

THE MAYA

LESSON 16

Can you imagine the United States disappearing from history? It's hard for us to believe that an advanced civilization could be "lost." However, it *has* happened! For thousands of years there were people living in **Mexico** and in the rain forests of **Central America** who later seemed to practically vanish! Who were these mysterious people? They were the **Maya** (MY yuh). (The plural is sometimes written as *Mayas*, but I am using *Maya* for both singular and plural.)

Early Mayan history dates back thousands of years before Christ. The exact date of their beginnings is unknown. However, historians suspect that the Maya migrated to North America from Asia way back when there existed a land bridge between the two continents. If you looked at a globe or atlas now, you would see that the **Bering Strait**, a small body of water, is presently between Asia and North America. Well, at some point in history there was exposed land in this area, making it easy to cross on foot from one continent to the other (without getting wet!). It appears that's how the Maya originally arrived in Mexico and Central America.

For centuries the Maya lived as hunters and gatherers in the **rain forests** of the region. But sometime around 350, the Mayan culture really took off. From **about 350–900**, the Maya experienced what we could call their **classical period**. It was a time when they were most prosperous.

What made the Maya flourish? Lots of things. For one, like the mathematicians in India, they too developed the concept of "zero." This was done miles and miles apart from other civilizations that were just beginning to use zero. The Maya were also masters at astronomy. They accurately estimated the number of days in a year and, like the Indians, calculated when to expect eclipses. They also figured out the orbit pattern of Venus. Neither the Romans nor the mathematicians of India had accomplished that!

When it came to education, most Mayan children were homeschooled by their parents! I doubt that **homeschooling** back then was as extensive as it is today. But nonetheless, parents took responsibility to teach their children as best as they could with what they knew. Formal schooling was reserved for children of the nobility. All children had to memorize chants that explained the legends and history of their people.

Unlike other native Americans, the Maya had a **written language**. Their writing was a form of hieroglyphics combining pictures and sounds to make words. The understanding of the Mayan language has taken more than a hundred years to figure out! But once these hieroglyphics were decoded, Mayan history has been better understood. The Maya wrote on just about everything to tell us who they were. They wrote in books, on pots, up stone pillars, and throughout their ornate murals. What is most amazing about their carved writings is that they were made with stone tools. There were no metals used in classic Mayan times.



The Mayan Temple of Five Stories (at Edzna, Mexico) faces west so that on May 1 and August 13 when the sun reaches its highest point, it shines directly into the temple's rooms.

As for **art**, the Mayan people used extremely bright colors to express themselves. Their distinctive art form depicted daily life and their religious beliefs. Their architecture (or buildings) also reflected their religious beliefs. Tall, towering, step pyramids were typically built for the priests so that they might be closer to the gods. Low-lying palaces served to meet the daily needs of the priests and other royalty.

What were the **religious beliefs** of the Maya? It seems that they worshiped gods representing nature, such as the rain, sun, corn, and soil of the earth. They thought that everything descended from the moon or the sun, calling these “our mother” and “our father.” Unfortunately, the Maya appear to have practiced some *human* sacrifice to their gods! They later adopted the worship of **Kukulcan**, from the people of Mexico. Kukulcan was a feathered serpent-god.

To make a living, most of the Maya worked as **farmers**. They were scattered in small villages throughout present-day Mexico, Guatemala, and Honduras. The cities were reserved for priests and the nobility. On religious occasions, farming families would travel to the cities where the roads were paved and the trading was good. These were important social occasions, too.

One of the more exciting events found in the cities was a crude form of **basketball**. The Mayan men had to bounce a ball up and down a court and try to pass it through a raised hoop. However, the ball couldn’t touch the ground! It had to be bounced off the player’s thighs, hips, and elbows instead. It was apparently so difficult to achieve this that as soon as one team scored, the game was over! The losers not only lost their dignity, but also their clothes and jewelry to the winners!

Do you wonder what the Maya looked like? From their artwork we have a pretty good idea that most of them were short and stocky, with particularly round heads and dark hair. It seems, too, that the culture so valued a *sloping forehead* that mothers would wrap their babies’ heads to make them grow that way! Mothers were also inclined to dangle beads in front of the eyes of their babies, believing it would help them become cross-eyed, which they considered beautiful.

Like their artwork, the **clothes** of the Maya were colorful and showy. Garments were painted, embroidered, and decorated in bright colors with feathery fringes. Men and women alike wore jewelry, which included earrings and necklaces of seeds, shells, jade, and even the wings of beetles. Mayan attire was loud and festive compared to their European contemporaries in Rome.



The Maya dressed lavishly with much ornamentation, color, and jewelry.



The Mayan Platform of the Knives in Edzna, Mexico, was so named because some flint ritual knives were discovered buried beneath it.

The Maya Disappear

So, with all this great achievement, how and why did the Maya nearly disappear? Nobody knows for sure. Apparently sometime around 800 or 900, the Maya completely abandoned their elaborate cities. They left the temples, the palaces, and the ball courts. Eventually they left their farms, too. It may have been a combination of economic problems, disease, and crop failure that drove the Maya away.

How do we know so much about these people if they were “lost” in history? Well, it goes back to solid archaeological work. In the late nineteenth century, dedicated people began to unearth the palaces, the temples, and the plazas of the Maya. For almost a thousand years these sites had been completely hidden behind and under dense forests and high mountains in that region. Except for the patience of the diggers, these landmarks might never have been found!

Besides these ruins that attest to the once great Maya, there are millions of people now living in Mexico, **Guatemala**, and **Belize** who claim to be “modern” Maya. They are actually a blend of many native peoples from Mexico and Central America, including descendants of the ancient Maya. With pride in their heritage, the modern Maya help to keep alive the mysteries of the past.

ACTIVITIES FOR LESSON 16

16A—Younger Students

1. If you had been raised in a rain forest, what kind of animals might you have seen? In an encyclopedia or library book, find out about some of the unique animals that live only in rain forests. Photocopy pictures of them and place them in your Student Notebook under “North America: Mexico.”
2. Make a necklace using things like beads, seeds (pumpkin, sunflower), and insect wings. Locust wings may work or have your teacher help you “create” insect wings out of waxed paper or tissue paper.
3. In black and white, photocopy images of the Maya from a reference book. Color these with your own bright colors. Place your pictures in your notebook under “North America: Mexico.”

16B—Middle Students

1. Research the life of David Stuart. At age 8 he began to sketch hieroglyphics from Mayan carvings. By age 12 he was a world-known cryptographer! Discover what you can about him. Record your findings and file them under “North America: Mexico.”
2. For a fun hieroglyph test, visit this site on the Internet:
www.pbs.org/wgbh/nova/maya/glyp_wave.html

16C—Older Students

1. Discover who won the Nobel Peace Prize in 1992 as a spokesperson for native peoples. What were her contributions? File your findings under “North America: Mexico.”
2. What is the modern-day debate over rain forests all about? How much of the earth is made up of rain forests, and how quickly are they being destroyed? How far should man go to protect his environment? Discuss these matters with your class or teacher.

ST. AUGUSTINE OF HIPPO

LESSON 17

Think of someone you know who is really, really smart. I mean a person so smart that they “make you think” when they speak. Well, over a thousand years ago, there lived a man with this kind of intelligence. Through his profound speaking and writing, he made lots of people think. In fact, his written works are *still* challenging people today. This man’s name was Aurelius Augustine, later named **Saint Augustine**.

Augustine was born in **North Africa** in **354**. His mother, **Monica**, was a devout Christian. His father, **Patricius**, was a Roman official and a pagan. (A pagan is someone who doesn’t believe in God.) Though this couple’s religious beliefs were different, Augustine’s parents agreed on one thing. They knew their son was brilliant! Because of his giftedness, they sent him to the finest schools in Carthage, a city in North Africa.

Augustine studied hard in Carthage. He was well educated in grammar, math, music, and rhetoric. **Rhetoric** is the art of speaking and writing. Augustine became a master in this field and accepted a position teaching others the skills of rhetoric.

Though Augustine had proven himself to be intelligent, he was not always wise. Unlike his prayerful mother, young Augustine was not a Christian. He believed Christianity to be for the “simple-minded.” At age 18 he fathered a child, even though he wasn’t married. He lived to later regret his immoral actions and wrote, “I came to Carthage, where a cauldron of unholy loves was sizzling and crackling around me.”¹

Despite the temptations he fell to, Augustine was a genuine seeker for truth. He immersed himself in studying all kinds of philosophies, one after the other, looking for answers to life. In his searching, Augustine moved to the city of **Milan** in 384. It was there that his mother introduced him to someone nearly as brilliant as himself. The man’s name was **Ambrose**. He was the **Bishop of Milan**, which means he was a high leader of the Early Church.

Augustine was deeply struck by the fact that this intelligent man professed a strong faith in Jesus Christ and yet wasn’t “simple-minded” at all! On the contrary, Augustine found Bishop Ambrose to be a great scholar. Augustine, now 29, was greatly challenged. His friendship with the bishop forced him to examine his own life and beliefs. In his struggle to understand obedience to God, he humorously wrote, “Lord, make me chaste [or pure], but not yet.”² (Words in brackets are mine.) It sounds to me like Augustine was at least beginning to want to please God with his life. He just wasn’t sure how to let go of the things of the world.



Augustine used his gift of rhetoric to explain his deep faith in God.

1. A. Kenneth Curtis, J. Stephen Lang, and Randy Petersen, *The 100 Most Important Events in Christian History*. Grand Rapids, MI: Fleming H. Revell, 1991; p. 41.

2. *Ibid.*

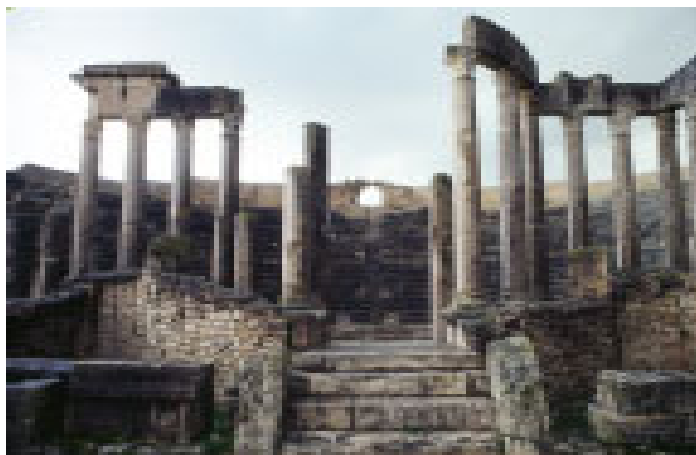
However, according to Augustine himself, there came a day in 387 when he could no longer put off the call of God in his life. He was meditating in a garden when he heard something like children singing, “Take it and read; take it and read.” So he did. Augustine reached over to a copy of the scripture and read from Paul’s letter to the Romans. The passage says:

“Let us walk properly, as in the day, not in revelry and drunkenness, not in licentiousness and lewdness, not in strife and envy. But put on the Lord Jesus Christ, and make no provision for the flesh, to fulfill its lusts.” (see Romans 13:13-14)

From that moment on, Augustine claims he became a true believer in Christ. He said, “It was as though the light of faith flooded into my heart and all the darkness of doubt was dispelled.”³ He and his son were soon baptized together on the night before Easter. His conversion, like Constantine’s (Lesson 14), is another beautiful example of God answering the prayers of a devout mother. Just four years later, in 391, Augustine was ordained a priest, and by 395 he became the **Bishop of Hippo**, a city in North Africa (now Annaba, Algeria). Because of his quick learning as a Christian and his great leadership skills, one historian said of Augustine, “from this foot of earth he moved the world.”⁴

One way that Augustine “moved the world” was through his many writings. If you remember, he was a master of rhetoric, and he used this gift to glorify God. He wrote about his conversion to Christianity in a book titled **Confessions**. In this autobiography that was written “to God,” Augustine openly shared his life and sins *before* knowing Christ personally. (It was shocking to the Early Church!) The book opens with the saying, “Our hearts are restless until they rest in You.”⁵ Augustine also authored a book titled **On the Trinity**, which helped to explain complex ideas about the godhead. It took him 15 years to complete this difficult work.

Coincidentally, around this time the Roman Empire was beginning to crumble. Some Romans blamed the Christians for this, believing that they had upset the mythological Roman gods with their beliefs in Christ. To help the Romans better understand God and the Bible, Augustine wrote a masterpiece called **The City of God**. In it he described that, since the earliest of time, there have always been cities built by



These majestic Roman ruins stand in Tunisia, Northern Africa, as a reminder that for centuries, including during Augustine’s lifetime, Tunisia was part of the vast Roman Empire.

3. Ibid., p. 42.

4. Will Durant, *The Age of Faith*. Vol. IV of *The Story of Civilization*. New York: Simon and Schuster, 1950; p. 67.

5. A. Kenneth Curtis, J. Stephen Lang, and Randy Petersen, *The 100 Most Important Events in Christian History*, Grand Rapids, MI: Fleming H. Revell, 1991; p. 42.

men and cities built by God. He claimed that cities whose foundations were laid by God would last, and those that weren't would fall. As Rome was falling to the attack of outsiders, he was pleading with the Romans to place their faith in the One true God. He influenced many people through this profound book.

Unfortunately, the city that Augustine physically lived in was crumbling under a siege. In a war there in **430**, Augustine was killed in an attack! Many grieved the loss of this brilliant scholar. Though Augustine no longer lived, his influence lasted for centuries to come through the Middle Ages and the Reformation. Great men like **Martin Luther** and **John Calvin** used his writings as a basis for some of their ideas. The church gave Augustine the title of **saint**. And in his honor, a group of **monks** used Augustine's name to identify themselves.

Personally, I hope that Augustine's testimony of great intelligence *and* faith will still challenge people today. His conversion should help others see that Christianity is certainly not just for the "simple-minded."

ACTIVITIES FOR LESSON 17

17A—Younger Students

Did you notice in the story of Augustine that something "like the singing of children" influenced him? Can you think of any praise songs you know that tell others about the love of God? Practice singing them together with your teacher today and make a cassette recording of it. Send your tape to a friend or relative who might benefit from listening. Remember that God can use the praises of children to make Himself known.

17B—Middle Students

Near this time, there were some Christians who believed that they had to punish or torture themselves to earn God's love. One of these men was Simeon Stylites (390–459) who lived on top of a 50-foot stone pillar for 37 years! Research the details of his unusual life and the impact he had. What do you think was inaccurate about his theology? Discuss this with your teacher or class.

17C—Older Students

1. Bishop Ambrose had a great influence on Augustine. Is there someone in your life who influences you or who needs your influence? Pray about being mentored by an older person whom you admire or your mentoring a younger person in your life. The life of Ambrose is a reminder of the difference one person can make.
2. Seek the original works of St. Augustine. I've included a beautiful short excerpt from *Confessions* in the Activity Supplement in the Appendix. A modern translation of *The Confessions of St. Augustine* is available at many bookstores. Consider his gift of rhetoric. What might be your spiritual gift? How can you use it bring glory to God?

THE HOLY BIBLE AND THE VULGATE BY JEROME

LESSON 18

Have you ever wondered where the **Bible** came from? To some degree the answer is simple—God wrote it! But when you consider all the special details of this book, it's really more complicated than that. Today we'll look at how the Holy Bible was put together. We'll also learn about a man named **Jerome** who translated the entire Bible into Latin. To say the least, he was quite dedicated to preserving the word of God.

As for the Bible, did you know that it says it was inspired by God? In 2 Timothy 3:16, it says, *“All Scripture is given by inspiration of God . . .”* This means that God gave the words to men to write. Paul affirms this when he wrote, *“for prophecy never came by the will of man, but holy men of God spoke as they were moved by the Holy Spirit.”* (2 Pet. 1:21) In simpler terms, this means that God, through the Holy Spirit, used men like Moses, David, Matthew, Paul, and others to write the things He wanted. These sacred writings have become what we call the Bible.

As you may already know, the Bible is divided into two main parts, the **Old Testament** and the **New Testament**. The Old Testament contains 39 books, which were written in two different languages—Hebrew and some Aramaic. These writings are divided into the **Pentateuch**, which comprises the first five books of the Old Testament, or the “Law”; the **Writings**, which are 17 books of history, poetry, and wisdom; and the **Prophets**, which are 17 books of prophecy. These books were written over about a 1,000-year time span by kings, prophets, and special men of God. Jewish leaders of long ago compiled the Old Testament by determining which books they believed were inspired and in what order they should appear.

The New Testament was originally written in the Greek language. It contains 27 books that can be described in four groups. Those groups are the **Gospels** (4), the **Book of Acts** (1), the **letters of the apostles** (21), and the **Book of Revelation** (1). Most of these books were written within 50 to 100 years after the resurrection of Christ by actual eyewitnesses to the life of Christ! This fact gives the books much credibility from a historical perspective.

If you remember the lesson on **Diocletian**, you may recall that he severely persecuted Christians and tried to destroy their sacred writings at the beginning of the fourth century A.D. At that time the Scriptures had not yet been compiled into what we now know as the Bible. Writings of the apostles had been circulated for centuries and were considered divinely inspired. Because of the persecutions going



It took Jerome 23 years to translate the Bible into the Latin Vulgate.

on, it was important for believers to completely agree on which writings were worth dying for! So, in 393, church leaders officially standardized the books of the New Testament at a meeting in **Hippo**.

Though many things were considered at this meeting, there were at least five criteria that church leaders agreed upon when deciding which letters of the apostles were God's revelations. According to Josh McDowell,⁶ the criteria were:

1. Was the book written by one of God's prophets?
2. Did the book contain miracles to affirm God's acts?
3. Did the book tell the truth about God?
4. Was the book powerful enough to be life changing?
5. Did the early Christians accept the book?

Despite these criteria, some would put it this way: It was not a matter of man *deciding* what books went into the Bible, but it was up to man to *discover* the books that God had inspired! I think that's a valuable way to consider how the Bible was put together.

Do any of the original documents of the Bible exist? No they don't; but fortunately, Jewish scribes have kept meticulous copies of the Old Testament for centuries. And the New Testament was copied over and over by early Christians. In fact, today there exist some New Testament letters that were copied only 30 to 50 years after the apostle Paul wrote them! As stated in the book, *A Survey of Bible Doctrine*, "More than 5,000 manuscripts of the New Testament exist today, which makes the New Testament the best-attested document in all ancient writings."⁷

Jerome Translates the Bible Into Latin

If you have already studied Volume I of *The Mystery of History*, you may remember learning about the **Septuagint**. It was the very first Old Testament to be translated from one language to another. Writers of the Septuagint translated Hebrew and Aramaic Scriptures into Greek. This was done so that the Jews who spoke only Greek could study the Scriptures themselves.

For years the Greek Septuagint served the early Christians as the *only* version of the Old Testament. But not everyone in Europe could read or write Greek. There was a great need for the Bible to be translated into a language for the common man. And that common language would be Latin, the language of the Roman Empire that had spread over most of Europe.

That brings us to the Latin Bible translated by Jerome. It is also called the **Vulgate**. The word *Vulgate* simply means "common." The Vulgate was written in Latin so that the common man could read it.

The details of translating the Vulgate are not particularly exciting. But Jerome, the man who did the translating, was an interesting and unusual character. Jerome was such a devout Christian that he was strangely impatient with himself for having any human weaknesses at all. He so wanted to be like Christ that, unfortunately, he was said to be critical of sin in himself *and* in others. This critical trait didn't make him very popular! He found it suited him best to follow the simple solitary life of the monks, remaining poor and unmarried his whole life.

However, Jerome wasn't that simple of a man. Like Augustine of Hippo, Jerome was brilliant. He became a priest and a secretary to the bishop. It was **Bishop Damasus** who challenged Jerome to take scattered versions of the Bible that had already been written in Latin and translate them more properly. This challenge turned into a 23-year project! It lasted from **382 to 405**.

6. Josh McDowell, *The New Evidence That Demands a Verdict*. Nashville: Thomas Nelson Publishers, 1999; pp. 21–22.

7. Charles C. Ryrie, *A Survey of Bible Doctrine*. Chicago: Moody Press, 1972; p. 46.

For most of those 23 years Jerome lived in a cell-like cave with little more than heaps of books and papers. Daily he poured over the details of the Bible, remaining focused and committed to his task. Much was on his shoulders to accurately translate the Word of God. It helped greatly that he already knew Hebrew from having lived in Bethlehem. He did an incredible work considering the crude times in which he lived.



Note the beautiful hand-drawn artwork and lettering of this early Bible.

Jerome liked to call the Bible a “divine library.” His work of putting the divine library into Latin was one of the greatest literary gifts of the fourth century! For years and years the Vulgate was used by ordinary people, as well as scholars, to understand the word of God. For as long as Latin was used in everyday life in Europe, the word of God was available.

As a side note to older students, it was Jerome who first named the group of literature that is called the **Apocrypha**. The word *apocrypha* means “hidden things.” It refers to ancient writings (14 books) that, though included in the Septuagint and the Vulgate, were historically not recognized by the church as inspired. Jerome defined

them as books that were outside the Hebrew canon. According to Unger’s Bible Dictionary, “The Old Testament apocrypha have an unquestioned historical and literary value but have been rejected as inspired.”⁸

In closing, there are many fascinating things to know about the Word of God, but I will end with these beautiful passages to reflect on. The last is one of my favorites.

“So shall My word be that goes forth from My mouth; it shall not return to Me void, but it shall accomplish what I please, and it shall prosper in the thing for which I sent it.” (Isa. 55:11)

“Most assuredly, I say to you, he who hears My word and believes in Him who sent me has everlasting life . . . ” (John 5:24)

“The words that I [Jesus] speak to you are spirit, and they are life.” (John 6:63) (Word in brackets is mine.)

“For the word of God is living and powerful, and sharper than any two-edged sword, . . . ” (Heb. 4:12)

“And the Word became flesh and dwelt among us, . . . ” (John 1:14)

ACTIVITIES FOR LESSON 18

ALL STUDENTS

Make your Memory Cards for Lessons 16–18.

18A—Younger Students

1. Do you know the books of the Bible by heart? If not, this might be a good time to memorize them. Perhaps you may earn as a reward a new Bible or Bible cover.
2. Sing “The B-I-B-L-E.”

8. Merrill F. Unger, *Unger’s Bible Dictionary*. Chicago: Moody Press, 1979; p. 70.

The B-I-B-L-E
Yes, that's the book for me;
I stand alone on the Word of God,
The B-I-B-L-E.

The words to this and many other hymns can be found on the Web site: www.cyberhymnal.org.

3. Copy by hand a verse of the Bible in Latin. (See the one written out for you below.) For fun, write the verse in a "cave" like Jerome did! A "cave" might easily be formed by throwing large sheets or blankets over a kitchen table.

"Quia natus est vobis hodie Salvator, qui est Christus Dominus, in civitate David." (Luke 2:11)

Look in your Bible for the translation in English. You can probably guess what some of the words mean without looking! File this verse in your Student Notebook under "Europe: Rome."

18B—Middle Students

1. Memorize the verses about God's word included at the conclusion of this lesson.
2. Research the number of Bibles that have been printed. How many are in your own home? Do you have any extras that can be donated to a mission group?
3. Bible translation is an ongoing work by missionaries. Research the number of languages that *still* need a translation of the Bible. Consider Wycliffe Bible Translators as a resource.

18C—Older Students

1. Bible translation is no small matter. Men have died over the centuries for their dedication to preserving the Bible. Familiarize yourself with these ancient manuscripts found in later centuries. They are the Codex Sinaiticus from 330, the Codex Vaticanus from 340, and the Codex Alexandrinus from 425. These, along with the Dead Sea Scrolls found in 1947, have spurred the writing of many new translations of the Bible since 1952.
2. Research the dangers of smuggling Bibles into closed countries.
3. Familiarize yourself with the books of the Apocrypha. Discuss the historical validity of the books versus the theological perspective of them. (Churches vary on their viewpoint toward the Apocrypha.)



TAKE ANOTHER LOOK!

REVIEW 6: LESSONS 16–18

Wall of Fame

1. **The Maya (350–900)**—With a pencil, draw some stick figures of people. Now erase them. Label it “The Maya Disappear.” [From *History Through the Ages*, use *The Maya*.]
2. **St. Augustine of Hippo (354–430)**—Draw a small lightbulb over the figure of a man. Draw a cross in the lightbulb. Write Augustine’s name across his chest. [Use *Augustine*.]
3. **Jerome (382–405)**—Depict a man with a pen and a book. [Use *Jerome*.]

SomeWHERE in Time

1. Make the Maya “disappear” with a map overlay.

Materials: Outline Map 8, “Mexico and Central America”; historical atlas with map of Mayan World; modern-day atlas; a clear transparency; transparency marker*; colored pencils; scissors; stapler; three-hole punch. *(A water-based marker will smudge, but it is erasable for errors; permanent is, well, permanent. It doesn’t smudge after it dries, but it doesn’t allow much room for errors. Your choice!)

- a. Lay the clear transparency over the unused outline map. Use a marker to trace the outline map onto the transparency and then label the regions on the transparency according to the Mayan World map in your historical atlas.
 - b. Now use the pencils to color each of the countries a different color on the paper outline map.
 - c. Lay the transparency over the paper outline map. Line up the maps.
 - d. Staple the top edges together.
 - e. Open and close the overlay to make the Maya appear and disappear.
 - f. Punch three holes in them and place in your Student Notebook under “North America: Mexico/Central America.”
2. Northern Africa has changed since St. Augustine lived there. The city of Hippo is no longer on the map. It once stood, however, on the coast of the Mediterranean Sea near what is today the city of Annaba, Algeria. (Annaba is not far from Tunis, Tunisia.) Today I want you to become more familiar with present-day northern Africa. This is a multistep mapping activity. The parts progress from easy to more difficult. Complete as is suitable for each student. All will use Outline Map 9, “Northern Africa.”
 - a. Using a globe or an atlas as your resource, write the names of the following countries on a blank map of Northern Africa: *Morocco, Algeria, Tunisia, Libya, and Egypt*. These five nations are called *Sabaran Africa* because of their closeness to the Sahara. Color each country a different color.
 - b. Add these following bodies of water to your map: *Atlantic Ocean, Mediterranean Sea, Red Sea, and the Nile River*. Color them various shades of blue.
 - c. Using a globe or atlas, match the following capital cities to their countries: *Tunis, Cairo, Rabat, Tripoli, and Algiers*.

- d. Add the *Sabara*, *Atlas Mountains*, and *Libyan Desert*.
- e. Add the five countries and their capitals just south of the Saharan nations. They are *Mauritania*, *Mali*, *Niger*, *Chad*, and *Sudan*. These are considered the countries of the *Sabel* or *Sudan*.
- f. File your map under “Africa: Algeria” in your Student Notebook.

Name _____

Date _____



WHAT DID YOU LEARN?

WEEK 6: QUIZ

True or False? Circle your answers.

1. Nero blamed the burning of Rome on Christians. T F
2. Trajan, a Roman emperor, allowed freedom of religion. T F
3. Josephus despised the Romans and spent his entire life in prison for it. T F
4. Masada was destroyed and buried by a terrible earthquake. T F
5. The Essenes wrote the Dead Sea Scrolls and then vanished from history. T F
6. Hot lava flooded the streets of Pompeii when Vesuvius blew in A.D. 79. T F
7. Bar-Kokhba's existence has never been proven. T F
8. The Apostles' Creed was written about 100 years after Christ lived. T F
9. Lupercalia, the Roman festival of love, falls on Easter every year. T F
10. Diocletian divided the Roman Empire to make it more manageable. T F
11. Constantine threw Christians to the lions in the Roman Colosseum. T F
12. Hinduism grew during the Golden Age of India under the Gupta dynasty. T F
13. The Maya of Mexico and Central America had no written language. T F
14. St. Augustine was gifted in rhetoric, the art of speaking and writing. T F
15. It took Jerome only 23 months to translate the Bible into the Latin Vulgate. T F