

Chapter 7: Ancient Persia

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Vocabulary
72	193–97	169–73	101, 241–51	<ul style="list-style-type: none"> Locate key cities and geographic features of ancient Persia on a modern map Describe the origin of the Persian Empire Identify the two empires that Cyrus overthrew before establishing the Persian Empire Relate Daniel 5 to the fall of the Chaldean Empire Relate the Cyrus Cylinder to the biblical account of Israel's return to its land Compare the extent of Cyrus's empire with the extent of Darius's empire 	Cyrus Cylinder
73	198–202	174–78	102–5	<ul style="list-style-type: none"> Recognize God's authority to determine an empire's rise and fall Identify the first three rulers of the Achaemenid period in Persia Explain the reasons for the growth of trade in the Persian Empire Identify ways that Darius organized, connected, and protected his empire Identify qualities of a good historian Evaluate the value of Herodotus's work as a historian 	satrapy satrap Royal Road daric
74	203–6	179–82	102, 106	<ul style="list-style-type: none"> Identify the common language of the Persian Empire Infer information about the ancient Persians from depictions of them in artwork Recognize the importance of the Behistun carvings in deciphering ancient cuneiform Contrast Zoroastrianism with biblical truth Identify the role of Darius in God's plan for the Israelites' restoration of the temple 	rhyton Avesta magi
75	207	183		<ul style="list-style-type: none"> Apply knowledge of history to an archaeological find Describe an artifact as precisely as possible Infer uses of an artifact based on its design 	
76	208–10	184–86	102, 107–8	<ul style="list-style-type: none"> Determine the major cause for the Persian Wars Describe the major events and outcome of each battle of the Persian Wars Identify major figures in each battle of the Persian Wars Identify and trace the routes used by a military force on a map Differentiate between historical fact and legend 	marathon Persian Wars
77	211	187		<ul style="list-style-type: none"> Conduct research on a battle from the Persian Wars Design an annotated map Present the completed map 	
78	212–13	188–89	109	<ul style="list-style-type: none"> Place the biblical story of Esther in its historical context Recognize God's providential use of Esther in His plan to deliver the Jews Create an artist's rendering of the palace room described in Esther 1:5–6 Analyze how the renderings help interpret the biblical description 	rendering
79	214–18	190–94	102, 110–11	<ul style="list-style-type: none"> Describe the way God used the Persian king Artaxerxes in His plan for the nation of Israel Identify reasons for the decline of the Persian Empire Explain Alexander's role in the fall of the empire Trace the value given to Persian culture through the Seleucid, Parthian, and Sassanid periods Compare the rule of the Sassanids with the rule of the Achaemenids and the Parthians 	Hellenistic
80	219		112	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 7 	
81	219			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 7 by taking the test 	

A complete materials list for the chapter is provided on the Teacher's Toolkit CD.

Chapter 7



Ancient Persia

Chapter Overview

This chapter introduces the civilization of ancient Persia, its humble beginnings, and its growth into a great empire. The chapter explains the development of Persia's distinct culture and the development of its major religion, Zoroastrianism. It then describes Persia's ten-year struggle with the Greeks before ultimately admitting defeat. The final part of the chapter discusses the fall of the Persian Empire to Alexander the Great and then its temporary revival under the Parthians and the Sassanids. Students will learn how God providentially used the Persian Empire and several of its rulers to bring about His purposes for the people of Israel.



Web links—Check www.bjupress.com/resources for Web links that will enhance your lessons. Links have been carefully selected from reputable sites. However, be sure to carefully evaluate all material before you present it. Also be aware that links to some sites may become outdated, though efforts are made to keep them current.



Learning names of modern countries—Challenge the student to learn and memorize the names and locations of the modern countries in the region covered in this chapter. Blank outline maps are provided on the CD.

♦ Lesson 72 ♦

Objectives

- Describe the origin of the Persian Empire
- Identify the two empires that Cyrus overthrew before establishing the Persian Empire
- Relate Daniel 5 to the fall of the Chaldean Empire
- Relate the Cyrus Cylinder to the biblical account of Israel's return to its land
- Compare the extent of Cyrus's empire with the extent of Darius's empire

Vocabulary

Cyrus Cylinder

Materials

- *The Persian Empire Under Cyrus*, M 7.1
- world map
- *Persian Empire Then & Now*, M 7.2

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

Direct attention to the picture on page 169.

► **Persia is now part of Iran.** This picture shows the ruins of Darius's palace in Persepolis. What can you tell about the ancient Persians by looking at this remnant of their architecture? *possible answer: They had power, wealth, and skill to build magnificent, decorative palaces.*

► The Persians did not begin as a powerful empire. In this chapter you will read about their rise to power and how God used them as a key part of His plan for history.

Teach for Understanding

Discussion

page 170

- 💡 In what way did ancient Persia have a humble beginning? *It did not begin as a large civilization or even as a city; it began with two tribes of nomads who moved into southwest Asia and settled there.*
- ▶ What were the names of the two nomad tribes? *Medes and Persians*
- ▶ Where did the Medes and the Persians settle? *in southwest Asia, south of the Caspian Sea*
- ❖ Display the map of *The Persian Empire Under Cyrus* and the world map. Guide the student in locating southwest Asia.
- ❖ Locate the area where the Medes and the Persians settled.
- ▶ At first which group was stronger, the Medes or the Persians? *the Medes*
- ▶ What happened to change the balance of power between the two tribes? *A powerful Persian leader named Cyrus II rose, led a rebellion, and defeated the Medes.*
- ▶ In which direction did the combined army of Medes and Persians advance? *west*
- ▶ Combined, the Medes and the Persians were often known as the Medo-Persians.
- ▶ What king and kingdom did they conquer? *King Croesus of Lydia*
- ❖ Caption answer: *The Aegean Sea and the Mediterranean Sea. The Black Sea is also an acceptable answer.*
- ▶ What was Lydia's capital city? *Sardis*
- ❖ Locate Lydia and Sardis on the map.
- 💡 Why was the defeat of Lydia a significant victory for the Medo-Persians? *Lydia had great wealth, especially in gold resources. The Medo-Persians had extended their rule all the way to the Aegean Sea.*
- ▶ Where did Cyrus and his army turn next? *south to the Chaldean Empire*

Refer the student to the *Chaldean Empire* map on Student Text page 53.

- ❖ Locate Babylon. *Babylon was the capital of the Chaldean Empire.*
- ❖ Direct attention to the timeline on page 170 to practice identifying centuries.
- ❖ In what years does our study of Persian history begin? *500s BC*
- ❖ In what years did the wars with Greece happen? *400s BC*
- ❖ What century are the 500s? *sixth century*
- ❖ What century are the 400s? *fifth century*

- FOCUS**
1. Who were the first people the Persians conquered under Cyrus II's rule?
 2. How is the Cyrus Cylinder related to Israel's history in the Bible?

An Empire Is Born

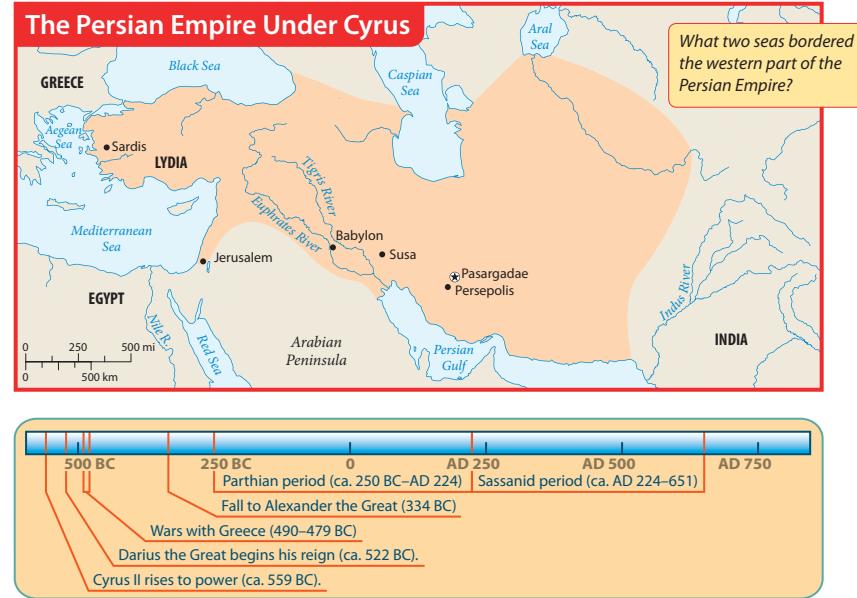
Great empires often have humble beginnings. While dynasties flourished in China and pyramids towered in Egypt, two tribes of nomads—the Medes and the Persians—moved into southwest Asia. They settled south of the Caspian Sea in the area that is now Iran.

For a time the Medes were stronger, but then a leader named **Cyrus II** rose to power among the Persians. Cyrus led a rebellion against the Medes and defeated them.

With Persia in control, the two nations combined armies and advanced westward into Asia Minor. As the Medo-Persian army neared Lydia, Croesus (KREE sus), Lydia's king, came out to fight them. The kingdom of Lydia was wealthy because of its mineral resources, especially its gold. Cyrus and his army defeated Croesus and captured Lydia's capital city, Sardis. Now the Persian Empire extended west to the Aegean Sea.

Next Cyrus led his army against the Chaldean Empire, which ruled the lands

The Persian Empire Under Cyrus



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- 💡 What pattern do you notice between the years and the century? *The century is always one number larger than the number in the hundreds place of the years.*

- ❖ Direct attention to "ca. 559 BC" on the History Timeline in the Activity Manual. Discuss what was happening in other civilizations during Cyrus's reign.



PERSIA organizer—The letters of this acrostic stand for **P**olitical Influences, **E**conomic Influences, **R**eligious Influences, **S**ocial Influences, **I**ntellectual Influences / Arts, and **A**rea/Geographic Influences. A blank PERSIA organizer is provided on the CD for use with the study of any civilization.

Labeling seas—To aid the student in labeling the Aegean, Black, and Caspian seas, point out the alphabetical order of these seas from west to east.

FOCUS Answers

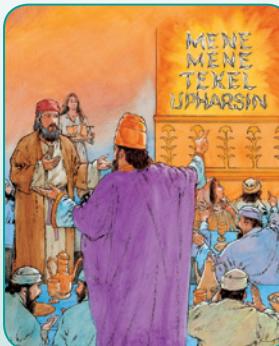
1. the Medes
2. It is a testimony to the truth of God's Word that Cyrus allowed the Israelites to return to Judah and rebuild the temple.

In the Bible

The Fall of the Chaldean Empire

God used Daniel, a Jewish exile, to warn Belshazzar, the last Chaldean ruler, that his kingdom would soon fall to the Medo-Persian army. One evening Belshazzar held a feast for a thousand of his nobles. He commanded that the gold vessels from the Jewish temple be brought out. As this pagan ruler and his friends drank from God's holy vessels, a hand appeared and wrote a message on the palace wall. The king's face paled in alarm. He called Daniel, who was known for his great wisdom, to interpret the message for them.

"*Mene, mene, tekel, upharsin,*" Daniel read. The words meant that God had numbered the days left in the Chaldean kingdom and it had come to an end. It was as if God had weighed the king's life and it was not as it should have been. As a result, the kingdom would be divided and given to the Medes and Persians. That very night Belshazzar lost his life in the Medo-Persian invasion.



Daniel 5 records the account of how Daniel interpreted the writing for Belshazzar.



Who: Cyrus II (the Great)
What: founder of the Persian Empire
When: ruled 559–530 BC
Where: ancient Persia

Cyrus II was a tolerant ruler. He allowed his defeated enemies some self-rule and freedom of religion. God used him to free the Israelites from Babylon, restore them to the land of Israel, and let them rebuild their temple.

BIOGRAPHY

to the south. Cyrus conquered the Chaldeans in 539 BC. It was, for the most part, a peaceful conquest. Cyrus added the new land to his spreading empire.

Cyrus II was a wise ruler. He treated his defeated enemies well. He let them help make their own laws, speak their own languages, and keep their customs and religious beliefs. Many believe that the empire was strengthened because of this tolerance.

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Discussion

page 171

- In what year did the Chaldean Empire fall to the Medo-Persians? *539 BC*
- What adjective does your textbook use to describe Cyrus's conquest of the Chaldeans? *peaceful*
- 💡 Do you remember another name for the Chaldean Empire from Chapter 2? *New Babylonian Empire*
- 📍 The map on page 170 shows the extent of Cyrus's empire after he conquered the Chaldeans.
- 📍 What three major bodies of water bordered the empire in the north? *the Black Sea, the Caspian Sea, and the Aral Sea*
- For what trait was Cyrus known as a ruler and why? *Tolerance. Rather than putting*

to death or enslaving the people he conquered, Cyrus often gave them a measure of freedom and sometimes restored them to their homelands.

- What are some of the freedoms Cyrus allowed his conquered peoples to have? *help make laws for themselves, speak their own languages, and keep customs and religious beliefs*
- 💡 Why do you think Cyrus's tolerant attitude helped make his empire strong? *possible answer: Cyrus's concern for his people's freedoms increased their loyalty to him.*
- By what title was Cyrus II often known? *Cyrus the Great*
- How many years did he reign? *about 29 years (559 – 530 = 29 years)*

- What specific group of people did Cyrus show special favor toward? *the Israelites*
- Who was the last Chaldean ruler of Babylon? *Belshazzar*
- 💡 Who did God use to warn Belshazzar of the fall of his kingdom to the Medo-Persians? *Daniel*
- 💡 How had Daniel come to the Chaldean Empire? *He was taken captive and brought as a slave from Judah (Dan. 1).*
- What happened to frighten Belshazzar? *A hand appeared and wrote on the wall during Belshazzar's feast.*
- 💡 Read Daniel 5:10–12. Who informed the king about Daniel and his abilities? *the queen*
- For what was Daniel known in the kingdom? *his great wisdom*
- What message did the hand write on the wall? *Mene, mene, tekel, upharsin.*
- 💡 What did God mean by the message? *He had numbered the empire's days, and it had come to an end. He had "weighed" the king's life, and it was not as it should have been. God would divide the kingdom and give it to the Medo-Persians.*
- How accurate and timely was the message? *It came true that very night when Belshazzar died in the Medo-Persian invasion.*



Chaldean Empire—Many historians call the Chaldean Empire the Neo-Babylonian Empire, or New Babylonian Empire, to distinguish it from the older Babylonian period of around 2000–1600 BC. Like the old Babylonian Empire, the Chaldean Empire's capital city was Babylon. The Chaldean Empire developed under Nabopolassar as Assyrian rule declined. Nebuchadnezzar was its most famous ruler.

Darius the Mede—The identity of Darius the Mede, mentioned in Daniel 5:31 and again in Daniel 6, is uncertain. He may have been a satrap appointed by Cyrus to rule in the city of Babylon.

Discussion

page 172

💡 What is extraordinary about the mention of Cyrus in the book of Isaiah? *possible answers: The prophecy was written 150 years before Cyrus's birth. Although Cyrus did not worship God, the prophecy calls him "the Lord's anointed."*

📖 What was Isaiah's prophecy concerning Cyrus? *God would use him to free the Israelites from slavery in Babylon.*

📖 Which book in the Bible tells about the fulfillment of Isaiah's prophecy? *Ezra*

➤ What is the Cyrus Cylinder? *a cylinder seal*

➤ Where was it found, and where is it located now? *It was found at the site of the ancient Babylonian temple. It is now in the British Museum.*

➤ What is its message about? *Cyrus's respect for the god Marduk and how Cyrus freed some conquered peoples to go to their homelands and make sanctuaries for their gods*

➤ Does the Cyrus Cylinder mention the Israelites specifically? *No, it does not mention them by name.*

📖 Why is the Cyrus Cylinder important to biblical history? *It provides a testimony to the truth of God's Word that Cyrus allowed the Israelites to return to Judah and rebuild God's house in Jerusalem.*

📖 Does the Cyrus Cylinder "prove" that God's Word is true? *possible answer: There has never been any need to "prove" the truth of God's Word. The Bible would be true even if the Cyrus Cylinder had never been found.*

[BAT: 8a Faith in God's promises]

Choose a student to read aloud the excerpt from the Cyrus Cylinder.

📖 How do we know from the excerpt that Cyrus was not a true believer in God? *He gives honor to the false god Marduk.*

Background

Marduk—The Chaldeans worshiped a god called Marduk, who was considered by the Chaldeans to be the patron god of the city of Babylon. They viewed him as the creator and often called him by the title Bel, meaning “lord.”



Tolerance—In today’s society, political leaders often view tolerance as the best way to deal with people who do not believe the same things. Challenge the student to research and write an essay about tolerance. He should include what the Bible says, Scripture references, and how a Christian should respond biblically when asked to be tolerant.

ARCHAEOLOGY: THE CYRUS CYLINDER

The prophet Isaiah mentioned Cyrus by name 150 years before Cyrus's birth. Isaiah called Cyrus “the Lord's anointed.” Why was this title given to a king who did not even worship God? Isaiah foretold that God would use Cyrus to free the Israelites from slavery in Babylon and let them rebuild their temple (Isa. 44:28–45:6).

Like the Mesopotamians, the Persians used cylinder seals. One famous Persian cylinder seal can be found in the British Museum. This artifact, known as the **Cyrus Cylinder**, tells more about Cyrus's tolerant attitude toward his subjects.

In 1879 a scholar named Hormuzd Rasam found the cylinder seal at the site

of the ancient Babylonian temple. The cylinder seal contained a message about Cyrus's respect for Marduk, Babylon's god. It also told how Cyrus freed some of his conquered peoples. He let them return to their homelands and make sanctuaries for their gods.

The Cyrus Cylinder does not mention Israel by name, but the book of Ezra tells that Cyrus allowed the Israelites to return to Judah and rebuild God's house in Jerusalem. Cyrus also returned the temple treasures that the Chaldeans had taken from the Israelites. When God allowed the Cyrus Cylinder to be found, it became an important testimony to the truth of His Word.

From the Cyrus Cylinder:

I am Cyrus, king of the universe, the great king, the powerful king, king of Babylon, king of Sumer and Akkad, king of the four quarters of the world. . . . I sought the safety of the city of Babylon and all its sanctuaries. As for the population of Babylon, . . . I soothed their weariness; I freed them from their bonds. Marduk, the great lord, rejoiced at [my good] deeds, and he pronounced a sweet blessing over me. . . . I collected together all of their people and returned them to their settlements.

Translated from Persian by Irving Finkel, Assistant Keeper, Department of the Middle East, British Museum. © Trustees of the British Museum.

The Cyrus Cylinder, made in Babylon, 539 BC (after), Achaemenid Dynasty, © The Trustees of the British Museum



Cyrus Cylinder

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The Region Today

Iran

Climate—The climate is mostly arid or semiarid. Cooler temperatures are found in the north with heavy snowfall in winter, especially in the mountains. Summers are hot and dry with temperatures exceeding 100°F (38°C) daily. Most of Iran's rainfall occurs along the coast of the Caspian Sea.

Topography—The Zagros Mountains cut diagonally across the country from the northwest to the southeast. The Elburz Mountains line the Caspian Sea. In the central region is a desert plateau. A coastal plain runs along the Caspian Sea. Another marshy plain lies in the southwest.

Natural Resources—The country's natural resources include petroleum, natural gas,

coal, chromium, copper, iron ore, lead, manganese, zinc, and sulfur.

Geography and Culture—Persia's mountainous terrain encouraged the Persians to develop a strong cavalry for warfare. The Persian road system allowed the East and the West to be in contact as never before.

Location—Ancient Persia was located in the Middle East in what is now Iran. At the height of Persia's power under Darius I, the Persian Empire extended from the Mediterranean and Aegean seas in the west to the Indus River in the east.



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Discussion

page 173

- What two mountain ranges are prominent in modern Iran? *the Elburz and the Zagros mountains*
- What type of land is found in central Iran? *a desert plateau*
- ⊕ Display the *Persian Empire Then & Now* map.
- ⊕ Locate these cities on the map: Persepolis, Pasargadae, and Susa.
- ⊕ Each of these cities was once a capital of Persia. In which part of modern Iran are most of these ancient cities located? *the central or western part of the country*
- ⊕ What is the capital of Iran today? *Tehran*
- ⊕ Look at the extent of the empire when it was under the rule of Darius I. What river

bordered the eastern Persian Empire?
the Indus River

- ⊕ Caption answer: *parts of Egypt, the land north of the Aegean Sea, and the area around the Indus River*

Activity Manual

Reinforcement—page 101



Timeline—Challenge the student to research the events in Persia from 559 BC to AD 651 and to plot them on a timeline. Suggest that the student illustrate the timeline.

◆ Lesson 73 ◆**Objectives**

- Identify the first three rulers of the Achaemenid period in Persia
- Explain the reasons for the growth of trade in the Persian Empire
- Identify ways that Darius organized, connected, and protected his empire
- Identify qualities of a good historian
- Evaluate the value of Herodotus's work as a historian

Vocabulary

satrapy	Royal Road
satrap	daric

Materials

- Chapter 7 Organizer, AM p. 102
- The Royal Road, M 7.3

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

Imagine that you have just become ruler of a huge empire that extends through several countries and even across a sea. What are some of the challenges you might face in trying to rule an empire of that size? Accept reasonable answers.

► Today's lesson will show how one Persian emperor managed his huge empire.

Teach for Understanding**Discussion**

pages 174

Guide the student in completing the appropriate sections of the *Chapter 7 Organizer*.

- What was the period of rule that Cyrus began called? *the Achaemenid period*
- What was the most important accomplishment of Cyrus's son, Cambyses? *conquering Egypt*
- What was left unresolved at the death of Cambyses? *who was next in line for the throne*
- What happened that brought order to the kingdom again? *Darius and some other nobles put down the rebellion, and Darius became the next king*
- In how many years had Persia gone from being a group of nomads to a world superpower? *less than thirty*

- FOCUS**
- Under which king did the Persian Empire reach its greatest size and power?
 - How did Darius keep the empire organized and protected?

The Empire Grows

The dynasty that Cyrus began is known as the **Achaemenid** (uh KEE muh nid) period of Persia. Cyrus ruled the Persian Empire until his death in 530 BC. He was buried in a grand royal tomb in his capital city, **Pasargadae** (puh SAHR guh DEE). His son Cambyses took the throne after him.

Cambyses continued to extend Persia's empire. His most important success was conquering Egypt. But while in Egypt, he received news of a rebellion in Persia. Cambyses immediately started home. But on the way, he died of a wound caused by an accident with his own sword. It was not clear who was next in line for the throne.

Darius (duh RYE us) and some other nobles put down

the rebellion, and Darius became the next king. He was known as **Darius the Great** because of his long and successful reign.

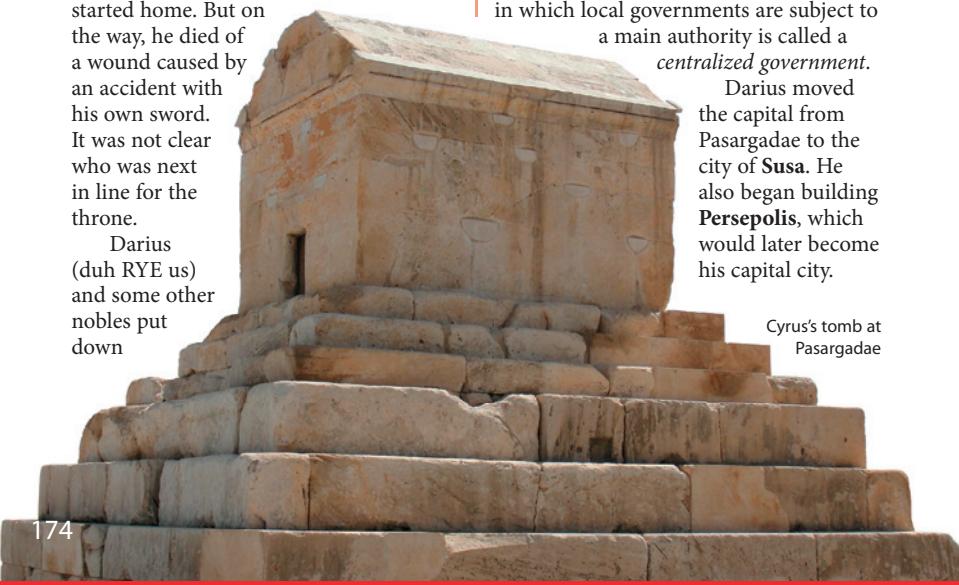
Under Darius, the Persian Empire reached its greatest size and power. Less than thirty years had passed since Cyrus rose to power among the nomads. Now Persia had become a world superpower. People from many different lands were paying tribute to Darius. He needed a strategy for keeping his large empire organized.

Central Government

Darius formed a plan for governing the empire. He set up a place for government in one central city. Then he divided the conquered lands of his empire into twenty provinces. Each province was known as a **satrapy**. A governor, or a **satrap**, was assigned to each satrapy. The satrap's responsibilities included collecting tribute for Darius and reporting to him. A governmental system such as this in which local governments are subject to a main authority is called a **centralized government**.

Darius moved the capital from Pasargadae to the city of **Susa**. He also began building **Persepolis**, which would later become his capital city.

Cyrus's tomb at Pasargadae



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FOCUS Read Psalm 75:5–7. Who ultimately decides which nations will be powerful?

God [Bible Promise: I. God as Master]

► How did Darius organize the government of his large empire? *He set up a central government in one city, divided his lands into twenty provinces, and appointed men to govern them.*

► What was a province called? **satrapy**

► What was the governor assigned to a satrapy called? **satrap**

► Name in order the three cities that were once the capital of Persia during the rule of Darius. **Pasargadae, Susa, and Persepolis**

FOCUS Answers

- Darius the Great
- The empire was organized with a central government and a good road system; it was protected by a strong military.

**BIOGRAPHY****Who:** Darius I (the Great)**What:** third ruler of the Persian Empire**When:** ruled ca. 522–486 BC**Where:** ancient Persia

Darius I was not directly in line for the throne, but he rose to power after the death of Cambyses, Cyrus's son. During Darius's reign, the Persian Empire reached the height of its size and power.

The Road System

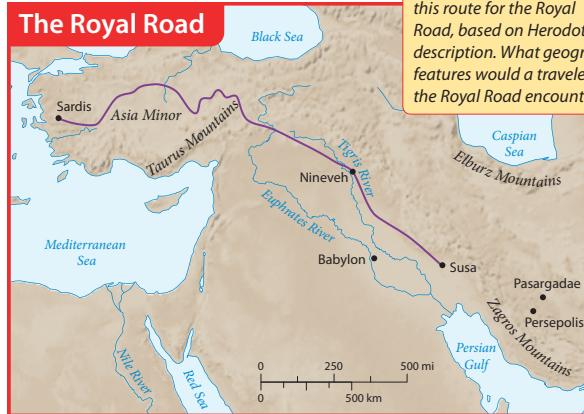
Darius faced another challenge as the ruler of a large empire. How would he communicate important messages to different parts of his kingdom? How would he receive news and collect wealth from distant areas? To keep his empire connected, Darius built and maintained a good road system. This system was a network of about 8,000 miles of stone roads that connected the entire empire. The longest

road, called the **Royal Road**, stretched over 1,600 miles from Susa to Sardis.

Darius had royal messengers stationed along this road to carry messages in relay style. **Herodotus** (hih ROD uh tus), a famous historian from Greece, describes the Royal Road and the king's messengers who traveled it.

Nothing mortal travels so fast as these Persian messengers. . . . Along the whole line of road there are men, they say, stationed with horses, in number equal to the number of days which the journey takes, allowing a man and a horse to each day; and these men will not be hindered from accomplishing at their best speed the distance which they have to go, either by snow, or rain, or heat, or by the darkness of night. The first rider delivers his despatch to the second, and the second passes it to the third; and so it is borne from hand to hand along the whole line, like the light in the torch-race. (George Rawlinson, trans. *The History of Herodotus*, Book VIII, ed. Manuel Komroff [NY: Tudor, 1928], 461)

Historians have suggested this route for the Royal Road, based on Herodotus's description. What geographic features would a traveler on the Royal Road encounter?



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Discussion

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💡 After Darius the Great, were there other Persian kings named Darius? **yes** How do you know? *He has the Roman numeral "I" after his name. If he were the only one, then a number would not be added.*

💡 Why was Darius called “the Great”? *He had a long, successful reign and brought the empire to the height of its power.*

► How many years did Darius rule? **about 36 years** ($522 - 486 = 36$ years)

► Besides ruling a large empire, what was another challenge Darius faced? *communication with different parts of the empire*

► What system did Darius develop for communicating with the entire empire? *a network of about 8,000 miles of good stone roads*

► What was the longest road, and how long was it? **the Royal Road; about 1,600 miles**

⊕ Display *The Royal Road* map.

⊕ Which city was on the western end of the Royal Road? **Sardis**

⊕ Which city was on the eastern end of the Royal Road? **Susa**

⊕ Caption answer: *rivers and the Taurus Mountains*

► How did Darius send communications along the Royal Road? *in relay style through his royal messengers stationed along the road*

► How does the ancient historian Herodotus describe these messengers? *faster than anything mortal and unhindered by snow, rain, heat, or the darkness of night*

💡 What modern delivery system does this sound like? **the postal service**

► To what sporting event does Herodotus compare Darius's delivery system? **the torch-race**

💡 In what kind of race run today is something passed from one person to the next? **a relay race that passes a baton**

► Today, in the days leading up to the Olympic Games, runners in a relay carry and pass a torch that is used to light the Olympic torch.



WRITING **Journal entry**—Challenge the student to research and plan a trip down the ancient Royal Road. Encourage him to write a journal entry describing the journey. The entry could include information about trade, resting places, the rivers crossed, and the distance traveled each day.



U.S. HISTORY **Compare and contrast**—Prepare a Venn diagram and compare and contrast the Royal Road and the Pony Express.



GEOGRAPHY **Jonah**—The city of Nineveh is on the Royal Road. Read Jonah 1:1–3 and discuss why Nineveh would have been described as a great city. Use a Bible atlas to find the places named in the passage. Measure and discuss the distances and modes of transportation Jonah would have used.

Echoes from the Past

Discussion

page 176

- What is the James A. Farley Building in New York City? *a post office*
- Where did the quotation on the building originate? *in Herodotus's description of the messengers on Persia's Royal Road*
- 💡 How does this quotation relate to modern postal workers? *Postal workers often deliver mail in spite of severe weather and difficult road conditions.*
- Name two reasons for the growth of trade in the Persian Empire. *The roads made it possible for people to see goods produced in other parts of the empire, and demand for those goods grew. A common Persian currency was introduced that could be used throughout the empire.*
- What was the name of the gold Persian coin and whose image was stamped on it? *daric; Darius's image*
- Some scholars believe that the image on the coin was meant simply to represent the Persian king, not necessarily to depict Darius himself.
- 💡 Look at the Persian daric. How is the king depicted? *He is shown running, holding a bow and a spear.*
- 💡 What do you think this image is meant to tell about him? *probably his military power*

Background

James A. Farley Building—The James A. Farley Building is named for Franklin D. Roosevelt's campaign manager, James A. Farley. Roosevelt appointed Farley as Postmaster General. The huge building occupies two city blocks and has the zip code designation 10001. In 2011 renovation began on a large portion of the building to turn it into a train station. Some of the building's postal operations, however, remain in place.



United States Postal Service—Challenge the student to research the beginning of the United States Postal Service and have him present his findings.

Persia's Royal Road

If you were to visit the James A. Farley Building in New York City, you would see a quotation engraved on the outside of the building. "Neither snow nor rain nor heat nor gloom of night stays these couriers from the swift completion of their appointed rounds." Does that saying sound familiar? It is an "echo" of Herodotus's description of the messengers on Persia's Royal Road. After an architect added the quotation to this post office building in New York, people used it to describe the United States Postal Service.

Front of the James A. Farley Building



Trade

The road system helped trade to flourish in the Persian Empire. People transported all kinds of goods on the Persian roads. About once a year, ambassadors from all parts of the empire traveled the roads carrying goods to present as tribute to Darius. As people saw the variety of goods produced in other lands, the demand for those goods grew.

The Persians' coin system also encouraged trade. Darius introduced a common currency for his empire. A gold coin stamped with his image was called

a **daric**. This coin could be used throughout his lands. A silver coin called a **shekel** was also commonly used.



Ancient Persian coin

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Persian soldiers on a relief

A Strong Military

Darius needed military strength to keep his empire under control. Persia had a strong force of paid soldiers who were professionally trained. Ten thousand of these soldiers were the king's own special force, called the **Immortals**. When one of the Immortals died, he was immediately replaced. Darius himself had been one of the Immortals during the reign of Cambyses.

Persia also had a well-trained cavalry. Horses helped the soldiers travel more

quickly over Persia's mountainous terrain. When fighting an enemy, the Persian cavalry usually attacked first, followed by foot soldiers.

The Persian military was well organized and loyal. Herodotus described them as the most valiant of all the armies he had seen. Darius used his army to end several rebellions during his reign. He also needed the army to expand his empire. In the east he conquered territory as far as the Indus River. In the west he conquered a number of Greek city-states around the Aegean Sea. He never gained control over all of them.

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Discussion

page 177

- A third challenge Darius faced was defending his empire. How did Darius keep his large empire controlled and protected? *by strengthening his military forces*
- What was his special force of paid, trained soldiers called? *the Immortals*
- How many Immortals were there? *ten thousand*
- 💡 Had there been a force of Immortals before the time of Darius? *Yes, Darius himself had been one under Cambyses.*
- What other part of Persia's army was well trained? *the cavalry*
- Why was a cavalry important for Persia? *Horses were needed for quick travel over Persia's mountainous terrain.*

- How did Persia's army usually operate when attacking an enemy? *The cavalry attacked first, followed by the foot soldiers.*
- What was Darius able to accomplish through his army? *He ended rebellions and expanded his empire.*
- Which people to the west did Darius never completely conquer, although he captured some of their land? *the Greeks*
- As you continue reading this chapter, you will learn that Darius and his successors failed to gain control over all of the Greeks' land. Certain Greek city-states never became part of the Persian Empire. But even more than that, you will see that the Persians could not conquer the Greek spirit and culture. Eventually Greek culture would spread throughout the lands that had made up the Persian Empire.

💡 What art form is the picture of? *a relief*

💡 What is a relief? *a kind of sculpture that has a flat background and raised details*

💡 What weapon is each soldier holding? *a spear*

Famous People

Discussion

page 178

- What title was given to Herodotus because of his work? *the Father of History*
- Where was Herodotus born? *Asia Minor*
- Where did he grow up? *the Persian Empire*
- What in his early life prepared Herodotus to be a writer of history? *his education and travel*
- What was his major life work? *The Histories, a record of the major events of his time*
- How is this work important in the study of the Persian emperors? *It describes the rise and fall of each one.*
- Which wars does Herodotus describe in *The Histories*? *the wars between Persia and Greece*
- What do scholars disagree about in the work of Herodotus? *They disagree on how accurately he recorded history.*
- 💡 Why is it important for a historian to carefully examine the information he receives from others? *possible answer: for accuracy and fairness, since he did not witness the events personally*
- 💡 Why is it hard for any historian to be completely objective? *possible answer: Different people see and interpret life differently based on their personal beliefs and their worldview.*
- What are some of the important qualities of a historian that Herodotus demonstrated? *possible answers: diligence in gathering information, attention to detail, honest and fair presentation, good writing style*
- What language did Herodotus write in? *Greek*
- How are we able to read his writing today? *It has been translated.*

Activity Manual

Study Skill—page 102

The PERSIA organizer arranges the influences of the Persian civilization.

Review—pages 103–4

This Study Guide reviews Lessons 72–73.

Expansion—page 105

This page gives further information about the Persian Immortals.

Assessment

Quiz 7A

The quiz may be given anytime after this lesson.

Herodotus

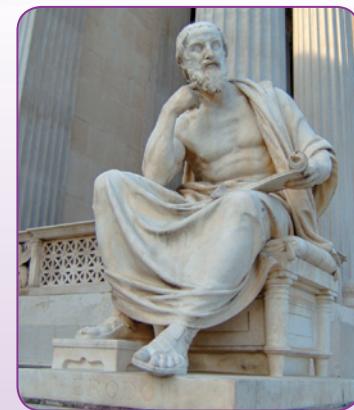
The Greek scholar Herodotus has become known as the Father of History. He lived during the fifth century BC. Born in Asia Minor, he grew up as a subject of the Persian Empire. From his writings we know that he was well educated and traveled widely.

Wherever he went, Herodotus listened and watched. He talked to people who remembered the past. He wrote down the interesting stories he heard. Over the years, he recorded the major events of his time in a lengthy work called *The Histories*. Herodotus spent most of his adult life working on this project. Much of what we know about ancient Persia comes from his writings. He describes the rise and fall of each of the Persian rulers. He also gives detailed accounts of the wars between Persia and Greece. Herodotus even records backgrounds and customs of other peoples he came in contact with during his travels.

Scholars today disagree on how accurate Herodotus was in his historical accounts. Some say that he did not always give objective details, especially when he recounted stories he had heard from others. Yet most scholars agree that in the *The Histories*, he demonstrates some of the best qualities of a historian. Herodotus gathered information diligently. He paid attention to details and tried to bring people and places to life. He seems to have tried to present his material honestly and fairly.

Herodotus was also an excellent writer. He had studied the classic works of Greek literature—prose, drama, and poetry. His reading had taught him to use language in a beautiful way. Many scholars compare *The Histories* to a work of poetry because of its graceful style.

Herodotus wrote in Greek. Scholars have translated his work into English. Now we can read and enjoy it. Herodotus's work has also been translated into Latin, French, German, Italian, and Swedish.



- FOCUS**
- What does the art of Darius's time tell about the Persians?
 - What made the Persian religion different from most of the others in the ancient world?

Culture in Ancient Persia

Language

If you had traveled through ancient Persia, you probably would have heard many different languages spoken. However, a language called Aramaic became the common tongue of the empire. Parts of the Old Testament are written in this language rather than Hebrew.

The kings of the Persian Empire wrote and spoke in a language that became known as Old Persian. Old Persian was written in cuneiform, a wedge-shaped script that looked similar to the one used by the ancient Sumerians. Each symbol stood for a syllable.

Art

Darius built the city of Persepolis on a terrace with a huge stairway leading up to it. The city had splendid palaces, a royal treasury, and the Hall of a Hundred Columns for important gatherings. Parts of these buildings are still standing today.



Darius filled the city with glorious works of art. On the steps, entrances, and walls of buildings were ornate carvings. Columns adorned the halls. Doors and furnishings were decorated with gold, silver, and bronze. Floors were often paved with brick or stone and covered with carpets.

The Persians had great wealth and they loved beautiful things. Archaeologists have found many Persian carvings showing people wearing bracelets, necklaces, earrings, and elaborate headdresses. Bowls carved with intricate patterns have been found. Jars, jugs, utensils, and drinking vessels called **rhytons** (RY tons) often have animal-shaped handles. Tombs of Persian kings and nobles reveal that these wealthy people were buried with their jewelry and other valuables.

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◆ Lesson 74 ◆

Objectives

- Identify the common language of the Persian Empire
- Infer information about the ancient Persians from depictions of them in artwork
- Recognize the importance of the Behistun carvings in deciphering ancient cuneiform
- Contrast Zoroastrianism with biblical truth
- Identify the role of Darius in God's plan for the Israelites' restoration of the temple

Vocabulary

rhyton
Avesta
magi

Materials

- Chapter 7 Organizer from Lesson 73
- Persian Wealth, V 7.1a–c
- Behistun Cliff-Face Inscription, V 7.2

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- What can the way we dress communicate about us? *possible answers: favorite colors or styles, awareness of fashion trends, the value we place on neatness, social class, and the time in which we live*

- In this lesson you will learn what archaeologists have concluded about the Persians from the adornments they wore.

Teach for Understanding

Discussion

page 179

Guide the student in completing the appropriate sections of the *Chapter 7 Organizer*.

- What became the common language of the Persian Empire? *Aramaic*
- What language was written and spoken by the kings? *Old Persian*
- How was the written language of Old Persian similar to another ancient language? *It was a cuneiform script similar to the one used by ancient Sumerians.*
- How do you know that the structures in Persepolis were well built? *Possible answer: Parts of these buildings can still be seen in ruins today.*
- How did the city buildings display the wealth of the Persians? *They were decorated with gold, silver, and bronze, and the floors were carpeted.*
- How can we infer that the people themselves liked to dress richly? *Carvings show the people wearing bracelets, necklaces, earrings, and elaborate headdresses.*
- How were some of the jars, utensils, and drinking vessels adorned? *With animal-shaped handles*
- What was a rhyton? *A type of drinking vessel*
- What is unusual about the animals pictured on the bracelet and the rhyton in the pictures? *Each animal is a combination of different animals.*
- Rhytons, utensils, and jewelry in Persia sometimes displayed mythical creatures as well as realistic animals.

Display the *Persian Wealth* visuals and discuss the objects shown.

FOCUS Answers

- They were wealthy and loved beautiful things.
- It was monotheistic.

Discussion

page 180

- Where is the inscription that Darius made about his rise to power? *on a cliff face near the town of Behistun*
- In what three languages was the message written? *Old Persian, Babylonian, and Elamite*
- Why was the inscription difficult to see clearly? *It was too high on the cliff. The scribes had removed the ledge they had stood on to carve.*
- Display the *Behistun Cliff-Face Inscription* visual.
- Locate the images of the people on the cliff face. Notice that the inscription was engraved above and below the images.
- Look at the amount of space the inscription takes up. The inscription is not just one or two sentences. How would you have liked to balance on a cliff and chisel that many words? *Answers will vary.*
- Who finally climbed the cliff so that he could copy the carvings? *Henry Rawlinson*
- In what year did Rawlinson do this work? *1836*
- 💡 Why do you think it was helpful that the inscription was written in three languages? *Comparing the languages would help scholars translate the cuneiform script.*
- Did Rawlinson decipher the Old Persian cuneiform right away? *No, it took him and other scholars years to decipher it.*
- What was the result of their work? *Many other cuneiform scripts could be read, and ancient civilizations were better understood.*
- In the bottom picture, which figure do you think represents Darius? *the tallest figure, third from the left, who appears to be receiving homage*
- Scholars believe that the figure floating above the scene represents the Persian god, Ahura Mazda. What might Darius have wanted to communicate by including the god in the scene? *the god's approval of Darius as the Persian king*

CARVINGS ON A CLIFF

On a cliff face near the town of Behistun (BAY his TOON), Darius had an inscription, or rock carving, made. The inscription told about his rise to power and was made up of both pictures and cuneiform symbols. The symbols were carved in three languages—Old Persian, Babylonian, and Elamite. After Darius's scribes finished carving the inscription, they removed the rock ledge they had been standing on.

For centuries, no one could read the Behistun inscription. It was too high on the cliff face to be read. In 1836 a British diplomat and scholar named Henry Rawlinson began studying the Behistun inscription. He risked his life to climb the cliffs and copy the cuneiform script. Then he worked on deciphering the three languages.

Behistun cliff-face inscription that depicts Darius's rise to power



Can you locate the inscription on the cliff?

The Behistun carving was just one of the sources used to decipher Persian cuneiform. Rawlinson and other scholars worked for years to solve the mystery of the wedge-shaped symbols. Their work resulted in a great breakthrough in understanding ancient civilizations. Many other cuneiform scripts were finally able to be read.



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Background

Elamite language—Elam was an ancient country stretching from the Mesopotamian plain to the Iranian Plateau. The Elamite language is now extinct. Elamite texts have been found that date to the reign of the Achaemenid kings of Persia (sixth to fourth century BC). These kings used Elamite, Akkadian, and Old Persian in their inscriptions. Elamite was written in the cuneiform script.

Behistun—Behistun, also known as Bisitun, was the name of a village as well as the name given to the cliff face where the inscription is carved. The inscription is located along the road between the ancient cities of Babylon and Ecbatana, on what would have been a main thoroughfare during the reign of Darius. The carvings were etched in the rock at a height of more than one hundred feet. The story of Darius's rise to power was told

in both pictures and written language, so that all who passed that way, even illiterate people, could understand it.



Persian dress—Persian men were some of the first to wear pants. The two-legged garment provided warmth and comfort for horseback riding. The trouser suit is still worn in Iran today.



БІОГРАФІЯ

Who: Zoroaster**What:** founder of Zoroastrianism**When:** sixth century BC**Where:** ancient Persia

Zoroaster claimed that there was one god, Ahura Mazda, who had shown him visions about what to teach. Based on these visions, he developed the Zoroastrian religion.

ZOROASTRIANISM

Zoroastrianism recognizes only one god, but not the God of the Bible.

Zoroastrianism's god is equal with the evil being he battles against. The true God rules over all. Satan is a rebellious angel who can do nothing unless God permits it.

Zoroastrianism teaches that what man does in this life determines what his eternity will be like. The Bible teaches that where man spends eternity depends on his relationship to Jesus Christ.

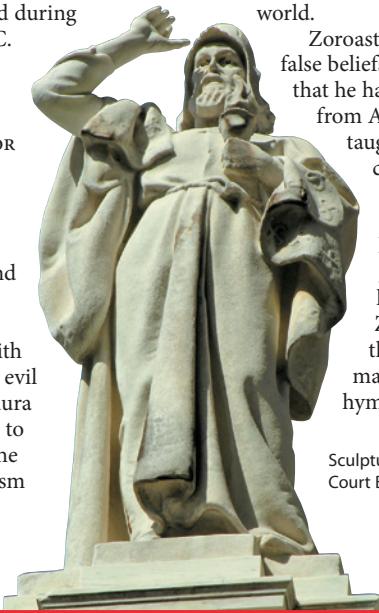
Zoroastrianism teaches that a battle rages between good and evil. People must choose which side they are on. The Bible teaches that all people are born sinful and need God to save them from their sins. Salvation is only through Jesus Christ, Who paid the penalty for sin through His death and resurrection.

Religion

Zoroaster (ZOR oh AS ter) was a man who lived during the sixth century BC.

He founded the main religion of ancient Persia,

Zoroastrianism (zor oh AS tree uh niz um). Through this religion, Zoroaster tried to explain the existence of good and evil. He taught that a good god, Ahura Mazda, struggled with an equally powerful evil being, Ahriman. Ahura Mazda was believed to be the creator and the only god. Monotheism



made Zoroaster's religion different from most of the other religions in the ancient world.

Zoroastrianism contained many false beliefs. Zoroaster claimed that he had seen visions sent from Ahura Mazda. Zoroaster taught that each person must choose between good and evil. He also taught that man could have eternal happiness if he did more good than evil in this life. The holy writings of Zoroastrianism are called the **Avesta**. The Avesta is made up of myths, rules, and hymns.

Sculpture of Zoroaster on the Appellate Court Building in New York City

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Discussion

page 181

- Who founded the main religion of ancient Persia and gave it his name? **Zoroaster**
- In what century did Zoroaster live? **sixth century BC**
- 💡 Was Zoroastrianism an established religion when the Persian Empire adopted it? **No, it was developed during the same century.**
- On what did Zoroaster base his authority for establishing a new religion? **visions he claimed to have been shown by Ahura Mazda**
- What made Zoroastrianism different from most other religions of the ancient world? **It was monotheistic.**

💡 What other civilization have we studied that had a monotheistic religion? **Israel**

➤ How did Zoroaster attempt to explain good and evil through his religion? **A good god, Ahura Mazda, struggled with an evil being, Ahriman.**

➤ What did Zoroaster teach that man must do to find eternal happiness? **do more good than evil in this life**

➤ What book does Zoroastrianism regard as holy? **the Avesta**

💡 How does the Bible's teaching on salvation and eternity differ from Zoroastrianism? **The Bible teaches that salvation is only through Jesus Christ, Who paid the penalty for sin through His death and resurrection, not through our good deeds.**

💡 What does the Bible teach about a person's relationship to evil? **All people are born sinful and need God for salvation from sins.**



Artwork—Ancient artwork and carvings of the Persian people helped explain their society to historians. Similarly, there is artwork from American history that depicts America's national values. Challenge the student to research and then write a poem or produce a piece of art, such as a sculpture or a drawing, that depicts modern society. Direct him to present his information and his project.

In the Bible

Discussion

page 182

- What did the Persians use to represent Ahura Mazda? *fire*
- How did the priests show respect for this symbol? *by keeping fires burning continually on altars in temples*
- Direct the student's attention to the picture of a modern fire temple on page 194.
- What were the Zoroastrian priests called? *magi*
- What were magi traditionally known for being able to do? *interpreting dreams and telling the future by the stars*
- What are modern followers of Zoroastrianism called? *Parsis*
- How was Darius similar to Cyrus in attitude and treatment of religions while ruling? *Even though Zoroastrianism was the official religion, Darius tolerated other religions.*
- Which Persian ruler allowed the Israelites to return to Judah to rebuild their temple? *Cyrus*
- Why were the Israelites still working on the temple during Darius's reign? *The work had stopped many times because other peoples around them tried to discourage the Israelites from building.*
- Why did Tatnai write to Darius? *to find out whether the Israelites' rebuilding of the temple should be allowed to continue*
- How did Darius respond? *Darius found Cyrus's decree and told Tatnai to leave the work of God's house alone. He also ordered Tatnai to help the Israelites with expenses. Darius threatened with death anyone who tried to change his orders.*

Who is speaking in Ezra 6:12? *Darius*

What does Ezra 6:12 show about the plan of God? *Sometimes God uses kings who do not even worship Him to carry out His plans.*

Activity Manual

Study Skill—page 102

Reinforcement—page 106

Darius's Order About the Temple

Cyrus had allowed the Israelites to return to Judah to rebuild the temple. The Israelites did so, but their work was stopped many times. Other people often tried to discourage them. Ezra 5 tells us that an official named Tatnai questioned the Jews' right to rebuild the temple. He wrote to King Darius to find out whether their rebuilding of the temple should be allowed to continue.

Darius searched for and found Cyrus's decree. He wrote a letter back to Tatnai, telling him to leave the work on the house of God alone. He also ordered that Tatnai help the Israelites with their expenses. Darius included a threat of death for anyone who tried to change his orders.

Once again, God used a king who did not worship Him as part of His plan. God used Darius's order to clear the way for God's people to continue their work on His house.

"And the God that hath caused his name to dwell there destroy all kings and people, that shall put to their hand to alter and to destroy this house of God which is at Jerusalem. I Darius have made a decree: let it be done with speed."

Ezra 6:12



The Zoroastrians believed that Ahura Mazda was represented by fire. Their priests kept fires burning continually on altars in their temples. The priests in the Persian Empire were called **magi**. We get our word *magic* from their name. History is not clear on whether all the magi followed Zoroastrianism. Some sources suggest that kings relied on the magi to interpret dreams and tell the future by the

stars. Some people in modern Iran and India still follow Zoroastrianism. They call themselves *Parsis* (PAR sees), another word for Persians.

Zoroastrianism was the official religion of Persia. But like Cyrus, Darius tolerated other religions in his empire. He respected the God of the Israelites and played an important role in the rebuilding of the Jewish temple.

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Background

Magi—The word *magi* is used for the wise men who followed the star to Bethlehem after the birth of Christ. The Bible says that they came from "the east," and many scholars believe that these men were from Persia. The book of Daniel reveals that the magi were trusted advisors of the Persian rulers and that Daniel rose to prominence among them because of the superior power of God. It is possible that the magi who visited the child Jesus received their knowledge of Him from Daniel's teachings, handed down by their predecessors.

Discovering How

Piecing Artifacts Together

Pottery is one of the objects commonly found at an archaeological site. But much of the pottery that archaeologists find is broken. The pieces of one broken artifact may even be scattered over a large area. If an archaeologist can put the broken shards, or pieces, of an artifact together, he can tell more about it. Pottery from different periods sometimes looks different. Depending on the era, a pot might have been made with a certain shape, texture, color, or style. The more complete an artifact is, the more an archaeologist can make reasonable guesses about its date and the people who made it.

1. You will need a bag of pottery shards, masking tape, and craft glue.
2. Lay the shards out on the floor or a table and study them closely. Carefully put the pot back together. Use tape or glue to hold the pieces in place.
3. Write a detailed description of the pot, using precise words. Describe the pot's color, shape, texture, and what you think it was used for.



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♦ Lesson 75 ♦

Introduction

Objectives

- Apply knowledge of history to an archaeological find
- Describe an artifact as precisely as possible
- Infer uses of an artifact based on its design

Vocabulary

There are no vocabulary words to introduce.

Materials

- bag containing shards of a broken clay pot for each student
- masking tape
- craft glue

- ▶ Judging from pictures you have seen, in what condition are most ancient artifacts found? *Most are found broken.*
- ▶ Part of an archaeologist's job is to try to find all the broken pieces of an artifact and put it back together. Today we will discover what we can learn from putting together and studying a broken object.

Teach for Understanding

Discussion

page 183

- ▶ Read the page to find the materials you need and the procedure to follow.

💡 What are some of the uses the Persians would have had for pottery? *Answers will vary.*

Students should work in pairs so that one can hold pieces of the artifact together while the other tapes or glues it.

- ▶ Guide the student in choosing words and phrases that could be used in describing the pot. A thesaurus may be used.

Assessment

Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.



Pottery—Avoid using glass or ceramic items. Clay or plaster items work best.

Tape or glue—If tape is used, it can be removed after the activity, and the pottery can be saved for reuse when the lesson is taught again.



Artifact—Challenge the student to choose and research a significant artifact from biblical times and present his findings.



Modern pottery—Discuss the pottery or pottery-like vessels used in modern homes. Direct the student to make drawings of a place setting of the dishes his family uses. Compare several drawings and guide the student in making generalizations about the shape, texture, color, and style of the pottery illustrated. Extend the activity by creating bar graphs of the various characteristics.

◆ Lesson 76 ◆**Objectives**

- Determine the major cause for the Persian Wars
- Describe the major events and outcome of each battle of the Persian Wars
- Identify major figures in each battle of the Persian Wars
- Identify and trace the routes used by a military force on a map
- Differentiate between historical fact and legend

Vocabulary

marathon Persian Wars

Materials

- ⌚ *The Persian Wars*, M 7.4
⌚ *Salamis*, M 7.5

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- Empires often grow through invasions and warfare. Which civilizations have we studied that have had wars and invasions as part of their history? *possible answers: Mesopotamia, Egypt, Israel, India, China*
- The wars between Persia and Greece lasted for more than ten years and involved two different Persian kings. In this lesson you will learn about the causes and events of these wars.

Teach for Understanding**Discussion**

page 184

- Why was Darius angry with the Greeks? *because they all banded together against him in a rebellion*
- Where was the first battle between Persia and Greece fought? *the plain of Marathon*
- Display *The Persian Wars* map.
- Locate the plain of Marathon on the map. Why do you think the Persians chose Marathon as the place to attack the Greeks? *It was a level spot, could be reached easily from the sea, and had room for an army to spread out.*
- What do the dotted and solid lines on the map represent? *The dotted lines indicate navies, and the solid lines indicate armies.*
- What disadvantage did Marathon have for the Persians? *They were in plain sight while the Greeks stayed hidden in the hills.*

- FOCUS**
- What events led to the wars between Persia and Greece?
 - Which side won each of the three major battles?

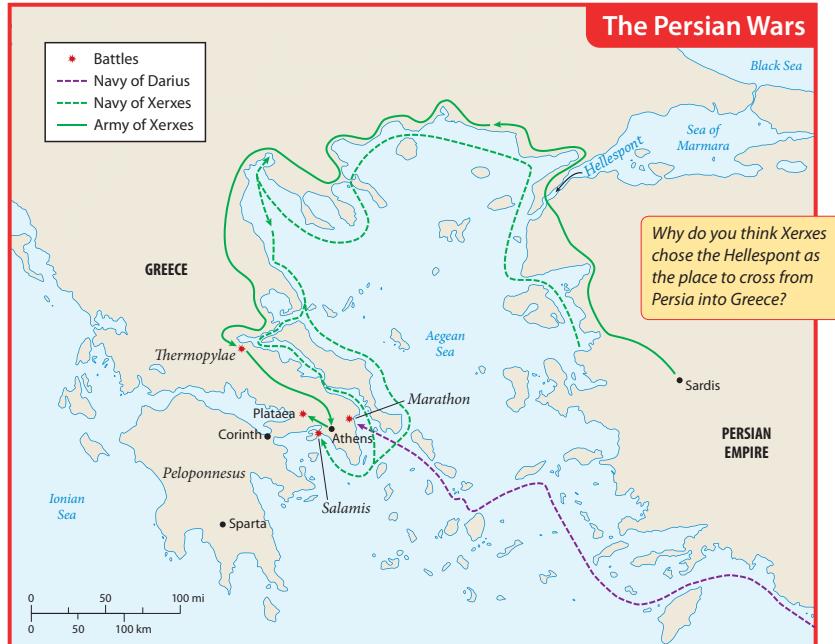
War with Greece**The Battle of Marathon**

In 499 BC the Greek city-states in Asia Minor rebelled against the Persians. Athens and a few other city-states on the mainland of Greece sent an army to help the Greeks in Asia Minor. Persia put

down the rebellion. But Darius was angry with the Greeks for banding together to rebel. In 490 BC Darius and his army sailed to the plain of **Marathon** near Athens.

The mighty Persian army of about twenty thousand soldiers spread out on the plain. The Athenian army had only about ten thousand men. The Athenians stayed hidden and planned their strategy. They would wait in the hills and attack the Persians the next day.

The next morning, one of the Athenian generals ordered his men to attack the Persians. He placed the army in a long line and had them run full



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FOCUS Answers

- Greek city-states rebelled against the Persians, angering Darius.
- Battle of Marathon—Greece
Battle of Thermopylae—Persia
Battle of Salamis—Greece



Soldiers beating the waters of the Hellespont

speed toward the Persians. It looked like a foolish plan to the Persians, but it worked.

The Persians forced back the center of the Athenian line. But the soldiers who were out on the wings of the line were stronger. They attacked both sides of the Persian army, trapping them and then drawing together like giant pincers. The Persians lost the battle of Marathon and suffered heavy losses.

According to Greek legend a runner named Pheidippides ran back to Athens, a distance of more than 25 miles, to report the good news. When he got there, he could breathe out only one word, "Victory." Then he collapsed and died. The name for our modern **marathon**, a race of 26.2 miles, comes from this story.

The Battle of Thermopylae

Darius died before he could take revenge on the Greeks. His son **Xerxes** (ZURK seez) became king in his place. Xerxes decided to continue his father's war with Greece.

In 480 BC the Persian army attacked Greece again. They crossed from Asia Minor to Greece through a strait called

the Hellespont. Xerxes had his men build bridges across the Hellespont. They laid planks across two long lines of Persian ships to make the bridges. But a storm destroyed the bridges before they could be completed. Xerxes was so angry that he executed the engineers who had designed the bridges. He also ordered his soldiers to beat the waters of the Hellespont with three hundred lashes. When his anger subsided, Xerxes ordered that the bridges be rebuilt. Finally his army was able to march across to the coast of Greece.

Sparta, another Greek city-state, joined with Athens in fighting the Persians. Sparta had a strong army. The Greeks decided to position their forces at **Thermopylae** (ther MOP uh lee), a mountain pass only about fifty feet wide. At first it looked like they would be able to defend the pass and hold the Persian army back. But then a Greek traitor showed the Persians another path through the mountains.

Before long, the Greek army was surrounded. They fought to the end but lost. The Persians marched on to Athens and burned down the entire city.

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Discussion

page 185

► What part of the Greeks' plan looked foolish to the Persians? *running toward the Persians in a long line*

► How did the Greeks gain the advantage in the battle? *Their stronger soldiers attacked the Persian army from the sides, trapping them like giant pincers.*

► Who won? *the Greeks*

💡 How does a legend differ from a historical fact? *possible answer: A fact is something proven to be true; a legend might be based on actual events, but it may have been exaggerated or embellished rather than being strictly true.*

► What legend grew out of the Greek victory at Marathon? *A runner ran more than*

25 miles back to Athens to report the news, but died after saying one word, "Victory."

► What is a marathon today? *a race of 26.2 miles*

► What decision did Xerxes make when he became king in place of Darius? *to continue the war with Greece*

► How long did the Persians wait before attacking Greece again? *ten years*

⊕ Refer to *The Persian Wars* map.

⊕ Locate the Hellespont.

⊕ Caption answer: *It was a quicker and easier way into Greece than crossing a sea.*

► How did the army cross the Hellespont? *They laid planks across a line of Persian ships to form bridges.*

► What happened to the bridges? *A storm destroyed them.*

💡 How did Xerxes display unreasonable anger? *He executed the engineers who designed the bridges and ordered soldiers to beat the water with three hundred lashes.* [BAT: 3c Emotional control]

► Once the Persians crossed the Hellespont, at what location did the battle take place? *the mountain pass of Thermopylae*

⊕ Locate Thermopylae on the map. How do you think the Persian soldiers felt by the time they reached this spot? *weary from the long march*

► Which two Greek city-states were involved in the battle? *Athens and Sparta*

► What was the Greeks' strategy? *to hold the Persians back at the pass*

► What went wrong with their plan? *A Greek traitor showed the Persians another path through the mountains.*

► Who won the battle, and what further harm did they do? *The Persians won and burned the city of Athens.*

Background

Burning of Athens—Although many beautiful structures were destroyed in the burning of Athens, the irrepressible Greek love of beauty was not. After the wars with Persia, Pericles led in the restoration of the city of Athens. Many of its most glorious structures date from this time, including the Parthenon.



Additional pronunciation

Hellespont (HEL ih SPONT)



Fact or fiction—Direct the student to choose one historical event of the United States and to research facts about the event. Challenge him to identify if any account of the event is based on legend rather than historical truth. Allow him to present his findings.

Discussion

page 186

- Who formed the Greek strategy for the battle of Salamis? *Themistocles, an Athenian general*
- What advantage did the Greeks have in the battle? *Their ships were smaller and faster than the Persian ships.*
- ❖ Display the Salamis map.
- ❖ How does this map compare to other maps in the chapter? *This map is a photograph rather than a drawing.*
- ❖ Locate the Straits of Salamis. Why did the Greeks want to have the battle at this spot? *The Greeks wanted to trap the Persian ships in the narrow strait, which had strong waves. It would be difficult for the large Persian ships to pass through.*
- ❖ Caption answer: *to capture the Greek ships, which were reported to be fleeing*
- What happened once the Persians entered the bay? *The Greeks launched their ships from the beach and began ramming and sinking the Persian ships.*
- Who won the battle? *the Greeks*
- ❖ Look at the picture at the bottom of the page. What is happening to the dark ship in the foreground of the picture? *It is sinking.*
- ❖ Which side do you think this ship belongs to? *the Persians*
- What last battle was fought between the Persians and the Greeks, and what was the outcome? *The Battle of Plataea. Persia was finally defeated, and Xerxes pulled the Persian troops out of Greece.*
- What are the wars between the Persians and the Greeks known as? *the Persian Wars*

Activity Manual

Study Skill—page 102

Review—pages 107–8

This *Study Guide* reviews Lessons 74 and 76. Page 110 may be completed before this *Study Guide* in preparation for the essay question.

Assessment

Quiz 7B

The quiz may be used anytime after this lesson.

**The Battle of Salamis**

The Persians had won the battle of Thermopylae. But the Greeks were not ready to give up. An Athenian general named Themistocles (thuh MIS tuh KLEEZ) had a plan to help the Greeks win the war with Persia.

Themistocles knew that the Greek ships were smaller and faster than the Persian ships. If the Greeks could trap the

Persian ships in a tight space, the Greeks could win.

The strait between the island of Salamis and the mainland of Greece was where Themistocles decided to fight the Persians. The Greeks lured the Persians into the strait with a false report that the Greek ships were trying to flee. The battle began in the morning, the time when sea breezes created strong waves in the strait. Once the Persian fleet had entered the strait, the sailors had a difficult time steering their large ships against the waves.

Meanwhile, the Greeks launched their ships from the beach of Salamis. The small, lightweight Greek ships rammed and sank many of the Persian ships. The Greeks won the battle.

During the next year, the Greeks fought one more battle with the Persians in the city of Plataea. Many Persian soldiers were killed, and in the end Persia had to admit defeat. Xerxes pulled the last of the Persian troops out of Greece and went home.

The wars between the Persians and the Greeks are known as the **Persian Wars**. Although Persia lost the wars, it still remained a powerful empire for more than a century.



Greek ships ramming and sinking Persian ships

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**Description of the trireme—**

Research the trireme, the type of ship used by the Greeks in the battle of Salamis. Write a description of the trireme, including information about its design, its crew, and its function in warfare.

**Additional pronunciation**

Plataea (pluh TEE uh)

Exploring Together

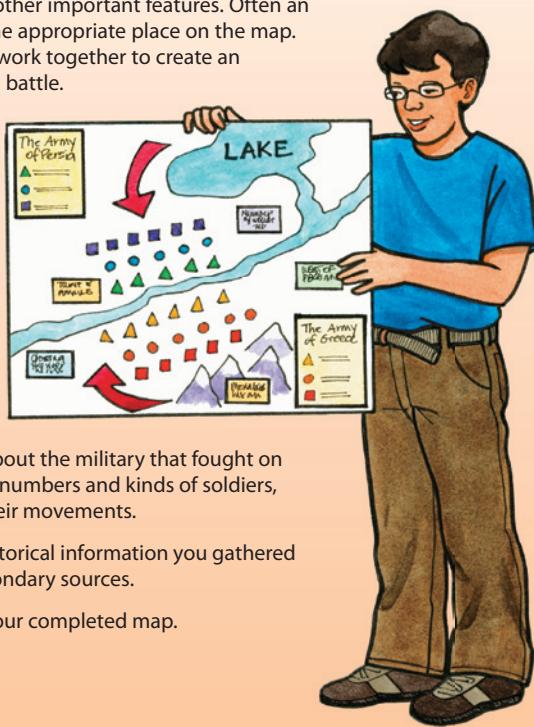
Making an Annotated Map

Have you ever been to a museum or a historical park? There you will often see large colorful maps on display. These maps often include additional information about the places they show. Visitors can use these maps not only to locate places but also to read notes about those places.

These kinds of maps are *annotated*, a term which means "with notes added." An annotated map contains notes that describe places, events, or other important features. Often an arrow connects a note to the appropriate place on the map.

In this activity you will work together to create an annotated map of a Persian battle.

1. Choose a battle from one of the Persian wars.
2. Research the battle.
3. Create a flat map that shows the land features, especially the ones that may have affected the outcome of the battle.
4. Display information about the military that fought on each side. Include the numbers and kinds of soldiers, their locations, and their movements.
5. Add notes of other historical information you gathered from primary and secondary sources.
6. Display and present your completed map.



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Remember that landforms such as mountains, plains, and narrow straits played an important role in each major battle of the Persian Wars. Be sure that your map shows these specific features and includes notes about how they affected the battle. As you research, look for information about specific people or military strategies to make note of on your map.

Guide the students in choosing their group's battle and using the reference materials to research the battle. If the students are conducting research online, provide them with possible keywords and websites.

You may choose to create a timeline of tasks for the students to follow while working. Tasks may include choosing a battle, researching events of the battle, locating reference maps, designing the map, drawing the map, and writing the annotations. Provide time for the students to plan their project and assign tasks for each member of the group to complete.

Give each group an opportunity to present its completed map to the class.

Assessment

Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.



Pictured map—The map pictured shows the kinds of details the student may include. It does not illustrate any of the actual wars.

♦ Lesson 77 ♦

Introduction

Objectives

- Conduct research on a battle from the Persian Wars
- Design an annotated map
- Present the completed map

Vocabulary

There are no vocabulary words to introduce.

Materials

- reference books about the Persian Wars
- world atlas or maps
- poster board

► **What is an annotated map?** *a map with notes that describe places, events, or other important features*

► **For this project, you will work in groups to create an annotated map of a battle from the Persian Wars.**

Briefly review how to use the various reference materials provided. Divide the students into groups.

Teach for Understanding

Discussion

Page 187

Direct the students to read the page to familiarize themselves with the project.

◆ Lesson 78 ◆

Objectives

- Place the biblical story of Esther in its historical context
- Recognize God's providential use of Esther in His plan to deliver the Jews
- Create an artist's rendering of the palace room described in Esther 1:5–6
- Analyze how the renderings help interpret the biblical description

Vocabulary

rendering

Materials

- resources for researching palace materials and furnishings
- fabric scraps (optional)
- glitter (optional)

Introduction

- Which of the Persian kings that we have studied are mentioned in the Bible? *Cyrus and Darius*
- Several Persian kings played important roles in the history of God's people, Israel. Today you will learn how Xerxes plays an important role in the book of Esther.

Teach for Understanding**Discussion**

Page 188

Direct attention to the In the Bible article.

- What is King Xerxes called in the Bible? *Ahasuerus, the Hebrew form of the name Xerxes*
- What happened to Ahasuerus's queen, Vashti? *She was removed from being queen after refusing his summons to appear at a royal feast.*
- Esther had been orphaned. Who had been raising her as his own daughter? *Esther's cousin, Mordecai*
- Why was Esther chosen to go to the palace? *She was one of the beautiful unmarried women in the kingdom, and the king ordered them all to be brought to him.*
- Had all the Jews returned to Israel when Cyrus allowed them to return? *no* How do you know? *Mordecai and Esther were still living in Persia several generations later, along with many other Jews.*
- In what part of Persia did Mordecai and Esther live? *Susa*
- Why was Susa an important city in the Persian Empire? *It was one of the capital cities and Xerxes' main residence during the winter.*

In the Bible**Xerxes and Esther**

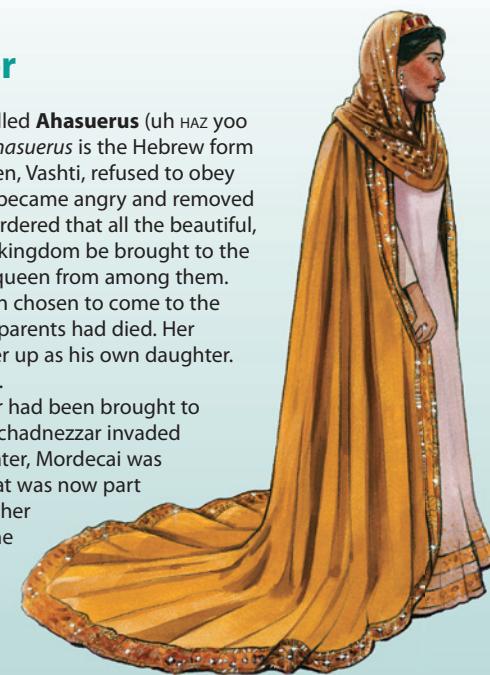
The Persian king Xerxes is called **Ahasuerus** (uh HAZ yoo EER uhs) in the book of Esther. Ahasuerus is the Hebrew form of Xerxes. When Ahasuerus's queen, Vashti, refused to obey his summons at a royal feast, he became angry and removed her from being queen. He then ordered that all the beautiful, young, unmarried women of his kingdom be brought to the palace. He would choose a new queen from among them.

Esther was one of the women chosen to come to the king. She was an Israelite whose parents had died. Her cousin Mordecai was bringing her up as his own daughter. Her Hebrew name was Hadassah.

Mordecai's great-grandfather had been brought to Babylon as a captive when Nebuchadnezzar invaded Jerusalem. Several generations later, Mordecai was living far from home in a land that was now part of the Persian Empire. He and Esther lived in the city of Susa, one of the capital cities of the Empire. The palace at Susa was Xerxes' main residence during the winter.

Xerxes chose Esther to be his queen. God placed Esther in this important position for a special purpose. Haman, one of the king's officials, plotted to destroy all the Jews. Following Mordecai's guidance, Esther used her influence with King Xerxes to plead for the lives of her people.

As shown during the crossing of the Hellespont, Xerxes sometimes gave way to unreasonable anger. The historian Josephus claimed that men with axes guarded the king's throne from anyone who approached it without a summons from the king. It took great courage for Esther to go before Xerxes without being summoned. But God gave her favor with the king. Through Esther, God brought about deliverance for His people.



An artist's **rendering**, or interpretation, of how Esther may have looked

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- Why did God place Esther in the position of queen? *to prevent the destruction of the Jews by Haman*
- How do we know that Esther was taking a great risk in going before Xerxes without being summoned? *possible answers: We know that Xerxes sometimes gave in to unreasonable anger, because of the Hellespont incident. Josephus claimed that he had his throne guarded by men with axes.*
- How did God use Esther in His plan for the Jews' deliverance? *She used her influence with the king to plead for the lives of her people. God gave her favor with Xerxes, so he brought about the deliverance she asked for.*

Discovering How

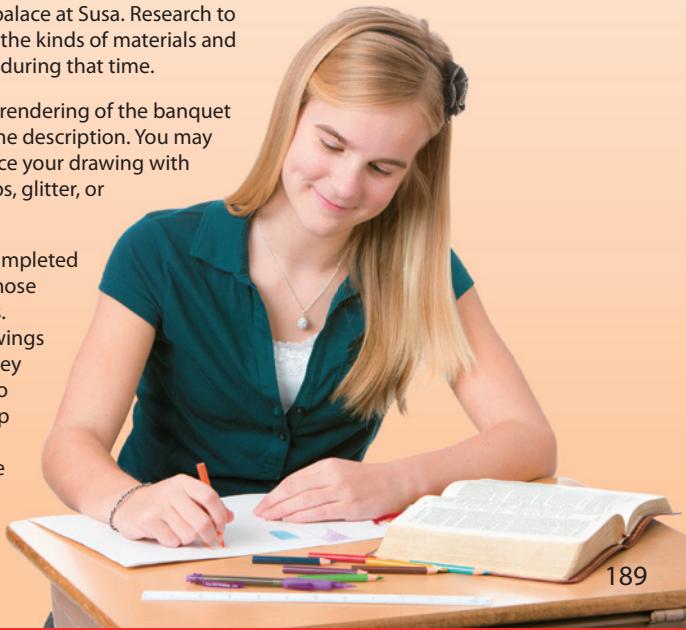
Creating an Artist's Rendering

Artists play an important role in the study of the past. It is sometimes hard to imagine how things looked in ancient times. No one had cameras to take pictures, and sometimes artwork from the past does not give the details we would like. Using sources from a particular time, an artist can fill in details with his imagination to create a rendering of a place or an object from history. Although a rendering may not

represent exactly what a historical place or object looked like, it helps us form a picture in our minds. Some artists draw or paint renderings on paper. Others use computers to create renderings.

One of the most detailed descriptions of a room in an ancient Persian palace is found in Esther 1:5–6. The description includes the room's colors, fabrics, furniture, and the materials used in the mosaic floor.

1. You will need your Bible, paper, and materials for drawing and coloring or painting.
2. Read the description of the banquet hall in the court of the palace at Susa. Research to find examples of the kinds of materials and furnishings used during that time.
3. Create an artist's rendering of the banquet room based on the description. You may choose to enhance your drawing with color, fabric scraps, glitter, or other materials.
4. Compare your completed rendering with those of other students. How are the drawings alike? How are they different? How do the drawings help you interpret the description in the Bible?



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Discussion

Page 189

- What is a rendering? *an artist's interpretation of a place or an object from history*
- What is the value of a rendering? *It helps us fill in imaginative details and gives us a picture of how something might have looked.*
- What are some ways artists create renderings? *possible answers: drawing, painting, designing on a computer*

Guide the student in researching the materials and furnishings in Esther 1:5–6. Provide fabrics, decorative paper, glitter, and other materials to enhance the student's work.

- Read the description in the Bible and research any materials and furnishings

you are not familiar with before beginning your rendering.

Provide the student the opportunity to present his artist rendering.

Discuss the completed activity. As time allows discuss similarities and differences among the drawings of different students. (Be alert to the sensitivities of some students to open evaluation.)

- What were some of the differences in the different renderings?
- What details gave you a better understanding of the biblical description?
- What details helped you see something in the palace room in a new way?

Elicit that the interpretations of written texts vary from person to person. For this reason, historians, archaeologists,

and scientists come to different conclusions about historical facts.

Activity Manual

Bible Connection—page 109

This page highlights several examples of the overlapping of Persian history with Israelite history.

Assessment

Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.



Read and discuss the excerpts from "The Histories, Book III" and "The King Dethrones Queen Vashti" on Student Text page 417 (Resource Treasury).

- How important was law to the Persians? *It was very important. It was consulted whenever major decisions had to be made.*
- In the excerpt by Herodotus, what is revealed about the Persian king's relationship to the law? *He was technically under the law, but there was a law that said he might do whatever he pleased.*
- How did the Persian judges get around the law to allow a marriage that would normally have been illegal? *They referred to the law that said the king could do as he pleased.*
- In the excerpt from the book of Esther, what did one of Xerxes' wise men suggest to "legalize" the king's deposing of Queen Vashti? *to make a new law that stated Vashti could not come before the king and that her position would be given to another*
- If Persian kings could do as they pleased or could make new laws to suit their purposes, were they really bound by the law? *no*

Lesson 79**Objectives**

- Describe the way God used the Persian king Artaxerxes in His plan for the nation of Israel
- Identify reasons for the decline of the Persian Empire
- Explain Alexander's role in the fall of the empire
- Trace the value given to Persian culture through the Seleucid, Parthian, and Sassanid periods
- Compare the rule of the Sassanids with the rule of the Achaemenids and the Parthians

Vocabulary

Hellenistic

Materials

- Empire of Alexander the Great, M 8.4
- The Sassanid Empire, M 7.6
- Chapter 7 Organizer from Lesson 73

Introduction

- What often happens to a culture when it is invaded by people of another culture? *Possible answer: The cultures mix, and both cultures adopt some features of the other.*
- In this lesson we will learn how the Persian culture changed and then revived as the empire gradually declined.

Teach for Understanding**Discussion**

Page 190

- How did Xerxes die? *He was assassinated.*
- Who became Persia's next king? *his son Artaxerxes*
- What were some of Artaxerxes' important accomplishments as king? *continuing his ancestors' building projects and dealing with an Egyptian revolt and skirmishes with the Greeks*
- In which books of the Bible is Artaxerxes mentioned? *Ezra and Nehemiah*

Choose students to read aloud Ezra 7:6–7 and Nehemiah 2:1.

How did God use Artaxerxes in His plan for the Israelites? *Possible answers: God used him to show kindness in allowing Ezra to return to teach the people and Nehemiah to lead the rebuilding of the wall in Jerusalem. Artaxerxes supplied their needs for travel and materials.*

What was unusual about the way Artaxerxes died compared to how other Persian kings had died? *He was one of the few Persian kings to die a natural death instead of being assassinated.*

- FOCUS**
- How did Artaxerxes I help the Israelites?
 - What are some of the reasons for the decline of the Persian Empire?

The Empire Declines

After twenty years as king, Xerxes was assassinated. A power struggle followed. Finally Xerxes' son Artaxerxes (AHR tuh ZURK seez) became king.

The Reign of Artaxerxes I

Artaxerxes I was the last of the strong Achaemenid kings. He continued the building projects his ancestors had started. He also dealt with a major Egyptian revolt and more skirmishes with the Greeks.

Artaxerxes showed kindness to the Israelites, as several other Persian kings

had before him. He is mentioned in the Bible. It was during his reign that Ezra and Nehemiah returned to Jerusalem. Ezra, an Israelite scribe, traveled to Jerusalem to teach the people after the temple was rebuilt. Artaxerxes paid Ezra's expenses for the journey. Nehemiah, the king's cupbearer, later returned to lead the Israelites in rebuilding the wall around Jerusalem. Artaxerxes supplied the wood that Nehemiah needed to build the city gates. The king also sent letters to guarantee Nehemiah's safety in his travels.

Artaxerxes was one of the few Persian kings to die a natural death. Among the sons of royal families, there were often plots to seize the throne by violence. Many of the Achaemenid rulers after Darius I were assassinated.

A Weakening Kingdom

The Persian Empire had weakened since the days of Darius I. The wars with Greece had been costly and had resulted in great losses. Yet the Persian royalty continued their luxurious lifestyle. They placed heavier and heavier taxes on the people.

The people were discontent with the high taxes and with their rulers. As time went on, the loyalty of the people decreased.



Cup with a frieze of gazelles, 1st millennium BC, early Iran, Caspian region.
Gold. H. 2½ in. (6.5 cm). Rogers Fund, 1962 (62.84). © The Metropolitan Museum of Art/Art Resource, NY

Gold cup decorated with gazelles

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- After the reign of Artaxerxes, what caused the Persian Empire to weaken? *the costly wars, the heavy taxes to support rulers, and the discontent of the people*

The king's cup was probably perfectly formed and ornately decorated. The gold cup in this photograph is encircled by gazelles. How do you think the cup became bent? *Possible answers: travel, an invasion, a fire, a natural disaster*

FOCUS Answers

- He allowed Ezra and Nehemiah to return to Jerusalem. He paid their expenses, supplied building materials and sent letters to guarantee travel safety.
- costly wars with Greece, luxurious lifestyle of rulers, high taxes, declining loyalty of people, control of territory falling into many different hands



Alexander the Great battling Persians

Alexander's Conquest

A young man of twenty named Alexander had taken the throne in Macedonia, north of Greece, after his father, Philip II, was killed. Most of Greece was already under Alexander's control when he became king. He was to conquer many more lands during his short life. He would become known as **Alexander the Great**.

In 334 BC Alexander invaded the Persian Empire. Although the Persian army was larger than Alexander's, he defeated them. In only four years' time, Alexander ruled all the lands that had once made up the Persian Empire.

Alexander destroyed many of the beautiful structures and works of art when he burned the city of Persepolis.

Yet Alexander admired many things about the Persian Empire. He continued the Persian form of centralized government. He placed the Persian cavalry in his own army. He married several Persian princesses. He also kept some of the Persian customs and blended them with influences from Greek culture.

Rule by the Seleucids

But Alexander's reign over Persia was short. He died in his early thirties. After his death his empire did not last. The lands he had conquered were divided and given to four different generals. Persia came under the control of a family called the Seleucids. Hellenistic culture continued to spread throughout Asia, including Persia. **Hellenistic** is a term used to describe Greek culture as it made its way into other lands after Alexander's conquests.

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Discussion

Page 191

- ❖ Display the *Empire of Alexander the Great* map. Refer to it and to the map on page 173.
- In what kingdom north of Greece did Alexander rise to power? *Macedonia*
- ❖ Locate Macedonia and Greece on the *Empire of Alexander the Great* map. How much of these lands did Alexander control when he became king? *nearly all of them*
- What did Alexander later become known as and why? *Alexander the Great; because he conquered many more lands during his short life*
- When did Alexander invade the Persian Empire? *334 BC*

- What disadvantage did Alexander have? *His army was smaller.*
- What was the outcome of the invasion? *Alexander defeated the Persians and ruled all their land within four years' time.*
- 💡 When it came to preserving the Persian culture, in what way were Alexander's actions contradictory? *possible answer: He burned the beautiful structures and artwork in Persepolis even though he admired many things about the Persian Empire.*
- After his death, what happened to the lands Alexander had conquered? *They were divided among four different generals.*
- Which family ruled Persia? *the Seleucids*
- What culture spread into Persia? *Hellenistic culture*

- What is Hellenistic culture? *Greek culture that spread to lands other than Greece that Alexander had conquered*



Empire of Alexander the Great map—

Alexander the Great is discussed in more detail in Chapter 8, "Ancient Greece." This map is also on Student Text page 224.



Charting information—Challenge the student to make a chart to list the accomplishments of Cyrus, Darius, Xerxes, and Artaxerxes.

Things People Did

Discussion

Page 192

- How long was it before the Persians controlled Persian territory again? *a little more than a century*
- What nomadic tribe fought the Seleucid king? *the Parni*
- What were they called after they had taken control of Parthia? *Parthians*
- How much of the former Persian Empire did the Parthians recover? *nearly all its eastern portion*
- How long did the Parthians rule? *about four hundred years*
- With what peoples were the Parthians closely connected? *the Greeks and Asian peoples farther east*
- 💡 How did the Silk Road affect the Parthian Empire's economy? *It ran through the empire and provided it with income from tolls.*
- What were two major causes for the decline of the Parthian Empire? *lack of a strong central government and weakening from war with the Romans*

Direct attention to the Things People Did article.

- What makes a Persian carpet unique? *its colorful, intricately woven design*
- What did the Parthians make their rugs from? *animal wool*
- What colors would you prefer in a Persian rug? *Answers will vary.*



Persian rug—Allow the students to design a pattern for a Persian rug. They may draw free-hand or with stencils or use a computer.

Weaving Carpets

Have you ever seen a Persian carpet in someone's home? A Persian carpet usually has a colorful design in an intricately woven pattern. Many historians believe that the art of weaving rugs from animal wool first prospered during the Parthian period. Even today Parthia is the name for a popular style of Persian rug.



Modern Persian carpet

Persian Rule Revived

The Parthians

It was only a little more than a century before Persians controlled the Persian territory again. Parthia was a province in northeast Persia near the Caspian Sea. A tribe of nomads called the Parni moved down from central Asia, fought the Seleucid king, and took over Parthia. Beginning around 171 BC, the Parthians slowly began to extend their control. Toward the end of the second century BC, they had recovered nearly all the eastern part of the former Persian Empire.

The Parthians ruled for about four centuries. The art that survives from their culture reflects

their close contact with the Greeks. The coins minted in their empire have Greek writing on them. Parthians also had contact with the Asian peoples farther east. The Silk Road from China ran through their empire. For a while the Parthians controlled the road and collected a toll from those traveling on it.

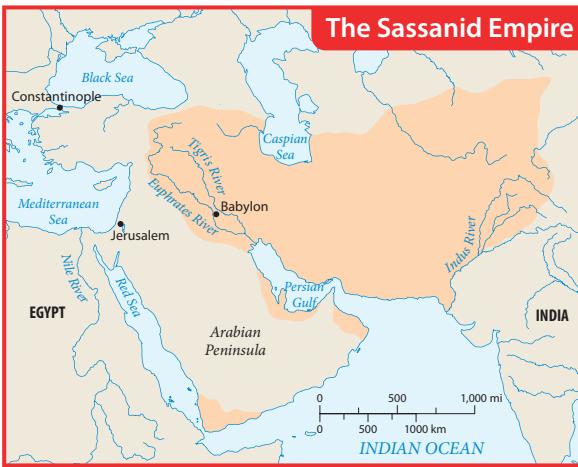
The Parthians lacked a strong central government like the one Darius I had established. They were further weakened by war with the Romans. In the second century AD they were defeated by the Sassanids.



Parthian coin
The Granger Collection, NYC (front and back)



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The Sassanid Empire

included the military and the peasants.

Persia achieved its greatest wealth during this period. Tribute money and trade from the Silk Road allowed Persia's economy to thrive. Persian arts and crafts flowered again. Some of the Sassanid kings built new cities, buildings, and canals. They improved irrigation and industry.

But the Sassanids also fought with the Romans

and later with the Byzantines. The Sassanids' losses from warfare brought about decline, and the power of their ruling class waned.

The end of the Sassanid period brought an end to Persian culture in its purest form. The last Sassanid king was conquered by Arab invaders, who introduced the religion of Islam to Persia.

The Sassanids

The Sassanian dynasty, or **Sassanids**, came from the area around Persepolis. They ruled from AD 224 to 651. The first Sassanid king, Ardashir, defeated the last Parthian king and established himself as Persia's ruler. The Sassanid kings wanted to bring back all that was truly Persian and rid the culture of Greek influences.

Each Sassanid ruler called himself a "king of kings." These rulers conducted their empire much the same as the Achaemenid kings had. They strengthened the central government again. They revived Zoroastrianism as the state religion. And under their rule there was a strict system of social classes. The highest classes were the powerful priestly class and a network of noblemen who ruled the provinces and collected taxes. Other classes



Relief showing Sassanid king Shapur I victorious over Roman emperor Valerian

- What finally brought about the decline of the Sassanids? *war with the Romans and the Byzantines*
- What ended along with the reign of the Sassanids? *Persian culture in its purest form*
- What new religion did the Arab invaders introduce to Persia? *Islam*

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Discussion

Page 193

- Who controlled Persia after the Parthians? *the Sassanids*
- Look at the History Timeline in the Activity Manual. Who ruled the Roman Empire about the same period as the Sassanids? *Diocletian*
- About how many years did the Sassanids rule? *427 years*
- What did the Sassanid kings want to do with their culture? *rid it of Greek influences and bring back all that was truly Persian*
- What did each Sassanid ruler call himself? *king of kings*
- 💡 What does this title reflect about the Sassanid rulers' view of themselves and

their position? *possible answer: a belief that they were superior to all other kings*

Ask a student to read Revelation 17:14.

- 📘 Who alone deserves the title King of Kings? *Christ*
- How was the rule of the Sassanids like the rule of the Achaemenids? *strong central government, Zoroastrianism as the state religion, and strict social classes*
- Who were the highest classes under the Sassanids? *priests and noblemen*
- What are some of the evidences of Persia's healthy economy during this period? *trade and tribute money from the Silk Road; flourishing of the arts; new cities, buildings, and canals; improvement of irrigation and industry*

Discussion

Page 194

- What traces of the Persian Empire can still be seen in Iran today? *ruins of ancient palaces and Cyrus's tomb*

► Look at the two pictures. What can you infer about modern Iran and its connection with its past? *possible answers: Some modern Iranians still follow Zoroastrianism and have fire temples. Iran takes pride in its ancient buildings and its Persian history, as seen in the effort to maintain its ruins.*

- How has Persia had a key role in the history of God's kingdom? *Jesus Christ, the King of Kings, came to the city and the temple they helped restore.*
- What can we look forward to in the future regarding God's kingdom? *Jesus will come again and reign on this earth.*

Activity Manual

Study Skill—page 102

Bible Connection—page 110

This Bible connection contrasts the teachings of Zoroastrianism with the truth of God's Word.

Review—page 111

This *Study Guide* reviews Lessons 78–79.



A modern Zoroastrian fire temple

The Persian Empire never again reached the extent and grandeur that it had under Darius I. Yet if you were to visit Iran today, you would still see traces of the Persian Empire. Ruins of the ancient palaces still stand at Persepolis, and Cyrus's tomb can be seen at Pasargadae. The Persian kings and the vast kingdom they established will always be a part of Iran's heritage.

But even more importantly, Persia has had a key part in the history of God's kingdom. The King of Kings, Jesus Christ the Messiah, came to the city temple that the Persian rulers helped restore. One day He will come again and will reign on this earth.

Of the increase of his government and peace there shall be no end, upon the throne of David, and upon his kingdom, to order it, and to establish it with judgment and with justice from henceforth even for ever. The zeal of the Lord of hosts will perform this. (Isa. 9:7)



The ruins of Apadana, an ancient royal reception hall at Persepolis

Chapter 7 Summary

Name _____

Define these terms

Avesta	rendering
daric	rhyton
Hellenistic	satrap
magi	satrapy
marathon	

Locate these places

Aegean Sea	Pasargadae
Black Sea	Persepolis
Caspian Sea	Persia
Hellespont	Susa

Tell about these people

Ahasuerus	Cyrus II
Xerxes	Darius the Great
Alexander the Great	Herodotus
Artaxerxes I	Zoroaster

Explain what happened

at the three major battles of the Persian Wars



A Zoroastrian fire temple

Be able to ...

- Write an essay comparing and contrasting Zoroastrianism with biblical truth
- Identify the two nations that Cyrus II conquered
- Describe the writing that Daniel interpreted for Belshazzar
- Explain how the Cyrus Cylinder became an important testimony to the truth of God's Word
- Identify the Persian period that Cyrus II began
- Describe the three challenges that faced Darius with his large empire and how he solved them
- Identify the purpose of the Royal Road and the two cities it connected
- Identify the source of the popular quotation that the United States Postal Service uses
- Identify two things that encouraged trade during the rule of Darius
- Identify the special military force of Darius
- Describe the language, writing, and art of the Persians
- Explain the importance of the inscription on the Behistun cliff face
- Explain how God used two kings who did not worship Him to help rebuild the temple
- Describe the events that led to the Persian Wars
- Explain how through Esther God brought about deliverance for His people
- Describe the kindness that Artaxerxes I showed to the Israelites
- Explain why the Persians became discontented with the Achaemenid rulers after Artaxerxes I
- Describe the reigns of Alexander the Great, the Parthians, and the Sassanids

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Chapter Review

♦ Lesson 80 ♦**Activity Manual page 112****Objective**

- Recall concepts and terms from Chapter 7

Introduction

Material for the Chapter 7 Test will be taken from Activity Manual pages 103–4, 107–8, and 111. You may review any or all of the material during this lesson. The chapter organizer from Activity Manual page 101 may help with review and study.

You may choose to review Chapter 7 by playing "Royal Road Relay" or a game from the Game Bank (pp. G 1–2).

Activity**Royal Road Relay**

Materials: colored tags numbered consecutively

Set up stations at various places around the room representing stops on Persia's Royal Road. Mark each station with a colored, numbered tag so it is clearly visible. Divide the students into two teams, placing two students (one from each team) at each station. Ask the two students at the first station a review question. Both students must walk quickly to the second station on the road before answering. The first student to give the correct answer once he has reached the second station wins a point for his team. Continue the relay by posing the next question to the next two students already waiting at that station. They, in turn, must walk to the third station before being allowed to answer. The team with the most points at the end of the game wins.

Activity Manual

Chapter Review—page 112

♦ Lesson 81 ♦**Objective**

- Demonstrate knowledge of concepts from Chapter 7 by taking the test

Assessment

Tests—Chapter 7