

The Rise of the Church & the Fall of Rome

UNIT 1



Key Concepts

- The gospel to the Jews & Gentiles
- The Roman emperors
- The growth of the persecuted Church
- Dividing & defending the Empire
- Reasons for the fall of Rome

The gospel to the Jews and Gentiles . . .

In the distant Roman province of Judea, the Roman procurator authorized the execution of a man whom local rulers had accused of treason, saying that He called Himself “King”—against the authority of the Emperor, Tiberius Caesar. Rebellions in the Roman Empire were swiftly put down, as indeed they needed to be, if the far-flung empire was to function as the controlling government. Thus, the execution of one man was, to the Romans, both the accepted fate of a rebel and far more efficient than the destruction of an entire nation—which might have been necessary had He not been silenced.

It caused no stir in the center of the empire—at least, not in the very beginning. The small band of disciples in Judea was a mere drop of water in the vast Roman ocean, and they were now leaderless. All their hopes for a

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● Informally discuss the Key Concepts with your students

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. Explanations of these Key Concepts follow.

While some teachers will wish to prepare for the Key Concepts discussion through reading the article and Scriptures and through hearing the recordings before class, it will be more valuable to consider ways to engage the interest and curiosity of the students. It will be the task of the students to read, to listen, and to learn. The teacher is invited to read, to listen, and to learn as well, as much as time permits.



? 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?”

The Gospel to the Jews and Gentiles— EXPLANATION

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;

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restored and mighty Kingdom of Israel were as ashes; all their courage had fled with the arrival of the mob. They had believed Jesus was the Messiah, the long-awaited One who would right all wrongs. To their horror, He had been killed—mocked by the crowd and crucified as a common criminal. It was hardly the future they had envisioned while following Him down the dusty road toward Jerusalem. All that remained for them was to wearily and mournfully go back to their old lives.

If we could step back into that moment, not knowing anything of the next two thousand years, we would be as bereft as were the disciples. The might of Rome was in place to serve, not the needs of conquered people, but the interests of Rome, especially those of the emperor. Power, fame, and the accumulation of great wealth were as motivating to human beings of the Roman Empire as they are to people of today. People served various gods through assorted religious rituals, hoping that they might incur the favor of those gods and deflect their anger, much as people do today. Poverty, hunger, disease, and oppression were rampant among the majority of people, without any hope of change. Life was bleak. And for the few who had heard and believed Jesus, hope for something new had died with Him on the cross. Do you see it? Do you grasp the utter hopelessness and despair? It lasted for three agonizingly long days.

Suddenly, in a moment, an event rocked the cosmos. It turned the disciples’ utter mourning into rejoicing and set their hearts on fire. The One who had been executed had broken the chains of death. He was *alive* again. But this life was altogether new and fresh. Jesus appeared, not as a mere revived human who would die again in a few years, but as the resurrected, glorified Messiah alive forevermore. What that means is beyond the rational comprehension of any of us, since it is not a common occurrence. In fact, it only happened once. For those who do not believe that the Resurrection occurred, it seems foolishness: an unverifiable, inconceivable, impossible-to-prove event. But for those disciples who not only saw the risen Jesus, but talked with Him, ate with Him, touched Him, and even observed Him walk into a room with locked doors, the reality of His Resurrection was incontestable.

Their lives, though, were not merely changed by seeing the risen Jesus. There was something even more earthshaking yet to come, something that would literally transform them into fearless, death-defying witnesses of their Messiah. Jesus had told them, in Acts 1:8, “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.” So they obediently went back to Jerusalem, after His ascension into the heavens, and waited. What they were waiting for was, again, beyond their comprehension, because it had never happened before; but it had been prophesied. Several hundred years earlier, Joel had written: “And it shall come to pass afterward that I will pour out My Spirit on all flesh” (Joel 2:28).

The One that had been executed had broken the chains of death.

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and you shall be witnesses to Me in Jerusalem, and in all Judea and Samaria, and to the end of the earth.” Acts 1:7–9

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 book of 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 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

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And on the Day of Pentecost, that is exactly what happened. Suddenly, the words of Scripture came to life:

I will give you a new heart and put a new spirit within you; I will take the heart of stone out of your flesh and give you a heart of flesh. I will put My Spirit within you and cause you to walk in My statutes, and you will keep My judgments and do them." Ezekiel 36:26-27

What did it look like when these first human beings were filled by the Spirit of God, when He took up residence within them? They began to speak of the wondrous works of God in joyous exuberance (it looked like drunkenness to scoffers), and residents of many nations miraculously understood them *in their own language*. And then, Peter—the very one who, just a short time earlier, had three times denied even knowing Jesus—powerfully explained to the gathered throng in the street what they were seeing and hearing. He finished his extemporary sermon with the words, "Therefore let all the house of Israel know assuredly that God has made this Jesus, whom you crucified, both Lord and Christ" (Acts 2:36). The writer of Acts tells us that the people, when they heard those words, were cut to the heart, and wanted to know what they should do. When Peter told them to repent, about three thousand people gladly did so.

That's earthshaking. The power of God dwelling in human beings is not something to be taken lightly. That is why Paul wrote:

Or do you not know that your body is the temple of the Holy Spirit who is in you, whom you have from God, and you are not your own? For you were bought at a price; therefore glorify God in your body and in your spirit, which are God's. 1 Corinthians 6:19-20

Now, when this amazing new era dawned—when God actually dwelt *in His people*—it caused a reaction. Some people gratefully received the good news and were transformed into new creatures in Christ, while others stormed violently against it. As persecution against the fledgling Church broke out in Jerusalem, many believers fled to other lands, taking their witness for Jesus to new places and people.

At this unique moment in time, all the lands bordering the Mediterranean Sea belonged to the same empire. It was the first and last time in history for such a political unity in the Mediterranean region, and it allowed unprecedented freedom to take the gospel throughout the world. Think about it: if a country closes its borders to foreigners, then it is very difficult for them to penetrate that country. But when all belong to the same unit—the same empire or federation—then travel throughout that unit is simplified considerably, especially when political peace is maintained by a formidable army.

The power of God dwelling in human beings is not something to be taken lightly.

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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).

Pray for your students, that God would give them a revelation of His heart for people, even for people who are as different to your students as, historically, Gentiles were to Jews. As we are gripped by God's love for people outside of our own personal Jerusalem, we become better equipped for fulfilling His purposes on the earth.



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And when you consider that most of the urban areas of the first century AD (hence the greatest population base during that time) were situated close to the Mediterranean, you realize that God's timing was, indeed, perfect.

Apostolic Age

In a startlingly short time, Christianity could no longer be confined to the outlying Roman provinces but penetrated to the very heart of the Empire, to the city of Rome itself.

The first major church outside of Judea was located at Antioch, in the Roman province of Syria. It was comprised of both Jewish and Gentile believers, and was the first place where followers of Jesus were called *Christians* (or, "Christ-followers"). This was during the **Apostolic Age** of the early Church, the time period after Pentecost, when the disciples who had walked with Jesus were still alive. It lasted from c. AD 35–70 (though the Apostle John is believed to have lived until shortly after the end of Domitian's persecution of the Church).

It was from this church in Antioch that Paul and his co-laborers were sent out as missionaries to the world. And that world was much bigger than just Asia Minor and the nearby Middle East. On Paul's second missionary journey, he left these familiar areas and, in obedience to God's direction, took the gospel to Europe. In a startlingly short time, Christianity was no longer confined to the

outlying Roman provinces but penetrated to the very heart of the Empire, to the city of Rome itself.

We know this because as early as AD 64, the Roman Emperor Nero was blaming the Christians of Rome for the huge fire that had left much of the city in ashes. The Roman historian Tacitus wrote:

To kill the rumors [that he had started the fire] Nero charged and tortured some people hated for their evil practices—the group popularly known as Christians. The founder of this sect, Christ, had been put to death by the governor of Judea, Pontius Pilate, when Tiberius was emperor. Their deadly superstition had been suppressed temporarily, but was beginning to spring up again—not now just in Judea, but even in Rome itself, where all kinds of sordid and shameful activities are attracted and catch on. First, the authorities arrested those who confessed to being Christians. Then, on information obtained from them, the courts convicted hundreds more, not so much for starting the fire as for their antisocial beliefs. In their deaths they were made a mockery. They were covered in the skins of wild animals, torn to death by dogs, crucified, or set on fire, so that when darkness fell they burned like torches in the night. Nero opened up his own gardens for this spectacle and gave a show in the arena, where he mixed with the crowd, or stood dressed as a chari-



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?"

The Roman Emperors—EXPLANATION

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 AD 70; there were

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oteer on a chariot. As a result, although they were guilty of being Christians and deserved to die, people began to feel sorry for them. For they realized that they were being killed, not for the public good, but to satisfy one man's madness.

This was the first *official* persecution of Christians by the Roman government, and it was limited to the immediate vicinity of Rome. From some of the early Christian writings, this seems to have been the time when both Peter and Paul were executed by the Roman authorities for being Christians. We can tell from Tacitus's description of Nero's persecution that the message of Christianity was creating a strong response among the people who heard it, whether they embraced it or were repelled by it.

The Roman Empire had been governed, up to this point, by one dynasty, from Augustus to Nero, known as the **Julio-Claudian Dynasty**. When Nero died in AD 68, civil war broke out when various soldiers proclaimed first one man, and then another, to be emperor. Stability was only regained when a man was chosen to rule who had the respect of everyone. Vespasian, the military commander sent by Nero to quell the Jewish Revolt in Judea, was proclaimed emperor in AD 69. In order to fulfill his responsibilities in Rome, Vespasian left his son to complete the job in Judea. Thus, it was under the command of Titus that Roman legions devastated Jerusalem, leveling the Temple itself, as Jesus had foretold in Matthew 24:2, "Assuredly, I say to you, not one stone shall be left here upon another, that shall not be thrown down." This first Jewish War against Rome ended in AD 74, with the destruction of the fortress of Masada.

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Apostolic Fathers

This period, from the reign of the emperors Vespasian to Hadrian, corresponds in Church history to the **Age of the Apostolic Fathers** (from c. AD 70–140). This age is named for the first generation of Christian leaders whose writings inform us of the situation facing the Church after the apostles. It was a time for consolidating and preserving the teachings and traditions of those who had literally walked with Jesus. Ignatius of Antioch, Clement of Rome, and Polycarp of Smyrna are three of those named the Apostolic Fathers.

In Rome, Titus reigned as emperor for two years after the death of his father in AD 79. His younger brother, Domitian, the last of the **Flavian Dynasty**, then became emperor. Domitian, after several years as emperor, launched the second great persecution of the Church in the AD 90s. We need to ask, "Why?" since there was no great fire in Rome this time, and no need for Nero's scapegoat. The answer is found when we discover that Domitian had added the words, "Lord and God" to his official title. Think

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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.

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about what that means. This man who ruled an empire was no longer content with the honor, respect, and admiration his position held. It was not enough. So, he desired to gain for himself the type of worship that was reserved to gods, not mortals. And, because there were those more than willing to satisfy the ego of a megalomaniac, an imperial cult of emperor worship developed around him.

In an age of multiple temples devoted to numerous gods, in a time when each conquest of lands and people meant welcoming their religious systems to the other religions of the empire, bringing one more god to worship was not as heinous as it would be today. And, in fact, emperor worship was one means of instilling and verifying loyalty among a religiously and culturally diverse empire. For most people it wasn't a great difficulty, since it was common to offer worship to many gods, just to make sure one had all the bases covered in the spirit realm. It was an entirely different case, however, for Christians. They worshipped one God. Domitian didn't see it that way. In fact, he decreed that Christianity was *atheism*. And, because Christians refused to do their civic duty—offering incense as worship to Domitian—he persecuted them. Eventually, he himself was killed, assassinated by his own staff.

After the brief reign of an elderly politician, Nerva, the Roman Empire crowned one of its most renowned rulers, the Emperor Trajan. From AD 98 until AD 117, Trajan marshaled his legions to war, conquering Dacia (in modern day Romania), as well as Armenia and Mesopotamia. Although this far-eastern boundary began to collapse even before he died, Trajan had extended the Roman Empire to what would be its furthest region.

He also made the first official government ruling concerning Christians and how to deal with them. When the governor of the Roman province of Bithynia wrote to Trajan about this issue, Trajan responded that Christians should not be actively hunted down, and that anonymous accusations against people should not be accepted. If someone was accused of being a Christian, the person should be given the opportunity to disprove it by offering worship to other gods. However, if someone was found guilty of being a Christian, he or she must be put to death. This became the standard policy of the Roman Empire for the next two hundred years, with exceptions during periods of persecution, when Christians were actively hunted down.

Trajan's successor, Hadrian, quickly abandoned the hard-won territories of Armenia and Mesopotamia by withdrawing his legions to the border of the Euphrates river. Hadrian did not portray himself as a military leader like Trajan, and preferred to utilize the more easily defended natural geographic borders like the Euphrates. Hadrian was also the emperor who visited the vast realms of the empire in person, in three long journeys, which lasted more than a decade. One of the results of this was his decision to build a

It was a time for consolidating and preserving the teachings and traditions of those who had literally walked with Jesus.

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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 Growth of the Persecuted Church— EXPLANATION

The early Church was known, even by its critics, for the love the people 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 Christian-

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wall in Britain, Hadrian's Wall, to serve as the northernmost boundary in the Roman Empire. Another scheme, less well-received by the local population, was to rebuild Jerusalem as a Roman city, renaming it Aelia Capitolina.

His plan was to build a temple for the worship of Jupiter on the site of the Jewish Temple. When the Jews heard this, and heard the decree to abolish circumcision, a violent reaction occurred. In AD 132 they rose in revolt against Rome in the *Second Jewish War*. It took three years for Hadrian to end the rebellion, but end it he did. Despite the Jewish efforts under the warrior Bar Kochba, the new city of Aelia Capitolina was built on the ruins of Jerusalem, the pagan temple occupied the site of the old sanctuary, and the name of the Roman province was changed from Judea to Syria Palestina. Jews were forbidden on pain of death to ever set foot again in Jerusalem, except on the anniversary of the destruction of the Temple. On that day, once a year, they were allowed to *pay* for the right to weep at the site of the Temple. Can you imagine how painful and tragic this was for the descendants of Abraham? How much they must have longed for their Messiah to come in power to establish justice!

Trajan had extended the Roman Empire to what would be its furthest point.

Patristic Period

Christianity and Judaism had become, by this time, very distinct from one another, even though Judaism was the tree into which Christianity had been grafted. This separateness came from both sides: Judean Christians had not joined the Jews in either the First or Second Jewish War, so were seen as traitors by the remaining Jewish community; while gentile Christians increasingly distanced themselves from Judaism as they sought to explain Christianity to the culture of the Roman Empire in terms of Greco-Roman philosophy. This time period in early Church history is known as the **Patristic Period**, or the **Period of the Ante-Nicene Fathers** (*ante* meaning "before," *nicene* referring to the Council of Nicaea), and lasted from c. AD 140–325. It was a time of increasing persecutions and martyrdoms, and it was also a time when the focus turned to combating heresies and dissensions in the Church. Some of the best known figures from this time are Justin Martyr, Tertullian, Irenaeus, Clement of Alexandria, Origen, and Cyprian of Rome.

In the Empire, the first half of the second century was truly the high point in its history. It was a period of prosperity for many, a time of great building projects and acquisitions, with a confidence for the future. Emperor Antoninus Pius reigned from AD 138–161 during this golden age of the Roman Empire. His family's rule is known as the **Antonine Dynasty**, which lasted until AD 192. His adopted son, the future emperor Marcus Aurelius, wrote this concerning his father:

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ity: 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, when 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.

Discuss with your students that there is a huge contrast between looking like a Christian compared to acting like Jesus. Allow the meaning and impact of this verse to direct that conversation: "This is My commandment, that you love one another as I have loved you." John 15:12



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He was always equal to any occasion: cheerful, yet long-sighted enough to have all his dispositions unobtrusively perfected down to the last detail. He had an ever-watchful eye to the needs of the Empire, prudently conserving its resources and putting up with the criticisms that resulted. Before his gods he was not superstitious; before his fellowmen he never stooped to bid for popularity or woo the masses, but pursued his own calm and steady way.

Unfortunately, although there was no major war during his reign, there seems to have been a constant state of unrest and fighting along many of the borders of the empire: Mauretania, Germany, Egypt, Greece, Palestina, Dacia. The Golden Age began to lose its luster in light of these rumblings on the frontier.

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When Marcus Aurelius came to power (AD 161–180), he faced almost continuous warfare during his reign, first on the eastern frontier and then the northern, which he sometimes faced in person. Though he was emperor, concerned with all the day-to-day business of government, he also managed to go campaigning alongside his troops on the northern borders. However, the most devastating issue of the time for the people of the Roman Empire was an outbreak of the plague, which lasted for more than ten years.

It was during this plague (called the *Antonine Plague*) that Christians had an unprecedented opportunity to serve the people around them, both Christian and non-Christian. Since belief in the resurrected Jesus gave hope for life after death to His followers, it was not unusual for them to care for the dying and afflicted, even though it put them at risk. Since the pagan priests and their followers fled the areas touched by the plague, as did the local government officials, along with anyone rich enough to do so, it left an opportunity for the Christians to be the unexpected caregivers. And, with their care, many of the non-Christians whose families abandoned them to die actually *lived* through the plague. As you might imagine, this made a deep impression on these people, with many of them converting to Christianity because they had seen the reality of God's love displayed in His people.

From the death of Marcus Aurelius, things became increasingly bleak for the people of the Empire. His successor Commodus (AD 180–192) was not interested in governing the empire, but in playing gladiator. With this lack of governing on the part of the emperor, a whole series of intrigues and power-plays began to play out behind the scenes, resulting in his assassination and in civil war.

A new dynasty, the **Severan Dynasty**, was begun by Septimius Severus, who reigned from AD 193–211. After killing off all rivals to the throne, he went to war against both Parthia and Scotland. Though he made enemies of the political leaders in Rome, the army loved him for his pay raises and

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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 AD 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?”

Dividing & Defending the Empire— EXPLANATION

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 that would raise one of their own number to the purple (i.e., make him *emperor*) only to overthrow and murder him 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

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for his official change of policy giving soldiers permission to marry wives and live at home. One Roman historian wrote of him, "For eighteen years he ruled, before making way for his young sons to succeed, bequeathing to them greater wealth than any previous emperor and an invincible army."

For his sons, Septimius Severus had provided his formula for success: "Agree with each other, give money to the soldiers, and scorn all other men." The first part of the formula was rejected when his son Caracalla murdered his other son Geta, after less than a year of co-rule. That was just the beginning of a reign of terror, as Caracalla—in order to feel safe—executed 20,000 people who had supported his brother. However, he did follow the rest of his father's advice, and the Roman soldiers were enthusiastic supporters of this well-paying emperor. It was all for naught when, five years later, one of his own officers assassinated Caracalla.

It went downhill from there, with one short respite during the reign of Alexander Severus (AD 222–235), as the Roman Empire erupted into chaos. During this time many emperors came and went after just a short time of ruling, often dying violent deaths. The Goths, a barbarian people, invaded the empire in this chaotic period, leaving death and destruction in their wake. Since the Roman legions were unsuccessful in their struggle to keep the Goths outside the borders of the empire, in many regions this led, as you might imagine, to **destabilization**—disorder and chaos that affected all of the normal affairs of life for most people: trade, business, the economy, security, and families, among others.

Christians faced increasing difficulties during this time period, as well. In AD 249 Emperor Decius made the declaration that all citizens *must* sacrifice to Roman gods. Along with many others, the bishops of Rome, Antioch, and Jerusalem were arrested—three of the leading Churchmen in the empire—and two died as a result. Under the Emperor Valerian, Christians were not allowed to assemble for worship, and offending believers had their property confiscated. Those serving in government who were known to be Christians were made slaves under the Edict of Valerian in AD 258. It is worth noting that Valerian died the next year while battling the Persians. Having their emperor killed by a foreign army was a shocking event for the citizens of Rome, but it was also, perhaps, an example of God's promise to avenge His people.

Dividing The Empire

Things were not stabilized in the Empire until the reign of Diocletian (AD 284–305), who ruled with a firm hand. He recognized that the chaos of the past was caused, in part, by too few rulers for too much territory, so Diocletian worked to reorganize the entire empire, both the political

The most devastating issue of the time for the people of the Roman Empire was an outbreak of the plague.

The Rise of the Church & the Fall of Rome 25

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.

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and economic structures. He divided the empire into East and West, and gave each part an Augustus (senior position) and a Caesar (junior position). Significantly, he increased the size of the army to better defend the borders and increased the number of governmental workers to better control the people of the empire. A larger army and more bureaucrats meant a larger budget. Budgets meant more money, greater taxes. Are you getting the idea? More control, larger armies, more government involvement, more financial coercion—these were all part of Diocletian's plan to keep the empire functioning. Perhaps the most oppressive part of this plan was limiting the people to their various occupations. For instance, if your father was a shipbuilder, then you became a shipbuilder. If your father was a peasant farmer, you became a peasant farmer. No exceptions.

Diocletian also launched the last and greatest persecution of the Church. Many Christians died throughout the empire in this final Roman attempt to eliminate all traces of Christianity. Churches were burned, along with copies of the Scriptures. Bishops and church leaders were arrested and forced to sacrifice to Roman gods or face martyrdom. Eventually, any Christian, whether a leader or not, could be subject to arrest and martyrdom.

One of the issues facing the Church in North Africa during and after this persecution was dealing with those who had *lapsed* (or, in some form denied Jesus). There, a bishop who was believed to have handed over copies of Scripture during the Diocletian persecution, ordained another to be bishop of Carthage. This caused a huge controversy. If the one ordaining had lapsed, was this new bishop a *true* bishop? Those who said, "No!" were called Donatists, while those who said, "Yes!" were the mainstream Catholics (the word *catholic* means "universal"). It not only caused a violent disagreement among believers for a hundred years, it also provided an opportunity for the government of the empire to interfere with the governing of the Church. This happened during the pivotal reign of Constantine.

Though Diocletian had reorganized the empire, it was not until Constantine's rule that the empire was fully revitalized. In between these two emperors, civil war spread over the entire empire as the various Augustii and Caesars vied for power. In fact, though Constantine was made Augustus of the West by the Roman legions in Britain in AD 306 (which act was officially recognized in 307), he did not gain control of the entire empire until 324. Meanwhile, in 313 Constantine issued the *Edict of Milan*, which gave legal status to Christianity—meaning that Christians were no longer to be persecuted for their faith. However, as mentioned above, the government began to involve itself with the issue of who were the *right* Christians. When Constantine became Augustus of the West, he had all church property that had been confiscated by the State returned to the Church. In North Africa the authorities returned the church property to the non-Donatist group. That action inflamed the Donatists, who appealed to Constantine to recognize those who had held to

The Roman Empire
erupted into a
time of chaos.

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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?"

Reasons for the fall of Rome—EXPLANATION

In AD 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 religion—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

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the faith during times of persecution as the real Christians. When the first Council of Arles, which had been convened by Constantine to investigate the matter, decided against the Donatists, violence erupted. At this point, in 316, Constantine sought to quell the violence by exiling the Donatists and confiscating their church property. In essence, this was the first attempt of a *Christian* ruler (though Constantine's Christianity is hotly debated) to coerce non-conforming Christians back into fellowship with the mainstream of believers. Though Constantine eventually revoked his order and instituted a policy of toleration towards the Donatists, his state-sponsored coercion would bear bitter fruit both in this instance and in the future.

When Constantine reunited the empire in 324, thereby becoming sole emperor, he quickly turned his attention to another controversy dividing the Church. In 325 he called the Council of Nicaea to meet and decide whether a priest from Alexandria, Arius, was correct in his assertion that Jesus was not equal to God. In this council, Arius's beliefs were condemned as heresy (though they continued to take root throughout the empire), and the orthodox doctrine of the divinity of Jesus was victorious.

Post-Nicene Fathers

This brings us to the next period of Church history, which is known as the **Post-Nicene Fathers** (AD 326–460). With the accession of Constantine, the Church's focus shifts from issues of persecution, martyrdom, and apologetics to defining specific details of Christian doctrine. It is also the time when monasteries become a normal feature of the Church, though the practice of monasticism differs from East to West. The key figures for this historical time are Jerome, Ambrose, Augustine, Athanasius, Basil of Caesarea, and Chrysostom.

In the empire, another act of Constantine would bear significant fruit in the future: moving the capital city of the empire from Rome in the West to Constantinople, the newly-built city in the East. The declining importance of this Western city foreshadowed the imminent fall of the Western half of the empire, while the Eastern empire continued to glitter, at least in this city, for another thousand years.

Constantine's reign gave the Roman Empire one of its high points. When he died, however, the stability gained through the strength of his rule dissipated among his sons. When Julian, the last of his surviving male relatives, came to power, he sought to undo what Constantine had done in legalizing Christianity. Known in history as "The Apostate," Julian was the last to try to reinstate worship of the old Roman gods. He died in battle

Having their emperor killed by a foreign army was a shocking event for the citizens of Rome, but it was also, perhaps, an example of God's promise to avenge His people.

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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.





The article for Unit 1 is designed to help students learn about the rise of the Church and the fall of Rome, and to consider what implications the events of this time period have for people today. The topics covered in the audio recordings in *What in the World?* are different than those covered here, yet the material in both is of equal importance. Supplementary information from the *True Tales* and *Digging Deeper* recordings expands the understanding of the issues. 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.

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against the Persians (or, as some suppose, was murdered) after a reign of only a few years.

The government began to involve itself with the issue of who were the right Christians.

The **Valentinian Dynasty** ruled a divided and increasingly fragile empire until Emperor Theodosius I, known as Theodosius the Great, came to power. He was the ruler who outlawed paganism, making Christianity the official religion of the empire. However, his championing of Christianity did not exempt him from the correction of the Church. When he ordered the massacre of the people of Thessalonica as punishment for their murder of his army commander, Ambrose (the Bishop of Milan) excommunicated him from the Church. The emperor of the Roman Empire was not allowed to enter the church and receive communion until he had done penance for his misdeeds. This is just one example of the struggle that will be ongoing between the power of the State and the power of the Church. At this moment, the emperor (head of the State) submitted to the Bishop (a representative of the Church). But things would soon change.

Theodosius was also a military leader, and it was his decision to end a four-year war in the East between Rome and the Visigoths with a peace treaty in AD 382 making them *foederati*, or allies, of Rome. This allowed the Visigoths to settle inside Roman territory under their own king (rather



than merging into the empire as others had done), and to fight under their own leaders as allies rather than as regular legionary soldiers. It was a dangerous move for the empire, and the doors which were opened to the barbarian tribes were never to close again.

In AD 410 the city of Rome, known as the Eternal City, was sacked and burned by these same Visigoths whom Theodosius had permitted into the empire. It was the first time the city had fallen to invaders in eight hundred years, and when it violently collapsed in flames, the entire empire was shaken to its core. In far away Bethlehem, Jerome (translator of the Latin Vulgate version of the Bible) said, "My voice is choked, and sobs break my voice as I dictate this letter. The city which has conquered the whole world is itself conquered."

The fall of Rome was not the fall of the Church, however. Christianity, which had survived persecutions, martyrdoms, heresies, and divisions under the Roman Empire, would continue to grow and thrive despite this unsettled political climate. Jesus had said, "On this rock I will build My church, and the gates of Hades shall not prevail against it" (Matthew 16:18). And His Word continues. ◀

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Read the article

Listen to the audio recording(s) in Listen to This

- The main concepts and chronological flow are presented in *What in the World?* Volume 2.
- For a specific emphasis on Church history, be sure to listen to *Digging Deeper* Volume 2.
- The fascinating story of our Scripture's canonization is discussed in *True Tales* Volume 2.

Introduction
Week

Phase 1

► Listen to This

What in the World? VOL. 2

DISC ONE:

- » Welcome to Medieval History (track 1)
- » First-Century Church & Emperors (track 2)
- » Life in the Second Century (track 3)
- » The Plague and Restructuring (track 4)
- » Constantine & the End of the Empire (track 5)

True Tales VOL. 2

DISC ONE:

- » Introduction (track 1)
- » The Canon of Scripture (track 2)

Digging Deeper VOL. 2

DISC ONE: THE EXPLODING CHURCH

- » Introduction through Sack of Rome (tracks 1–8)

► Read For Your Life

The Holy Bible

- » **The Main Story:** The book of Acts (suggested reading plan: one chapter per day for twenty-eight days)

Key People
(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

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📖 Read the Scriptures in Read For Your Life

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. You might choose to read one chap-

ter 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.

You will be astonished at the power and plan of God as you read the book of Acts. Throughout this month as your students read Acts, pray that they would consider afresh what God did at the beginning of the Church. Then be ready for some fantastic discussions!





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.

Recap the material with an 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 THEIR CHOICE OF ONE of the following suggestions. At the start of the next class, ask for 3–4 groups of volunteers to share.

Homeschoolers: rather than setting up all eight stations, allow student(s) to choose which activity they would most enjoy, and do it.

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.

Key People (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

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* (an innocent substitute to take the blame). 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 AD 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?

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?

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 *Digging Deeper: The Exploding Church* 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.

CODE:

AA All ages
 RA Read aloud
 E+ Elem & up
 UE+ Upper elem & up
 MS+ Middle school & up
 HS High school

► Resources for Digging Deeper

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

CHURCH HISTORY**The Story of Christianity**

Michael Collins & Matthew A. 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

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+

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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 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?



🗨️ Talk together

Individual Preparation

After completing their recap activities, students may begin to consider the questions in the Opinion Column and Critical Puzzling.

Class Discussion

Use the questions under Talk Together to get the students primed and to create a discussion environment in the classroom. You may also want to draw from the open-ended questions listed here.



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 Cyrhus (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.”

Remember:
Beware of Arrogance,
Embrace Humility!

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Phase 1

2000 Years of Christ’s Power PART ONE: THE AGE OF THE EARLY CHURCH FATHERS
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+**

EARLY CHURCH

Against the World: The Odyssey of Athanasius
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 • 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+**

Augustine, The Farmer’s Boy of Tagaste
P. De Zeeuw • This is a children’s biography of one of the most influential Christians in history. Worth the search. **UE+**

The Fathers of the Western Church
Robert Payne • A series of short biographies about several of the most significant men in the early Church through the time of the Middle Ages. Though it is out-of-print, you may be able to find it through interlibrary loan. **HS+**

City of God
Augustine • Written in the AD 300s, this book impacted people during the Middle Ages more than any other book except for the Bible. Look for it in your library. **HS+**

Augustine and His World
Andrew Knowles and Pachomios Penkett • InterVarsity Press has a series of books on Christian history, including this excellent book on Augustine. **MS+**

ROMAN EMPIRE

The World of the Roman Emperor
Peter Chrisp • Looking specifically at the time of the Roman Empire, this beautifully illustrated children’s book gives a simple overview of the most famous emperors and an understanding of what life was like during the time of the Roman Empire. **UE+**

Cultural Atlas for Young People: Ancient Rome
Mike Corbishley • For an overview of Rome, from its beginnings until the latter part of the Empire, this is a wonderful resource. It also includes a geographic look at the various parts of the Roman Empire, including Africa, Britain, Spain, Gaul, Germany, and the Middle East. **UE+**

Life of a Roman Soldier
Don Nardo • In this thorough book, a student will have the opportunity to discover the realities of life for a Roman soldier. **UE+**

Famous Men of Rome
John H. Haaren & A. B. Poland • A wonderful collection of short biographies about the most important Romans. A very helpful and worthwhile book to have. **E+**

Galen and the Gateway to Medicine
Jeanne Bendick • Galen was the preeminent medical researcher of the Roman Empire, whose work influenced the medical profession for the next 1,300 years. **E+**

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Choose books of interest/ internet search

A list of possible books for further reading is listed in the Student Manual. Encourage your students to

look for books on the early Church and on the Roman Empire from this list and from other sources.

The Romans and Their Empire

Trevor Cairns • One in the series *The Cambridge Introduction to History*, this is an excellent resource describing the Roman Republic, the Roman Empire, the Roman invasion of Britain, and the fall of the Roman Empire. Highly recommended! **UE+**

The Annals of Imperial Rome: Tacitus

Translated by Michael Grant • Written by the Roman historian, Tacitus, this amazing book tells the story of the Julio-Claudian emperors from just before the death of Augustus through the reigns of Tiberius, Caligula, Claudius, and Nero. If you like to know the details, you'll love this book! **HS+**

Beric the Briton A STORY OF THE ROMAN INVASION

G. A. Henty • Another page-turning suspenseful story by the master of historical fiction for children, this book concerns the impact of the Romans upon what we call England. (It begins slowly, but it really gets exciting!) **UE+**

The Roman Colosseum

Elizabeth Mann • This well-illustrated book tells the story of the building of the Colosseum, built by Vespasian on the site of Nero's hated Golden Palace. It describes not only how the Colosseum was built, but also the conditions of Rome that gave life to this place of contested death. Fascinating. **UE+**

Make It Work!: The Roman Empire

Peter Christ • An absolutely delightful book to show how to create a hands-on experience when you study Rome. Highly recommended. **AA**

Lives of Famous Romans

Olivia Coolidge • Let's face it. These Romans are not pretty! To read about their lives is helpful but not nice. If you want to know more details than are given in the books listed above, this is a good choice. **MS+**

The Robe

Lloyd C. Douglas • A classic of fictional literature, this is an excellent way to better understand the conflict between Rome and Christianity. **MS+**

The Eagle of the Ninth

Rosemary Sutcliff • This is a fascinating fictional account of a young man's search for the truth about what happened to his father—the commander of the Ninth Roman Legion who disappeared without a trace in the wilds of Britain. It will provide students with a "you were there" experience of ancient Britain and of the Romans who were stationed there. **UE+**

The Silver Branch

Rosemary Sutcliff • Picking up the threads of the last story, this tale illustrates how quickly Roman Emperors were made and unmade, and the circumstances that led Caesar Constantius (the father of Constantine) to first come to Britain. Fascinating! **UE+**

DESTRUCTION OF JERUSALEM**Josephus, the Essential Writings**

Translated by Paul L. Maier • Josephus was an eyewitness of the destruction of Jerusalem in AD 70. He wrote about the devastation he had witnessed as well as the history of the Jews in this original source document commissioned by the Roman Emperor. **HS+**

For the Temple A TALE OF THE FALL OF JERUSALEM

G. A. Henty • This is a riveting, can't-put-it-down fiction book describing the Fall of Jerusalem in AD 70. One of my son's favorites! Back in print. **UE+**



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.

VIDEO

How Should We Then Live?

Dr. Francis Schaeffer • The first video in this series vividly portrays the early Church and what it faced. Excellent! **UE+**

The Robe

I prefer the book, but some people prefer movies. **UE+**

For more books, use these Dewey Decimal numbers in your library:
 Church History: #270
 Persecution in Church History: #272
 Early Church: #281
 Roman Empire: #937

What books did you like best?

The Internet also contains a wealth of information about the rise of the Church and the fall of Rome.

What sites were the most helpful?

Phase 1 1

▶ Student Self-Evaluation UNIT 1, PHASE 1

Dates and hours: _____

Key Concepts
Rephrase the five Key Concepts of this Unit and confirm your understanding of each:

- The gospel to the Jews and Gentiles:

- The Roman Emperors:

- The growth of the persecuted Church:

- Dividing and defending the Empire:

- Reasons for the fall of Rome:

Tools for Self-Evaluation
Evaluate your personal participation in the discussions of this Phase. Bearing in mind that a good participant in a discussion is not always the most vocal participant, ask yourself these questions: Were you an active participant? Did you ask perceptive questions? Were you willing to listen to other participants of the discussion and draw out their opinions? Record your observations and how you would like to improve your participation in the future:

Every time period is too complex to be understood in one Phase of study. Evaluate your current knowledge of the Rise of the Church and the Fall of Rome. What have you focused on so far? What are your weakest areas of knowledge?

Based on the evaluation of this introduction, project ahead what you would like to study more of in the following Phases:

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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.

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!*).

🕒 Conduct a review and evaluation

In this Phase of Unit 1, 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:

- informally discussed the Key Concepts;
- read the article;
- listened to the audio recording(s);
- read the Scriptures;
- explored the recap activities;
- completed the opinion column and

critical puzzling answers on their own;

- participated in class discussion;
- chosen books of interest and/or searched the Internet;
- 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

Choose a topic and begin research

Allow the students the freedom to choose one of the topics listed under research & reporting in the Student Manual, 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

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.

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

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.

Compose a rhythmic chant for younger children that would help them remember the ten most important emperors. Teach it!

Roman Empire

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.

Organize a debate with this question to consider: "Did the Roman government have the right to conquer and enslave

Phase 2

Exploration
& Discovery Week

Research & Reporting

Explore one or more of these areas 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's words that His disciples 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 Ro-

man times? What historic accounts exist about the destruction of Pompeii and what do they tell us?

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.

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 and how was this city different than all the other cities of the Empire? 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.

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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

On a poster, draw a cutaway 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.

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.

Pompeii

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.

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

Countries of the Empire

Set up a room to reflect the different

Invasion of Britain

Explore and discover the Roman invasion of Britain in AD 43. 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

► Brain Stretchers

The High Point of the Empire

The 2nd century is considered by many to be the best time of the Roman Empire. Research and report on the factors that made this time period the high point: emperors, provinces, trade, succession (after the death of an emperor), stability, etc.

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 similarities 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 them? 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 Arian-

ism appealing to the masses? Who championed orthodoxy? At what Church Council was Arianism declared a heresy? Report your findings.

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.

ism 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.

Christianity in India

The apostle Thomas is believed to have been the first to bring the gospel to the people of India. Research and report on the evidence for his ministry and the development of Christianity in India.

Create Your Own Research Topic

The Rise of the Church & the Fall of Rome 37

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.

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

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.

Learn the hymn, "In Christ There is No East Nor West." Then choose another song that speaks of being divided, or write new lyrics to an old song. Perform both songs. Be sure to provide program notes for your audience describing what you have learned about the unity of the Church and the division of the Roman Empire.

Ptolemy

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.

Physically demonstrate Ptolemy's theory of the earth as the motionless center of the universe and the other heavenly bodies ro-

BRAIN STRETCHERS:

Brain Stretchers 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.

tating around it. Use a group of volunteers, if needed, for your presentation.

Constantine & Constantinople

Using LEGO® bricks or other appropriate building materials, create a miniature version of Constantinople, including the harbor, the walls, and at least one palace and church.

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

Reenact a memorial service that takes place in one of the catacombs. Consider what is needed for lighting and decoration.

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.

Invasion of Britain

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.

Draw a map of England, listing the major Roman forts, Roman cities, Roman roads, and Roman architecture (such as Hadrian's Wall).

Martyrdom

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.

continued next page

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

Imagine you were living at the time of Emperor Theodosius's 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.

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

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.

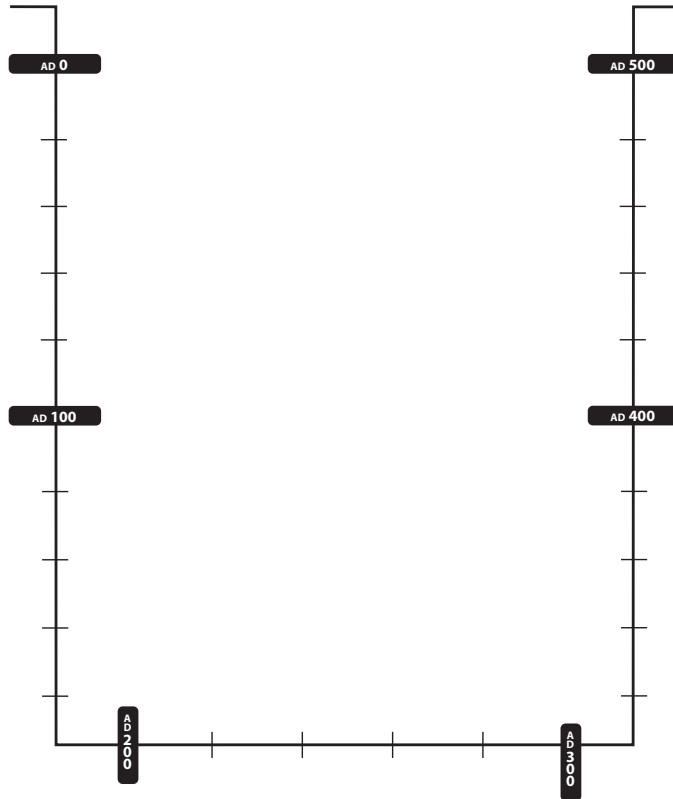
In a team, set up a Roman soldier museum display. Include objects a soldier would wear, standard items he would carry, and any personal gear you think appropriate. Then post a placard by the museum, describing what is depicted for museum visitors.

Early Church Fathers

Write and illustrate a children's book which would help ten-year-olds learn about the early Church Fathers.

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?"

► Timeline



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🕒 Construct the timeline

Read the information listed with the Key Events in the Student Manual. Dialogue with your students about the issues involved.

Find the dates for the Key People and Key Events listed.

Phase 2 1

Consider this for your timeline

The growth of the early Church was affected by the persecution of the Church. On your timeline, you might want to color in the main years of the persecutions under Roman emperors, ending with the year that Constantine became ruler over the Empire. As you enter the major emperors and the major Christian figures during this time of persecution, the connection between the rise of the Church and the fall of Rome should become more vivid. Also consider the expansion and recession of the Roman Empire, and shade your timeline appropriately to show this.

Key Events

- Roman Invasion of Britain
- Destruction of Jerusalem
- Hadrian's Wall built
- Antonine Plague
- Invasion by the Goths
- Roman Empire Divided into Two
- Constantinople built
- Edict of Milan
- City of Rome sacked
- Key People in the Church list
- Key People in the World list

Be sure to include the people listed in Key People in Phase 1.

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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.



Timeline Key

- Polycarp: c. 69–c. 155
- Justin Martyr: 100–165
- Irenaeus: died c. 200
- Eusebius: c. 263–c. 339
- Athanasius: c. 293–373
- Jerome: c. 347–420
- Augustine: 354–430
- Nero: reigned 54–68
- Vespasian: reigned 69–79
- Titus: reigned 79–81
- Trajan: reigned 98–117
- Hadrian: reigned 117–138
- Diocletian: reigned 284–305
- Constantine: reigned 306–324
- Roman Invasion of Britain: 43
- Destruction of Jerusalem: 70
- Hadrian's Wall built: c. 122–c. 130
- Antonine Plague: 165–180
- Invasion by the Goths: 410–488
- Roman Empire divided into two: 285
- Constantinople built: c. 320
- Edict of Milan: 313
- City of Rome sacked: Gauls 387

CONSIDER:

Latin was the language of the Roman Empire. As the Empire disintegrated, the use of Latin waned, except in the Church. However, the language of Latin continued on in a foundational form in many western languages, including English.

► **Words to Watch**

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

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

Other words you need to look up:

To boost your vocabulary, try this

Locate a book of Latin root words in the library, or “Rummy Roots” (a Greek-Latin root word card game), and learn twenty Latin roots.

Extra Credit: Learn forty Latin roots.

Abundant Credit: Learn sixty Latin roots.

If you have enjoyed learning roots, you might want to go ahead and study Latin itself!



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.

🎯 Practice vocabulary

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.

🎯 Complete research projects and share in class or hand in

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

Phase 2 1

▶ Student Self-Evaluation UNIT 1, PHASE 2

Dates and hours: _____

Research Project

Summarize your research question:

List your most useful sources by author, title, and page number or URL where applicable (continue list in margin if necessary):

Now take a moment to evaluate the sources you just listed. Do they provide a balanced view of your research question? Should you have sought an additional opinion? Are your sources credible (if you found them on your own)? Record your observations:

Evaluate your research project in its final presentation. What are its strengths? If you had time to revisit this project, what would you change? Consider giving yourself a letter grade based on your project's merits and weaknesses.

Letter grade: _____

You have just completed an area of specific research in the time of the Rise of the Church and the Fall of Rome. Now what would you like to explore in the upcoming Phases? Set some objectives for yourself:

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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.

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!*).

Conduct a review and evaluation

In this second Phase of Unit 1, 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:

- done a research project;
- learned the vocabulary;
- constructed a timeline;
- created a project report on what was researched;
- 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 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



Encourage students to think for themselves, rather than parrot back information.



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!



CHRISTIAN OUTREACH

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!



Answers for this map activity can be found in the back of the book on Appendix page A.

The Hands-On Week

Phase 3

► Maps and Mapping

Physical Terrain

- » Label and color the land of Palestine, which was the scene of Titus's triumph in AD 70 at the destruction of Jerusalem.
- » Label and color the land of Egypt, which contained one of the 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.

Geopolitical

- » 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?
- » **Trade in the Empire:** 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.

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🗺️ Create a map and discuss the issues in teams

The students each have an outline map in their manuals. They will be given assignments for drawing in the rivers, mountains, cities, and regional boundaries that are listed. 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:

- **Physical terrain:** This part of the mapping exercise will help students locate and mark many of

the major regions in the Roman Empire.

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

- **Geopolitical:** 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 re-

quire more digging, as this information may not be as readily available.

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.



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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!

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.

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?

Examine and discuss art and architecture

Art Appreciation

Locate either a copy of these paintings or Internet sites for each of the items listed. 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 *teserae*) 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

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.

St. Paul's Outside-The-Walls Basilica

- » 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.

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.

Architecture

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 where the altar was placed was at the far end of the nave.

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.

► Arts in Action

Select one or more, 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?

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.*

🍎 Do an art project

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.

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.

🍎 Do a science project or field trip

Feel free to choose one of these projects. If students love science, they might want to consider doing all of them!

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.

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.



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.

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 writers didn't speak English in the first hymn. 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

Ambrose of Milan (AD 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.

Lord Jesus, Think on Me

Synesius of Cyrene (AD 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 AD 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 1300s, church services in the West did not include pews—everyone stood throughout the entire service. Church pews were NEVER introduced into the Eastern Church.

🎧 Listen to and discuss the music

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.

► Cooking

Challah Bread

1¾ cups flour	3 tbsp sugar
1½ tsp salt	1 pkg dry active yeast
½ cup butter, softened	1 cup warm water
4 eggs (room temperature)	up to 5 cups more flour
1 tsp cold water	½ tsp poppy or sesame seeds

Combine 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 the single egg yolk. Stir ½ 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 one-third of the dough for one piece and two-thirds 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.

🍳 Cook the food

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
- ½ 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 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.

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.

● Conduct a review and evaluation

In this Phase of Unit 1, 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:

- completed a mapping section;
- observed and discussed art & architecture;
- worked on an art project;
- experimented with a science project or taken a field trip;
- listened to music;
- tasted a food related to this Unit;
- 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

► Student Self-Evaluation UNIT 1, PHASE 3

Dates and hours: _____

Evaluate your projects

- List which of the activities listed in this Phase you did:

- Rate your enthusiasm: _____
Explain: _____

- Rate the precision of your approach: _____
Explain: _____

- Rate your effort toward the completion of the project: _____
Explain: _____

- Ask yourself what worked and what did not. What would you do differently in the future, and what would you repeat?

- How specifically did these hands-on activities enhance your knowledge of the Rise of the Church and the Fall of Rome? What made them worthwhile?

- In the first three Phases of this Unit, what aspect of the time period has most captured your imagination? What would you like to creatively pursue to conclude your study?

in the introduction as a tool for assessing participation. The categories you will probably find most useful for evaluating projects are “Task” and “Process: Teamwork”. Consider specifically the enthusiasm, the precision of approach, and the efforts toward improving skills and completing activities, rather than rating the project as compared to a masterpiece.

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!*).

The Expression
Week

Phase 4

► 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; Hadri-

an, 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 Nicaea just a few short years after the worst Empire-wide persecution of Christians.

Prose

You have recently been assigned to a legion of soldiers stationed in Britain. Write a letter home 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 . . .

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Choose an area of expression

Students may work either individually or in teams.

Linguistics:

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., Practi-*

cally 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

Art: 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.

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 Houseteads 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.

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.

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.

Music:

Performance Practice

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

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

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.

Prop Needs

Costume Ideas

Role/Player

Set Suggestions

Drama:

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.

Puppetry

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

Movement:

Pantomime

What does riding an elephant look like? (*For the author, it was a white knuckle ride...*) If students 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. Choose a piece of music that is evocative of this downward passage of grace and 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 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.

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.

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 AD 64, had "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.

CREATE YOUR OWN EXPRESSION

Conceptual Design:

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 their own game 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!

Share creative expressions in class

The same rules apply as suggested in the reporting section of Phase 2.

Phase 4 1

▶ Student Self-Evaluation UNIT 1, PHASE 4

Dates and hours: _____

Evaluate your projects

- What creative project did you choose:

- What did you expect from your project, and how does the final project compare to your initial expectations?

- What do you like about your project? What would you change?

In Conclusion

Revisit the five Key Concepts from the beginning of this Unit. Explain how your understanding of and appreciation for each has grown over the course of your study.

- _____

- _____

- _____

- _____

- _____

Record your concluding thoughts on the Rise of the Church and the Fall of Rome:

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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, and efforts toward improving skills and completing the activity, rather than rating the project as compared to 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?

🗒️ Conduct a review and evaluation

In this Phase of Unit 1, 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:

- Linguistics;
- Art;
- Music;
- Drama;
- Movement;
- 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 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.