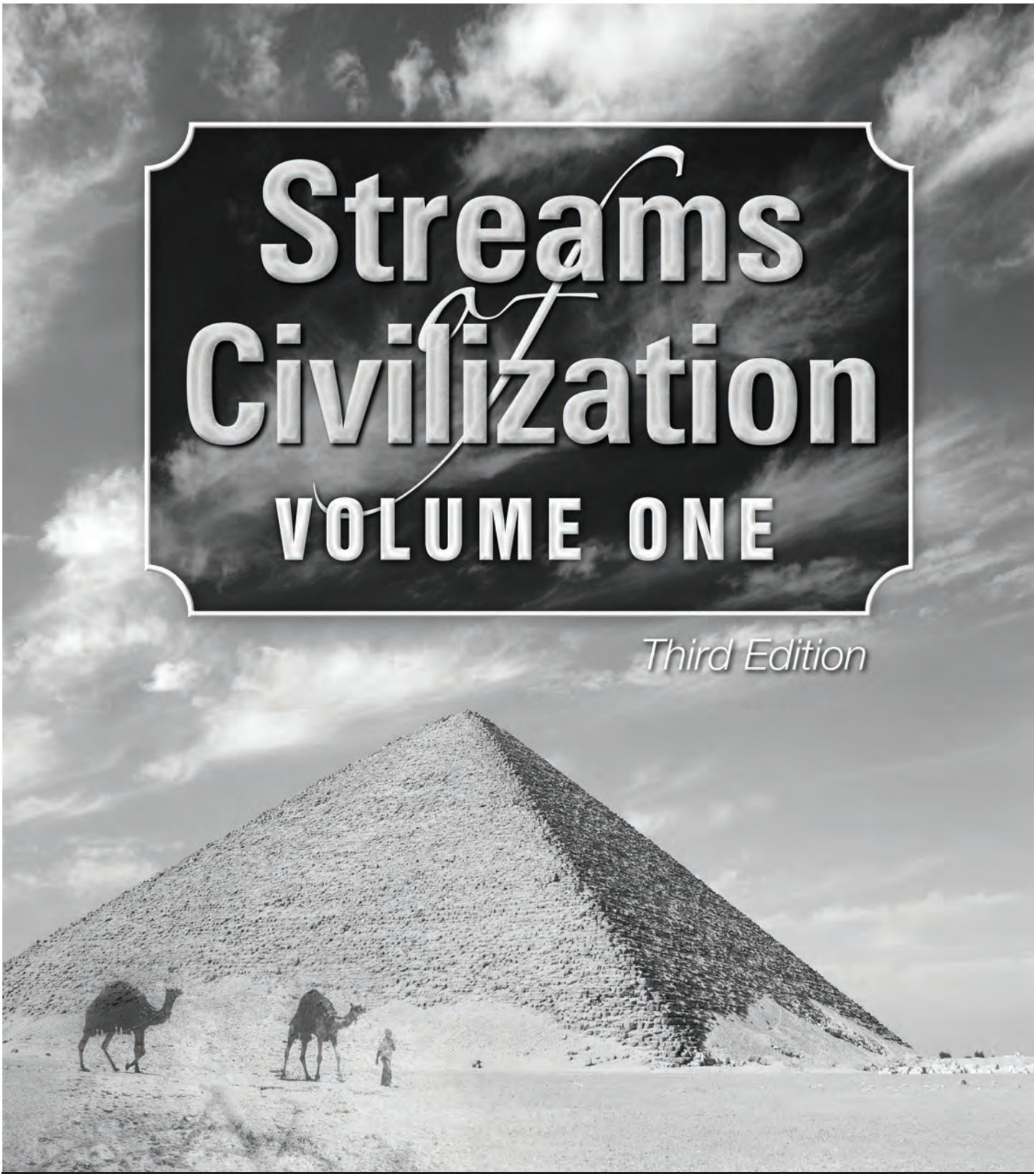

Streams of Civilization

VOLUME ONE

Third Edition

TEACHER'S MANUAL

CHRISTIAN LIBERTY PRESS ARLINGTON HEIGHTS, ILLINOIS

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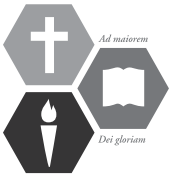

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Preface

This teacher's manual is designed to help you use *Streams of Civilization, Volume One, Third Edition* (copyright © 2016 Christian Liberty Press), more effectively. Teachers in a home school or traditional classroom can utilize this manual. However, homeschool instructors will need to make minor adaptations as they move through this course to apply it to their particular teaching situation.

Streams of Civilization is a vital work that can serve as a dynamic focus for developing a meaningful learning experience. It can build vocabulary, enhance critical thinking, foster creativity, and broaden student awareness of major concepts and generalizations about man in history. *Streams of Civilization* is unique among history texts in that it develops, as integral to history, the religious experience of our human forebearers. The subject is treated in context with the social and cultural development of civilization and becomes a natural part of the work.

As you use this teacher's manual, look for the following:

- ❑ A listing of the "big ideas" or major concepts touched upon in the chapter, with an explanation of each
- ❑ Suggestions for teaching the chapter, including a **lesson plan** with *objectives*, *procedures*, and *suggested teacher strategies*
- ❑ Comments on the Special Vocabulary (Words and Concepts, People) and ways of helping students use it
- ❑ Information on special projects that can be done either by small groups or by individual students
- ❑ Ideas for evaluation and assessment of student learning and achievement
- ❑ A preview of how to build on what has been learned for upcoming materials in subsequent chapters
- ❑ Answers to the Comprehension Questions found at the end of each chapter in the textbook
- ❑ Definitions for the Special Vocabulary terms found at the end of each chapter in the textbook; in this manual, page numbers following each term refer to the primary place in the textbook where the definitions can be found

Remember that this manual is to be used to augment your own teaching plans. It is a flexible document to be used in any way best suited to your needs. With this concept of flexibility, it can be of great service to you as you work with your students.

The Staff of Christian Liberty Press
Arlington Heights, Illinois
2016

Note: The term "prehistory" as used in this publication refers to that portion of history in which there were few, if any, written records. In many respects, the term "prehistory" or "prehistoric" is not an accurate term when used to describe the time prior to 4000 B.C. From a Christian perspective, all of human history started in the garden of Eden and continues on to this very hour.

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Introduction

Introducing History

The introduction serves two basic purposes. *First*, it defines history and provides a rationale for it in this textbook. *Second*, it introduces the book to students and helps provide a way for them to understand the organization and importance of the work. Be sure your students read the introduction carefully because this will help them as they study and work with this text through the year.

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The "Big Ideas" and Major Concepts of the Introduction

1. History is important because it illuminates our world today by showing how people have faced continuing problems and challenges in the past.
2. History is a combination of many fields of study, called *disciplines*, and these each contribute to history and our understanding of the past.
3. History for purposes of study is divided into three major periods: *ancient*, *medieval*, and *modern* (beginning with the Reformation and the Age of Exploration).
4. Historians view history in many ways, but all agree that human nature and life's challenges have remained basically the same from ancient to modern times.

These concepts are the ones that you will want your students to remember as they progress through this work. Discuss these concepts with them. Review the passages in the introduction that deal with them. Note the context, and help the students understand the way the text uses them.

Objectives for the Introduction

Upon completion of the introduction, students will have accomplished the following:

l. Demonstrate knowledge of the importance of history in their understanding of today's world
2. Name and define the disciplines involved in the study of history
3. Discuss the difference between *culture* and *civilization*
4. Understand the three divisions of history as *ancient*, *medieval*, and *modern*
5. Be aware of differing views of history

These are suggested objectives for this introduction. You may wish to add more or select those which fit your own needs. Any objectives you choose should be realistic in terms of your own students and should be met by the closure of the lesson or unit. When you select objectives, you should plan to have students complete them within the constraints of your particular situation. In later chapters, these will be listed in the lesson plan. They are here for the introduction so that these comments can be made.

Lesson Plan

Objectives

1. Demonstrate knowledge of the importance of history in their understanding of today's world
2. Name and define the disciplines involved in the study of history
3. Discuss the difference between *culture* and *civilization*
4. Understand the three divisions of history as *ancient*, *medieval*, and *modern*
5. Be aware of differing views of history

Procedure

l. Introduce the book by having the students look through the table of contents and the text itself.
2. Begin by talking about history. Ask students to define the term *history*.
3. Introduce the vocabulary. Be sure students are aware of special terms.
4. Have students read the chapter to find the answers to the following questions:
   a. What is *history*?
   b. What are the *disciplines* of history?
   c. What are the differences between *culture* and *civilization*?
5. Discuss the chapter by emphasizing the questions for which you asked them to read. Be sure they are answered.
6. Have the students write out answers to the Comprehension Questions on page 15 of the textbook.
7. Have any special reports published (handwritten or typed, or given orally).
8. Give a test and/or use any appropriate evaluation strategy.

Suggested Teaching Strategies

Your first task is to motivate students by discussion and introducing the work. You should use any appropriate media available on the *nature* of history. It is important for them to have a reason for reading. Make that specific. When they have finished reading, ask them to respond to the questions they were asked to answer through the reading. Also, provisions for special reports should be made early before the chapter is studied and time provided for giving the reports after the chapter has been completed. Remember that you must be the motivator and help your students come through this introduction with a desire to study history as ***relevant to understanding today's world.***

Note: Your students are individuals, and you may need to provide background or additional information. Take into consideration the individual student, and provide extra help or enrichment as needed.

Special Vocabulary

A list of special vocabulary terms is found at the end of the introduction on page 15. Students should know the definitions of these Words and Concepts; they are defined on page 5 of this manual. Note that the page number following each term refers to the primary place in the textbook where its definition can be found. Terms such as *culture* and *building blocks of history* can be learned through the context of reading the book. If necessary, point out the passages where the terms, which are in bold type, are found so students will be able to read them in context. Other terms that cannot be understood from the context of the passage in which they are found should be looked up in a dictionary or online. Each student, whenever possible, should use a dictionary or an online source to find the meanings of unfamiliar words and compare their *dictionary meanings* with the clues given in the textbook. If any students have difficulty with dictionary work, take time to help them either individually or as a group. A simple review of basic dictionary skills

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(including how the dictionary is organized, use of guide words, various meanings and etymologies of words, etc.) will often suffice.

Special vocabulary words may be taught in several ways. Some basic approaches are as follows:

1. Use them as a separate vocabulary lesson in class or as homework.
2. Require in-class dictionary work using these words.
3. Discuss them in context with the introduction.
4. Have the students use them in some creative reaction to the introduction (oral or written).
5. Use them as spelling words.
6. Use them frequently as you discuss the text.

It is important that the students know these words. They will be using them throughout their study of this book and for testing purposes. Be sure to provide opportunities for their continued use.

Special Projects

In any study, special projects are important. They can be used as required work, enrichment, individual or small group reports, creative expressions, or in any manner pertinent to student interests and class needs. For this introduction consider:

1. A student-made chart entitled "History Is," which will define history and its discipline components
2. Having some students look up the word *historiography* (the study of history) and identify several views of history that historians have used
3. Someone developing special reports on the following:
   a. A Christian View of History
   b. The Disciplines of History
   c. Why Is History Important to Me?

Any special project should illustrate student interest, understanding, and creativity. Your role as teacher is to provide guidance, help find data, and suggest format. You can use the special project as a requirement or make it optional. In either case, encourage student creativity and ingenuity.

Assessment and Evaluation

Evaluation is much more than answering questions or taking tests. An alert parent/teacher can listen to a discussion and know how a student is doing. Also, an instructor can view a creative or special project and see how it illustrates the student's knowledge. In terms of the introduction, *assessment* and *evaluation* should refer to your **objectives**. In some way, the students should demonstrate their knowledge and understanding of history and its disciplines, of the special vocabulary, of the differences between the terms *civilization* and *culture*, and of the different views of history. Among the ways this can be done are as follows:

1. A testing program that could include pre- and/or post-tests on the concepts and objectives of the program*
2. Discussion evaluation in which students will, through questions and answers, illustrate knowledge and understanding
3. Special reports or projects (*see list above*)
4. Vocabulary drills and quizzes

* Christian Liberty Press offers chapter tests for this course. Test 1 covers the content of this introduction and the material for chapter 1.

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Use any or all of these evaluation strategies. The wider the usage of evaluation strategies, the more effective assessment of student growth can be. A good way of assessing student growth is to give the same test before teaching and then again after the material has been taught.

Conclusion and Preview of Upcoming Material

In the introduction, the student is familiarized with the book and exposed to history as a discipline. In the first chapter, the student will have the opportunity to compare and contrast two basic views of the historical beginnings (origins) of our world and the human race. In order to do this well, the student needs to have met successfully the objectives for this introduction. This introduction is a major building block for the ideas and the information to come. Reteach this material, if necessary; but be sure students have accomplished the basic objectives for this introduction.

Answers to Comprehension Questions

1. *Culture has the following possible answers. Students must provide at least one of the following*:
   a. Culture is a way of life of a group of people.
   b. Culture is an effort by people to try to control their environment by changing it or adapting to its more permanent aspects.
   c. People develop their culture by using materials found within their physical environment.
   d. A culture develops as families join together in villages and communities.

   All people groups have a culture.
2. A civilization is a culture that has expanded from villages and communities into more complex social and political entities.
3. Control over the food supply is the first step in the development of a civilization.
4. Historians have divided history into three periods: ancient history, medieval history, and modern history.* Ancient history covers the period from the appearance of the first human beings on earth to the fall of the Roman Empire in the West. The medieval period runs from approximately A.D. 500 to 1500. Finally, the modern period covers from 1500 until now.
5. *There are a variety of reasons to study history. Students must provide eight of the following reasons*:
   a. History gives us a framework or perspective to everything else.
   b. God is sovereign and is going somewhere. Sometimes we can see His direction in history.
   c. God intervenes in history, showing us His attributes.
   d. God holds us responsible to fit into His plans and be His instruments.
   e. We can learn from our mistakes. By studying people of the past and their planned "moves," we discover which moves lead to success or bring destruction.
   f. History teaches and reinforces what we believe in, what we stand for, and what we ought to be willing to die for. It is the bedrock of patriotism.
   g. At their core, the lessons of history are lessons of appreciation.
   h. History is an extension of life.
   i. History helps us understand what is happening in the world today.

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* The ancient and modern periods can each be subdivided into two periods. However, this question is only concerned with the three major historical periods.

Definitions for Special Vocabulary Terms

Words and Concepts

history's two functions (p. 5)—to reflect present experiences and to reveal the life and culture of the past

culture (p. 5)—the way of life of a group of people

clan (p. 6)—several related families that share a common need to work together for survival

civilization (p. 7)—a culture that has expanded into more complex social and political entities; includes elements such as written language, development in the arts and sciences, and mastery over its food supply

disciplines (p. 7)—fields of study

building blocks of history (p. 7)—records, events, and other information collected from various disciplines used to construct a larger historical record

archaeology (p. 7)—the scientific study of the remains of relics, artifacts, and even lost cities, to learn about the way a people lived

anthropology (p. 7)—the study of the physical character, environment, social relations, and culture of people

tell (p. 7)—a flat-topped hill or mound that conceals the debris-covered ruins of ancient cities

trench cut (p. 8)—a cut made through many layers of earth (usually in a tell) to determine the number of civilizations in that area

geography (p. 8)—the study of the earth and its features, and the distribution of life on it; includes the physical description of land and sea, and the distribution of plant and animal life in these areas

geology (p. 8)—the study of the earth's physical history as recorded in the rocks and fossils

paleontology (p. 8)—the study of plants and animals that are represented by their fossil remains

biology (p. 9)—the study of living organisms

economics (p. 9)—the science that deals with the way goods and services are produced, distributed, exchanged, and used

political science (p. 9)—the study of how governments are established, the way they operate, and what different types of agencies exist within a civilization; used to help understand why people and governments act the way they do

diplomacy (p. 10)—the study of the relationships between different governments, and their political interactions

religion (p. 11)—the worship of God or of gods and goddesses (*While there are other definitions of this word that one might argue more accurately reflect its overall meaning, the term has been included here to remind the student of how it is being used within this text.*)

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Chapter I

How Did It All Begin?

This chapter sets the tone for the rest of the book. It is presented in an *interrogative mode* that challenges the student to think critically about the material and to investigate basic themes and ideas. Essential elements of this chapter are the two views of creation that are explored and discussed. You should make sure that your students read, discuss, and think through these two views. This kind of comparison-contrastive teaching mode will help make later chapters more effective in terms of student learning.

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The "Big Ideas" and Major Concepts of Chapter 1

1. Records of world prehistory are found in fossils, archaeological sites, and geological formations.
2. Two major views of the origin of life on earth, the *creationist* and the *evolutionist*, are important to know and to make decisions about.
3. Basic assumptions about the nature of man and his purpose on earth affect decisions about man's beginnings (i.e., origins).
4. Before finalizing any major idea, one should investigate it thoroughly.
5. The spread of the human race in various parts of the world is viewed differently by the evolutionists and the creationists.

These are some of the major concepts or "big ideas" implicit within chapter 1. The teacher needs to plan the presentation of the material in such a way so as to insure that the students will internalize those concepts. The concepts really fall into two major categories. The **first category** concerning the origin of man and his population includes concepts 1, 2, and 5. These concepts deal with the basic knowledge necessary to students in today's society. Students need to be aware of points of view and perspectives about our ancestors and about creation. One cannot be truly knowledgeable until these questions are dealt with satisfactorily. The **second category** concerns ways and modes of thinking and includes concepts 3 and 4. The process of logical and critical thinking is implicit within these concepts; and the teacher should make every effort to help the students weigh evidence, review positions, discuss variables, and come to conclusions. Attention to these processes is important to this chapter and to the study of the whole work. The concepts in this chapter need careful and concerned attention by the teacher and thorough study by the students. The teacher needs to be creative and constructive in approaching this chapter.

Lesson Plan

The book is designed for a year's study, so you may use several class days per chapter. This lesson plan is designed for usage over several days, although you can adjust it to a lengthier or shorter time period, as your schedule indicates.

Objectives

By the completion of the activities involving chapter 1, students will have accomplished the following:

1. Demonstrate knowledge of the *creationist* and *evolutionist* views of the origin of the world
2. Cite at least three ways in which historians gain evidence of *prehistory* of the world
3. Evidence appropriate work study skills through a *comparative-contrastive review* of the creationist and evolutionist views of man's dispersion through the world
4. Name cave people and locate places where they lived
5. List several means of historical dating, along with advantages and disadvantages of each
6. Show understanding of the two models for human development by citing arguments for each, based on evidence in the text and in other available sources

These objectives do two things: *first*, they relate to the major concepts or "big ideas" of the chapter; and *second*, they refer specifically to the chapter content. Select those most appropriate to your own needs for emphasis or for usage. To do a thorough job for chapter 1, all should probably be touched upon or referenced—although the teacher is the best judge of that. Remember that these are **performance objectives**, and you should expect the students to achieve them in ways appropriate to the ability level of your class. Your teaching and student work should point to the achievement of each objective.

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Procedure

1. Introduce the chapter by discussing the content of the chapter and its basic approach of comparing evolutionist and creationist views.
2. Have students read the chapter, taking notes on the following: (*note pages where each topic is found*)
   a. Creationist and evolutionist views
   b. How historians know about prehistory of the world
   c. Man's dispersion through the world
   d. Various cave people and famous fossil hoaxes
   e. Methods of dating
   f. Two models for human development
3. As time permits, discuss and/or have students report on the various topics mentioned above.
4. Have students complete the Comprehension Questions on page 37.
5. Talk about the special projects found on page 37 of the text. Spend time on each of them so students have some idea about what can be expected in terms of study, research, and activities involved in each. Have them complete one project.
6. Review the Words and Concepts and People on page 38. Knowing these special vocabulary terms and personalities will be helpful when taking the chapter test.
7. Assess students' learning through testing.

Suggested Teaching Strategies

In this chapter, it is important to allow for an active interchange of ideas and opinions. This can be done through discussion and/or reports; ample opportunity should be given for this interchange. Encourage students to react to both the creationist and evolutionist views of world beginnings and human prehistory and to other aspects of the chapter. Weave in special projects and student reports on the chapter as a part of the continuing review of the chapter. Use any media and material on the chapter that would encourage student interest and study. One good way of doing this is to display a list comparing and contrasting the two views. Show on the list the points where they agree and where they disagree. You can use this list for discussion pur-

poses and for further study. This list may also be used as an effective tool to encourage a class debate. In addition, make a special effort to use the special vocabulary words for the chapter in the discussion. A world map would also be very helpful as you talk about the spread of civilization and the locations where "prehistoric" man lived. Use as many visual materials as possible for a multi-dimensional approach to the topic. Another important part of student learning is to give them time for directed study. Four kinds of directed study are appropriate as follows:

1. Reading the chapter for specific information
2. Completing the Comprehension Questions
3. Special projects (*see section on projects at the end of the chapter*)
4. Study reports based on special reading and review of supplemental materials

Directed reading needs to have a specific purpose: either for teacher and/or class review or for some kind of evaluation, such as answering questions and testing. Topics for directed reading are noted under Lesson Plan, Procedure 2; of course, you may suggest other topics. For more ideas and information, visit the *Answers in Genesis* website (<www.answersingenesis.org>).

Finally, be sure to allow time for special projects within the context of your time in chapter 1. The time allotted per chapter is, of course, optional.

Special Projects

The special projects for this chapter (*see page 37*) are particularly interesting because they provide for wide-ranging creativity, ranging from formal research, through creative writing, to artistic expression. Every project can be exciting and interesting as students show great interest in cultural studies, biblical stories, nature, and natural disasters. Much interest had been generated by the "discovery" of a stone age people (i.e., the Tasaday) in the Philippines in June 1971,* which may be interesting to some students. There is also much appeal for students in comparing and contrasting views, which is necessary for project 6. The class project will stir much interest and much research if your group decides to do it. Each student should, individually or as a part of a small group, have the opportunity to select one or more of these projects. Be sure to maintain high standards for these projects. Accept only the best work an individual student can do, because these special projects are challenge-level activities that encourage special effort from the students. The wide variety of projects will encourage all or most students to participate. You may set your own standards for the number and depth of special projects by suggesting how many per year or per chapter, by deciding on particular criteria for format and reporting, and by setting standards for content and quality.

One important aspect of special projects is to review available resources for completion. Check your library, resource center, and community for materials, media, and human resources that are available. Some projects may not be feasible, depending on these factors. Another point is to allow enough student time for the projects. Some time should be made available during class; however, students should be encouraged to work on these outside class time. Special time should also be made available for student reports on their projects. They will be proud of their accomplishments and their work and need to be heard. Give them time to share. Remember that special projects can be that part of the chapter study that stimulates interest, fosters creativity, and adds the dimension of doing that makes learning a rich experience. Use them!

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* For an alternate point of view on this "discovery," read the Internet article entitled "The Tasaday 'Cave People'" by Thomas N. Headland (1993) on SIL International's website (<http://www.sil.org/~headlandt/caveppl.htm>).

Special Vocabulary

The special vocabulary terms are listed at the end of the chapter on page 38 of the textbook. Definitions for these terms are found on pages 12 and 13 of this manual. Students should be aware of these Words and Concepts and the important People mentioned in the text. Terms like *creationist* and *carbon-14 dating*, and people such as *Adam and Eve*, should be discussed in the context of the passages where they are found. Encourage the use of the dictionary for other words with which students may not be familiar. Students, wherever possible, should use the dictionary to find meanings and to compare the ***dictionary meaning*** with context clues. If any students have difficulty with dictionary work, take time to help them either individually or as a group. A simple review of basic dictionary skills will often suffice.

Assessment and Evaluation

Key your assessment and evaluation procedures to the objectives you have selected for your students to achieve. You can expect them to have achieved most of them when the study time is completed. You may then use any strategy appropriate to determine if they have learned what you expect them to learn. You may do this through the Comprehension Questions, chapter test,* discussion evaluation, creative expression, conferences, and written reports—any one, or a combination of these, will suffice. If, for some reason, the students do not achieve, look at two elements: first, **student effort** and, second, **your presentation**. Either of these could affect the outcome on any evaluation. Whatever the student performance is on an evaluation, it is also a time of teacher assessment, as well. With the high interest material in this chapter, there should be good student achievement. Again, remember to ***key all evaluations to the chapter objectives***. You will then have a good insight into student learning.

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Conclusion and Preview of Upcoming Material

This chapter provides an important basis for future material. The major theme of this reference is that of research. History often asks as many questions as it answers, and that is true of chapter 1. Hopefully, students will continue to ask many questions and to do the study and research necessary to find answers as the course continues. With the mode of inquiry implicit in this chapter, the next chapter, "Dawn of Civilization," will take on added meaning. In the next chapter, students will again compare and contrast the creationist and evolutionist views in a new context, and then will trace the emergence of early civilization in three river valleys.

Answers to Comprehension Questions

1. The two major explanations about the earth's beginnings and the origins of humanity are evolution and special creation. By way of *comparison*, both views take scientific and archaeological evidence, or natural revelation, very seriously. Both views also require some degree of faith. Evolutionism requires faith because there is insufficient evidence to support their explanation for the earth's beginnings and the origins of humanity. Evolutionists must rely heavily on conjecture and extrapolation to fill in the gaps between the fossil evidence. Creationism also requires some degree of faith both because there is the same lack of exhaustive evidence, as well as the fact that belief in the biblical account of creation requires faith. By way of *contrast*, the evolution model assumes that matter in some form has always existed and that changes have occurred slowly over eons of time. Earth was formed from the cooling of cosmic dust over billions of years; and then a living cell eventually formed spontaneously through mutation and natural selection, evolving from a simple, single cell into infinitely complex living organisms. The creation model, on the other hand, claims the earth and life originated through a period of special creation. God supernaturally created everything in complexity and order.
2. *Students should identify the three main points that evolutionists use to support their beliefs as*: living things are similar in many ways, changes in nature have always occurred, and the fossil record. Students' evaluations of these points in light of archaeological findings and Scripture may vary, but they

* Christian Liberty Press offers chapter tests for this course. Test 1 covers the content of the introduction and the material for this chapter .

should be able to explain that creationism can affirm and explain each of the three main points that evolutionists use to support their beliefs. One would expect similarities in living things that were created by a Master Designer. Changes do occur in living things, which is a testament to their complex design. However, creationists observe that these changes only occur within a "kind," rather than making dogs turn into cats. Finally, the fossil record confirms the creationist claim that changes only occur within a kind, rather than changing one kind of plant or animal into an entirely different kind of plant or animal.

3. The theory of evolution is incompatible with the biblical account of Adam and Eve and their fall into sin. As such, there would be no reason for Christ to come to earth to save people from the "myth" of original sin. Evolutionary teaching has the effect of fictionalizing significant sections of the Bible, such as sin, creation, and Jesus as Savior.

   The answer above is based on the text, but there are additional reasons why the evolutionary model is incompatible with the Gospel of Christ. The following additional incompatibilities between evolution and the Gospel are not required but are good for students to know.

   Evolution is inconsistent with the gospel of Jesus Christ because it turns the historical Adam into a mythical figure at best. If Adam was not a real, historical person, then there is no such thing as original sin entering the world and Adam's posterity after the fall. If there is no such thing as original sin, then it was not necessary for Jesus to die for the sins of the world. Furthermore, evolution undermines the biblical link between the first Adam and the Second Adam (Jesus). Therefore, the parallel biblical writers explain between Adam and Jesus Christ is dramatically weakened. In effect, evolutionism reduces the gospel of Jesus to a nice story at best.

4. In evolutionary thought, a "missing link" is evidence for a living thing that served as an in-between, or transitional, stage in man's development from a monkey-like cave man to humans as we know them today. Many of the "missing links" have been proved over time not to be "links" at all. Creationists, on the other hand, argue that no "missing links" exist at all because man was created as man is today and is not related to any other animal.

5. Archaeologists often use the following dating methods: sequence dating, artifacts, king lists, astronomy, carbon-14 dating, potassium-argon dating, and tree-ring dating. Each of these methods has potential flaws. Modern historians have found that king lists can be misleading because ancient historians exaggerated the facts in their lists in order to make their ruler appear great and powerful. Some modern scientists challenge the accuracy of carbon-14 dating methods because they can produce inaccurate findings when used on very old remains. Some scientists do not accept carbon-14 dating for items earlier than 1000 B.C. Similarly, some modern scientists challenge the accuracy of potassium-argon dating. They point out, for example, that some rocks appear to be older than they are using this method because newly formed volcanic rocks can trap free argon gas in the rock. This makes them appear older than they really are. Finally, tree-ring dating can produce inaccurate results because sometimes two or more rings may grow in a single year. (*In addition, some creationists also argue that when God created the earth He created it in a mature form. In other words, when He created a tree, He did not create it as a mere sapling; he created a mature tree already containing rings within the trunk.*) So counting the rings of a tree or examining rock layers may not provide an accurate account of the true history of the earth.

6. *Student answers may vary*, but they may point out that the existence of a flood account among various cultures that did not have contact with each other suggests that a massive flood event truly occurred. In other words, these different cultures contained stories of a flood event in their respective histories because they all shared in the experience of a historical event of massive flooding. This is entirely consistent with, and even provides compelling support for, the biblical flood account.

7. *Answers may vary*. Most creationists do not deny the existence of dinosaurs on the earth at some point in history. Many creation scientists suggest there is a lot of evidence that humans lived at the same

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time as dinosaurs. Several ancient cultures have depicted dinosaurs on cave walls and had traditions of great dinosaur-like reptiles called dragons in the early parts of their histories. Some scientists think these were not fanciful stories but references to dinosaurs. Some creation scientists believe that these dinosaurs died in the great flood, and those that came off the ark were not able to survive in the post-flood climate.

8. Evolutionists and creationists believe that an Ice Age occurred, but they do not agree on how it came about or how long it lasted. Creationists believe that the Ice Age came about as a result of dramatic climate change that was brought about by the flood. While evolutionists think the Ice Age lasted millions of years, creationists think it only lasted about a thousand years.
9. Uniformitarianism and catastrophism are two different ways of explaining the geological record. Uniformitarianism believes that present-day geological processes can explain how rocks were slowly formed over long ages in the past because these processes acted more or less uniformly as they do today. Catastrophism contends that a worldwide catastrophe formed most of the rocks. People who hold to catastrophism point out that uniformitarianism presupposes that the earth must be extremely old because so much time is necessary for the evolutionary process to function. One may also argue that uniformitarianism is a form of historical anachronism because it imposes modern conditions upon the past as a necessary constant. Supporters of catastrophism also claim that today's processes could never have accounted for the great mountains of the world. They suggest that only a catastrophic event, such as a worldwide flood, could account for these geological phenomena.

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Definitions for Special Vocabulary Terms

Words and Concepts

fossils (p. 17)—the remains or traces of animals or plants that have been preserved in the earth's crust

evolutionist (p. 18)—one who believes in the theory of evolution—that matter has always existed in some form and that changes in both the earth and its inhabitants (plants and animals) occur slowly over eons of time; also believes in the evolution of nonliving chemicals into simple living cells, which then evolved into more complex life forms

creationist (pp. 18, 21)—one who believes in the theory of creation—that all of the stars, planets, plants, animals, and the first man and woman were supernaturally created by God

mutation (p. 18)—the accidental and unpredictable change in the reproductive material of a cell

natural selection (p. 18)—the process by which nature weeds out individuals who in one way or another are less fit than others to survive and reproduce

Second Law of Thermodynamics (p. 21)—also known as the law of entropy; the scientific law that states that every system in nature goes "downhill" from order to disorder (entropy) unless it: 1) can take in outside energy through some sort of "motor" and 2) possesses a "blueprint" to guide the outside energy into orderly growth

herbivore (p. 23)—one that eats only plants

carnivore (p. 23)—one that eats only meat

omnivore (p. 23)—one that eats both plants and animals (meat)

missing link (p. 23)—the transitional stage between an early, apelike creature and man

australopithecines (p. 25)—southern ape-like creatures presumed to have lived two to three million years ago, walked upright, and used crude tools; considered by some to be the true missing link

sequence dating (p. 25)—the method of dating a civilization by studying its pottery

artifact (p. 26)—any simple object showing a person's workmanship

circa (p. 27)—meaning "approximate" or "about"; used when dating ancient artifacts and civilizations, when only a best guess about a date/age can be determined

king lists (p. 27)—lists of monarchs and the orderly lists of events with dates (chronologies) compiled by ancient historians

carbon-14 dating (p. 28)—the method of dating a once-living thing by measuring the amount of undecayed radiocarbon (carbon-14) still left in the remains

potassium-argon dating (p. 28)—the method of dating rocks by measuring the amount of potassium and argon in the rock and computing how long it took the potassium to decay into that amount of argon

tree-ring dating (p. 28)—the dating method that compares the rings found in living trees with those found in trees used to construct ancient villages

uniformitarianism (p. 30)—the belief that present-day geologic processes have always acted more-or-less uniformly over time and can be used to determine how rocks were slowly formed over long ages in the past; a view generally supported by evolutionists

catastrophism (p. 30)—the belief that a worldwide catastrophe formed most of the rocks used for dating purposes in a much shorter period of time; a view generally supported by creationists

People

Charles Darwin (p. 18)—[1809–1882]—a theological graduate who founded modern evolutionist thought with his book *On the Origin of Species by Means of Natural Selection*

Adam and Eve (p. 20)—the first man and woman, according to creationists; the Bible states they were created by God, but through disobedience brought sin into the world

Neanderthal Man (p. 23)—the human remains first discovered in 1856 in Germany; other remains were later found in France and Spain

Cro-Magnon Man (p. 23)—the remains of a cave dwelling tribe first discovered in 1868 in southern France; other remains were later found in Switzerland, Germany, and Wales

Java Man (p. 24)—the remains found in 1891 in Java; originally considered to be the first human to walk upright, but the specimens were later determined to be part orangutan, part gibbon, and part modern man

Peking Man (p. 24)—discovered in 1927-28 near Beijing (Peking), China, the teeth and skull fragments of what some consider to have been an early human being; disappeared while begin shipped during World War II before extensive studying could be conducted

Piltdown Man (p. 24)—a series of discoveries in 1910-12 near Piltdown, England, originally considered to be an example of the missing link; later determined to be a hoax

Louis Leakey (pp. 25, 29)—[1903–1972]—an anthropologist and archaeologist who did extensive work in the Olduvai Gorge in Africa, searching for remains of the missing link

Noah (p. 32)—the biblical patriarch who built an ark to save mankind (through his family) and all animal-kind from a worldwide flood

Shem (pp. 32, 35)—one of three sons of Noah whose descendants are believed by some to have migrated throughout Mesopotamia and east into India

Ham (pp. 32, 35)—one of three sons of Noah whose descendants are believed by some to have migrated into Africa

Japheth (pp. 32, 35)—one of three sons of Noah whose descendants are believed by some to have migrated into Europe and northern Asia

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Chapter 7

Rise of the Roman Republic

The Etruscans, the Roman Republic, the Punic Wars, the crossing of the Rubicon, and the Ides of March make up part of the panorama of the history of the Roman Republic. It is a panorama replete with personalities living exciting events that, in total, laid the foundation for the Roman influence on our lives. It is an interesting chapter that comes to life as the narrative unfolds progressive events culminating in the Ides of March (the day that Julius Caesar was assassinated; March 15, 44 B.C.), in the fiery naval battle of Actium, and the end of the Roman Republic.* Within this chapter there is a continuing contrast between the egotistical seeking of power by strong, ambitious men and the continuing search for reform and justice by the people and by some leaders. Finally, the people sought strong leadership to control ambition, and the Republic became an *Imperium* (meaning "power to command"; i.e., to command the military). This drama of several centuries was played on a stage of expanding Roman power and foreign wars. One of the world's most unique soldiers plays a role in this drama. The brilliant Hannibal made military history by bold strategy and victory after victory. His victories—like those of Pyrrhus,** king of Hellenistic Epirus—were hollow, for he lost the war. Against these almost larger than life settings, the continuing movement of people along the streams of civilization is recorded. It is exhilarating and unique, yet it is still the same music sounded to the same human theme. It is the continuing theme played on different stages and on different instruments that makes history ever appealing and an enriching experience.

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The "Big Ideas" and Major Concepts of Chapter 7

1. Conquering people often adapt or adopt the customs of the conquered people.
2. Government in the Roman Republic was often characterized by class conflict.
3. Economic rivalries such as between Carthage and Rome can result in armed conflict.
4. Reforms are often opposed by those who possess power.
5. The growth of the Roman Republic was the result of loyalty to the state, hard work by the citizens, and a willingness to defend the republic against her enemies.
6. As slavery grew in Rome, the social organization changed, and the seeds of decay and decline were planted.

Each of these major concepts and big ideas relates directly to the chapter narrative. Be sure to help students relate these concepts to their reading. Each of the major concepts also has meaning in our contemporary

* The Ides of March and death of Caesar became a turning point in Roman history, which marked the transition from the historical era known as the Roman Republic to the Roman Empire.

** The phrase *Pyrrhic victory* is named after King Pyrrhus, whose army suffered such staggering losses in defeating the Romans at Heraclea (280 B.C.) and Asculum (279 B.C.) that his "victories" were tantamount to defeat.

world, as well as being related to prior chapters and to future readings. Many elements of the Etruscan way of life were adopted by the Romans, and this becomes the point of discussion for concept 1. Class conflict is emphasized in the material on the Roman Republic. Ask the students to cite other examples of class conflict in history and in today's world. Economic rivalries have been the cause of many conflicts, and students should be aware of the economic factor as they continue to read and study about the rivalries between nations. Likewise, the idea of reform and human rights will be a continuing theme. Values are essential to national survival, and this can be an effective discussion and study concept related to the chapter. The impact of slavery on a civilization is another element that will occur again in the students' reading. These major concepts are, as you can see, important for student learning and as elements in your specific lesson planning. These are what you will want your students to remember and to act upon as they complete this study of history.

Lesson Plan

This is a chapter rich in ideas and concepts that need to be internalized by students. Your planning should be aimed at having students manifest in some measurable way their learning of the objectives, which are related to the big ideas and concepts noted earlier. One way to assist in this planning is to write out exactly what you plan to do. This exercise in preparation will help you get organized for a learning sequence tuned to your particular needs. Start with the plan given here and then write down the specific activities, resources, learning conditions, and teaching strategies that will augment this plan and make it specific to your class.

Objectives

When students complete the planned work on this chapter, they will have accomplished the following:

1. Identify ways in which the Romans borrowed from the Etruscan culture
2. Trace the influence of class structure and class conflict to the government of Rome
3. Cite the manner and sequence of the expansion of Rome up to the fall of the republic
4. Demonstrate knowledge of the economic implications and military events of the Punic Wars
5. Compare the reform efforts of the Gracchus brothers with reform efforts in other countries at another time
6. Report on the impact of slavery on the Roman Republic
7. Give reasons for the rise of Rome and reasons why the Roman Republic fell

These objectives, as stated previously, have a close relationship to the big ideas. They are written behaviorally. This means the student must show in some measurable way that he/she has learned the material. There is a taxonomy or classification of learning experience that contains **five sequential categories***—these are *exposure*, *participation*, *identification*, *internalization*, and *dissemination* (i.e., Experiential Taxonomy). Your role is to expose students to the objectives and have them participate in experiences related to the objectives, identify personally with it, and then internalize or show that they have made the behavior expected a part of themselves. Dissemination comes when they share, show, or report on their behavior. If you can organize your planning into these five steps, you can develop a sequence of learning that is sound psychologically and makes sense in the classroom. Think it through and try it out. It may well work for you.

Procedures

1. Introduce the chapter. Expose the students to the objectives. Show how the themes and ideas of previous chapters relate to this.
2. Instruct the students to read the chapter to find out about the following:
   a. The Etruscan culture and religions
   b. The way of life of the patricians and the plebians

* "A Taxonomy of Educational Objectives: The Experiential Domain," Norman Steinaker and M. Robert Bell, *Educational Technology*, January, 1975.

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c. The Punic Wars and the military careers of Hannibal and Scipio
d. The expansion of Rome after the fall of Carthage
e. The work of the Gracchus brothers for reform in Rome
f. The cause and effect of the power rivalries in the civil wars
g. Slavery in Rome
h. The causes of the fall of the Roman Republic

3. Have students participate with these ideas by linking them to special projects and related activities.
4. Discuss the reading with the students. See that they identify with the objectives and can respond to the items about which they were to read and discover in the chapter.
5. Have students complete the Comprehension Questions at the end of the chapter on page 174.
6. Review the vocabulary terms on page 176 and plan ways for student participation with these, particularly as they relate to the objectives.
7. Provide time for students to demonstrate internalization of the objectives and concepts through special projects and other planned activities. This will also be an opportunity for dissemination.
8. Give any tests or other evaluation exercise planned to further demonstrate internalization.
9. Prepare students for the next chapter.

Suggested Teaching Strategies

We have outlined the five basic steps to the Experiential Taxonomy. This may well be a way of organizing your teaching strategies. In each of the next five chapters in this manual, we will define each step and suggest some ways of implementing that step into your class activities. In this chapter, however, we want to emphasize **individualization** (i.e., adaptating to the specific needs or circumstances of individual students). We have talked before about small group work. You do have individuals in your class, each one unique and different from all the rest. One of the teacher's tasks is to meet the needs of individual students. By now you have come to know your students and their personal needs. As you plan, be sure to provide opportunities for each to learn as much as possible.

Here are some ways of organizing your pedagogical approach to meet individual needs: ***first***, list those students who would be *above average*, *average*, and *below average* in your group. Think only of your group; ***second***, consider the learning modes of your students, dividing the group again into those whose learning preferences are *ocular* (seeing), *aural* (hearing), or *kinesthetic* (motor skills); ***third***, identify those who are more *tactile* (physical or hands-on oriented), as compared to those who are more *cognitive* (book or research oriented); and ***fourth***, note those who tend to be *gregarious* (people-oriented) and *extrinsic* (externally motivated) in personality, as compared with those who tend to be *autonomous* (self-reliant) and *intrinsic* (internally motivated) in personality. Define other categories, and then complete your list. You will find, as you name the students in each category, that you will be able to sense individual characteristics, individual strengths, and individual limitations. When this occurs, you will be able to better plan for the students in your classroom.

Special Vocabulary

The special vocabulary terms involve many interesting personalities and events. Included in this group of words are some dealing with economics, those being *indemnity* and *grain speculation*. Other words deal with the ways of life, entertainment, political terms, battles, and important individuals. Be sure to check on how your students define these terms (*as a guide, use the definitions on pages 55–57 of this manual*). Take time to check on what they do. Give them opportunity to work with the words in various ways, from simple definitions to interpretation of the words and concepts as they relate to their lives today. Give them an opportunity to speculate a bit over some of the terms like *class struggle*, *gladiator games*, *protectorate*, and others.

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Special Projects

This chapter contains a rich opportunity for special exploration in terms of the projects listed. Again, as noted in other chapters, there is the direct relationship of many of the projects to the world of today. Particularly interesting will be those that require the student to stretch his/her imagination and to begin to internalizing some of the major concepts of this and prior chapters. These projects can do just that. With the publicity attendant on women's activities, some in your classroom will want to research the status of women in past civilizations. Project 1 will attract much attention. Another project dealing with human rights, project 5, will also foster much student interest. Other students will find satisfaction in becoming involved in the research required by other special projects. Some will want to trace the religious customs of the Etruscans; others will want to do a biographical study of some vivid personalities of the period. The ones listed in projects 8 and 9 are merely suggested figures of the age. The students may want to choose other personalities. Project 3 can have a real interest to students because of its potential for really taking a look at our form of government and comparing it with other forms of government. We have pointed out several challenges for students in some of the special projects. Each of the others has the same potential for excitement and interest on the part of the students. Whatever the students elect to do, it is your responsibility to do two things. *First*, you must provide them with the guidance and counsel they need to succeed in their project; and, *second*, it is your obligation to see to it that they have enough resource material for adequate study and reference. With these two elements, plus student knowledge of expectation and evaluation, you will surely have some excellent reports.

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Assessment and Evaluation

We have talked above about individualizing your planning and teaching. Here we want to stress the need for individual assessment. While you must have expectations and criteria for general and group evaluation, you must at the same time have individual kinds of evaluation plans. Make provisions for each student. Learn what his/her strengths and limitations are. Expect and demand from him/her all of which he/she is capable. On occasion, individual conferencing will help accomplish the kind of individualized evaluation so important in meeting individual needs. Also, evaluation ought to be individual and not comparative. Your goal is to help each student achieve as much as possible. If one student shows tremendous achievement from slow beginnings, he/she ought ***not*** to be compared with another student who starts with high achievement and continues on a high plateau without even stretching his/her mind. Keep these things in mind as you plan your evaluation. Finally, your evaluation should include the Comprehension Questions and the chapter test.*

Conclusion and Preview of Upcoming Material

The next chapter continues the drama of Roman history by carrying the story of Rome as an imperial power in the height of her power. With all the grandeur and pomp of power, however, there are the internal seeds of downfall. These are discussed in the context of the life of the people. Two other major elements that enter the streams of civilization are as follows: (1) the foundation of Christianity, which was to have great influence on the lives of men and nations in the coming century; and (2) the life and culture of the restless, but dynamic, Germanic tribes, who were to be the catalyst that weakened and ultimately ended the Western Roman Empire. It is an interesting and exciting chapter.

Answers to Comprehension Questions

1. Etruscan culture had significant influence on Roman culture. These influences included the toga, architecture, the practice of lying on low couches while eating from small tables, as well as their harsh concept of life. The Etruscan bloodthirsty concept of life could be seen in their fierce warriors. The Romans followed Etruscan tradition by enjoying gladiator games in which armed men fought to the death. The Romans also came to worship the Etruscan deities of Jupiter, Juno, and Minerva.

   Note that the answer to the second question concerning the Greeks is not found in the text and is optional.

* Christian Liberty Press offers chapter tests for this course. Test 7 covers the content of the material for this chapter.

2. The Roman republican governmental system did not have kings, as did the Etruscans. All Roman citizens belonged to the General Assembly, while the members of the nobility—known as patricians—could also become part of the Senate. The Senate selected two men, known as consuls, who governed the republic for one year. Their power was kept in check by each other and by not being allowed to be reelected for ten years. Later, the Roman lower class—known as plebeians—won the right to have the laws passed by the Senate written on bronze tablets in the Roman Forum and to have representatives known as tribunes who could protect the rights of the plebeians by vetoing laws passed by the Senate.
3. It could be argued that Romans possessed a spirit of nationalism. When danger threatened the republic, they left their homes to fight in the army. Once the danger was over, they would return to their farms or businesses.
4. *Answers may vary*. Roman myths are useful even if they are not historically accurate because they reveal what was important to the Roman people. Myths that venerate certain characteristics tell us that Romans likely valued these characteristics. Conversely, myths that warn of certain actions or character traits suggest that Romans discouraged these actions and traits among their people. In some cases, myths may give clues to historical truth.
5. *Answers may vary. The student must provide at least two of the following answers.* The following are some of Hannibal's motives in attacking Rome.
   a. The people of Carthage wanted revenge for their loss in their first war with Rome.
   b. Both Rome and Carthage claimed control over territory in Spain.
   c. Hannibal's father had taught him to hate the Romans.
6. The motivations that drove Roman military campaigns evolved over time. At first their motives were a combination of self-interest to protect themselves and an unselfish desire to help people win their freedom. They wanted to neutralize the Macedonians and Seleucids because Romans felt these groups posed a threat to Roman trade interests. But their motives became more selfish over time as more territory was added to the republic.
7. There were two basic problems that faced the Roman Republic. The first concerned governing and providing work for members of the plebeian class. As more slaves were brought to Rome as a result of wars and conquests, jobs for free men became few and far between. This led to an unemployment crisis and civil unrest. The second involved defense of the republic and maintaining control of its vast territory. Gaius Marius assembled Rome's first professional army to address this problem, but the new soldiers were not as loyal to Rome as much as they were loyal to the commander who paid their salary.
8. In spite of his short reign before he was murdered, Julius Caesar accomplished several good things. He passed laws prohibiting the selling of people into slavery for debts and gave relief to small farmers. He also developed a calendar that is similar to what we use today. Finally, he improved the Roman coinage system, took a census, drained the marshes, and built many public buildings.

Definitions for Special Vocabulary Terms

Words and Concepts

toga (p. 160)—a Roman garment adopted from clothing worn in the Etruscan civilization

gladiator games (p. 161)—invented by the Etruscans; competitions in which armed men fought to the death

consul (p. 162)—one of the leaders who ruled Rome (and the territory conquered by Rome) prior to its becoming an empire

patricians (p. 162)—the Roman upper, or nobility class; usually rich and owned large amounts of land

plebeians (p. 162)—the Roman lower class; small, independent farmers and artisans

tribune (p. 163)—a plebeian representative in the Roman government who was there to protect plebeian rights; elected by the plebeians

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class struggle (p. 163)—the conflict between differing classes of a group of people (*in this case, the plebeians and the patricians*); the plebeian class was struggling to receive fair treatment and equal rights in the Roman government

Punic Wars (p. 164)—a series of wars between Rome and Carthage over trade rights in the region; lasted almost 100 years

indemnity (p. 165)—payment made to a person or entity due to damage, loss, or injury

protectorate (p. 166)—a region or country under the partial control of a more powerful nation; the more powerful nation is responsible for protecting the region/country from attack

grain speculation (p. 169)—the practice of buying up grain crops and, once there is a shortage, raising the price and selling the grain for far more than its fair market value

Gaul (p. 169)—another name for the region currently known as France

First Civil War (p. 170)—also known as the "Social War" [90–88 B.C.]; a war in which the Roman territories rebelled and fought against each other instead of against a foreign enemy; started due to a power struggle between the Senate and the General Assembly in Rome

Triumvirate (p. 171)—means "group rule by three people"; the unofficial government set up by Pompey the Great, Julius Caesar, and Crassus in 60 B.C., in which each would take a turn serving as consul for one year

"crossing the Rubicon" (p. 171)—phrase meaning to take a step from which there is no turning back; originated when Julius Caesar chose not to disband his army (contrary to orders) when he returned home; when he crossed the Rubicon River into Italy, he was in direct rebellion against the Senate

Ides of March (p. 172)—the fifteenth of March; the date in 44 B.C. when Julius Caesar was stabbed to death in the Senate

Battle of Actium (p. 173)—naval battle in 30 B.C. between Octavian's and Mark Antony's fleets; Antony's fleet was destroyed during the battle

People

Romulus and Remus (p. 158)—the legend of twin boys who were thrown into the Tiber River by a wicked uncle, and were rescued and raised by a mother wolf who had lost her cubs; once grown, they founded the city of Rome, which was named after Romulus (after he killed his brother in a naming dispute); Romulus became the first king of Rome in 753 B.C.

Tyrrhenus (p. 159)—[lived between 600–500 B.C.]—son of a Lydian king who took a group of his people to a new land (central Italy) in the hope of saving the nation from a severe famine

Lucius Quinctius Cincinnatus (p. 162)—[c. 519–430 B.C.]—an eighty-year-old retired Roman general who was called upon by the Roman government to help lead the army into battle

Dido (p. 163)—a Phoenician princess who founded the city of Carthage in North Africa

Hannibal (p. 165)—[c. 247–183 B.C.]—Carthaginian general who fought the Romans during the Punic Wars; invaded Italy by crossing the Alps with elephants

Scipio the Elder (p. 165)—[236–183 B.C.]—Roman general who attacked Carthage in order to force Hannibal to retreat from his attack on Rome

Cato the Elder (p. 166)—[234–149 B.C.]—Roman statesman and orator who rallied the Romans into one final Punic War in order to destroy Carthage

Philip V (p. 166)—[238–179 B.C.]—ruler of Macedonia who had supported Hannibal in his invasion of Italy; defeated by the Romans in 197 B.C.

Tiberius Gracchus (p. 168)—[c. 167–133 B.C.]—the elder of two brothers and grandson to Scipio the Elder; became tribune in order to enact reforms that would help the plebeians; killed during his run for election

Gaius Gracchus (p. 169)—[c. 154–121 B.C.]—younger brother of Tiberius Gracchus; elected tribune and continued the cause of his older brother

Gaius Marius (p. 169)—[c. 157–86 B.C.]—a consul of Rome; created the first professional army for Rome

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Cornelius Sulla (p. 170)—[c. 138–79 B.C.]—Roman general chosen by the Senate to support their cause in the First Civil War; became dictator of Rome after the war ended

Pompey the Great (p. 171)—[106–48 B.C.]—Roman general; one of three consuls in Rome in the Triumvirate; attempted to take control of the government after Crassus was killed by attempting to have Julius Caesar killed

Julius Caesar (p. 171)—[100–44 B.C.]—Roman general; one of three consuls in Rome in the Triumvirate; fought in Gaul during the time Pompey was the reigning consul; defeated Pompey and proclaimed himself dictator for life (meaning the office was hereditary)

Crassus (p. 171)—[115–53 B.C.]—Roman general; one of three consuls in Rome in the Triumvirate; killed while leading an army in Asia

Gaius Octavius (p. 172)—[63 B.C.–A.D. 14] —also known as Octavian and Caesar Augustus; heir to Julius Caesar; co-ruled the empire for ten years with Mark Antony; after Antony's death, became emperor of Rome and changed his name to Caesar Augustus

Mark Antony (p. 172)—[83–30 B.C.]—friend of Julius Caesar; co-ruled with Gaius Octavius for ten years; fell in love with Cleopatra; intended to create an independent empire from Roman territory formerly ruled by Alexander the Great; committed suicide with Cleopatra to prevent them being captured

Marcus Tullius Cicero (p. 172)—[106–43 B.C.]—famous Roman orator; killed in the rioting and fighting that followed Julius Caesar's death

Cleopatra (p. 172)—[69–30 B.C.]—queen of Egypt; fell in love with Mark Antony; committed suicide with Mark Antony to prevent them being captured

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