

HISTORY *of the*
WORLD
Student Workbook

Kevin Swanson



Generations
PASSING ON THE FAITH

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ISBN: 978-1-7350719-0-9

2nd Printing, 2021.

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Printed in the United States of America

Unless otherwise noted, Scripture quotations are from the New King James Version.

Published by:

Generations

PO Box 1398

Elizabeth, CO 80107-1398

www.generations.org

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Course Introduction

This course provides a comprehensive history of the world from a Christian perspective. If the worldview perspective of historian is that God is sovereign, Christ is preeminent, and the Scriptures give the most accurate report of what actually happened, then the world history that emerges will be much different than what secular, non-Christian historians present. This course may be a shock to those who have been trained in a worldly, secular, naturalistic, and materialist viewpoint concerning history. The focus on the Lord Jesus Christ, the significance of His church, and the continual tie-in to biblical records do not appear in the “secular” history courses taught in schools and homeschools over the last one hundred years. Nonetheless, it is the intent of this publishing ministry to revive a Christian worldview especially in the subjects of history, literature, and science in a post-Christian age.

An honest view of history, given that Scripture is true, must keep Christ preeminent—at the center, at all times. For the Christian, the Lord Jesus Christ must be the pivot point in the history of this world and in all things, preeminent. History is not a series of random, disconnected facts. Taught this way, the subject is boring and irrelevant. The central thread of world history must be the Lord Jesus Christ—His work, His kingdom, and His glory. And the central purpose for this study of history is the worship of God. Thus, true history will only be read as one extremely engaging story from the beginning to the end.

Jesus Christ was born in the center of history, about 4,000 years after the creation of the world. This was the greatest event in human history, because He came to save the world. For 4,000 years the world waited for the coming of the Messiah of God, the Savior of the world. With His coming, the Light entered into a dark world. In this course we watch the empires of men rise and fall and the Kingdom of the Lord Jesus Christ come into the world and expand throughout the earth. There is nothing in all of world history more encouraging than the redemptive work of Christ, impacting lives, families, cultures, and human institutions. This is truly the greatest story to be told in all of human history. This Christian approach to world history keeps Christ in the center, but forays into the futile empires of men and their attempts to save themselves. There is no whitewashing the works of men here, but the redemption of Christ shines brighter throughout. The goal of this study is to set Jesus Christ, the very Son of God, at the center—sovereign, preeminent, and supremely glorious.

This workbook accompanies *Preparing the World for Jesus* and *Taking the World for Jesus*. This workbook includes the following assignments:

1. Key People in World History
2. Reading assignments
3. Discussion questions
4. Map exercises
5. Timeline exercises
6. Scriptural lessons
7. Spiritual applications and prayer
8. 2 Essay assignments
9. 2 Unit Exams
10. Answer Key

Course Objectives

This course has been prepared by authors and editors who are committed to the glory of God and to the preeminence of the Lord Jesus Christ in all things. Therefore, the essential objectives for the student must be:

1. That all who study this course would give God the glory for His sovereignty, His power, His goodness, His judgments, and His mercy.

2. That the student would recognize that Jesus Christ is indeed Lord of lords and King of kings.
3. That the student would gain the ability to recognize the “back story” of God’s works in history—the amazing work done through missionary work, and by God’s special hand on Nebuchadnezzar, Cyrus, and others.
4. That the student would see pattern of obedience and God’s mercies, and disobedience and God’s judgment.
5. That the student would see the necessity of humility and repentance for the individual and for nations.
6. That the student would understand the importance of the church in the life of the nation and be able to discern the health of the church at various eras in history.
7. That the student would find relevance in these historical studies for himself or herself; that these studies would render meaning and purpose to history and to the lives we live.
8. That the student would better understand the times in which he/she lives, given an understanding of what has gone before.
9. That the student would gain an optimism about the kingdom of God worldwide, even as the kingdoms of men rise and fall.
10. That the student would have a mind and an eye for the important events in history, as defined by a biblical world and life view.
11. That the student would know the Scripture better and its amazing relevance to history and life, especially as the thousands of verses in the text are read and assimilated.

Teaching Method

In order for this course to have maximum effect, the teacher/parent should consider the importance of life application tying in other aspects of learning (besides the textbook and workbook). These might include:

- A meeting with political leaders in your community or state.
- Writing letters to missionaries and others who are doing God’s work around the world.
- Listen to the World View in 5 Minutes (on Generations.org) to stay updated on what God has done in His Story over the last 24-hours. Remember, the news is only the last 24 hours of history. It is important to update the student on current events, from a biblical worldview perspective.
- Use three-dimensional experiences likes field trips or family mission trips as a means of enriching these historical studies, and watching first-hand what God is doing in His kingdom work around the world. We want to impress on our children the significance of places and times where God worked and brought about amazing developments in world history.

Lesson Schedule

The suggested daily schedule is based on a 36-week school year. Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, essays, and examinations are provided, with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.

Grading Options for This Course

It is always the prerogative of an educator to assess student grades however he or she might deem best. The following is only a suggested guideline based on the material presented through this course:

To calculate the percentage of the worksheets and quizzes the educator may use the following guide. Divide total number of questions correct (example: 43) by the total number of questions possible (example: 46) to calculate the percentage out of 100 possible. $43/46 = 93$ percent correct.

The suggested grade values are noted as follows: 90 to 100 percent = A; 80 to 89 percent = B; 70 to 79 percent = C; 60 to 69 percent = D; and 0 to 59 percent = F.

Grading Essays

For grading essays, we recommend using the following criteria:

Questions to Ask:

1. Point: What is the point of the essay? Is there a clear thesis?
2. Organization and Flow: Is the essay well organized?
3. Support of Ideas: Are the arguments well supported?
4. Quality of Insight: Is there interesting and helpful knowledge communicated?
5. Clarity: Is it clear? Is it too wordy?
6. Mechanics: Are there any spelling or grammatical issues?
7. Length: Does the word count of the essay meet the project requirements?

Grading Division for Essays:

- 70% - Topic covered in a clear and accurate manner
- 10% - Essay well organized
- 10% - Main thesis well supported
- 10% - Grammar and spelling

Grading Timelines

For grading timelines, we recommend using the following criteria:

Questions to Ask:

1. Facts: Are the dates reasonably accurate? Allow for some approximation in dating, especially in the more ancient times. Remember, there are two datings schemes prior to the Exodus. Both are provided in the text, one which assumes a 400 year sojourn in Egypt and other assumes a 210 year sojourn in Egypt. The student should indicate which dating scheme he is using for his work.
2. Mechanics: Are the events associated with the dates grammatically correct? Are there any spelling errors?
3. Order of Events: Is the order of events correct on the timeline?

Grading Maps

The map exercises are provided to give the student a sense of the relative distances and the locations of world events and the kingdoms of men. Particularly, it is hoped the student will see how much took place around the nation of Israel, with the people of God appearing in the very center of the action. Generally, the texts and the maps contained in this student workbook should provide sufficient information to complete the lessons. If not, the student may use other resources such

as a world atlas or online maps to aid in completing the work. When grading the maps, allow for some flexibility in the geographical locations of the places marked.

May the Lord richly bless these studies for the furtherance of the kingdom of God in the next generation.

For Christ's Kingdom,

Kevin Swanson

The Generations Curriculum Team

June 2020, A.D.

First Semester Suggested Daily Schedule

Abbreviations:

PWJ- *Preparing the World for Jesus*

TWJ - *Taking the World for Jesus*

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read PWJ Introduction			
	Day 2	Begin Reading PWJ Chapter 1			
	Day 3	Finish Reading PWJ Chapter 1			
	Day 4	Begin PWJ Chapter 1 Worksheet			
	Day 5	Complete PWJ Chapter 1 Worksheet			
Week 2	Day 6	Begin Reading PWJ Chapter 2			
	Day 7	Continue Reading PWJ Chapter 2			
	Day 8	Finish Reading PWJ Chapter 2			
	Day 9	Begin PWJ Chapter 2 Worksheet			
	Day 10	Finish PWJ Chapter 2 Worksheet			
Week 3	Day 11	Begin Reading PWJ Chapter 3			
	Day 12	Finish Reading PWJ Chapter 3			
	Day 13	Begin PWJ Chapter 3 Worksheet			
	Day 14	Continue PWJ Chapter 3 Worksheet			
	Day 15	Finish PWJ Chapter 3 Worksheet			
Week 4	Day 16	Begin Reading PWJ Chapter 4			
	Day 17	Continue Reading PWJ Chapter 4			
	Day 18	Finish Reading PWJ Chapter 4			
	Day 19	Begin PWJ Chapter 4 Worksheet			
	Day 20	Finish PWJ Chapter 4 Worksheet			
Week 5	Day 21	Begin Reading PWJ Chapter 5			
	Day 22	Continue Reading PWJ Chapter 5			
	Day 23	Finish Reading PWJ Chapter 5			
	Day 24	Begin PWJ Chapter 5 Worksheet			
	Day 25	Finish PWJ Chapter 5 Worksheet			
Week 6	Day 26	Begin Reading PWJ Chapter 6			
	Day 27	Continue Reading PWJ Chapter 6			
	Day 28	Finish Reading PWJ Chapter 6			
	Day 29	Begin PWJ Chapter 6 Worksheet			
	Day 30	Finish PWJ Chapter 6 Worksheet			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 31	Begin Reading PWJ Chapter 7			
	Day 32	Continue Reading PWJ Chapter 7			
	Day 33	Finish Reading PWJ Chapter 7			
	Day 34	Begin PWJ Chapter 7 Worksheet			
	Day 35	Finish PWJ Chapter 7 Worksheet			
Week 8	Day 36	Begin Reading PWJ Chapter 8			
	Day 37	Finish Reading PWJ Chapter 8			
	Day 38	Begin PWJ Chapter 8 Worksheet			
	Day 39	Continue PWJ Chapter 8 Worksheet			
	Day 40	Finish PWJ Chapter 8 Worksheet			
Week 9	Day 41	Begin Reading PWJ Chapter 9			
	Day 42	Continue Reading PWJ Chapter 9			
	Day 43	Finish Reading PWJ Chapter 9			
	Day 44	Begin PWJ Chapter 9 Worksheet			
	Day 45	Finish PWJ Chapter 9 Worksheet			
First Semester-Second Quarter					
Week 1	Day 46	Begin Reading PWJ Chapter 10			
	Day 47	Continue Reading PWJ Chapter 10			
	Day 48	Finish Reading PWJ Chapter 10			
	Day 49	Begin PWJ Chapter 10 Worksheet			
	Day 50	Finish PWJ Chapter 10 Worksheet			
Week 2	Day 51	Begin Reading PWJ Chapter 11			
	Day 52	Continue Reading PWJ Chapter 11			
	Day 53	Finish Reading PWJ Chapter 11			
	Day 54	Begin PWJ Chapter 11 Worksheet			
	Day 55	Finish PWJ Chapter 11 Worksheet			
Week 3	Day 56	Begin Reading PWJ Chapter 12			
	Day 57	Continue Reading PWJ Chapter 12			
	Day 58	Finish Reading PWJ Chapter 12			
	Day 59	Begin PWJ Chapter 12 Worksheet			
	Day 60	Finish PWJ Chapter 12 Worksheet			

Date	Day	Assignment	Due Date	✓	Grade
Week 4	Day 61	Begin Reading PWJ Chapter 13			
	Day 62	Continue Reading PWJ Chapter 13			
	Day 63	Finish Reading PWJ Chapter 13			
	Day 64	Begin PWJ Chapter 13 Worksheet			
	Day 65	Finish PWJ Chapter 13 Worksheet			
Week 5	Day 66	Begin Reading PWJ Chapter 14			
	Day 67	Continue Reading PWJ Chapter 14			
	Day 68	Finish Reading PWJ Chapter 14			
	Day 69	Begin PWJ Chapter 14 Worksheet			
	Day 70	Finish PWJ Chapter 14 Worksheet			
Week 6	Day 71	Begin Reading PWJ Chapter 15			
	Day 72	Continue Reading PWJ Chapter 15			
	Day 73	Finish Reading PWJ Chapter 15			
	Day 74	Begin PWJ Chapter 15 Worksheet			
	Day 75	Finish PWJ Chapter 15 Worksheet			
Week 7	Day 76	Begin Reading PWJ Chapter 16			
	Day 77	Continue Reading PWJ Chapter 16			
	Day 78	Finish Reading PWJ Chapter 16			
	Day 79	Begin PWJ Chapter 16 Worksheet			
	Day 80	Finish PWJ Chapter 16 Worksheet			
Week 8	Day 81	Complete PWJ Exam			
	Day 82	Begin PWJ Essay			
	Day 83	Continue PWJ Essay			
	Day 84	Continue PWJ Essay			
	Day 85	Finish PWJ Essay			
Week 9	Day 86	Flex Day			
	Day 87	Flex Day			
	Day 88	Flex Day			
	Day 89	Flex Day			
	Day 90	Flex Day			
		Mid-Term Grade			

Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Read TWJ Introduction			
	Day 92	Complete TWJ Introduction Worksheet 1			
	Day 93	Begin Reading TWJ Chapter 1			
	Day 94	Continue Reading TWJ Chapter 1			
	Day 95	Finish Reading TWJ Chapter 1			
Week 2	Day 96	Complete TWJ Chapter 1 Worksheet 1			
	Day 97	Complete TWJ Chapter 1 Worksheet 2			
	Day 98	Begin Reading TWJ Chapter 2			
	Day 99	Continue Reading TWJ Chapter 2			
	Day 100	Finish Reading TWJ Chapter 2			
Week 3	Day 101	Complete TWJ Chapter 2 Worksheet 1			
	Day 102	Complete TWJ Chapter 2 Worksheet 2			
	Day 103	Complete TWJ Chapter 2 Worksheet 3			
	Day 104	Begin Reading TWJ Chapter 3			
	Day 105	Finish Reading TWJ Chapter 3			
Week 4	Day 106	Complete TWJ Chapter 3 Worksheet 1			
	Day 107	Complete TWJ Chapter 3 Worksheet 2			
	Day 108	Complete TWJ Chapter 3 Worksheet 3			
	Day 109	Begin Reading TWJ Chapter 4			
	Day 110	Continue Reading TWJ Chapter 4			
Week 5	Day 111	Finish Reading TWJ Chapter 4			
	Day 112	Complete TWJ Chapter 4 Worksheet 1			
	Day 113	Complete TWJ Chapter 4 Worksheet 2			
	Day 114	Complete TWJ Chapter 4 Worksheet 3			
	Day 115	Complete TWJ Chapter 4 Map Exercise			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 116	Begin Reading TWJ Chapter 5			
	Day 117	Continue Reading TWJ Chapter 5			
	Day 118	Finish Reading TWJ Chapter 5			
	Day 119	Complete TWJ Chapter 5 Worksheet 1			
	Day 120	Complete TWJ Chapter 5 Worksheet 2			
Week 7	Day 121	Begin Reading TWJ Chapter 6			
	Day 122	Finish Reading TWJ Chapter 6			
	Day 123	Complete TWJ Chapter 6 Worksheet 1			
	Day 124	Complete TWJ Chapter 6 Worksheet 2			
	Day 125	Complete TWJ Chapter 6 Map Exercise			
Week 8	Day 126	Begin Reading TWJ Chapter 7			
	Day 127	Finish Reading TWJ Chapter 7			
	Day 128	Complete TWJ Chapter 7 Worksheet 1			
	Day 129	Complete TWJ Chapter 7 Worksheet 2			
	Day 130	Complete TWJ Chapter 7 Worksheet 3 and Map Exercise			
Week 9	Day 131	Begin Reading TWJ Chapter 8			
	Day 132	Finish Reading TWJ Chapter 8			
	Day 133	Complete TWJ Chapter 8 Worksheet 1			
	Day 134	Complete TWJ Chapter 8 Worksheet 2			
	Day 135	Complete TWJ Chapter 8 Worksheet 3 and Practical Exercise & Prayer			
Second Semester-Fourth Quarter					
Week 1	Day 136	Begin Reading TWJ Chapter 9			
	Day 137	Finish Reading TWJ Chapter 9			
	Day 138	Complete TWJ Chapter 9 Worksheets 1-2			
	Day 139	Complete TWJ Chapter 9 Worksheet 3 and Map Exercise			
	Day 140	Complete TWJ Chapter 9 Practical Exercise & Prayer			

Date	Day	Assignment	Due Date	✓	Grade
Week 2	Day 141	Begin Reading TWJ Chapter 10			
	Day 142	Finish Reading TWJ Chapter 10			
	Day 143	Complete TWJ Chapter 10 Worksheets 1-2			
	Day 144	Complete TWJ Chapter 10 Worksheet 3 and Map Exercise			
	Day 145	Complete TWJ Chapter 10 Practical Exercise & Prayer			
Week 3	Day 146	Begin Reading TWJ Chapter 11			
	Day 147	Finish Reading TWJ Chapter 11			
	Day 148	Complete TWJ Chapter 11 Worksheets 1-2			
	Day 149	Complete TWJ Chapter 11 Worksheet 3 and Map Exercise			
	Day 150	Complete TWJ Chapter 11 Practical Exercise & Prayer			
Week 4	Day 151	Begin Reading TWJ Chapter 12			
	Day 152	Finish Reading TWJ Chapter 12			
	Day 153	Complete TWJ Chapter 12 Worksheets 1-2			
	Day 154	Complete TWJ Chapter 12 Worksheet 3 and Map Exercise			
	Day 155	Complete TWJ Chapter 12 Practical Exercise & Prayer			
Week 5	Day 156	Begin Reading TWJ Chapter 13			
	Day 157	Finish Reading TWJ Chapter 13			
	Day 158	Complete TWJ Chapter 13 Worksheet 1			
	Day 159	Complete TWJ Chapter 13 Worksheet 2			
	Day 160	Complete TWJ Chapter 13 Map Exercise			
Week 6	Day 161	Complete TWJ Chapter 13 Practical Exercise & Prayer			
	Day 162	Read TWJ Conclusion			
	Day 163	Complete TWJ Conclusion Worksheet 1			
	Day 164	Flex Day			
	Day 165	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 166	Complete TWJ Exam			
	Day 167	Begin TWJ Essay			
	Day 168	Continue TWJ Essay			
	Day 169	Continue TWJ Essay			
	Day 170	Finish TWJ Essay			
Week 8	Day 171	Flex Day			
	Day 172	Flex Day			
	Day 173	Flex Day			
	Day 174	Flex Day			
	Day 175	Flex Day			
Week 9	Day 176	Flex Day			
	Day 177	Flex Day			
	Day 178	Flex Day			
	Day 179	Flex Day			
	Day 180	Flex Day			
		Final Grade			

Worksheets for Use with

PREPARING *the* WORLD *for*
JESUS
A Survey of the World Before Christ

Study Questions

1. Why is Carbon 14 dating inaccurate?
2. How did God create the world?
3. Give several examples of the power of the Word of Christ while He was here on earth.
4. What is a fairly accurate scientific way to determine the age of the earth since the worldwide flood?
5. What made man different from the animals at creation?
6. What did sin bring into the world?

11. Which cultures around the world celebrate the Day of the Dead, or at least some representation of the dead located in the waters?

12. What are the oldest writings available today which record some mention of the flood?

13. What percentage of the hundreds of flood stories indicate that the flood was of worldwide proportions? What percentage of the stories indicate that animals were saved?

14. What are the three pictograph characters constituting the Chinese character for “boat”?

15. What Scripture verse(s) indicates that the flood was worldwide?

16. Read the following story and list the similarities you can find between the biblical account and this uncovered by William Hickock.

When William Hickock came upon the Pawnee tribe on the American plains, he witnessed this account of the flood, as recorded in his autobiography:

"While we were in the sand hills, scouting the Niobrara country, the Pawnee Indians brought into camp some very large bones, one of which the surgeon of the expedition pronounced to be the thigh-bone of a human being. The Indians claimed that the bones they had found were those of a person belonging to a race of people who a long time ago lived in this country; that there was once a race of men on the earth whose size was about three times that of an ordinary man, and they were so swift and powerful that they could run along-side of a buffalo, and, taking the animal in one arm, could tear off a leg and eat the meat as they walked. These giants denied the existence of a Great Spirit, and when they heard the thunder or saw the lightning they laughed at it and said that they were greater than either. This so displeased the Great Spirit that he caused a great rain-storm to come, and the water kept rising higher and higher so that it drove those proud and conceited giants from the low grounds to the hills, and thence to the mountains, but at last even the mountain tops were submerged, and then those mammoth men were all drowned. After the flood had subsided, the Great Spirit came to the conclusion that he had made man too large and powerful, and that he would therefore correct the mistake by creating a race of men of smaller size and less strength. This is the reason, say the Indians, that modern men are small and not like the giants of old, and they claim that this story is a matter of Indian history, which has been handed down among them from time immemorial. As we had no wagons with us at the time this large and heavy bone was found, we were obliged to leave it."

Scriptural Lesson

1. Read Psalm 8. What is the hierarchy of being in God's creation?

Consider and Pray

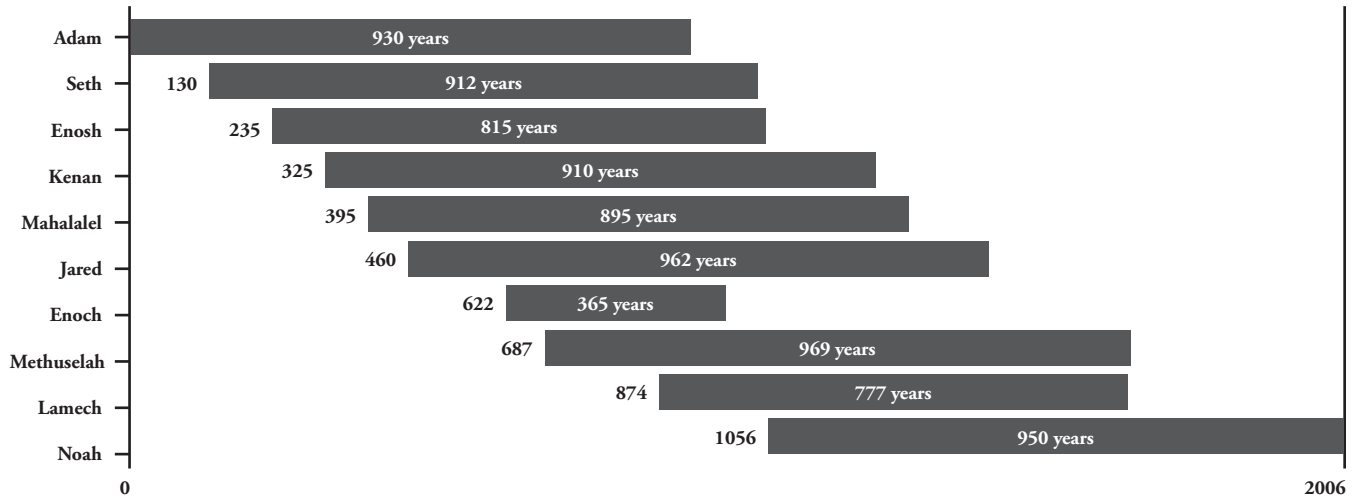
1. Noah was a preacher of righteousness before the flood came upon the earth. Consider the greatest judgments that God has brought upon the world since the years 1700 AD. How many people died in these judgments? How might this encourage us to fear God, and to call for repentance and a turning to God for mercy and salvation?

2. Pray for more preachers of righteousness to warn, to call to repentance, and to lift up the Gospel message in our day. Pray for men and women to respond to God's judgments with a softening of the heart and a humbling before Him.

Timeline Exercise

Study the following chart, and determine how many years are between the following events. Then answer Question #7.

Genealogy from Adam to Noah



1. _____ Creation and the Flood
2. _____ Seth's Birth and Adam's Creation
3. _____ Lamech's Death and the Flood
4. _____ Noah's Birth and the Creation
5. _____ God's Warning to Noah and the Creation
6. _____ Adam's Death and Noah's Birth
7. How many generations of children/grandchildren could Adam have seen before he died?

Map Exercise

Study the map below and answer the questions that follow.



Study Questions

1. Where is Mount Ararat on this map? Note it on the map.
2. Using another book or online resources, answer the following: how far is the mouth of the Tigris river from Mount Ararat? How far is the mouth of the Euphrates River from Mount Ararat?
3. Using another book or online resources, answer the following: How far is Cairo from Mount Ararat? How far is modern-day Baghdad from Mount Ararat?

Worksheets for Use with

TAKING *the* WORLD *for*
JESUS
The Remarkable Story of the Greatest Commission

Study Questions

1. What is the most important event in all of earth's history? What is the approximate year when this happened?
2. When was the term AD developed and who came up with the idea?
3. Who is in control of all of history from AD 33 to the present? Use Scripture to prove your point.
4. What is the scope of the Great Commission?
5. What are we supposed to teach the nations, according to the Great Commission?
6. How does Jesus' kingdom grow according to the Parable of the Mustard Seed?
7. How does Jesus' kingdom work according to the Parable of the Leaven or Yeast?

8. Which are the characteristics of Jesus' projects in history and which are characteristics of the projects of the great empires of men?
 - a. Building big towers and buildings that eventually fall down.
 - b. Righteousness, Peace, and Joy in the Holy Spirit
 - c. A project that grew from 120 people to 2.2 billion people over 2000 years
 - d. A focus on making money, winning sporting competitions, getting elected to govern powerful nations.
 - e. A focus on discipleship.

Study Questions

1. When was Jesus Christ born, according to our best estimates?
2. What modern countries did the Roman Empire govern at the time that Jesus was born in Bethlehem?
3. What does “Pax Romana” mean?
4. What is a republic or a republican form of government?
5. When Caesar Augustus called himself “Pontifex Maximus,” what did this mean?
6. What illegitimate powers were given to the father by the Roman concept of “pater familias?” Reference Numbers 35:16-18. What does God’s Word say about this power?

7. Why did Herod the Great kill so many babies in Bethlehem?

Study Questions

1. When did China become an empire?
2. What did the philosophy of “legalism” do for the Chinese empire?
3. What characterized ancient tribes in Ireland and other far-flung areas outside of these empires?
4. According to Acts 1:8, where were the disciples to take the Gospel message? Which country was first, which second, and so forth?
5. Who is the strong man mentioned by Jesus in Mark 3:27? What happens to people who rob his house?
6. How many miles did the Apostle Paul travel in his first three missionary journeys altogether?

7. RESEARCH! To which churches did Paul write his letters, and in what modern country did these churches reside?

Matching Exercise

Match the Apostle with his legacy or martyrdom found in the second column.

- | | |
|---------------------------|---|
| 1. Paul | a. Crucified in Achaia. |
| 2. Peter | b. Crucified in Hierapolis in Turkey. |
| 3. John | c. Beaten to death in Armenia. |
| 4. Andrew | d. Crucified upside down. |
| 5. James (John's brother) | e. Exiled to Patmos where he wrote a book of the Bible. |
| 6. Phillip | f. Killed by Herod in Judea. |
| 7. Bartholomew | g. Took the Gospel to India, and killed by a spear. |
| 8. Thomas | h. Beheaded by Nero. |
| 9. Simon the Zealot | i. Sawn in pieces somewhere in Iran (Persia). |