

# Topic list

↑ Course Blocks

In his Preface to Galeatius Capella's History, Luther wrote about the value and use of history with specific reference to Judges, Kings, Chronicles, Ezra, and Nehemiah.

"Upon thorough reflection one finds that almost all laws, art, good counsel, warning, threatening, terrifying, comforting, strengthening, instruction, prudence, wisdom, discretion, and all virtues well up out of the narratives and histories as from a living fountain. It all adds up to this: histories are nothing else than a demonstration, recollection, and sign of divine action and judgment, how He upholds, rules, obstructs, prospers, punishes, and honors the world, and especially men, each according to his just desert, evil or good. And although there are many who do not acknowledge God or esteem him, they must nevertheless come up against the examples and histories and be afraid lest they fare like those individuals whom the histories portray. They are more deeply moved by this than if one were simply to restrain and control them with mere words of the law or instruction. Thus we read not only in the Holy Scriptures, but also in the books of pagans how they cited as witnesses and held up the examples, words, and deeds of forebears when they wanted to carry a point with the people or when they intended to teach, admonish, warn, or deter. The historians, therefore, are the most useful people and the best teachers, so that one can never honor, praise, and thank them enough.... One can see especially in the books of Judges, Kings, and Chronicles that among the Jewish people such masters were appointed and retained. That was also the case among the kings of Persia who had such libraries in Media, as one can gather from the book of Ezra and Nehemiah [Ezra 6:2]." (AE 34:275–76).

How fitting that the Lord of history, the promised Son of David (2Sm 7:8–16), should Himself become man and part of history in order to be our Savior. In Him, we see the Law of Moses fulfilled and the promised Kingdom come.

Concordia Publishing House (2009-10-31). The Lutheran Study Bible. Concordia Publishing House.

 [News forum](#)

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## Week 1



### Topics:

- Asia- geographical overview
- Earliest history of Asia

### Textbook reference and written work:

- World map or globe
- [Current Map of Asia](#)
- [The World and Its Races According to the Old Testament](#)
- [List of Asian nations and their capitals](#)
- [Mountains of Asia Map](#)
- [Rivers of Asia Map](#)
- [Deserts of Asia Map](#)
- [Lakes of Asia Map](#)

### Suggested Daily Schedule:

Day 1: The lay of the land

- Explore: Look at the [List of Asian nations and their capitals](#)
  - Make flashcards with the name of the nation of the one side of the card and the capital on the other
- Study:
  - Look up the names and capitals in a recently published dictionary or on the Internet to learn the correct pronunciation
    - <http://dictionary.reference.com> is a good option, just be sure to note that there are ads on the page and the capital listed with the nation may be outdated. However, if the current capital is also looked up, it does exist at <http://dictionary.reference.com>
  - Begin studying! There will be a quiz available Week 18.

Day 2: The geography of Asia

- Explore: Deserts of Asia
  - Look at the Deserts of Asia Map
  - Read Deserts of Asia (see below)
  - Discuss: As you explore the map and descriptions of the major deserts in Asia, make observations including, but not limited to, the following (Note: observations may be made prior to or in conjunction with a formal discussion):
    - Looking also at the [Current Map of Asia](#), where are the deserts in relation to populated areas? What is interesting about this?
- Explore: Rivers of Asia
  - Look at the Deserts of Asia Map
  - Read Deserts of Asia (see below)
  - Discuss: As you explore the map and descriptions of the major deserts in Asia, make observations including, but not limited to, the following (Note: observations may be made prior to or in conjunction with a formal discussion):
    - Looking also at the [Current Map of Asia](#), where are the rivers in relation to populated areas? What is interesting about this?
    - Look at this list of [Agriculture Products by Nation](#). Look up some of the nations of Asia and discuss potential connections between agricultural production in different nations in relation to the rivers located in those nations.

### Day 3: The geography of Asia

- Explore: Mountains of Asia
  - Look at the Mountains of Asia Map
  - Read Mountains of Asia (see below)
  - Discuss: As you explore the map and descriptions of the major mountain ranges in Asia, make observations including, but not limited to, the following (Note: observations may be made prior to or in conjunction with a formal discussion):
    - Looking also at the [Current Map of Asia](#), where are the mountains in relation to populated areas? What is interesting about this?
    - Look at this list of [Agriculture Products by Nation](#). Look up some of the nations of Asia and discuss potential connections between agricultural production in different nations in relation to the mountains located in those nations. (These may be the same or different nations than those explored when looking at the rivers of Asia)
    - Look at this list of [Industries by Nation](#). Look up some of the nations of Asia and discuss potential connections between the industries in Asia and the location of mountains located in those nations.
- Explore: Lakes of Asia
  - Look at the Lakes of Asia Map
  - Read Lakes of Asia (see below)
  - Discuss: As you explore the map and descriptions of the major lakes in Asia, make observations including, but not limited to, the following (Note: observations may be made prior to or in conjunction with a formal discussion):
    - Looking also at the [Current Map of Asia](#), where are the lakes in relation to populated areas? What is interesting about this?
    - Look at this list of [Agriculture Products by Nation](#). Look up some of the nations of Asia and discuss potential connections between agricultural production in different nations in relation to the lakes located in those nations.
    - Look at this list of [Industries by Nation](#). Look up some of the nations of Asia and discuss potential connections between the industries in Asia and the location of lakes located in those nations.
    - Thinking about agriculture and industry, what might be some issues with which a nation deals related to geography, agriculture, and industry? (land stewardship, etc.)

### Day 4: Getting the big picture

- Look at a map of the United States and a map of Asia
- Discuss:
  - How big is Asia? (use the scale on the map)
  - Find out how big the United States is (again, use the scale on the map)
  - Find out how big your state is
  - How does the size of the United States compare to the size of Asia?
  - To what nation in Asia does the size of your state most closely compare?
- Explore more:
  - How many of your state would fit in China? In Russia? (Use the square miles (area) rather than just the width or height!)


### Day 5: In the beginning...

- Read: Genesis 9-11 (*The Lutheran Study Bible* has excellent notes related to the geography involved)
  - Note: According to *The Lutheran Study Bible* notes, Genesis ch. 11 describes events that happened prior to ch. 10
- Explore:
  - Look at the map of [The World and Its Races According to the Old Testament](#)
  - Compare the map to a [Current Map of Asia](#)
- Discuss:

- Where did Noah's sons settle as it relates to the current nations of Asia?
  - Note: Feel free to review the nations of Africa and the Middle East as they relate to this question

 [Deserts of Asia](#)

 [Lakes of Asia](#)

 [Mountains of Asia](#)

 [Rivers of Asia](#)

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## Week 2



### Topics:

- Asia- geographical overview
- The Persian Empire

### Textbook reference and written work:

- World map or globe
- [Current Map of Asia](#)
- [The World and Its Races According to the Old Testament](#)
- [List of Asian nations and their capitals](#)
- [Outline map of Asia](#)
- Nations and capitals flash cards
- [Persian Empire at the time of Ezra map](#)

### Suggested Daily Schedule:

Day 1:

- Explore:
  - Look at the [Table of Nations chart](#)
  - Look at the [The World and Its Races According to the Old Testament](#)
- Discuss:
  - Compare the table of nations chart, the world and its races map, and Genesis 10
  - If you print the world and its races map, try adding additional names (not necessarily in the correct location) to the map.
  - What observations can you make?
  - What do you find interesting?
  - Be sure to note from which line came Jesus (look carefully, it can be confusing!)

Day 2: Cyrus "the Great"

- Read: [Xenophon: When Cyrus the Great was a Boy](#)
- Discuss: (Be sure to take notes in your History/Geography notebook)
  - Who was Xenophon?
    - ( c.435– c.354 bc ), Greek historian, writer, and military leader. From 401, he fought with Cyrus the Younger against Artaxerxes II. The campaign and retreat are recorded in the Anabasis. Other notable writings include the Hellenica, a history of Greece.
  - Who was Cyrus the Great?
    - (died c.530 bc ), king of Persia 559–530 bc; founder of the Achaemenid dynasty; father of Cambyses; known as Cyrus the Great. He defeated the Median empire in 550 bc and went on to conquer Asia Minor, Babylonia, Syria, Palestine, and most of the Iranian plateau. He is said to have ruled with wisdom and moderation, maintaining good relations with the Jews (whom he freed from the Babylonian Captivity) and the Phoenicians.
  - What was the Achaemenid dynasty?
    - dynasty ruling in Persia from Cyrus I to Darius III (553–330 bc).
  - Who were the rulers in the Achaemenid dynasty?
    - Read: [Darius and Achaemenid Line](#)
    - Discuss:
      - What sources were used to make the assertions in this paper?
      - Are these legitimate sources?
      - Why is it important to consider the source of information when studying history?

Day 3: Before Cyrus

- Read: Daniel 1
- Discuss:
  - Who was Nebuchadnezzar?
    - ( c.630–562 BC ), king of Babylon 604–562 bc. He rebuilt the city with massive walls, a huge temple, and a ziggurat, and extended his rule over neighboring countries. In 586 BC, he captured and destroyed Jerusalem and deported many Israelites in what is known as the Babylonian Captivity.
  - Was Nebuchadnezzar open to the Jews worshiping freely?
    - Initially yes, but eventually no, then again yes. (Read on in Daniel...)
  - Why did Nebuchadnezzar want to educate Daniel, Hananiah, Mishael, and Azariah?
    - See the study note in *The Lutheran Study Bible* for Daniel 1:4
    - For Nebuchadnezzar, the purpose of the education was to train them to advise the king regarding their home country
    - Bonus discussion: Why do we educate?


Day 4: The Persians are coming!

- Read: [Herodotus: On The Customs of the Persians, c. 430 BCE](#) ( or see below)
- Discuss:
  - Who was Herodotus?
    - Herodotus [he'rädētəs]  
(5th century bc ), Greek historian. Known as “the Father of History,” he was the first historian to collect his materials systematically, test their accuracy to a certain extent, and arrange them in a well-constructed and vivid narrative.
  - What does Herodotus point out about the composition of the Persians? (They are made of up many different tribes, etc.)
    - Bonus discussion: Think about present and historic conflict in the Middle East. Could you see any connection between the history of conflict and the history of people groups?
  - What was the general attitude of the Persians toward foreign customs? (They easily accepted them. Keep this in mind for next week when we learn how God used Cyrus the Great in the lives of His people.)
  - What other observations did you make?

Day 5: Asian Nation of the Week: Kazakhstan

- Read: [Article on Kazakhstan from World Factbook](#)
- Discuss:
  - Thinking about what you have learned so far about people and how they moved about since Noah, what do you find interesting?
  - What relationship is there between the land (agriculture and industry) and the people?
  - What else do you find fascinating?
- Study:
  - Practice nations and capitals of Asia flash cards

 [Xenophon: When Cyrus the Great was a Boy.](#)

 [Herodotus: On The Customs of the Persians, c. 430 BCE](#)

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## Week 3



### Topics:

- Asia- geographical overview
- The Persian Empire

### Words to Remember:

- 587 B.C.: Jerusalem temple destroyed
- 538 B.C. Cyrus decrees that exiles may return to Judah
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### Textbook reference and written work:

- World map or globe
- [Current Map of Asia](#)
- [The World and Its Races According to the Old Testament](#)
- [List of Asian nations and their capitals](#)
- [Outline map of Asia](#)
- Nations and capitals flash cards
- [Persian Empire at the time of Ezra map](#)

### Suggested Daily Schedule:



## Day 1: The Rise of the Empire

- Explore:
  - Look at the [Empires around 600 B.C.](#)
  - Look at the [Persian Empire at its greatest extent](#) 525 B.C.
- Discuss:
  - What do you notice about land changing hands by looking at these maps?

## Day 2: Exiled- another look

- Review:
  - In order to understand the significance of Cyrus' decree (which we will study next), we need to review our Old Testament history:
    - Daniel and other Judeans were deported in 605 B.C.
    - Jehoiachin and other Judeans were deported in 597 B.C. (You will read about him coming up in 2 Chronicles 36)
- Read:
  - 2 Chronicles 36
- Discuss:
  - What was a theme among the rulers of Judah ("He did what was evil in the sight of the Lord.")
  - Who was brought up against the Judeans? (the king of the Chaldeans- look at [Empires around 600 B.C.](#) to review their location)
  - The temple at Jerusalem was destroyed in 587 B.C. and another group of Judeans was deported (See [Judeans exiled to Babylon map](#))

## Day 3: Cyrus expands the Persian empire

- Explore: look at this map of the [Conquests of Cyrus](#)
- Discuss:
  - Thinking back to the [Empires around 600 B.C.](#) map, which nations were conquered by Cyrus as he expanded the Persian empire?
- Read:
  - Ezra 1-3

## Day 4: Making connections

- Discuss:
  - Think back to your reading about Cyrus the Great as a boy (the Xenophon reading)
  - With that in mind, what connections can you make between Cyrus' thoughts as a boy and his decision to allow the exiles to return to Jerusalem?

## Day 5: Asian Nation of the Week: Kyrgyzstan

- Read: [Article on Kyrgyzstan from World Factbook](#)
- Discuss:
  - What do you find interesting?
  - Thinking about what you have learned so far about people and how they moved about since Noah, what do you find interesting?
  - What relationship is there between the land (agriculture and industry) and the people?
  - What else do you find fascinating?
- Study:
  - Practice nations and capitals of Asia flash cards

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## Week 4



### Topics:

- Asia- geographical overview
- The Persian Empire

### Words to Remember:

- 539 B.C.: Neo-Babylonian Empire falls to Persians
- 538 B.C. Cyrus decrees that exiles may return to Judah

### Textbook reference and written work:

- World map or globe
- [Current Map of Asia](#)

- [The World and Its Races According to the Old Testament](#)
- [List of Asian nations and their capitals](#)
- [Outline map of Asia](#)
- Nations and capitals flash cards
- [Persian Empire at the time of Ezra map](#)

### Suggested Daily Schedule:

#### Day 1: The Fall of Cyrus

- Read: Queen Tomyris of the Massagetai and the Defeat of the Persians under Cyrus (See below)

#### Day 2: The Persian Empire under Darius

- Discuss:
  - After Cyrus came Cambyses. After Cambyses came Darius.
- Read:
  - Herodotus: The Persians Reject Democracy/Darius' State (see below)
    - Note: this reading gets a bit thick at times, but the general story of Darius becoming king of Persia is fascinating.
- Discuss:
  - What was interesting about the circumstances surrounding Darius ascending to the head of Persia?

#### Day 3: The Persian Empire under Darius

- Explore: look at this map of the [Persian Empire under Darius](#)
- Discuss:
  - Compare the Persian Empire under Darius to the [Persian Empire under Cyrus and Cambyses](#)
  - How did the Persian Empire change?
- Read:
  - Ezra 5-6
- Discuss:
  - What role did Darius play in the history of the people of Israel?
  - If you read through the Old Testament, you see frequent history lessons (as in Ezra 5:12-14). Why did God frequently call His people to remember? Why should we study history? (you have discussed this before, but it is always worth repeating)

#### Day 4: The Royal Road

- Explore:
  - [Map of the Royal Road](#)
- Discuss:
  - Herodotus said in his *Histories*, "There is nothing mortal which accomplishes a journey with more speed than these messengers, so skillfully has this been invented by the Persians. For they say that according to the number of days of which the entire journey consists, so many horses and men are set at intervals, each man and horse appointed for a day's journey. Neither snow nor rain nor heat nor darkness of night prevents them from accomplishing the task proposed to them with the very utmost speed. The first one rides and delivers the message with which he is charged to the second, and the second to the third; and after that it goes through them handed from one to the other, as in the torch race among the Greeks, which they perform for Hephaestus. This kind of running of their horses the Persians call *angareion*."
  - The Royal Road was built mainly for trade purposes.
- Explore more:
  - These words of Herodotus became famous when William Mitchell Kendall, the architect of the James Farley Post Office in New York City, inscribed them on the building.
  - [Picture of the building](#)
  - These words of Herodotus became a sort of motto for the United States Postal Service.

#### Day 5: Asian Nation of the Week: Russia

- Read: [Article on Russia from World Factbook](#)
- Discuss:
  - What do you find interesting?
  - Thinking about what you have learned so far about people and how they moved about since Noah, what do you find interesting?
  - What relationship is there between the land (agriculture and industry) and the people?
  - What else do you find fascinating?
- Study:
  - Practice nations and capitals of Asia flash cards



Queen Tomyris of the Massagetai and the Defeat of the Persians under Cyrus



Herodotus: The Persians Reject Democracy/Darius' State

## Week 5



### Topics:

- Asia- geographical overview
- March of the 10,000

### Words to Remember:

- 401-399 B.C. March of the 10,000
- Xenophon: ( c.435– c.354 bc ), Greek historian, writer, and military leader. From 401, he fought with Cyrus the Younger against Artaxerxes II. The campaign and retreat are recorded in the Anabasis. Other notable writings include the Hellenica, a history of Greece.

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### Textbook reference and written work:

- World map or globe
- [Current Map of Asia](#)
- [The World and Its Races According to the Old Testament](#)
- [List of Asian nations and their capitals](#)
- [Outline map of Asia](#)
- Nations and capitals flash cards
- [Anabasis by Xenophon](#)
- [March of the 10,000 Map](#)
- [Palestine under the Persians map](#)
- [\(Additional resource\) Warfare in Ancient Greece](#)

### Suggested Daily Schedule:

Day 1: March of the 10,000

- Explore: Who was Xenophon?
  - Read: Preface to [Anabasis by Xenophon](#)
- Explore: The March of the 10,000
  - 
  - Look at the [March of the 10,000 Map](#)
    - You will reference this map as you read Xenophon's account of the march

Day 2: The March of the 10,000

- Read:
  - [Anabasis by Xenophon](#)
    - **Book 1**
- Discuss:
  - Where did the soldiers march? (reference map)
  - What does Xenophon relate about the following?
    - Warfare
    - Leadership
- Note:
  - Xenophon's narrative account of the March of the 10,000 includes many places and people. Using the map as a reference and guide will aid students in following the frequent setting changes in the narrative. Noting the people, even briefly, will help students avoid confusion as they read. This is a fascinating account with much to be learned. The discussion prompts are only the beginning of all the possibilities for discussion.

Day 3: March of the 10,000

- Read:
  - [Anabasis by Xenophon](#)
    - **Book 2**
- Discuss:
  - Where did the soldiers march? (reference map)
  - What does Xenophon relate about the following:
    - Military strategy

Day 4: March of the 10,000

- Read:
  - [Anabasis by Xenophon](#)
    - **Book 3**
- Discuss:
  - Note how Xenophon enters as the protagonist of the account
- Note:
  - Students may continue reading the rest of Anabasis

Day 5: Asian Nation of the Week: Tajikistan

- Read: [Article on Tajikistan from World Factbook](#)
- Discuss:
  - What do you find interesting?
  - Thinking about what you have learned so far about people and how they moved about since Noah, what do you find interesting?
  - What relationship is there between the land (agriculture and industry) and the people?
  - What else do you find fascinating?
- Study:
  - Practice nations and capitals of Asia flash cards

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## Week 6



### Topics:

- Asia- geographical overview
- The Achaemenids to the Macedonians

### Words to Remember:

- 509 B.C. Roman Republic founded
- Persian Wars: The wars began in 490 BC when Darius I sent an expedition to punish the Greeks for having supported the Ionian cities in their unsuccessful revolt against Persian rule; the Persians were defeated by a small force of Athenians at Marathon. Ten years later, Darius's son Xerxes I attempted an invasion. He devastated Attica, but Persian forces were defeated on land at Plataea and in a sea battle at Salamis (480 BC), and retreated. Intermittent war continued until peace was signed in 449 BC .
- Achaemenid Empire: of or relating to the dynasty ruling in Persia from Cyrus I to Darius III (559–330 BC).

### Textbook reference and written work:

- World map or globe
- [Current Map of Asia](#)
- [The World and Its Races According to the Old Testament](#)
- [List of Asian nations and their capitals](#)
- [Outline map of Asia](#)
- Nations and capitals flash cards
- [Lives of the Noble Grecians and Romans Ch. 47 Alexander](#)
- [Lives of the Noble Grecians and Romans Ch. 66 Artaxerxes](#)
- [\(Additional resource\) Warfare in Ancient Greece](#)
- [Achaemenid \(Persian\) Empire Map](#)

### Suggested Daily Schedule:

Day 1:

- Review:
  - Look at this map of the [Achaemenid \(Persian\) Empire](#).
  - Under whom did the Persian or Achaemenid Empire prosper and then fall? (This is review)
  - The Persian Empire, as you have learned, was an impressive accomplishment militarily and politically. For 228 years, the Persians ruled and grew their territory.
    - 559-529 BC: Rise of the Persian Empire under Cyrus II
    - 528-523 BC: Empire continues under Cambyses II
    - 522-486 BC: Empire expands under Darius I
    - 486-464 BC: Xerxes I
    - 464-424 BC: Artaxerxes I
    - 423-405 BC: Darius II
    - 404-358 BC: Artaxerxes II



- 358-338 BC: Artaxerxes III
- 338-335 BC: Xerxes II
- 335-331 BC: Empire ends under Darius III

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- Read:
  - The book of Esther (Chapters 1-5)
- Discuss:
  - What can you learn about the politics of the Persian Empire in the book of Esther?

Day 2:

- Read:
  - The book of Esther (Chapters 6-10)
- Discuss:
  - What can you learn about the politics of the Persian Empire in the book of Esther?
- Explore more:

Day 3:

- Review:
  - Artaxerxes I was the son of Xerxes I, about whom we read in the book of Esther.
- Read:
  - [Lives of the Noble Grecians and Romans Ch. 66 Artaxerxes](#)

Day 4:

- Read:
  - We have touched on the conflicts between the Greeks and the Persians, but here let us review by looking at excerpts from Herodotus' History of the Persian Wars. (see below)
- Explore more:
  - Herodotus' descriptions of Babylonia, Chaldea, and Assyria give us some great pictures of lands we also read about in Scripture. Using a Bible with an index, such as the Lutheran Study Bible, look through the Old Testament for references to Babylonia, Chaldea, and Assyria.
  - How does Herodotus' description aid our study of Scripture?
  - Are there any famous people from these lands? (Abraham, for example)

Day 5: Asian Nation of the Week: Turkmenistan

- Read: [Article on Turkmenistan from World Factbook](#)
- Discuss:
  - What do you find interesting?
  - Thinking about what you have learned so far about people and how they moved about since Noah, what do you find interesting?
  - What relationship is there between the land (agriculture and industry) and the people?
  - What else do you find fascinating?
- Study:
  - Practice nations and capitals of Asia flash cards



[Greek Reports of Babylonia, Chaldea, and Assyria](#)

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## Week 7



### Topics:

- Asia- geographical overview
- The Achaemenids to the Macedonians

### Words to Remember:

- Alexander the Great: (356–323 BC) king of Macedon 336–323; son of Philip II; known as Alexander the Great. He conquered Persia, Egypt, Syria, Mesopotamia, Bactria, and the Punjab; he founded the city of Alexandria in Egypt.
- Achaemenid Empire: of or relating to the dynasty ruling in Persia from Cyrus I to Darius III (559–330 BC).

### Textbook reference and written work:

- World map or globe
- [Current Map of Asia](#)
- [The World and Its Races According to the Old Testament](#)
- [List of Asian nations and their capitals](#)

- [Outline map of Asia](#)
- Nations and capitals flash cards
- [Lives of the Noble Grecians and Romans Ch. 47 Alexander](#)
- [Lives of the Noble Grecians and Romans Ch. 66 Artaxerxes](#)
- [\(Additional resource\) Warfare in Ancient Greece](#)
- [Achaemenid \(Persian\) Empire Map](#)
- [Macedon Empire](#)

### Suggested Daily Schedule:

Day 1:

- Review:
  - Look at this map of the [Achaemenid \(Persian\) Empire](#).
  - Review what you know about each of these rulers of the Persian Empire:
    - 559-529 BC: Rise of the Persian Empire under Cyrus II
    - 528-523 BC: Empire continues under Cambyses II
    - 522-486 BC: Empire expands under Darius I
    - 486-464 BC: Xerxes I
    - 464-424 BC: Artaxerxes I
    - 423-405 BC: Darius II
    - 404-358 BC: Artaxerxes II
    - 358-338 BC: Artaxerxes III
    - 338-335 BC: Xerxes II
    - 335-331 BC: Empire ends under Darius III
- Explore:
  - Look closely at this map of the [Macedon Empire](#).
  - From this map, construct a timeline of Alexander's conquests and the growth of the Macedonian Empire.
    - Note that you are still in B.C., so the years count backward.
  - Look at the terrain of the Macedonian Empire. What influenced Alexander's route?
  - What man-made structures from the Persians may have aided Alexander in conquering the Persians? (roads)
- Discuss:

Day 2:

- Read:
  - [Lives of the Noble Grecians and Romans Ch. 47 Alexander](#)
- Discuss:
  - What can you learn about Alexander from Plutarch?
- Explore more:

Day 3:

- Read:
  - [Lives of the Noble Grecians and Romans Ch. 47 Alexander](#)
- Discuss:
  - What can you learn about Alexander from Plutarch?

Day 4:

- Read:
  - [Lives of the Noble Grecians and Romans Ch. 47 Alexander](#)
- Discuss:
  - What can you learn about Alexander from Plutarch?

Day 5: Asian Nation of the Week: Uzbekistan

- Read: [Article on Uzbekistan from World Factbook](#)
- Discuss:
  - What do you find interesting?
  - What relationship is there between the land (agriculture and industry) and the people?
  - What else do you find fascinating?
- Study:
  - Practice nations and capitals of Asia flash cards

- Asia- geographical overview
- Hellenism
- Diadochi

### Words to Remember:

- Alexander the Great: (356–323 BC) king of Macedon 336–323; son of Philip II; known as Alexander the Great. He conquered Persia, Egypt, Syria, Mesopotamia, Bactria, and the Punjab; he founded the city of Alexandria in Egypt.
- Achaemenid Empire: of or relating to the dynasty ruling in Persia from Cyrus I to Darius III (559–330 BC).
- Macedonian Empire: In classical times it was a kingdom that became a world power under Philip II and Alexander the Great.
- Hellenism: the national character or culture of Greece, especially ancient Greece.
- Satrap: a provincial governor in the ancient Persian empire. ORIGIN late Middle English: from Old French satrape or Latin satrapa, based on Old Persian kšathra-pāvan 'country-protector.'
- Diadochi: the six Macedonian generals of Alexander the Great (Antigonus, Antipater, Cassander, Lysimachus, Ptolemy, and Seleucus), among whom his empire was eventually divided after his death in 323 bc . ORIGIN from Greek diadokhoi 'successors'.
- Antigonus: (382–301 BC) son of Philip from Elimeia, was a Macedonian nobleman, general, and satrap under Alexander the Great. During his early life he served under Philip II, and he was a major figure in the Wars of the Diadochi after Alexander's death, declaring himself king in 306 BC and establishing the Antigonid dynasty.
- Antipater: (c. 397 BC – 319 BC) was a Macedonian general and a supporter of kings Philip II of Macedon and Alexander the Great. In 320 BC, he became regent of all of Alexander's Empire.
- Cassander: (ca. 350 BC – 297 BC), was king of the Kingdom of Macedon from 305 BC until 297 BC, son of Antipater, and founder of the Antipatrid dynasty.
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- Seleucus: (c. 358 BC – 281 BC) was one of the Diadochi. Having previously served as an infantry general under Alexander the Great, he eventually assumed the title of basileus and established the Seleucid Empire over much of the territory in the Near East which Alexander had conquered.

### Textbook reference and written work:

- World map or globe
- [Current Map of Asia](#)
- [The World and Its Races According to the Old Testament](#)
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- [Achaemenid \(Persian\) Empire Map](#)
- [Macedon Empire](#)
- [Macedonian Empire under Diadochi](#)
- [Diadochi Chronicle](#)

### Suggested Daily Schedule:

Day 1:

- Review:
  - Look at this map of the [Macedon Empire](#).
  - Compare that map to a modern map of Europe and Asia. What modern nations were at some point under the influence of Alexander?
- Explore:
  - Read: Malachi
    - The book of Malachi was written shortly before the conquests and subsequent death of Alexander.
- Discuss:
  - Alexander died in 323 BC in Babylon.
  - The account of his death and the preceding events are recorded in Anabasis by Arrian of Nicomedia (see below)
- 

Day 2:

- Discuss:
  - Glance at Ezra 8, Esther 3 and 8, and Daniel 3 and 6. All of these chapters mention satraps. What is a satrap according to your Words to Remember?

- After the death of Alexander, the satrapies of Alexander's Empire were divided among his generals because his son was still a baby. Soon after, great conflict arose over who would rule his vast empire.
- Read:
  - Events after Alexander by Arrian (see below)
- Explore more:
  - As the saying goes, "power corrupts and absolute power corrupts absolutely." Write a Commonplace condemning corruption due to power (perhaps greed could be the chosen vice).
- 

#### Day 3:

- Discuss:
  - Alexander's land being split among his generals would have lasting ramifications. Let us look briefly at each general using the Words to Remember
    - In coming weeks, we will learn more about each of these generals.
- Explore:
  - Look at the [Macedonian Empire under Diadochi](#). What modern land did each general influence during his reign in ancient times?

#### Day 4:

- Read:
  - [Diadochi Chronicle](#)
- Discuss:
  - Using your [Macedonian Empire under Diadochi](#), discuss the following:
    - Based solely on the information recorded on the Diadochi Chronicle, what seems to have been important to the Babylonians recording this history?
    - Use your map to gain your bearings while reading the Diadoci Chronicle.
    - If people 2,000 years from now were to look back at what is recorded of our history today, what might they assume is important to us?

#### Day 5: Asian Nation of the Week: Afghanistan

- Read: [Article on Afghanistan from World Factbook](#)
- Discuss:
  - What do you find interesting?
  - What relationship is there between the land (agriculture and industry) and the people?
  - What else do you find fascinating?
- Study:
  - Practice nations and capitals of Asia flash cards
- Explore more:
  - Do you have an afghan laying around your house? An afghan is a crocheted or knitted blanket or shawl. The term afghan (or afghaun, as we shall see) was allegedly first seen in Chapter V of [Sartor Resartus](#).



[The Death of Alexander](#)



[Events after Alexander](#)

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## Week 9



### Topics:

- Asia- geographical overview
- Hellenism
- Diadochi
- Diadochi Wars

### Words to Remember:

- Alexander the Great: (356–323 BC) king of Macedon 336–323; son of Philip II; known as Alexander the Great. He conquered Persia, Egypt, Syria, Mesopotamia, Bactria, and the Punjab; he founded the city of Alexandria in Egypt.
- Achaemenid Empire: of or relating to the dynasty ruling in Persia from Cyrus I to Darius III (559–330 BC).
- Macedonian Empire: In classical times it was a kingdom that became a world power under Philip II and Alexander the Great.
- Hellenism: the national character or culture of Greece, especially ancient Greece.
- Satrap: a provincial governor in the ancient Persian empire. ORIGIN late Middle English: from Old French satrape or Latin satrapa, based on Old Persian kšathra-pāvan 'country-protector.'



- Diadochi: the six Macedonian generals of Alexander the Great (Antigonus, Antipater, Cassander, Lysimachus, Ptolemy, and Seleucus), among whom his empire was eventually divided after his death in 323 bc . ORIGIN from Greek diadokhoi 'successors'.
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- [Achaemenid \(Persian\) Empire Map](#)
- [Macedon Empire](#)
- [Macedonian Empire under Diadochi](#)
- [Diadochi Chronicle](#)

### **Suggested Daily Schedule:**

Day 1:

- Review:
  - Look at this map of the [Macedonian Empire under Diadochi](#).
  - Which lands, both ancient and modern, did Alexander's generals, the diadochi, rule?
- Discuss:
  - As we have mentioned, after Alexander's death and subsequent division of land between Alexander's generals, conflict arose between the generals. The First Diadoch War occurred from 321-320 BC.
  - The main reason for all four Diadoch Wars was whether to keep Alexander's empire intact or to divide it permanently, but different stories passed down give additional reasons for the wars than just unity or division.
  -
- Read:
  - Daniel 8 from The Lutheran Study Bible and take note of the study notes explaining the interpretation of Daniel's vision of the ram and the goat, especially verses 18-26.
- Discuss:
  - How does Daniel's vision, which happened around 539 BC) relate to Alexander the Great?
  - Be sure to keep this passage in mind as you continue your study of the Diadochi and subsequent years.

Day 2:

- Discuss:
  - As we have mentioned, after Alexander's death and subsequent division of land between Alexander's generals, conflict arose between the generals. The First Diadoch War occurred from 321-320 BC.
  - The main reason for all four Diadoch Wars was disagreement over whether to keep Alexander's empire intact or to divide it permanently, but different stories passed down give additional reasons for the wars than just unity or division.
- Read:
  - The Settlement at Triparadisus (see below)
- Discuss:
  - Referring back to the reading, refer to your maps so as to determine the land Antipater distributed.

Day 3:



- Discuss:
  - Only two short years later, the Second Diadoch War began. It lasted 318–317 BC in the west and 318–316 BC in the east.
- Explore:
  - Look again at the [Macedonian Empire under Diadochi](#). Use it as a reference while reading.
- Read:
  - The death of Antipater (see below)
  - The death of Philip Arridaeus (see below)
  - The Siege of Nora (see below)
  - Antigonus' winter campaign against Eumenes (see below)

Day 4:

- Discuss:
  - The Second Diadoch War did not bring resolution to the Diadochi.
  - Thus, from 315–311 BC, the Third Diadoch War waged.
- Read:
  - Using your [Macedonian Empire under Diadochi](#), read the following:
    - Antigonus proclaims the 'Freedom of the Greeks' (see below)
    - Antigonus' siege of Tyre (see below)
    - The End of the Macedonian Royal House (see below)

Day 5: Asian Nation of the Week: Bangladesh

- Read: [Article on Bangladesh from World Factbook](#)
- Discuss:
  - What do you find interesting?
  - What relationship is there between the land (agriculture and industry) and the people?
  - What else do you find fascinating?
- Study:
  - Practice nations and capitals of Asia flash cards



[The Settlement of Triparadisus](#)



[The Death of Antipater](#)



[The death of Philip Arridaeus](#)



[The Siege of Nora](#)



[Antigonus' winter campaign against Eumenes](#)



[Antigonus proclaims the 'Freedom of the Greeks'](#)



[Antigonus' siege of Tyre](#)



[The End of the Macedonian Royal House](#)

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## Week 10



### Topics:

- Asia- geographical overview
- Hellenism
- Diadochi
- Diadochi Wars

### Words to Remember:

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#### **Textbook reference and written work:**

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- [Achaemenid \(Persian\) Empire Map](#)
- [Macedon Empire](#)
- [Macedonian Empire under Diadochi](#)
- [Diadochi Chronicle](#)

#### **Suggested Daily Schedule:**

Day 1:

- Review:
  - Look at this map of the [Macedonian Empire under Diadochi](#).
  - Which lands, both ancient and modern, did Alexander's generals, the diadochi, rule?
- Discuss:
  - With all of the conflict in and about Alexander's divided empire, we can almost anticipate that land would eventually change hands. At this point, about how many years are these events before the birth of Jesus? We know that Rome was in control of Israel by that time (see Luke 2), so let us continue in our journey through history!
  - The Babylonian War occurred from 311-309 BC
- Read:
  - Diodorus on the beginning of the Babylonian War (see below)
- Discuss:
  - The Fourth Diadoch War lasted from 307-301 BC.
- Read:
  - Plutarch on the liberation of Athens (see below)
  - The Siege of Rhodes (see below)
  - Charter of the Greek League (see below)
  - Diodorus on the foundation of Halos (see below)
- Discuss:
  - As you are reading these excerpts from history, be sure to reference your maps and words to remember so as to know who is fighting or allying with whom and where these events occurred.
  - How is the Charter of the Greek League similar to or different from alliances made before or after it (ex. the Allied powers of WWII, nations that banded together against the Israelites during the time of the judges, etc.)

Day 2:

- Discuss:
  - The Battle of Ipsus in 301 BC was the final battle of the Fourth Diadoch War.
- Read:
  - The battle of Ipsus (see below)
- Discuss:
  - The Battle of Ipsus was the final chance at unity for Alexander the Great's empire and the defeat of Demetrius and Antigonus sealed the permanent division of the empire.

- Once the battle was over, three main states emerged:
  - Ptolemy's Egypt, with an annex in Syria
  - Seleucus' Asia
  - Lysimachus' Europe, which now included a part of Asia Minor.
- Look again at the [Macedonian Empire under Diadochi](#). This map we have been using shows how the final landholdings after the Battle of Ipsus.

#### Day 3:

- Discuss:
  - Though Alexander the Great's empire was now officially split, the conflict between the generals did not cease. As did most rulers of the time, they wanted to increase their power and influence by attaining more land.
  - By this time, Alexander's original generals were quite elderly and thus their sons were doing much of the fighting.
- Explore:
  - Let us be sure we are clear on who is related to whom.
    - Ptolemy:
      - Wives:
        - Artakama
        - Thaïs
        - Eurydice
        - Berenice I
      - Notable children:
        - Ptolemy II Philadelphus
        - Ptolemy Keraunos
    - Seleucus
      - [Family Tree of the Seleucid dynasty](#).
    - Lysimachus
      - Wives
        - Nicaea
        - Amastris
        - Arsinoe
      - Notable children
        - Agathocles
        - Ptolemy
        - Alexander
- Read:
  - Demetrius becomes king of Macedonia (see below)

#### Day 4:

- Discuss:
  - Demetrius was not the only son engaged in conflicts.
  - In fact, due to political marriages, the original generals had a variety of relatives via one another.
  - As we read these last few accounts of the Diadochi, let us not forget that during this time also, Rome is expanding its territory through the Punic Wars.
  - Look at these maps to get an idea of how close Rome was getting to the land ruled by the Diadochi: [First Punic War](#), [Second Punic War](#).
- Read:
  - The career of Lysimachus (see below)
  - The career of Seleucus (see below)
- Discuss:
  - The accounts and stories of the lives of the generals and their families are quite fascinating. Think back to previous weeks or years of the study of history. Do events or people carry more prominence? Is there a trend one way or another? Does the trend change at all? Keep these questions in mind as you continue forward with your study of history.

#### Day 5: Asian Nation of the Week: Bhutan

- Read: [Article on Bhutan from World Factbook](#)
- Discuss:
  - What do you find interesting?
  - What relationship is there between the land (agriculture and industry) and the people?
  - What else do you find fascinating?
- Study:
  - Practice nations and capitals of Asia flash cards



[The beginning of the Babylonian war](#)

-  [Plutarch on the liberation of Athens](#)
-  [The Siege of Rhodes](#)
-  [The Charter of the Greek League- 303 BC](#)
-  [The Foundation of Halos](#)
-  [Demetrius becomes king of Macedonia](#)
-  [The career of Lysimachus](#)
-  [The career of Seleucus](#)

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## Week 11



### Topics:

- Asia- geographical overview
- Hellenism
- Maccabees

### Words to Remember:

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- Antiochus III( c.242–187 bc ), reigned 223–187 bc; known as Antiochus the Great. He restored and expanded the Seleucid empire.
- Antiochus IV( c.215–163 bc ), son of Antiochus III; reigned 175–163 bc; known as Antiochus Epiphanes. His attempt to Hellenize the Jews resulted in the revival of Jewish nationalism and the Maccabean revolt.
- Judas Maccabaeus |jōōdəs ˌmakəˈbēəs|  
(died c.161 bc ), Jewish leader. As the leader of a Jewish revolt in Judaea against Antiochus IV Epiphanes from around 167, he recovered Jerusalem and rededicated the Temple. He is the hero of the two books of the Maccabees in the Apocrypha.

### Textbook reference and written work:

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### Suggested Daily Schedule:

Day 1:

- Review:
  - The Diadochi Wars being over, the lands of the generals experienced a brief stabilization.
- Discuss:
  - However, as we have discussed, peace would not last long.
  - Indeed, in 279, the Gauls invaded.
  - Be sure to consult your maps to determine from where the invaders came and where they invaded.
- Read:
  - The Invasion of the Gauls- Part I (see below)
- Discuss:
  -

Day 2:

- Discuss:
  -
- Read:
  - The Invasion of the Gauls- Part II (see below)
- Discuss:
  - What land was under attack and who ended up in control?

Day 3:

- Discuss:
  - Much of the history we have read to this point has been told from the perspective of the Greeks. From here, we will look at this history from the viewpoint of the Jews. We will be reading Maccabees 1 and 2. If you have [The Apocrypha: Lutheran Edition with Notes](#), you may read that instead of the version provided.
- Review:
  - The Seleucids (see below)
- Read:
  - Begin reading I Maccabees (see below)
    - Aim for a couple of chapters each day

Day 4:

- Discuss:
  - As you continue reading I Maccabees, be sure to reference your notes and/or the readings you have read on this same time period.
- Read:
  - Continue reading I Maccabees
    - Aim for a couple of chapters each day

Day 5: Asian Nation of the Week: India

- Read: [Article on India from World Factbook](#)
- Discuss:
  - What do you find interesting?
  - What relationship is there between the land (agriculture and industry) and the people?
  - What else do you find fascinating?
- Study:
  - Practice nations and capitals of Asia flash cards

 [The invasion of the Gauls- Part I](#)

 [The invasion of the Gauls- Part II](#)

 [The Seleucids](#)

 [I Maccabees](#)

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## Topics:

- Asia- geographical overview
- Hellenism
- Maccabees

## Words to Remember:

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- Hannukah: a lesser Jewish festival, lasting eight days from the 25th day of Kislev (in December) and commemorating the rededication of the Temple in 165 bc by the Maccabees after its desecration by the Syrians. It is marked by the successive kindling of eight lights.  
ORIGIN from Hebrew ḥănukkāh ‘consecration.’

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## Suggested Daily Schedule:

Day 1:

- Discuss:

- As you continue reading I Maccabees, be sure to reference your notes and/or the readings you have read on this same time period.
- Review the origin of the people against whom the Jews are struggling.
- Read:
  - Continue reading I Maccabees
    - Aim for a couple of chapters each day

Day 2:

- Discuss:
  - As you continue reading I Maccabees, be sure to reference your notes and/or the readings you have read on this same time period.
  - Review the timeline of exile and restoration of God's people throughout the Old Testament. During each exile or captivity, under whose rule did they find themselves? Make a list of each.
- Read:
  - Continue reading I Maccabees
    - Aim for a couple of chapters each day

Day 3:

- Discuss:
  - As you continue reading I Maccabees, be sure to reference your notes and/or the readings you have read on this same time period.
  - The Jewish festival of Hannukah has its origin during the time period about which you are reading.
- Read:
  - Continue reading I Maccabees
    - Aim for a couple of chapters each day

Day 4:

- Discuss:
  - As you continue reading I Maccabees, be sure to reference your notes and/or the readings you have read on this same time period.
  - Why were the Jews friendly with Rome?
  - Can you think of instances down the road in history where this friendship could cause hardship for Jews or Christians?
  - Can you think of instances down the road in history where this friendship will be a blessings or Jews or Christians?
- Read:
  - Continue reading I Maccabees
    - Aim for a couple of chapters each day
    - We will finish I Maccabees next week

Day 5: Asian Nation of the Week: Maldives

- Read: [Article on Maldives from World Factbook](#)
- Discuss:
  - What do you find interesting?
  - What relationship is there between the land (agriculture and industry) and the people?
  - What else do you find fascinating?
- Study:
  - Practice nations and capitals of Asia flash cards




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## Week 13



### Topics:

- Asia- geographical overview
- Hellenism
- Maccabees

### Words to Remember:

- Alexander the Great: (356–323 BC) king of Macedon 336–323; son of Philip II; known as Alexander the Great. He conquered Persia, Egypt, Syria, Mesopotamia, Bactria, and the Punjab; he founded the city of Alexandria in Egypt.
- Macedonian Empire: In classical times it was a kingdom that became a world power under Philip II and Alexander the Great.
- Hellenism: the national character or culture of Greece, especially ancient Greece.

- Lysimachus: c. 360 BC – 281 BC) was a Macedonian officer and diadochus (i.e. "successor") of Alexander the Great, who became a basileus ("King") in 306 BC, ruling Thrace, Asia Minor and Macedon.
- Ptolemy: (c. 367 BC – c. 283 BC), was a Macedonian general under Alexander the Great, who became ruler of Egypt (323–283 BC) and founder of the Ptolemaic Kingdom and dynasty.
- Seleucus: (c. 358 BC – 281 BC) was one of the Diadochi. Having previously served as an infantry general under Alexander the Great, he eventually assumed the title of basileus and established the Seleucid Empire over much of the territory in the Near East which Alexander had conquered.
- Antiochus III( c.242–187 BC ), reigned 223–187 BC; known as Antiochus the Great. He restored and expanded the Seleucid empire.
- Antiochus IV( c.215–163 BC ), son of Antiochus III; reigned 175–163 BC; known as Antiochus Epiphanes. His attempt to Hellenize the Jews resulted in the revival of Jewish nationalism and the Maccabean revolt.
- Judas Maccabaeus: (died c.161 BC ), Jewish leader. As the leader of a Jewish revolt in Judaea against Antiochus IV Epiphanes from around 167, he recovered Jerusalem and rededicated the Temple. He is the hero of the two books of the Maccabees in the Apocrypha.
- Hannukah: a lesser Jewish festival, lasting eight days from the 25th day of Kislev (in December) and commemorating the rededication of the Temple in 165 BC by the Maccabees after its desecration by the Syrians. It is marked by the successive kindling of eight lights.  
ORIGIN from Hebrew ḥănukkāh ‘consecration.’
- Hasmonean Dynasty: of or relating to the Jewish dynasty established by the Maccabees.
- Herod the Great: ruled 39 BC–1 BC Jesus was born during his reign, and he ordered the massacre of the innocents (Matt. 2:16).
- Herod Antipas: son of Herod the Great, tetrarch of Galilee and Peraea 1 BC– AD 39. He married Herodias and was responsible for the beheading of John the Baptist. According to the New Testament (Luke 23:7), Pilate sent Jesus to be questioned by him before the Crucifixion.
- Herod Agrippa I: grandson of Herod the Great; king of Judaea AD 41–43. He imprisoned St. Peter and put St. James the Great to death.
- Herod Agrippa II: son of Herod Agrippa I; king of various territories in northern Palestine 53– c.93. He presided over the trial of St. Paul (Acts 25:13 ff.).
- Mark Antony ( c.83–30 BC ), Roman general and triumvir; Latin name Marcus Antonius. Following Julius Caesar's assassination in 44 BC, he took charge of the Eastern Empire, where he established his association with Cleopatra. Quarrels with Octavian led finally to his defeat at the battle of Actium and to his suicide.

#### **Textbook reference and written work:**

- World map or globe
- [Current Map of Asia](#)
- [The World and Its Races According to the Old Testament](#)
- [List of Asian nations and their capitals](#)
- [Outline map of Asia](#)
- Nations and capitals flash cards
- [Lives of the Noble Grecians and Romans Ch. 47 Alexander](#)
- [Lives of the Noble Grecians and Romans Ch. 66 Artaxerxes](#)
- [\(Additional resource\) Warfare in Ancient Greece](#)
- [Achaemenid \(Persian\) Empire Map](#)
- [Macedon Empire](#)
- [Macedonian Empire under Diadochi](#)
- [Diadochi Chronicle](#)
- [Palestine Under the Maccabees map](#)
- [Josephus- Wars of the Jews](#)

#### **Suggested Daily Schedule:**

Day 1:

- Discuss:
  - The study of history elucidates many things we just take for granted.
  - We have now looked at the historical events that make up what is called the Intertestamental Period from the perspective of the Greeks and the Maccabees or Hasmoneans. Another Jew, Josephus, gives us additional insight on the events leading up to the Jewish revolt against the Romans in AD 66. We will begin reading his Wars of the Jews on Day 3 this week.
- Explore:
  - Look at the [Palestine Under the Maccabees map](#).
- Read:
  - Continue reading I Maccabees
    - Aim for a couple of chapters each day

Day 2:

- Discuss:
  - The Hasmonean Dynasty was established by the Maccabees. The leaders of the dynasty were as follows:
    - • 140–135 BC Simon Maccabeus
    - 134 (110)–104 BC John Hyrcanus
    - 104–103 BC Aristobulus I
    - 103–76 BC Alexander Jannaeus
    - 76–67 BC Salome Alexandra
    - 67–66 BC Hyrcanus II
    - 66–63 BC Aristobulus II
    - 63–40 BC Hyrcanus II
    - 40–37 BC Antigonus
  - Look again at the [Palestine Under the Maccabees map](#).
  - John Hyrcanus militarily expanded the influence of the Hasmoneans. He conquered Madaba, Schechem, Transjordan, Samaria, Galilee, and Idumea (also known as Edom), and forced Idumeans to convert to Judaism.
  - During this time, the Pharisees and Sadducees were mainly like political parties. During the reign of Alexander Jannaeus, the Pharisees made him choose between being king and high priest. Not liking this, Jannaeus sided with the Sadducees.
  - After Alexander Jannaeus died, his widow, Salome Alexandra ruled the Hasmonean kingdom. She favored the Pharisees.
  - When Salome Alexandra died in 67 BC, civil war broke out between Hyrcanus II (sided with the Pharisees) and Aristobulus II (sided with the Sadducees).
  - From 63–40 BC, the government was in the hands of Hyrcanus II as High Priest and Ethnarch, although effective power was in the hands of his adviser Antipater the Idumaeen. Antipater the Idumaeen was the founder of the Herodian Dynasty.
- Read:
  - Finish reading I Maccabees
    - Aim for a couple of chapters each day
    - I Maccabees covers roughly 167-127 BC
    - Students are welcome to read II Maccabees. II Maccabees covers 167-151 BC.

#### Day 3:

- Discuss:
  - The Herodians played various roles in the events of Jesus' life and the lives of His followers.
    - Herod the Great: ruled 39 BC–1 BC Jesus was born during his reign, and he ordered the massacre of the innocents (Matt. 2:16).
    - Herod Antipas: son of Herod the Great, tetrarch of Galilee and Peraea 1 BC– AD 39. He married Herodias and was responsible for the beheading of John the Baptist. According to the New Testament (Luke 23:7), Pilate sent Jesus to be questioned by him before the Crucifixion.
    - Herod Agrippa I: grandson of Herod the Great; king of Judaea AD 41–43. He imprisoned St. Peter and put St. James the Great to death.
    - Herod Agrippa II: son of Herod Agrippa I; king of various territories in northern Palestine 53– c.93. He presided over the trial of St. Paul (Acts 25:13 ff.).
- Read:
  - The Scripture passages noted about the various Herodians.
- Discuss:
  - Aside from their interactions with Jesus and His followers, note the Herodians' tenuous relationship with the Romans.

#### Day 4:

- Discuss:
  - As we approach the birth of Jesus historically, we also have to consider the place of the Romans in history.
    - Julius Caesar was assassinated in 44 B.C.
    - Rome rules Egypt 30 BC–AD 642 (If Rome had not ruled Egypt at the time, could Mary and Joseph have escaped from Herod to Egypt?)
    - Mark Antony leads Rome 44 BC–30 BC when he and Cleopatra (queen of Egypt) commit suicide
    - From 27 BC– AD 14, Caesar Augustus was the 1st Roman Emperor
    - AD 14–37, Tiberius is Roman Emperor
- Explore:
  - Compare the timelines of the Hasmoneans, Herodians, and Romans. Who was alive at the same time? Who was ruling at the same time? What were their positions and where did they rule?

#### Day 5: Asian Nation of the Week: Nepal

- Read: [Article on Nepal from World Factbook](#)
- Discuss:
  - What do you find interesting?
  - What relationship is there between the land (agriculture and industry) and the people?
  - What else do you find fascinating?
- Study:



- Practice nations and capitals of Asia flash cards



## Week 14



### Topics:

- Asia- geographical overview
- Early Christians and their journeys

### Words to Remember:

- Herod Antipas: son of Herod the Great, tetrarch of Galilee and Peraea 1 BC- AD 39. He married Herodias and was responsible for the beheading of John the Baptist. According to the New Testament (Luke 23:7), Pilate sent Jesus to be questioned by him before the Crucifixion.
- Herod Agrippa I: grandson of Herod the Great; king of Judaea AD 41–43. He imprisoned St. Peter and put St. James the Great to death.
- Herod Agrippa II: son of Herod Agrippa I; king of various territories in northern Palestine 53– c.93. He presided over the trial of St. Paul (Acts 25:13 ff.).
- Pax Romana: the peace that existed between nationalities within the Roman Empire. ORIGIN Latin, literally 'Roman peace.'
- Tiberius: (AD 14–37) full name Tiberius Julius Caesar Augustus.
- Caligula: (AD 37–41) born Gaius Julius Caesar Germanicus. His reign was notorious for its tyrannical excesses.
- Claudius: (AD 41–54) full name Tiberius Claudius Drusus Nero Germanicus. He restored order after Caligula's decadence and expanded the empire, in particular by invading Britain in AD 43.
- Nero: (AD 54–68) full name Nero Claudius Caesar Augustus Germanicus. Infamous for his cruelty, he ordered the murder of his mother Agrippina in 59 and wantonly executed leading Romans. His reign witnessed a fire that destroyed half of Rome in 64. A wave of uprisings in 68 led to his flight from Rome and his eventual suicide.

### Recommended Reading:

- [From Abraham to Paul](#) by Andrew Steinmann
- [In the Fullness of Time](#) by Paul Maier

### Textbook reference and written work:

- World map or globe
- [Current Map of Asia](#)
- [The World and Its Races According to the Old Testament](#)
- [List of Asian nations and their capitals](#)
- [Outline map of Asia](#)
- Nations and capitals flash cards
- [Lives of the Noble Grecians and Romans Ch. 47 Alexander](#)
- [Lives of the Noble Grecians and Romans Ch. 66 Artaxerxes](#)
- [\(Additional resource\) Warfare in Ancient Greece](#)
- [Achaemenid \(Persian\) Empire Map](#)
- [Macedon Empire](#)
- [Macedonian Empire under Diadochi](#)
- [Diadochi Chronicle](#)
- [Palestine Under the Maccabees map](#)
- [Josephus- Wars of the Jews](#)
- [Greatest Extent of Hasmonean Control map](#)
- [Kingdom of Herod the Great](#)
- [Roman Empire at the Time of Christ](#)
- [Roman Empire- Smith's Bible Dictionary](#)
- [Pontius Pilate- Smith's Bible Dictionary](#)
- 

### Suggested Daily Schedule:

Day 1:

- Discuss:
  - At the time Christ was born, Rome had firm control over not only Judea, Syria, and Galilee, but also a vast amount of other peoples.
  - Look at the [Roman Empire at the Time of Christ](#) map. It has been calculated that the Roman Empire under Caesar Augustus encompassed 85 million people.



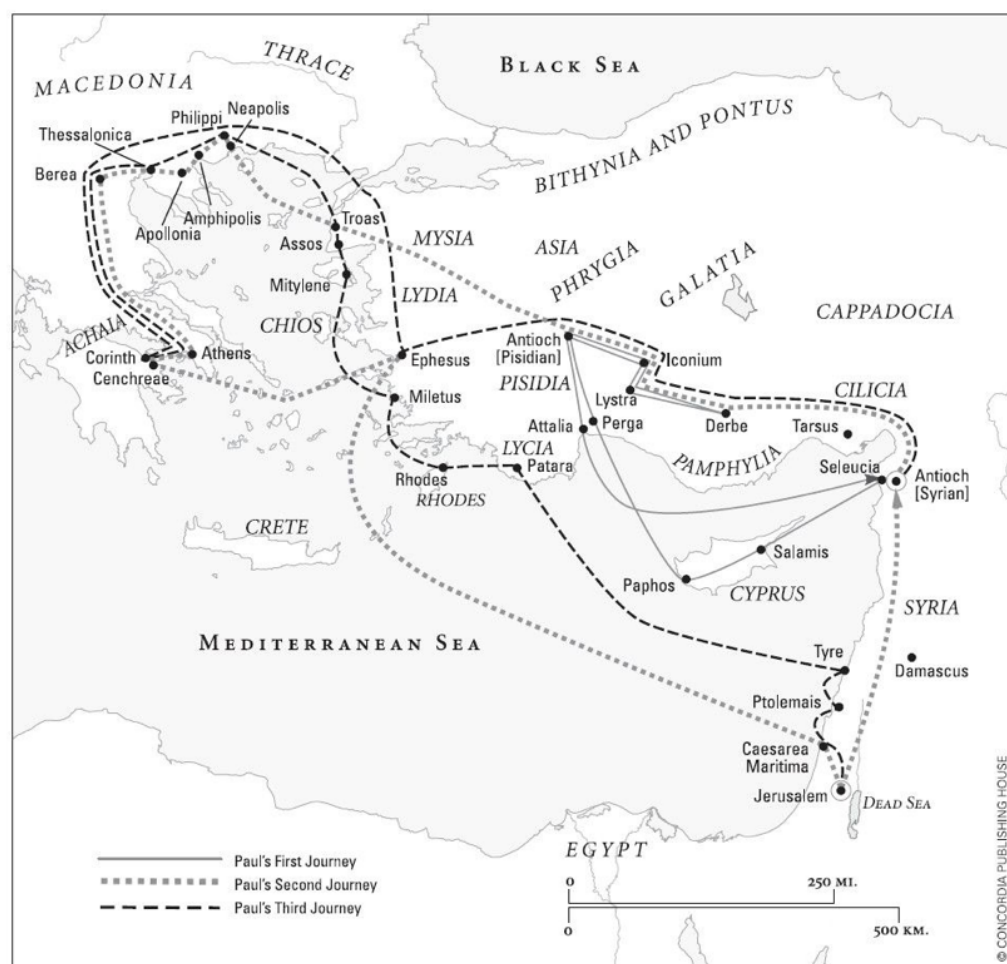
- This was also the time of Pax Romana. There certainly was peace, but it was a peace that existed from fear of Augustus, not because everyone in the Empire naturally liked one another.
- Read:
  - [Roman Empire- Smith's Bible Dictionary](#)
  - [Pontius Pilate- Smith's Bible Dictionary](#)
- Explore:
  - Read Luke 23:12
  - As a scholar of history, why does this seeming side comment by Luke pique your curiosity? Why is it an interesting detail, rather than just a side comment?

Day 2:

- Read:
  - Acts 1-2
- Discuss:
  - Jesus' Resurrection, Ascension, and then Pentecost occurred in AD 33.
  - Who was the leader of Rome at the time? (Tiberius)
  - While the power of Rome began to decline, the Romans still impacted the lives of the early Christians in very profound ways.
  - The apostle Paul, for example, was a Roman citizen. This proved helpful at times. At other times, as you have learned in previous years, the persecution of the Christians under Roman authority claimed the lives of countless martyrs.
- Explore:
  - Look at hymns 517 and 518 in *Lutheran Service Book*.
  - Which of the saints listed in those hymns were martyred under Roman authority?
  - Look also at pp. xi- xiii in *Lutheran Service Book*.
  - Which of the saints of those feasts, festivals, and commemorations died or were martyred during the time of Roman rule? (Consider Roman rule 27 BC-AD 395.)

Day 3:

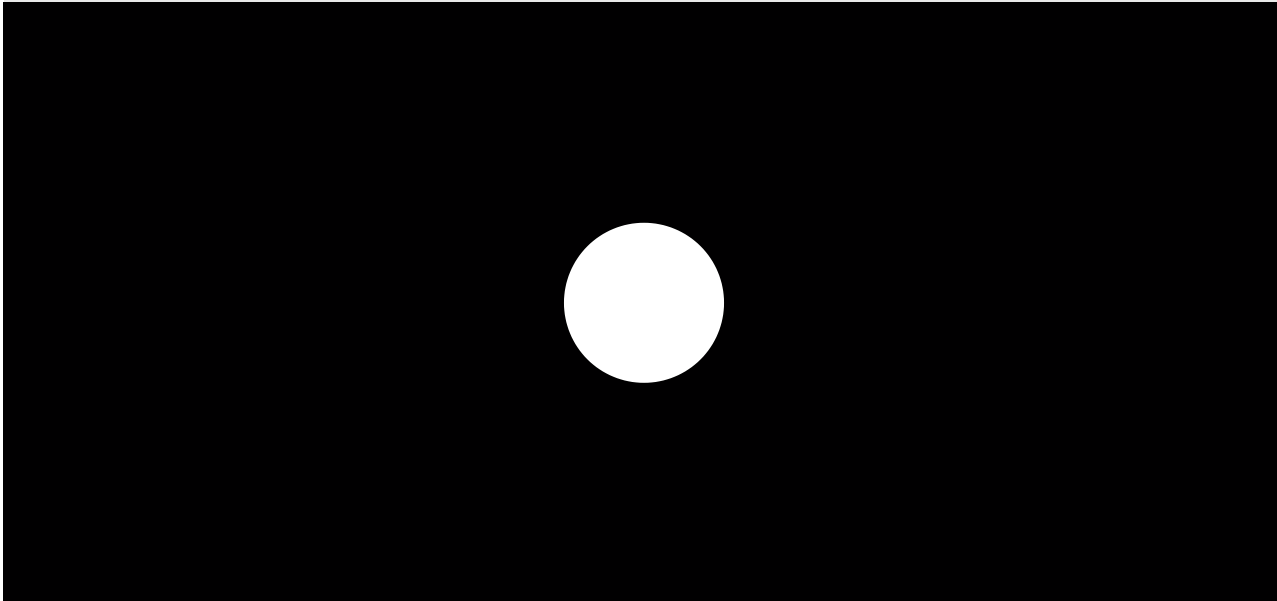
- Discuss:
  - Even as Christians faced massive persecution during the time of the Roman Empire, so also did Christianity spread extensively.
  - Paul took three missionary journeys throughout the Roman Empire:
    - His first missionary journey was from AD 47-48.
    - His second missionary journey was from AD 49-51.
    - His third missionary journey was from AD 52-55.
  - Who ruled the Roman Empire during each of Paul's missionary journeys?
- Read:
  - Now that you have the context for Paul's missionary journeys, read Acts 13-21. (This may take more than one session)
  - Note the locations as you read. How are these locations proximate to water? Why are port cities a brilliant place to preach the Gospel?
  - While you read, reference the map on p. 1886 of *The Lutheran Study Bible*.



Day 4:

- View:

The Spread of the Gospel on Vimeo.mp4 ▾



- Discuss:
  - How do Paul's missionary journeys and the spread of Christianity coincide?

Day 5: Asian Nation of the Week: Pakistan

- Read: [Article on Pakistan from World Factbook](#)
- Discuss:
  - What do you find interesting?
  - What relationship is there between the land (agriculture and industry) and the people?
  - What else do you find fascinating?
- Study:
  - Practice nations and capitals of Asia flash cards

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## Week 15



### Topics:

- Asia- geographical overview
- Early Christians and their journeys

### Words to Remember:

- Herod Antipas: son of Herod the Great, tetrarch of Galilee and Peraea 1 BC- AD 39. He married Herodias and was responsible for the beheading of John the Baptist. According to the New Testament (Luke 23:7), Pilate sent Jesus to be questioned by him before the Crucifixion.
- Herod Agrippa I: grandson of Herod the Great; king of Judaea AD 41–43. He imprisoned St. Peter and put St. James the Great to death.
- Herod Agrippa II: son of Herod Agrippa I; king of various territories in northern Palestine 53– c.93. He presided over the trial of St. Paul (Acts 25:13 ff.).
- Pax Romana: the peace that existed between nationalities within the Roman Empire. ORIGIN Latin, literally 'Roman peace.'
- Tiberius: (AD 14–37) full name Tiberius Julius Caesar Augustus.
- Caligula: (AD 37–41) born Gaius Julius Caesar Germanicus. His reign was notorious for its tyrannical excesses.
- Claudius: (AD 41–54) full name Tiberius Claudius Drusus Nero Germanicus. He restored order after Caligula's decadence and expanded the empire, in particular by invading Britain in AD 43.
- Nero: (AD 54–68) full name Nero Claudius Caesar Augustus Germanicus. Infamous for his cruelty, he ordered the murder of his mother Agrippina in 59 and wantonly executed leading Romans. His reign witnessed a fire that destroyed half of Rome in 64. A wave of uprisings in 68 led to his flight from Rome and his eventual suicide.

### Recommended Reading:

- [From Abraham to Paul](#) by Andrew Steinmann
- [In the Fullness of Time](#) by Paul Maier

### Textbook reference and written work:

- World map or globe
- [Current Map of Asia](#)
- [The World and Its Races According to the Old Testament](#)
- [List of Asian nations and their capitals](#)

- [Outline map of Asia](#)
- Nations and capitals flash cards
- [Lives of the Noble Grecians and Romans Ch. 47 Alexander](#)
- [Lives of the Noble Grecians and Romans Ch. 66 Artaxerxes](#)
- [\(Additional resource\) Warfare in Ancient Greece](#)
- [Achaemenid \(Persian\) Empire Map](#)
- [Macedon Empire](#)
- [Macedonian Empire under Diadochi](#)
- [Diadochi Chronicle](#)
- [Palestine Under the Maccabees map](#)
- [Josephus- Wars of the Jews](#)
- [Greatest Extent of Hasmonean Control map](#)
- [Kingdom of Herod the Great](#)
- [Roman Empire at the Time of Christ](#)
- [Death of Peter and Paul](#)
- [Concerning Lowliness of Mind](#)
- [Foxe's Book of Martyrs](#)
- 

### Suggested Daily Schedule:

Day 1:

- Read:
  - Edicts on Jewish Rights (see below)
- Discuss:
  - Consider the events proximate to each of the edicts.
  - Given the timing, how did these edicts aid the Gospel, even if the aid was unintended by the Romans?
  - In AD 57-58, Paul journeyed to Rome.
  - Who was the leader of the Roman Empire during this time?
  - Which of the Herods was in power at the time?
- Read:
  - Acts 22-28
  - As you read, reference the map on p. 1895 of *The Lutheran Study Bible*



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- Discuss:
  - Read the study note in *The Lutheran Study Bible* for Acts 28:17. Who had a problem with Paul (who was accusing Paul of wrongdoing)? The Romans or the Jews?
  - Look back at Matthew 27. Who had a problem with Jesus, the Romans or the Jews?
  -

Day 2:

- Discuss:
  - St. James was martyred in AD 62.
  - Paul and Peter were martyred in AD 68.
- Read:
  - [Death of Peter and Paul](#)

- [Concerning Lowliness of Mind](#)
- Discuss:
  - After a careful reading of St. John Chrysostom's sermon, what side-lesson can we learn from Chrysostom about knowing history and the context in which the Scriptures were written? In other words, while the Scriptures are for all time, how can knowing the times in which they were written add to our study of Scripture?

Day 3:

- Discuss:
  - As you have seen, the year proximate to Pentecost were years of great growth for Christianity, but also years of persecution.
- Read:
  - [Foxe's Book of Martyrs](#) p. 5-17
- Discuss:
  - Note the dates and locations of the early Christian martyrs.
  - Recalling what you have learned, what can you add to the context of death of these martyrs? (who was in power, what else was going on, etc.)
- Explore:
  - Read:
    - Symbols of the Apostles (see below)
  - Discuss:
    - What can you learn (or remember) about the Apostles from their shields?

Day 4:

- Read:
  - The Apostles Creed
  - [Luther's Small Catechism- The Apostles' Creed](#)
  - [Luther's Large Catechism- The Apostles' Creed](#)
  - [The Apostles' Creed- Expression of our faith](#)
- Discuss:
  - Why might the Apostles Creed be called the Apostles Creed? Tradition says that the Apostles spoke these words and they became the Apostles' Creed. Many biblical scholars refute this idea, though the Roman Catholic Church still holds to this tradition. Whether or not this tradition is reality or legend, why is it still accurate to call this creed the Apostles' Creed? (The apostles would have ascribed to all of the points in the creed.)

Day 5: Asian Nation of the Week: Sri Lanka

- Read: [Article on Sri Lanka from World Factbook](#)
- Discuss:
  - What do you find interesting?
  - What relationship is there between the land (agriculture and industry) and the people?
  - What else do you find fascinating?
- Study:
  - Practice nations and capitals of Asia flash cards



[Edicts on Jewish Rights](#)



[Symbols of the Apostles](#)

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## Week 16



### Topics:

- Asia- geographical overview
- Byzantine Empire

### Words to Remember:

- AD 286: Roman Empire split between East and West.
- Constantine I: (312-337) known as Constantine the Great. He was the first Roman emperor to be converted to Christianity and in 324 made Christianity the empire's state religion. In 330, he moved his capital from Rome to Byzantium, renaming it Constantinopolis (Constantinople)
- Byzantine Empire: the empire in southeastern Europe and Asia Minor formed from the eastern part of the Roman Empire. It ended with the loss of Constantinople to the Ottoman Turks in 1453.

### Recommended Reading:

- [From Abraham to Paul](#) by Andrew Steinmann

- [In the Fullness of Time](#) by Paul Maier

### Textbook reference and written work:

- World map or globe
- [Current Map of Asia](#)
- [The World and Its Races According to the Old Testament](#)
- [List of Asian nations and their capitals](#)
- [Outline map of Asia](#)
- Nations and capitals flash cards
- [Roman Empire at the Time of Christ](#)
- [Death of Peter and Paul](#)
- [Concerning Lowliness of Mind](#)
- [Foxy's Book of Martyrs](#)
- [Roman Empire AD 337](#)
- [The Life of Constantine by Eusebius](#)
- Byzantine Empire
- [The First Council of Nicaea](#)
- [The First Council of Constantinople](#)
- 

### Suggested Daily Schedule:

Day 1:

- Discuss:
  - The Roman Empire was split between the Eastern Roman Empire and the Western Roman Empire by Diocletian in AD 286.
  - In 312, Constantine embraced Christianity. Seeing heresies arise, he ordered the First Council of Nicaea to address the heresy of Arias.
  - 325 saw the First Council of Nicaea.
- Read: [The First Council of Nicaea](#)

Day 2:

- Discuss:
  - In 330, Constantine moved the capital of the Roman Empire from Rome to Byzantium and renamed Byzantium Constantinople.
- Read:
  - [The First Council of Constantinople](#)

Day 3:

- Discuss:
  - In 386, Augustine converted to Christianity.
- Read:
  - [City of God](#)

Day 4:

- Read:
  -

Day 5: Asian Nation of the Week: Brunei

- Read: [Article on Brunei from World Factbook](#)
- Discuss:
  - What do you find interesting?
  - What relationship is there between the land (agriculture and industry) and the people?
  - What else do you find fascinating?
- Study:
  - Practice nations and capitals of Asia flash cards

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## Week 17



### Topics:

- Asia- geographical overview
- Byzantine Empire

### Words to Remember:

- AD 286: Roman Empire split between East and West.



- Constantine I: (312-337) known as Constantine the Great. He was the first Roman emperor to be converted to Christianity and in 324 made Christianity the empire's state religion. In 330, he moved his capital from Rome to Byzantium, renaming it Constantinopolis (Constantinople)
- Byzantine Empire: the empire in southeastern Europe and Asia Minor formed from the eastern part of the Roman Empire. It ended with the loss of Constantinople to the Ottoman Turks in 1453.

#### Recommended Reading:

- [From Abraham to Paul](#) by Andrew Steinmann
- [In the Fullness of Time](#) by Paul Maier

#### Textbook reference and written work:

- World map or globe
- [Current Map of Asia](#)
- [The World and Its Races According to the Old Testament](#)
- [List of Asian nations and their capitals](#)
- [Outline map of Asia](#)
- Nations and capitals flash cards
- [Roman Empire at the Time of Christ](#)
- [Death of Peter and Paul](#)
- [Concerning Lowliness of Mind](#)
- [Foxe's Book of Martyrs](#)
- [Roman Empire AD 337](#)
- [The Life of Constantine by Eusebius](#)
- Byzantine Empire
- [The First Council of Nicaea](#)
- 

#### Suggested Daily Schedule:

Day 1:

- Discuss:
  - The Roman Empire was split between the Eastern Roman Empire and the Western Roman Empire by Diocletian in AD 286.
  - In 312, Constantine embraced Christianity. Seeing heresies arise, he ordered the First Council of Nicaea to address the heresy of Arias.
  - 325 saw the First Council of Nicaea.
- Read:
  - Begin [The Life of Constantine by Eusebius](#) p. 774-1062 (Complete by the end of the week)

Day 2:

- Discuss:
  - In 330, Constantine moved the capital of the Roman Empire from Rome to Byzantium and renamed Byzantium Constantinople.
- Read:
  - Continue [The Life of Constantine by Eusebius](#) p. 774-1062

Day 3:

- Read:
  - Continue [The Life of Constantine by Eusebius](#) p. 774-1062

Day 4:

- Read:
  - Finish [The Life of Constantine by Eusebius](#) p. 774-1062

Day 5: Asian Nation of the Week: Burma

- Read: [Article on Burma from World Factbook](#)
- Discuss:
  - What do you find interesting?
  - What relationship is there between the land (agriculture and industry) and the people?
  - What else do you find fascinating?
- Study:
  - Practice nations and capitals of Asia flash cards

Not available



Topic 19

Not available



Topic 20

Not available



Topic 21

Not available



Topic 22

Not available



Topic 23

Not available



Topic 24

Not available



Topic 25

Not available



Topic 26

Not available



Topic 27

Not available



Topic 28

Not available



Topic 29

Not available



Topic 30

Not available



Topic 31

Not available



Topic 32

Not available



Topic 33

Not available



## Topic 34

Not available

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## Topic 35

Not available

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## Topic 36

Not available