powerful Roman – this time with Mark Antony, a member of Rome's Second Triumvirate. Together they managed to rule Egypt and still keep Mark Antony in power in Rome for a few years. However, as Mark Antony spent more and more time in Egypt with Cleopatra, the Senate felt he was more interested in Egyptian politics than in his duties to Rome.*

*In 31 B.C. Octavian – by then the single ruler of Rome – convinced the Senate to bring war against Egypt. The two armies faced each other at Actium; Mark Antony's ships and Cleopatra's fleet against the powers of Rome. Cleopatra, seeing the powerful Roman ships, turned her ships around and fled. Mark Antony, seeing her retreat, abandoned his force to follow her. Disgraced, he returned with her to Egypt where, thinking Cleopatra had killed herself, he committed suicide. Cleopatra later took her own life rather than face life after losing her throne and her husband, Mark Antony.*

*Cleopatra was a charming and resourceful woman. She was fluent in many languages and quite intelligent. Cleopatra was popular among the Egyptian people, because, unlike the Ptolemaic rulers of Egypt that preceded her, she learned the Egyptian language and observed their customs. As pharaoh, she did everything she could to bolster her country's status and remain independent of Rome. Most people are aware of her relationships with Roman rulers to this end, but few know how much energy she put into building up Egypt's economy and encouraging and supporting trade with faraway places like Arabia and possibly India, likely to build up relationships in places outside the Mediterranean, where Roman rule held sway.*

*Most historical reports show her not as an irresistible beauty, but rather as a charismatic woman who knew how to put people at ease and charm them with her intelligent conversation. She was a brilliant and dynamic leader.*

**Reproduce on a larger piece of paper this cartouche bearing Cleopatra's name.**



# Enjoy Your Mini-Study

## Try It For Yourself!

With the samples provided, you can complete these scheduled assignments highlighted in light brown:

## History Assignments:

- ✿ Read "Mystery of History" by going to an online sample at:  
[www.themysteryofhistory.info/pdf/MOHI-2ndEdSample.pdf](http://www.themysteryofhistory.info/pdf/MOHI-2ndEdSample.pdf)
- ✿ Enjoy activities from included "Adventure Quests"
- ✿ Try out working with the Timeline Cards
- ✿ Complete Roman mapping assignments on an Ancient Rome template

## Resources, Activities & Assignments:

- ✿ Enjoy activities from included "Adventure Quests"
- ✿ Student Completes "Make-Your-Own" Ancient Chronicle pages
- ✿ Read the online book, "I Wouldn't Want to Be a Roman Gladiator"
- ✿ Complete Activities Mentioned in "Notes" Section
- ✿ Student Visits Recommended Websites

## Additional Resources To Add to Your Study

### Read Passages in Orange from "Explore Ancient Rome":

You may be able to find this resource by Carmella Van Vleet at a local library.



### Try Other Resources:

You may also be able to find a library copy of the books "Gladiator," and "The Bronze Bow" to try. Another option is to find a general title on gladiators, or on everyday Roman life.

### Watch Video Excerpts on Roman Topics:

Go to <http://www.hulu.com> and type in "Ancient Rome" in the search function. There are many different excerpts to enjoy! Your student will likely be able to find one entitled, "Coroner's Report: Julius Caesar" about his assassination to help with his timeline page, if he'd like.

We hope you enjoy this  
"Experience" sample!  
We'd love to be a part of your family!