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1. Chapter two p. 15-23 *Title: Friends Become Master and Slave*

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1. Chapter three p. 25-32 *Title: Thief!*

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 Work end of book projects – story board part II

**Teacher goals in reading this book:**

* to move students toward enjoying reading the New Testament by
	+ giving a face to many Bible names – to “humanize” these New Testament characters enabling students to see them as fascinating, real people a lot like us
	+ understanding aspects of the ancient Roman culture of the New Testament era
	+ presenting a framework for remembering the geography of the Middle East
	+ guiding class in pondering crucial life principles of forgiveness, true freedom, Christ's pursuing love . . .

**Objectives: the student will be able to:**

* describe to a classmate three significant aspects of the Roman culture in the first century.
* draw/trace an outline map of the Middle East, mark the ten significant cities/regions, and include either
	+ 1-2 sentences about events based in each city or
	+ the significant Bible names discussed in class of those who lived in those cities/regions
* compare for accuracy the book Twice Freed with Scripture by analyzing the teacher-created statements based on the book of Philemon and by inferring, name the verse(s) the statements are based on.
* find and discuss in class themes in the book (two major themes are: “Only Christ offers true fulfillment in life” or “Christ unceasingly pursues our hearts”), then students either
	+ choose one theme and write an essay referring to 3-4 examples from the book that highlight that theme and conclude with a personal comment of what it means to them or
	+ choose two themes, list them onto two large bubbles, add minimum of four smaller bubbles to each of the larger ones and specify in short phrases or sentences examples from the story that illustrate those themes. Then conclude by writing 1-2 sentences personal comment of what it means to them.
* apply the following types of comprehension skills in a variety of contexts
	+ determine importance by listing 3-4 important events in each chapter
	+ analyze the far-reaching effects of decisions by recalling past choices and connecting with present emotions
	+ compare and contrast through the use of three paneled visuals and the Venn diagram
	+ monitor the inner conversation by writing responses to specific chapters
	+ infer by filling out teacher-created T/F worksheets, listing evidence, and doing character sketches

**Additional resources:**

* ***Letters to the Seven Churches (WBL)* by William Barclay (Paperback - Jan 1, 2001) is very pertinent to this study. An important resource for this study**
* The poem “Hound of Heaven” goes very well with the ongoing mention of the feet pursuing him. Introduce students to this poem. Included is a partial paraphrase by Julie Stoltzfus to make the poem more understandable.

**Reading Methods: t**here are different ways to read a book:

* Like a 50 yard dash—the goal is to reach the end, and quickly. In the process you skim the top but never notice nature around you.
* At a walk—noticing nature around—the big beautiful sky and the lovely song of the bird, a squirrel jumping from tree to tree.
* On hands and knees, searching the ground for tracks and clues of what is or was or will be there that we can't see at the moment. One clue invites us to retrace our steps and look more intently at other signs. We stop and ponder, wonder and tell others what we found.

All three are valid ways to read. It depends on the purpose of the reading. In this reading class we will primarily read the walking way, sometimes the crawling way: read, reread, stop and ponder, discuss.

**Vocabulary Words** are an essential part of this study

* Assign 2-4 vocabulary words per chapter and give quizzes every 8 chapters. *Quizzes and tests not included.*
* Many students found it very helpful to put meaningful gestures/motions to the vocabulary words. As a class we said the vocabulary word twice and the definition once—all while illustrating the meaning through motions. Saying the last three chapters worth of vocabulary words nearly every day provided a great ongoing review.
* Illustrating the words in index cards is also a great learning tool
* When doing reviews
	+ ask students how the words were used in the book
	+ give oral sentences and have them fill in the “blanks” using the proper vocabulary word
	+ ask students to give oral sentences with “blanks”
* At the end of the book, consider doing a vocabulary bee, run a bit like a spelling bee.

**Students**

* asked to not read ahead. If given the liberty, they would race through. Without sufficient background and “walking together” much of the richness of this book is lost.
* all need a three-ring binder to organize their visuals and projects
* need individual student maps (the book Rose Book of Bible Charts works great); without one that lists both the cities and regions it becomes very confusing.

**Reading methods:**

* As a class
* In pairs
* Silently—with this approach it works well to have them write a response paper after reading silently—or some other project to give a picture of what they are thinking.

**Bulletin Board Ideas**

* An effective and interactive bulletin board idea to go with this book is a large map of the area (I found one in the book *Complete Guide to the Bible* through Choice Books, on the book of Philemon) with
	+ labels to all the significant cities named connected to the map by yarn.
	+ as we read new characters, those named in the Bible were written on green paper and added to a list under the appropriate city. New characters not named in the Bible were written on white.
	+ we also included a section for gods/goddesses named.
	+ a tiny figure of Onesimus was moved on the map according to where he was in the book.
	+ students illustrated vocabulary words on index cards and put them around the frame of the bulletin board. Darrel used that as a springboard for a writing project—they had to use a certain number of vocabulary words in a creative writing assignment!
* Add tiny feet; each time Onesimus feels the feet pursuing him, add a foot with a short explanation of how he felt them again

**Assignments**

* regularly post in a certain corner of the board. If reading pairs did not complete the chapter, post that in the assignment corner. Also post any silent reading pages and long term project reminders.
	+ visuals handed in daily to be graded on content.
		- Most visuals worth 5 points. E and S+ get all 5 points, S gets 4 points; S- gets 3 points . . .
		- Return the next reading period. Call out names and they come to get them.

**Comprehension Skills**

* Each chapter has comprehension skills ideas for that chapter. Here are several longer term and ongoing projects that work well with this book: (more than just one-dayers).
	+ make a divider sheet with the title, author's name, genre, and an illustration of the story *(could do all but the illustration at the beginning and later require that)*
	+ The end projects are
		- list two themes with minimum of four examples for each and conclude with a personal comment about one of them (give 1-2 days)
		- complete a pyramid summary (1 day)
		- write an acrostic of main character using only significant phrases that reflect a lot of story background (1 day)
		- fill out a storyboard sheet illustrating six main points in the story (2 days)
* Some ongoing daily projects:
	+ Illustrate vocabulary words
	+ List 3-4 significant events from each chapter – an exercise in summarizing without needing to connect the individual events
	+ This book has no chapter titles. Teacher may want to ask students to regularly come up with titles. Titles must be specific enough to not be confused with other chapters. These titles should be on one paper, not scattered throughout the visuals in the binder*Note: this book is harder to come up with good titles than the book Sign of the Beaver.*
	+ List quotable quotes
	+ List all the characters with the cities where they were named

**INTRODUCTION: (2 DAYS)**

**Objectives: the student will be able to**

* list a minimum of 12 significant aspects of the Roman culture in the first century and circle three they believe to be most influential in the culture
* find the five countries and two bodies of water on 3 different maps working in pairs
* analyze the teacher-created statements based on the book of Philemon and by inferring, name the verse(s) the statements are based on
1. Geography
* Show the area the Roman Empire covered – Living History has a great one for this, – but need to emphasize the Bible lands map (Rose Book of Bible Charts has really good ones) above the Roman Empire to understand this book's setting
* Show several maps of the area—perhaps on an overhead transparency to give a bird's eye view of the region this book speaks of. Highlight:
	+ Present day Turkey—location of Colosse (kuh LAH see), Laodicea (lay ah di SEE uh), & Ephesus (E fi suhs)
	+ Greece—home of Athens and Corinth
	+ Italy—where Rome is; Rome the capital city of the whole Roman Empire
	+ Israel—where Jesus lived
	+ Egypt—to add Biblical context
	+ Aegean Sea
	+ Mediterranean Sea
* Have students find the five countries listed above (and more if desired for further context) and the two bodies of water on several different maps and on the globe. Locating them on different maps cements it in their minds much better. *Note the prepared sheet for this.*
1. The book of Philemon *(This could even be done in a devotional period instead of during reading class)*
* The book Twice Freed is based on the Bible book of Philemon. So start there! Require students to read the book of Philemon several times. Note the “New Living Translation” included. As they read they fill out the teacher-prepared sheet. *Worked well. This is the “Introduction to Philemon with copy from NLT” file*
1. Look at front cover and observe significant things
* Note the aqueduct, and the horse and chariot and talk about how they connect with the Roman setting.
1. Setting
* Roman Culture
	+ (Optional) Hand out a bubble map visual, students fill in as many bubbles as they can about the Roman world. Could include things like: names of Emperors (need to know that Nero was emperor at the time of this book), the story of the beginning of Rome, persecutor of early Christianity, slavery, Coliseum, gladiators, houses and lifestyle, Pompeii, etc.
* Time in History and more on Roman culture
	+ Shortly after time of Jesus (around AD 60); find on time line
	+ During Roman Empire *make a strip that represents the years the Roman Empire existed--**753 BC to AD 476, 1229 years!!*
	+ Slavery:
		- Slavery had a long history in the ancient world and was practiced in Ancient Egypt and Greece, as well as Rome. Most slaves during the Roman Empire were foreigners and, unlike in modern times, Roman slavery was not based on race. Slaves in Rome might include prisoners of war, sailors captured and sold by pirates, or slaves bought outside Roman territory. In hard times, it was not uncommon for desperate Roman citizens to raise money by selling their children into slavery. <http://www.pbs.org/empires/romans/empire/slaves> [\_freemen.html](http://www.pbs.org/empires/romans/empire/slaves_freemen.html)
		- Some estimate that the slave population in the 1st century consisted of approximately **1/3** of the total. At the least, some **25%** of the population of Ancient Rome was enslaved. --Wikipedia
	+ Fill in more information as you think valuable to understanding the story. *Read in Story of the World Vol. 1 for possible overview things. Don't get too detailed. Later in the book you will read from here to give background on Nero, the gladiators, catacombs, and Greek gods.*
1. Talk about the author: Patricia St. John (1919-1993)
* Read about her in the foreword by her sister
* Patricia St. John wrote 26 books
* List other books by same author
	+ Treasures of the Snow—setting in Switzerland
	+ Star of Light—setting in Morocco
	+ Tanglewood's Secret
	+ The Runaway—a 1st century Phoenician boy
	+ The Victor—same as The Runaway???
	+ Rainbow Garden
	+ The Secret at Pheasant Cottage
	+ Where the River Begins
	+ Three Go Searching
	+ Secret of the Candle
* Ask students to bring books by this author
1. Other books to set out (for them to read on the side)
* Any of the Ancient Rome books from LH
* Ben Hur, Titus, Comrade of the Cross, Vinegar Boy (some of these are in the church library)
* Other Patricia St. John books
* Invite students to bring personal books
1. Introuduce Main Characters
* Oneimus—young slave
* Philemon—wealthy business man; owner of Onesimus
* Archippus—Philemon's son (used to be childhood friend of the slave Onesimus, now a cold-hearted master)
* Eirene

**Chapter One p. 7-13**

*Surprise by the Green Pool*

*Teacher note: plan to go quite slowly the first several chapters (and tell students so they don't get impatient!) or students will get lost in all the vocabulary maze (mostly names of regions and cities).*

**Objectives: the student will be able to:**

* summarize and weigh events from this chapter with each other by listing 3-4 of the most prominent events
* evaluate the character of Onesimus, by categorizing what he is like on the outside (appearance) versus the inside (feelings, character traits) listing them onto a bubble map. Working in pairs, they will use the skills of careful reading and inferring to list a minimum of 10 characteristics.
* Name the three main cities named in this chapter (either individual map or classroom map for this is copied from Rose Book of Bible Charts)
1. **Introduction and Background**
* The area famous for its wool (precious indeed for making clothes) clothes very expensive; think of how Samson offered 30 changes of clothes to whoever could guess his riddle. See the document on clothing in ancient times.
1. **Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*
	* gorge p. 7 *a small canyon*
	* exult p.7 [ig zult] --don't confuse with exalt! *to rejoice greatly*
	* breasted p. 7 *to climb over*
	* cascades p. 7 *a steep usually small fall of water ;* especially***:*** *one of a series*
	* absinthe and scabious p. 8 [AB sinth] and [SCAY bee uhs] *kinds of flowers*
	* dilated p. 8 *to open wider*
	* superstitious p. 8 *fearfully believing in mysterious unknown things*
	* tunic p. 8 *a short-sleeved garment that hung to the knees; usually fastened with a belt—worn by all Romans, male and female*
	* tremulous: *characterized by or affected with trembling or tremors –but in this case it means flickering*
	* crags p. 9 *steep, rugged, rough rocks*
	* girdle (both girls and boys wore them) *a belt, cord, sash, or the like, worn about the waist.*
	* dogged p. 11 *persistent*
	* hysterically p. 11 *uncontrollably emotional*
	* ratify p. 13 *to confirm or approve*
	* covenant p. 13 *a solemn agreement*
2. **New locations:**  the only ones to make much ado about in this chapter are Colosse, Laodicea, and Ephesus
	* River Lycus—*see description below;* Mount Cadmus –Colosse *was built at the foot of this mountain*
	* Lake Anava—p. 6 a bitter salt lake way up high
	* Colosse—*find on map*
	* Laodicea (ten miles away)--*find on map* *This city was originally known as the city of Zeus.*
	* land of Phrygia—[**FRIJ**-ee-uh]—*a region in present day Turkey; find on map*
	* Ephesus *find on map*
	* Miletus—[\mī-**LEE**-təs]  *--ancient city on W coast of Asia Minor near mouth of Meander River*
3. **New Characters**
* The boy—Onesimus, a young slave
* Eirene—daughter of wealthy businessman from Laodicea
* Philemon—prosperous farmer from Colosse, owner of Onesimus
* Eirene's nurse
* Menander—a slave of Eirene's father
* Cybele p. 9 [**SI**-bə- lē] god of the dead
1. **Setting** This chapter creates the setting; check for produce/industry, terrain, vegetation, climate, cities, culture.
2. **Comprehension objectives fleshed out**
* Describe the boy: bubble map, categorized according to what he is like on the outside (appearance) and on the inside (feelings/character traits)

|  |  |
| --- | --- |
| OUTSIDE* brown skinned
* a slave
* wore a loincloth and sandals
* athletic and strong
* hates slavery
* adventurous spirit
* sweaty
* blistered hands
 | INSIDE* wants to protect
* want to go to Greece
* usually reserved
* willing to lie
* used to beatings – “tough”
* believes in gods
* not submissive
* loves nature
* loves freedom
 |

* (optional) Start listing the new characters on the poster/individual student sheets or bulletin board
* Everyone list 3-4 events they think are important in the chapter (they are limited to four and need to choose the ones they think are most important) Which ones do they think will most impact the rest of the story? *May need to teach students to list many then go back and choose only the four most important ones*
	+ *The slave boy roamed freely in the canyon during the siesta hour*
	+ *Eirene, the rich merchant's daughter, ran away and the slave boy found her*
	+ *Eirene said they would meet again*

**Class discussion, other comments:**

* p. 8 What sea lay westwards?--must be the Aegean Sea
* Note: gorge/canyon, waterfalls, cascades/ravine, pool
* Author's intent for this chapter: to show the role/relationship of slaves and masters

**Additional teacher information:**

**The Lycus River Valley in Asia Minor by David Padfield**

In western Turkey, about 100 miles east of Ephesus, in a valley where the Lycus River flows into the Meander River, there once stood three important cities: [Laodicea](http://www.biblelandhistory.com/turkey/laodicea.html), [Colosse](http://www.biblelandhistory.com/turkey/colosse.html) and [Hierapolis](http://www.biblelandhistory.com/turkey/hierapolis.html). Originally they had been Phrygian cities, but in the New Testament age they were part of the Roman Province of Asia.

Hierapolis and Laodicea stood six miles apart on opposite sides of a valley with the Lycus River flowing between them. Colosse was located a few miles up river, on the same side as Laodicea

The area around these cities was very wealthy. The land was fertile and the pastures produced great flocks of sheep. The area was a great center for the wool industry and the associated trade of the dyeing of woolen garments. The wealthy city of Laodicea was the financial headquarters for the whole area and the political center for the district. Thousands of people visited Hierapolis to bathe in the spas and drink the water due to the claims that the water had medicinal benefits. Even though Colosse was at one time as important as both Laodicea and Hierapolis, by the time Paul wrote to Colosse it was a small, fairly insignificant town.

When Paul wrote his epistle to the church at Colosse, he instructed the brethren to pass the letter along to the brethren at Laodicea, "and that you likewise read the epistle from Laodicea" ([Col. 4:16](http://bible.logos.com/passage/nkjv/Col.%204.16)). \* Where is the epistle from Laodicea?

"At the end of the 1st century Christianity under the Roman Empire in western Anatolia was an illegal sect. Its members acknowledged the sole sovereignty of God. This put them in conflict with the sovereign claims of the State and the cult of emperor worship. Christians were critical of the status quo and rejected the popular mores and customs. They were required by the state to conform to the laws, but they held that their religious standards superseded state law. Therefore the government considered them traitors and, when they persisted in their defiance, punished them with death." (Edmonds, *Turkey's Religious Sites*, p. 62). <http://www.biblelandhistory.com/turkey/lycus-river.html>

**Chapter two p. 15-23—**two days

*Friends Become Slave and Master*

**Objectives: the student will be able to:**

* summarize and weight events from this chapter with each other by listing only 3-4 of the most prominent events
* describe in short phrases the relationship between Onesimus and Archippus in boyhood and later in young manhood onto an influence visual. Then analyze the reasons behind Onesimus and Archippus' drastically altered relationship and list a minimum of three influences that shaped the change.
1. **Introduction and Background**
* Talk about how influences and our responses to them shape us in significant ways. Could tell a personal story
	+ I used to love walking early mornings in the dark. After meeting up with a skunk one morning, I stopped walking in the dark. What influenced this change?
* Roman house descriptions here p. 16—LH book entitled Rome p. 14-15 *Old World History book grade 5 p. 237 has a good description of this. Could also show pictures from Living History books*
* Guilds in Medieval Times: Guilds could monopolize the business world (Walmart style), get bargains not available to others; set the standards and control the prices (because you're bigger than anyone else you can control). Not just anyone was allowed to join a guild—it was limited to whoever met their standards and held the same business values (in this book it indicates dishonest means were used at times by the guilds for financial gains)
1. **Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*
* unteazled p. 16 *this has to do with the process of turning wool into cloth*
* lairs p. 16: *den*
* guild p. 16: *an association of craftsmen*
* atrium p. 16 *the main or central room of an ancient Roman house, open to the sky at the center and usually having a pool for the collection of rain water.*
* mosaic p. 16 *a picture made of small, usually colored pieces of inlaid stone, glass, etc.; show an example*
* truant p. 16: [**TROO** unt] *one who shirks his duty*
* impudent p. 17 *shameless, pert, rude*
* gimlet p. 17 *sharp*
* litter p. 18 *a vehicle carried by people or animals, consisting of a bed or couch, often covered and curtained, suspended between shafts.* Do explain this one because it is used repeatedly in coming chapters
* lintel p. 18: *a beam or stone, that spans an opening*
* avert p. 18 *to turn aside* ***from Latin ab (from/away) and vertere (to turn)*** *absent, abnormal, aversion is a lot like avert, abduct*
* pomegranate p. 19 [**PAH**-mə-ˌgra-nət] *a several-celled reddish berry that is about the size of an orange with a thick leathery skin and many seeds with pulpy crimson arils of tart flavor*
* brigand: p. 20 [**BRIG** und] *a robber*
* benighted p. 22 *overtaken by darkness or night*
* obstinately p. 23 *stubbornly*
1. **New locations:**
* Mount Parnassus [pär-**NA-**səs] *according to Greek mythology sacred to Apollo; by Delphi on the map*
* Taurus Mountains p. 20
* Tarsus—do introduce this city, it will be referred to later. City where Paul was from; *find on map*
* Cilician Plains *find Cilicia on map*
* Syria and Jerusalem p. 20
* **Athens** – **this is an important one**
1. **New characters:**
* Archippus [ar KIP uhs] (son of his master Philemon; as a child played much with Onesimus)
* Polemon (Eirene's father)
* Look up Athenodorus (a person, teacher) p. 20 *could pronounce it as [uh THEN oh dor uhs]*
* Onesimus' father
1. C**omprehension objectives fleshed out**
* Note the complex relationship between Onesimus and Archippus p. 15-16 and then how it changed. Focus on Onesimus' relationship with Archippus as a child and now as a young teen. Record the influences that changed their relationship so drastically. *Good visual developed here.*
	+ Beginning of chapter describes their relationship from babyhood to when Onesimus was 11 or 12. As a child:
		- Onesimus loved Archippus as a playmate and friend. They explored stream beds together, dammed pools together, shared secrets, tracked bears and hyenas, climbed canyons. They were close friends, no master/slave barriers; equals
	+ Combine new relationship at age 11 or 12 (for Onesimus) and 13 or 14 (for Archippus) and the ending of this chapter. Now
		- Onesimus resents Archippus, hates him but is ashamed of it because they had been good friends in the past and he still feels some measure of loyalty. After Archippus shames him he hates him with steady purposeful hatred, is determined to be free , no matter what it took, and feels no more allegiance to childhood memories.
	+ Fill in the two bubbles first and leave the rainbow arch for influences until last. *Note: have students individually list influences they think of before opening it to everyone.*
		- Record the influences: Influenced by growing older, new status of master and slave, the incident of meeting Eirene, and feeling the respect with which she treated him, and Archippus shaming him in front of her
* Everyone list 3-4 events they think are important in the chapter (they are limited to four and need to choose the ones they think are most important) Which ones do they think will most impact the rest of the story?
	+ Archippus shamed Onesimus in front of Eiren and Onesimus behan hating Archippus without reserve
	+ Onesimus' mother recounted his father's history
	+ Onesimus determines to be free at all costs.
1. **Class discussion points**
* Roman customs: Romans reclined on couches, Archippus sat on the floor at father's feet, note how (some) slaves were made—thieves kidnapping passersby, that slaves *carried* the litter on their shoulders and ran for ten miles!
* So traveling at dusk was dangerous—lots of thieves and robbers. I thought Roman roads were to be safe (but then think of the Samaritan on the road to Jericho
* Describe father (connects to later parts in the book and helps to understand Onesimus): born in Athens, loved beauty and freedom, loved his homeland, a stranger in a strange land, restless, a traveler, a teacher in Athens, wanted to go to Tarsus (think of Paul), heard about Jesus, saw Stephen's stoning (Acts 7:54-60) and also witnessed (Perter and John) healing the lame man (Acts 3:1-11) fierce Greek pride never dominated.
	+ Other Scriptures: Acts 3:1-11 and Acts 7: 54-60
	+ Here again, these could be class devotional readings and not done during reading class

**Chapter Three p. 25-32**

*Thief!*

**Objectives: the student will be able to:**

* summarize and weight events from this chapter with each other by listing only 3-4 of the most prominent events
* read the chapter silently and then write a 1/3 to ½ page response to the chapter and/or
* reread the final pages and by reading between the lines fill out a two paneled visual listing why they think \_\_\_\_ is guilty. Minimum of 8 total.
1. **Introduction and Background**
* Note how far present day Turkey (where Onesimus was born) is from Israel? How might the regions in Turkey have heard about Jesus only 10 years after His death and resurrection? Think about communication means at that time. (Pentecost, ships/trade, travelers were their means of communication with the outside world – no TV, radio, newspapers . . . )
* Good authors show, not merely tell— this goes well with today's chapter. Marks of a good writer:
	+ write books you can enjoy again and again
	+ makes you feel with the characters; draws you into the story
	+ don't tell how the characters feel, but SHOW by describing actions (draw word pictures)
	+ the story flows
	+ you can hardly stop reading
* Remind students that “At the end of the 1st century Christianity under the Roman Empire . . . was an illegal sect. Its members acknowledged the sole sovereignty of God. This put them in conflict with the sovereign claims of the State and the cult of emperor worship.” This is background for page 28.
1. **Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the book*
* vintage p. 25 *wine*
* bracken p. 25: *a large coarse fern*
* conical p. 25 –[**CON** i cuhl] *resembling a cone*
* glen p. 25 *a secluded narrow valley*
* brazier: [**BRAY**-zhər] p. 26 *metal pan for holding burning coals*
* trimiton p. 26 ???
* saunter p. 27 and 29 *to walk leisurely, stroll*
* odious p. 27 *arousing strong dislike*
* obstinate p. 27 *stubborn*
* Carian p. 28 [**KAIR**-ē-ən] *one who lives in the ancient region SW Asia Minor bordering on Aegean Sea called Caria*
* maxims p. 28 *a traditional saying or adage*
* crucible: [**KROO**-sə-bəl] p. 29 *a vessel used for melting a substance that requires a high degree of heat*
* exquisite p. 29 *very beautiful*
* pendant p. 29 *an ornament (as on a necklace) allowed to hang free*
* curios p. 29 *any unusual article*
* dross p. 30 *waste product formed on the surface of melted metal*
* irresolute p. 30 *doubtful, unsure; (*ir—as well asim/in/il— means not. as irresponsible, irreverent, irreversible)
* careening p. 30 *to lean while going fast*
* askew p. 31 [ə-ˈ**SKYOO**] *out of line, disorderly*
1. **New locations:**
* A minor reference to Thyatira *(where Lydia, the seller of purple originated from—but she lived in Philippi in Acts 16:13 on; Revelation 2:18 -24 speaks about Thyatira)*
* Hierapolis (nearby city to Colosse)--*see below*
1. **New characters:**
* Nero –wait till later to add him to the bulletin board
* Mistress Apphia (Philemon's wife) [**A** fee uh]
* Pascasia their daughter [pas **CAS** see uh]
* Goddess Bacchus [**ˈBA**-kəs] *the Greek god of wine —called also* Dionysus
* Master Plautus (goldsmith from Colosse)
1. **Comprehension objectives fleshed out**
* Three to four significant events:
	+ O. and A went to the goldsmith shop
	+ The goldsmith chased them declaring they had stolen a chain/locket
	+ The gold chain fell out of O's girdle
* At the end of the chapter have students write what they think happened. How did Onesimus steal the locket? It worked well to have students read this chapter silently and then write a response.
	+ A response is pretty open-ended. It can include: thoughts about the chapter (particularly any strong emotions they feel about what they read), predictions of what will happen, connections with things either earlier in the book or things outside of this book, questions they have or things they don't understand, or simply retelling a portion of the story.
* Begin a double panel on signs of guilt and innocence –to be continued next chapter *everyone work alone for 3-5 minutes, then in pairs for 3-5 minutes, then as a class compare notes*
	+ How does the author tell you Archippus is guilty? (continued next chapter)
		- had wanted the chain and pendant for Eirene
		- eager to leave the shop
		- in a hurry; didn't stop to watch the wool being unloaded or listen to the street muscian
		- didn't know what to do (irresolute) and got all white
		- didn't want to wait for the man coming behind them
		- called the old man “stupid old man”
		- did not want the goldsmith to go the the house with them
		- wanted to search Onesimus himself
		- was rough with Onesimus as he began to search him
		- called to the goldsmith to look at his mule while he roughly searched Onesimus
		- wanted Onesimus searched first
	+ How does the author tell you Onesimus is innocent?
		- Laughed easily
		- was not in a hurry to leave
		- wanted to stop, wait for the man coming behind them
		- ran to meet the goldsmith
		- caught the man as he slid off
		- asked how he could help the man
1. **Class discussion, other comments:**
* p. 24 More on the complexity of Archippus' and Onesimus' relationship; its hard being on top too. Archippus WANTS Onesimus' friendship and feels caught with this new relationship of master and slave
* Note how Onesimus was like his Greek father in his love of beauty p. 27
* Time frame: about AD 60
* Note reference to gold purified seven times reflecting like a mirror
* *Hierapolis: Famous for the hot baths “Hierapolis, the “Sacred City,” is located at present-day Turkey.  In the first century it was part of the tri-city area of Laodicea, Colossae, and Hierapolis.  This connection between the cities lies behind Paul’s reference to Hierapolis and Laodicea in his epistle to the Colossians (Col 4:13).  Before 70 A.D. Phillip (either the apostle or the evangelist) moved to Hierapolis, where he was believed to have been martyred.  http://www.bibleplaces.com/hierapolis.htm*

**Chapter Four p. 33 – 41**

*The Beating*

**Objectives: the student will be able to:**

* summarize and weight events from this chapter with each other by listing only 3-4 of the most prominent events
* add a minimum of 3-4 phrases to the visual begun yesterday further verifying who they think is guilty
1. **Introduction and Background**
* (Optional – the poem stretches students) Introduce the “Hound of Heaven” poem
* (Optional) Tell the Greek myth about Baucis and Philemon. *See the article.*
1. **Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*
* fondling p. 33 *to handle or touch lovingly*
* exertion p. 34 *vigorous exercise, great effort*
* indelible p. 34  *in/im mean not, in on (same as ir); delible means can be deleted*
* tresses p. 34 *long locks of hair*
* fetters p. 35 *a chain or shackle on the feet*
* spurn p. 36 *to reject with disdain*
* impotence p. 37 [**IM** puh tuhns]  *in/im mean not, in on (same as ir); potent means powerful*
* half-aureus p. 37 [**AW** ree uhs] *an ancient Roman unit of money*
* posca p. 38 – *a mixture of diluted wine, myrrh, and oil*
* servile p. 38 [**SER** vil] *slavishly obedient*
* retinue p. 38 [**RE**-tə-ˌnü]: *a group of attendants*
1. **New locations**
* p. 39 names many places—look at these
	+ Four great roads converged on Laodicea
		- North-west to Philadelphia and to Sardis
		- North-east to the Phrygian plains, Taurus mountains and the Cilician Gates
		- South to Perga
		- West to the great sea-port of Ephesus and the Aegean Sea, to Greece
* Lystra— add to map – *place where lame man was healed, people wanted to worship Paul and Barnabus as Zeus and Hermes (significant with the reference to Zeus and Hermes); people stoned Paul (all in Acts 14); also where Timothy lived (Acts 16:1)*
1. **New characters:**
* Artemis **[AR** tuh muhs] – *a Greek goddess—the Romans called her Diana*
* Master Epaphras, (EH-puh-fras) *a fellow prisoner of Paul (Philemon 1:23; two other references to him in Colossians: Colossians 4:12-13*
* Zeus *(the king of the gods and husband of Hera in Greek mythology; tall, thick black beard, also called Jupiter—by the Romans)*
* Hermes (*a Greek god of commerce, eloquence, invention, travel, and theft who serves as herald and messenger of the other gods; smaller, stoop-shouldered, athletic looking, also called Mercury—by the Romans who adopted many Greek gods)*
1. **Comprehension objectives fleshed out**
* Significant events:
	+ O is beaten with rods for a crime he didn't commit
	+ A brings him some medicine but now O only hates hm more fully
	+ Epaphras talks to O about Jesus
* Add to yesterday's visual: Archippus guilty:
	+ voice shook
	+ didn't want Master Plautus to go talk with Philemon
	+ unsteady hand
	+ half hid behind a pillar to listen
	+ flushed crimson and turned away from Onesimus' gaze
	+ pleaded with his father to not brand him
	+ brought the posca for Onesimus' wounds
	+ did not look at Onesimus
1. **Bulletin Board**
* Add: Jesus Christ, the Hound of Heaven and three tiny feet with the following ideas written on them:
	+ Story of Onesimus' father p. 21-22
	+ Archippus talked about Him p. 28
	+ Epaphras p. 40 – 41
1. **Classroom discussion, other comments:**
* So Archippus felt TRAPPED, guilty, proud, and caught
* Why didn't Onesimus even think about proclaiming his innocence before?
* Read Acts 14: 8-13
1. **Quotable quotes:**
* **“**Love is stronger than death and stronger than hatred. It conquers all in the end.” p. 41
* “Tell me, does your hatred make you happy?” p. 41

**Chapter Five p. 43 – 48**

*Bound for the Artemisia!*

**Objectives: the student will be able to:**

* summarize and list 3-4 significant events from this chapter
* use textual clues to accurately complete the T/F read-between-the-lines sheet and be ready to justify the conclusions reached

**Introduction and Background**

* From chapter four what do they know about apphia? What kind of person was she?
* (Optional) Read first stanza of “Hound of Heaven” again
* Story of the World Vol. I p. 169-172 has a section that introduces Greek gods. It may be helpful to have this background.
* Give background to the paragraph on p. 43 about winter and death. What does Apphia mean “the goddess mother mourns her daughter in the winter” *See the article Tina included*
* What might make it hard for Philemon to decide to become a Christian?

**Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*

* sumptuous p. 43 *expensive, lavish*
* lynched p. 43 *to put to death (as by hanging) by mob action without legal sanction (will come up again later)*
* Artemisia p. 45 [ar-tə-**ˈMI**-zh(ē-)ə] *a huge festival of Artemis (Diana) in the month of May; like the Olympics*
* cisium p. 46 *a light, open, 2-wheeled carriage*
* asphodel p. 46 [**AS**-fə-ˌdel] *a flower*
* courier p. 47 [**KR**-ē-r] *a messenger*
* impregnable p. 47 *in/im mean not, in on (same as ir) pregnable means vulnerable to capture*

**New places** (or old ones reintroduced):

* Smyrna and Sardis p. 45
* (Add to map) Galatia, Macedonia, Pamphylia, Phrygia, Bithynia, (these all *regions* found on my ACSI map; all except Macedonia are in present day Turkey). Find these on the map. It gives a picture of the popularity of Artemisia.
* River Euphrates
* Ephesus
* Rome
* The Meander p. 47
* Antioch (not to be confused with Antioch of Syria) on the Meander River

**New characters** (or old ones more thoroughly introduced):

* Aphrodite [\ˌa-frə-**DIE**-tē](goddess of love and beauty; also called Venus—the the Romans)
* Zeus throws thunderbolts
* Artemis [**AR**-tə-məs*]* known as the mother of life and fertility, but also the huntress who pursues to destroy; (also called Diana by the Romans—remember Diana of the Ephesians) *The book says the Greeks called her Diana, but other sources say that was the Romans—???*
* Paul

**Comprehension objectives fleshed out**

* Significant events:
	+ Epaphras talks to Philemon about Jesus and Apphia becomes a Christian – but Philemon hesitates
	+ Philemon, Archippus and Onesimus go to the Artemesia where Philemon plans to talk with Paul
	+ Onesimus loves the beauty and cannot wait to see the temple of Artemia
* Complete the prepared “reading between the lines” visual.
	+ Note Onesimus' resolutions p. 47: One day he would:
		- walk through the Laodicean gate a free man
		- he and Eirene would gather flowers together
		- he would go to Rome
	+ The final sentence: “Tonight he would know and understand.” Understand what? Onesimus' desperate search for meaning and purpose in life – this desperate quest is basic to this whole story
* (Optional) Work toward students drawing or tracing a simplified version of a map that depicts the areas most mentioned in this book. I think it needs to include present day Turkey, Greece, Italy, and Israel all on one map. It would be good to include the top bit of Egypt to also give more Bible context. Giving them a blank map to fill in cities names and regions can also work, but drawing their own (rough) one would be better. See prepared rubric.
* (Optional): Compare/contrast the Roman/Greek gods and goddesses and Jesus Christ (Apphia's words on p. 44)

**Classroom discussion, other comments:**

* Note that “this was men's talk” (women generally not regarded as equals)
* What bondage to not be able to show pleasure; hatred is a hard master p. 46
* Note how he loved beauty—cannot wait to see the city of his dreams and the goddess of perfect beauty (do take note of this, it will then impact more what happens). Note too how the Feet pursue him through his longings
* Read Numbers 35:6-28

**Chapter Six p. 49-56 – two days**

*The House of Diana and the House of Paul*

**Objectives: the student will be able to:**

* summarize and list 3-4 significant events from this chapter
* actively listen, doodle quick sketches, and fill out the outline describing the city of Ephesus to teacher satisfaction
* show understanding of the drastic difference between the Temple of Diana and the School of Paul by completing a two paneled contrast visual on the two. Minimum of 15 describing phrases.
1. **Introduction and Background**
* Day one:
	+ Give background to the city of Ephesus from the book *Letters to the Seven Churches* by William Barclay p. 2-7. Students fill out the prepared outline and doodle as teacher talks. This gives background on the famous “Ephesian letters” p. 51
	+ Give background on the cities of refuge in the Old Testament—connects with the Temple of Diana as a refuge for criminals. Numbers 35:6-28 Give as background; students tell when they hear/see the connection with the story!
* Day two: do this brief background and read the chapter
	+ Read first stanza of “Hound of Heaven” again
	+ What do they know about Paul?--tent-maker, missionary, a native of Tarsus (find Tarsus on map), persecuted the Christians
	+ Review how guilds worked
1. **Vocabulary—***just choose several from this list; definitions are given according to how they are used in the bk*
* metropolis p. 49 [mi-**TROP**-uh-lis] *any large busy city (meter is mother and polis is city)*
* incarnate p. 49 *personified—as an idea personified (such as beauty itself)*
* shrine p. 49—*sacred place*
* exquisite p. 50 [ik-**SKWIZ**-it] *of special beauty or charm*
* pan-ionian p. 50 [puh-**NOH**-nee-uh] *Note it is PAN—meaning all and IONIAN—the region in which this was held (Ionia was an ancient region on the W coast of Turkey and on adjacent islands in the Aegean)* *Ephesus was the center of the* Pan-Ionian Games*. And it was the center for the worship of Diana (or Artemis). In fact Diana's Temple was one of the seven wonders of the world* ***...*** jmm.aaa.net.au/articles/2265.htm Pan meaning all connects with pandemic, panorama, pantheism, pandemonium, panphilia, . . .
* agora p. 50—[**AG**-er-uh] *a marketplace*
* legion p. 50 *a division of the Roman army, usually comprising 3000 to 6000 soldiers*
* frenzy p. 51 *wild and uncontrolled excitement; temporary madness (used later too)*
* talisman p.51 [**ˈta-**ləs-mən] *an object held to act as a charm to avert evil and bring good fortune*
* precincts p.52 [ˈ**prē-**ˌsiŋ(k)t] *area surrounding a place (used again in chapter 7)*
* colonnades p. 52 [kol-uh-**NAYD**] *a series of spaced columns*
* rogue p. 53 [ˈrōg] *scoundrel*
* caricature p. 53 [**ˈkair**-i-kə-ˌchu̇r] *exaggeration by means of often ludicrous distortion of parts or characteristics*
* nobbled p. 53 *couldn't find a satisfactory definition*
* trident p. 53 [**trie** dunt] *a 3-pronged spear*
* gymnasium p. 55 *what we call a gym*
* swarthy p. 55 *dark-skinned*
* dais p. 56 [**ˈdā**-əs] *a raised platform (will come up again)*
1. **New places**:
* Mount Coressus p.49
* Aegean Sea
* Taurus Mountains [**TOR**-əs] *(Mountain range in southern Turkey, running parallel to the Mediterranean Sea.)*
* Mount Prion [**PRIE** on] *(right on the edge of Ephesus)*
* School of Tyrannus *(I suggest [tie* ***RAN*** *nus] (see Acts 19:9) it was where Paul preached*
* Cyprus p.52 *find on map; island south of Turkey*
* Mt. Parnassas –in Greece near Delphi
1. **New characters:**
* Hermes –the older slave; from Phrygia
* Demetrius (the silversmith) ACTS 19 also in III JOHN. Did he become a Christian, or is this a different Demetrius?
* Master Tyrannus—school teacher at the school Paul used for his discourses
* Paul of Tarsus
1. **Bulletin board: A**gain the feet pursing him p. 56—Paul's preaching
2. **Classroom discussion, other comments:**
* Keep noting evidence of how Onesimus loved beauty—p. 49
* The temple of Artemis (Diana) called one of the seven wonders in the ancient world, lay one mile from the city of Ephesus
* Why would the temple be an asylum for thieves, etc? See note below
* Ephesus
	+ center of the temple which was an asylum for criminals (a bit like the refuge cities of the OT) so many criminals flocked there
	+ the Ephesian letters were charms . . .
	+ the story of the Greek wrestler in the Olympic game who threw every opponent until they found and removed one of those “Ephesian letters tied to his ankle?--cannot find more than what the book says
* Onesimus felt disillusioned; why did Hermes respond so differently?

**Comprehension objectives fleshed out:**

* Significant events:
	+ O. loved the beauty of the city
	+ O. escaped the wicked environment of the temple worship
	+ Philemon and O went to the listen to Paul at the school of Tynanus
* Fill in the Ephesus outline. Answers:
	+ I: commercial, seaport, roads, 28
	+ II: political, Roman, pan-Ionian games
	+ III
		- A: Diana, 425' long, 220 ' wide, 60' high, vine, 127
		- B: Diana
		- C: bank
		- D: criminals
		- E: Ephesians letters
* Complete the prepared two compare/contrast visual of the crowd at Paul's preaching and Artemis' (Diana's) temple

|  |  |
| --- | --- |
| **TEMPLE OF ARTEMIS (DIANA)**  | **PAUL'S MEETING IN THE SCHOOL OF TYRANNUS** |
| * The building (temple) itself:
	+ (one of the 7 wonders of the ancient world)
	+ perfect beauty
	+ 127 colonnades
	+ roofed with cedar
	+ dimly lighted by lamps
	+ glowing colors
	+ great staircase cut from one vine
	+ famous old altar and draped curtains
	+ air heavy with incense
 | * The building itself
	+ a school house used from 12 pm -3 pm while the students were gone for lunch and the siesta break
 |
| * The goddess Artemis (Diana) herself
	+ hideous squat idol
	+ repulsive caricature of a woman
	+ carved from old balack wood
	+ held a club and three pointed spear
 | * Paul himself
	+ small, insignificant looking Jew
	+ scars on his face
	+ burning eyes—intense, passionate
 |
| * The human atmosphere
	+ huge crowd
	+ many evil sin-seared faces; murderers and criminals clinging to the altar
	+ terrible atmosphere of fear and evil
	+ wicked things happening under cover of darkness
	+ darkness
	+ hysterical screaming
	+ frenzied crowd
	+ insane shrieking
 | * The human atmosphere
	+ no pushing or fighting for the front seats
	+ grave dignity
	+ respect for wek or elderly
	+ quiet expectancy
	+ Jews and Gentiles sitting together; slaves and free sitting together . . .
	+ deep silence
	+ worship
 |

**Chapter Seven p. 56-65**

*Philemon's Choice*

**Objectives: the student will be able to:**

* summarize and list 3-4 significant events from this chapter
* complete one or more of the following: (teacher choose):
	+ - find and record a sentence they really like, a noteworthy comment, a “quotable quote” and write why they like it *(such as Epaphras asking, “Tell me, does your hatred make you happy?”* or
		- write a response (1/3 to ½ page) recording what they think will happen now – or other things that fit under the broad frame of a response.  *This can include thoughts about the chapter (particularly any strong emotions they feel about what they read), predictions of what will happen, connections with things either earlier in the book or things outside of this book, questions they have or things they don't understand, or simply retelling a portion of the story*
		- fill out the teacher-created questionnaire on this chapter
1. **Introduction and Background**
* Explain more about the huge barriers between the Jews and Gentiles
	+ Jews: From line of Abraham—show family tree of Isaac, Jacob . . . ; Gentiles from any other lines
	+ Rules: Not touch, not enter home, not eat with them (more strictly observed in NT?)
* Read in class Acts 18:1-3 and note that
	+ Paul had been in Athens, now is in Corinth
	+ Aquila and Priscilla had been exiled from Italy by emperor Claudius
	+ Paul stayed with Aquila and Priscilla, the three of them worked as tent makers, the three of them went to Ephesus together
* Read 1 Cor. 16:17-19 and note the names of Paul's helpers and that Aquila and Priscilla had the Corinth church meeting in their house.
1. **Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*
* Artemisia p. 57 [ar-tə-**ˈMI**-zh(ē-)ə] *a festival of Artemis (Diana) in the month of May; read the notes in The Letters to the Seven Churches p. 1-7*
* draught p. 59 [draft] *a pill for sleeping*
* precincts p. 59 *the area surrounding a place*
* venerable p. 59 [**VEN**-er-uh-buh l] *deserving of honor or reverence*
* distinguished p 61 *marked by excellence*
* exiled p. 61 *expelled from one's own country or home*
* leeward p. 62 *moving toward the wind*
* gallantly p. 63 *splendid; showy in dress or bearing (will come up again)--but then it will be “brave”*
* acacias p. 63 [\ə-**ˈKAY-**shə] *flowers*
* poignant p. 62 [ˈ**POI-**nyənt] *piercing, sharp, or pervasive*
* imperceptible p. 62 *extremely slight*; **im/in** as a root means “not” as invisible, impossible.
1. **New locations:**
* Corinth—*a city in Greece; find on map*
* Galatia—*Galatia a region, not city, in Turkey*
1. **New characters:**
* Achaicus [uh **KAY** i kuhs], Stephanus[**STE** fuh nuhs], and Fortunatus [for too **NAY** tuhs]—all from Corinth (all mentioned in I Cor. 16:17)
* Aquila, Priscilla, and Levi (Levi is fictitious) Acts 18:1-3 (tells of their exile and relationship with Paul), 18-19; I Corinthians 16:17-19 (note the names here)
1. **Comprehension tool(s)**
* Read all the Scriptures about Aquila and Priscilla
* Read about Claudius and the temporary exile in AD 51
* Record a quotable quote
1. **Classroom discussion, other comments:**
* Why was Archippus pale with fear that others may have heard Philemon's question of if “there was truth or goodness or purity in the temple that night?” p. 58
* Why was Archippus was unusually rude and irritable all day? p. 59
* Note how all classes of people met together, the Gospel eliminated common cultural barriers; this was a huge cultural change
* Note the quotes from Paul in Scripture—from I Corinthians; do they recognize any? p. 60
* The false doctrine in Galatia—having begun in the spirit . . . p. 60
* Why did Onesimus shiver? p. 61 What different kind of fear did he feel? Describe—*something before which evil must shrivel up . . .*
* What emperor exiled all Jews from Rome?--it was Claudius in AD 51—a temporary exile p. 61
* “Philemon too had seen”--had seen what? p. 62
* What made Philemon willing to look at the Gospel? He was a wealthy man with few outward needs. How much did his wife influence him?
* Think about how Philemon's life will change now as a Christian businessman and slave owner. Will he release his slaves? Treat them differently?
1. **Quotable quotes**
* “If it is true that we can be filled with the very life of the one everlasting God here on earth, then what is wealth or business or anything else compared with that?” p. 58

**Assign reading Acts 19:8-41**

**Chapter Eight p. 65-71**

*Revenge at Last*

**Objectives: the student will be able to:**

* summarize and list 3-4 significant events from this chapter
* recall and list a minimum of 10 problems Onesimus and others have encountered this far in the book. Then as a class discuss how hatred and revenge compound problems by talking about what lies behind each listed problem and see how many connect with hatred and revenge.
1. **Introduction and Background**
* Ask students to read Acts 19:8-41 for
	+ the account of a bonfire –not the same as described on pages 67, but a similar one -- (Acts 19:18-20)
	+ the riot at the temple with the crowd shouting Diana described on pages 68-71 –(Acts 19:23-41)
	+ the characters Gaius, Aristarchus, and Alexander
* Read Acts 20:1 about Paul having to leave Ephesus due to the riot—going to Macedonia*.* Note how this connects with p. 67 Philemon saying, “The time may be short” and then “The time was very short” and p. 68 Archippus wanting to go back home and Philemon saying, “We shall soon go may son. It cannot be long now. The storm must break very soon and I want to be with Paul when it comes.”
1. **Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the book*
* fanatical p. 65 *extreme (and unthinking) enthusiasm or zeal*
* lowering p. 65 [**LOU** er ing] *dark and threatening*
* stalwart p. 65 and 70 [**STOL** wərt] *very strong*
* gallant p. 66 *(this time it means brave)*
* vehement p. 66 *violently forceful*
* brazier p. 67 *a metal receptacle for holding live coals*
* ominous p. 67 *threat of disaster or evil*
* gesticulate p. 68 [je-ˈ**STI**-kyə-ˌlāt] *to make gestures especially when speaking*
* pageant p. 70 [ˈpa-jənt] *a colorful show*
* agitator *one who stirs up others' feelings*
* buffet p. 71 *a blow especially with the hand*
1. **Location emphasis and new locations:**
* the Ephesus temple
* Macedonia
1. **New Characters**
* Gaius and Aristarchus both Macedonians; these the two Macedonians mentioned in Acts 19:8-41 (especially note 28-30) and then also Acts 20:4
* Alexander p. 71 Acts 19:32-34; I don't know if the Alexander referred to in I and II Timothy is the same one?
1. **Comprehension objectives fleshed out**
* List 3-4 major events in this chapter. Ideas:
	+ The Christians burned many magic arts (the bonfire of magic arts)
	+ There was a terrible riot at the Temple
	+ Onesimus told that Archippus' father had burned the Ephesian letters
	+ The mob trampled Archippus but Gaius and Aristarchus came to get Archippus
* List all the problems they can think of so far in the story and then look at which are causes and which are effects

 From chapter 8

* + Archippus feels lonely, separated – effect of father becoming a Christian and Archippus rejecting Jesus
	+ Onesimus feels terribly guilty – effect of seeking revenge
	+ Onesimus betrayed Archipus – effect of hating Archippus
	+ There was a terrible riot at the temple – effect of greed/hatred
	+ Gaius and Aristarchus were hurt – effect of Onesimus' hatred
	+ Onesimus hates Archippus – effect of Archippus' treatment of him
	+ Archippus was trampled – effect of Onesimus' hatred and his own sins

From other chapters

* + Archippus steals gold and blames Onesimus – effect of liking Eirene, of stealing and lying
	+ Achippus makes Onesimus look like a fool while Eirene watches– effect of jealousy
	+ Onesimus' mother steals things – effect of
	+ Onesimus refuses Christianity – effect of not wanting to repent
	+ Mistress Eirene ran away from her nurse – effect of not feeling loved, too protected
	+ Onesimus hated Archippus – effect of his treatment of him
	+ Onesimus hated his slavery
	+ The temple of Artemis was so different from what Onesimus had expected – effect of wrong expectations
	+ The mob turned against Paul and his followers – effect of greed/hatred
1. **Classroom discussion, other comments:**
* How could Archippus know with just one look at his father's face that he had accepted the new religion?
* Find these Scriptures quoted in Colossians, others in Corinthians p. 66
* I wonder how Philemon will carry the Gospel to Colosse?
* Up the hill—to the temple; was this an acropolis?
* Think of how the author has carefully set the stage to understand Onesimus' choice to take revenge—the heat, mob spirit, etc.

**Chapter Nine p. 73-79**

*Archippus Lives—Twice*

**Objectives: the student will be able to:**

* summarize and weight events from this chapter with each other by listing only 3-4 of the most prominent events
* make connections between choices and consequences by examining how unforgiveness and secrecy shape Onesimus' soul (inner feelings) and the outer effect of those feelings in actions

**Introduction and Background**

* Which of the following statements is true? Christ divides. Christ unites. Ponder this statement: “Christianity divides as well as unites” and then in writing connect it with the events of this chapter. This may be a simple 1-2 sentence summary or
* What they think will happen now –after since Onesimus betrayed Archippus and he was trampled beneath the feet of many?
* Tell a story of personal failure and the resulting heaviness of secrecy, shame, and guilt. . . . this is to prepare for the visual on the heaviness of secrecy and unforgiveness and what happens when we choose to not confess sin (some from chapter, some from experience)

**Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the book*

* oblivion p. 73 [\ə-**ˈbli-**vē-ən,] *the condition of being forgotten or unknown*
* staves p. 76 *plural of staff*
* suburb p. 76 *the outer edge of a city or town* ***sub is Latin for under/inferior to:*** *subway, submarine, subterranean, subsoil, submerge, subterranean . . .*
* fidget p. 76 *uneasiness or restlessness as shown by nervous movements*
* conspicuous p. 76 *obvious*
* staunch p. 76 *loyal or faithful*
* travailed p. 76

**Comprehension objectives fleshed out**

* More big things happen in this chapter. Everyone list 3-4 events they think are important in the chapter (they are limited to four and need to choose the ones they think are most important) Which ones do they think will most impact the rest of the story? Ideas include:
	+ Onesimus decides he will never tell anyone his secret
	+ Paul leaves for Macedonia
	+ Onesimus finds out Archippus is not dead!
	+ Archippus confesses to having stolen the chain andOnesimus chooses to not forgive Archippus
* Visual for heaviness of secrecy and unforgiveness and what happens when we choose to not confess sin (some from chapter, some from experience) *Think of how Onesimus is feeling: miserable, lonely, afraid, guilty, hopeless, isolated p. 73 pretending p. 74, blind to beauty p. 77*
	+ Effect on the soul: foolish actions, panic, misery, sleepless, bitterness (inability to forgive others), no belief in God, separation from God, loneliness, great heaviness, fear, hopeless
	+ Effect on relationships: bitterness, severed communication, barriers/walls, aloofness, shallowness, broken friendships, blind to beauty around us
	+ Look for connections between the two

**Classroom discussion; other comments**

* As they read have them look for descriptions of Paul—what kind of a person was he? What adjectives describe him? *Loved his disciples, had to bid them farewell, unworried about his own safety, tender, concerned about Philemon, unhurried*Why didn't he run away? What kept him from killing himself?
* Why did they drink wine—as a drug? Myrrh is used as a drug too
* Did Paul ever go to Colosse? How was the church in Colosse established? What did Philemon have to do with it? No, Paul never went to Colosse!
* Two more resolutions Onesimus made—to not forgive and to never confess his betrayal. (Remember chapter five has several resolutions he made, add this one) How do they think this choice to not forgive will shape his life?
* Note the suggested discussion points for chapter 9

**Chapter Ten p. 81-84**

*Back to Colosee*

**Objectives: the student will be able to:**

* summarize and list 3-4 significant events from this chapter
* develop listening skills – actively listening while teacher reads to them
* determine the factors presently shaping Onesimus' life and identify a minimum of 6 significant influences molding who he is becoming. Afterwards individual students will each list 1-2 that are shaping their lives. These will simply be on a completed/not basis.
1. **Introduction and Background**
* Tell personal story of a resolve that has shaped my life: vow in 8th grade
1. **Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*
* converge p. 82 *come together or meet* ***from Latin con (and com) means with/together*** *congress, connect, congregate, congregation . . .*
* discourse p. 82 *verbal interchange of ideas; conversation*
* arduous p. 83 [ˈ**AR-**jə-wəs] *very difficult*
* loath p. 83 *greatly reluctant*
* imperious p. 84 [\im-ˈ**PEAR**-ē-əs—this is ear as in ear] *commanding*
* prone p. 85 *lying with the face down*
* fortification p. 85 *something that defends, or strengthens*
* innate p. 85 [both IN ayt and in AYT] *inborn, natural*
* gape p. 85 *to stare at in open-mouthed surprise (comes up later again)*
1. **New locations:**
* Pergamos p. 80 *ACSI map calls it Pergamum and Sardis*
* Again find Colosse in relation to Laodicea , Hierapolis, Sardis, and Pergamus
1. **New characters:**
* Onesiphorus [on uh-**SIF**-uh-ruhs] (II Timothy 1:16; 4:19)
* Epaenetus [ee PEE nee tuhs] Romans 16:5—Paul's first convert in Asia
1. **Comprehension objectives fleshed out**
* I read this chapter to them while they listened. They listened for:
	+ Vocabulary words
	+ Changes in Archippus and Philemon
	+ 3-4 significant events (they recorded as I read, then we compared)
	+ A quotable quote – could be “If we died with Him, we shall also live with Him: If we suffer, we shall also reign with Him. If we deny Him, he will also deny us.” p. 84
* List four important events in this chapter
	+ Due to the trampling, Archippus is crippled for life
	+ Philemon and Archippus are growing in the Lord
	+ O continues to harden his heart and starts stealing to buy his freedom
	+ Finally A is well enough and they all return to Colosee
* Complete prepared visual on influences presently shaping Onesimus' life: *some of these are resolves he has made, some are God-given gifts or circumstances.*
	+ resolve to not confess/never tell his secret
	+ resolve to not forgive
	+ resolve to be free
	+ resolve to win Eirene
	+ resolve to see Eirene again soon
	+ resolve to go to Rome
	+ rejects Jesus
	+ continues to hate Archippus
	+ his love of beauty
	+ his ongoing stealing from his master (this is both a effect and then a cause of more misery)
	+ hates slavery, etc.
* Include 1-2 influences in their lives. May be private and simply confirm the completion.
1. **Classroom discussion; other comments**
* Two influences shaping Onesimus' life—they pull him in opposite directions: Eirene (because of her innocence and purity he had known the temple worship was vile p. 85) and his hatred
* Note the difference in Archippus and how it made Onesimus' own sin harder to bear. Why? He tried to forget by swimming in the Aegean
* Now Onesimus is stealing from his master! Cause and effect of resolve in chapter five.
* So Colosse was higher (on a plateau) and thus not as hot as Ephesus
* Look at how Christianity affects Philemon and Archippus as evidenced in this chapter. Philemon no longer interested in the guilds, only wants to carry the Gospel to others, Archippus tries to be patient, is kind to Onesimus

**Chapter Eleven p. 87 – 95 – Two days**

*The Second Meeting*

**Objectives: the student will be able to:**

* summarize and list 3-4 significant events from this chapter
* connect Scripture with culture of the time by listing descriptions of the city of Laodicea (outline form plus doodling) as teacher presents it, and then comparing that with what Jesus tells the church in Laodicea as they read in Revelation 3:14-22. On the back of the same paper students simply list the seven churches as seen by skimming subtopics of Rev. 2-3

**Introduction and Background**

* Day one:
	+ Tell about Laodicea using the book *Letters to the Seven Churches p. 78 on.* Students fill out left half of prepared double paneled visual as teacher talks. (See the outline in the attached document on Laodicea) Then reading from Revelation 3:14-22, students list what Jesus said to the church at Laodicea (written about 30 years after church was established) and make wavy lines connecting the similar ideas of the 2 sides.

* Day two: we learn more about
	+ Epaphras – remember him for chapter four?
	+ What the guild was like and why Philemon, as a Christian now could not be a part of it
	+ How Christianity affected relationships between slaves and masters, Jews and Gentiles . . .
	+ As they read ask them to note the things they now know about Laodicea: the great medical school there , its world famous eye powder, its earthquakes, and seat of all banking arrangements for Asia, great wealth, center for black wool industry, and clothing factories that sold clothing all over the Roman Empire.
	+ Read first paragraph and ask which resolve is referred to here.

**Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*

* lunatic p. 87 *crazy, insane*
* Pentateuch p. 86 –I know this has to do with the first five books of the OT
* revere p. 88 *to respect very highly—think of words like reverence, reverend, reverential*
* consort p. 88 *to keep company, associate* ***from Latin con/com with/together and share***
* cockerel p. 90 [ˈ**KAH**-k(ə-)rəl] *a young rooster*
* notorious p. 91 *widely and unfavorably known*
* Apothecary p. 91 [uh **POTH** uh kair ee] *a pharmacist or a pharmacy--medicines*
* portals p. 91 *a grand or imposing door or entrance*

**Cities –** note all the cities mentioned on p. 87:--find on map again

* Laodicea –rich, prosperous seem to need not help
* Hierapolis –firmly grounded—this one not listed in Revelation 2-3, but Ephesus is instead
* Philadelphia—they stand fast
* Sardis—danger of being defiled; lots of gold,, vice, and loose-living; river running right through marketplace
* Thyatira—excluded from the trade guilds; in deep poverty; Thyatira sells purple dye
* Pergamos and Smyrna, Caesar is worshiped and sacrifice to Nero compulsory; in daily danger of losing their lives *Since Nero was emperor from 54-68, that is now the time frame here*

**New Characters**:

* Nymphas—Christian in whose home the church at Laodicea meets
* Master Molassos (chief weaver of Polemon),
* Claudia—Eirene's slave
* Euphron and Antonia—Christians Eirene associates with; old shepherd and wife
* Asclepius [as-**KLEE**-pee-uhs.] god of healing

**Comprehension objectives fleshed out**

* List four important events in this chapter
	+ Philemon was rejected by Polemon because he is now a Christian
	+ Phileon and Epaphras leave on a missionary journey and leave Archippus as leader of church at Colosse
	+ Onesimus bribes Hermes to let him go to Laodicea to get eye salve in his stead
	+ Onesimus sees Eirene again and she talks to him about Jesus
* Tell about Laodicea using the book *Letters to the Seven Churches.*
	+ Students fill out left half of prepared double paneled visual as teacher talks. Then reading from Revelation 3:14-22, students list what Jesus said to the church at Laodicea (written about 30 years after church was established) and make wavy lines connecting the obviously similar ideas of the two sides. *More on Laodicea found* <http://www.padfield.com/2005/laodicea.html>
	+ Students also read the subtopics of Revelation 2-3, list the seven churches on the back of the double-paneled visual, and highlight them on their maps.
	+ See document on Chapter 11 Visual for Laodicea for completed visual

**Class discussion; other comments**

* Wow! Philemon quickly begins to feel the rejection of others—called a lunatic with brain fever. Also note the rejection of the Jewish rabbis p. 86 They associated with “unclean Gentiles”.
* Harvest of wheat, olives, grapes
* Describe Eirene's lonely life

**Chapter Twelve p. 97-103**

*Two Thieves*

**Objectives: the student will be able to:**

* summarize and list 3-4 significant events from this chapter
* read the chapter silently (at least from p. 101 to the end) and then write a 1/3 to ½ page response to the chapter including a prediction of what will happen now

**Introduction and Background**

* Remember Philemon and Epaphras had left for a missionary journey while Archippus led out in the church in Philemon's home
* Read Acts 20:14-16 and follow Paul's travels:
	+ from Greece to Macedonia
	+ sail to Syria
	+ go to Jerusalem for Pentecost (soon after Easter, so in the spring).
	+ His ship on the way to Syria would stop at Miletus about twenty miles south of Ephesus. Paul asked believers to come meet him there. Use the Rose Book of maps p. 138-139
* In today's chapter more turn to Christ, including many slaves. However some who profess the name of Christ did not truly follow His teachings; three examples of this in this chapter. This was a very real problem for the way of Christ so drastically cut against the cultural and all natural inclinations (still does)
* Onesimus' resolve to be free continues to shape his life
* Read p. 97-101 top as a class, then they read the final pages silently and write a response. What do they think will happen?

**Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*

* bailiff p. 98 *an overseer*
* feud p. 99 *bitter hostility*
* consign p. 99 *to banish or give over to another's care—****from Latin of com/con (with/together) and sign (to mark or seal)***
* perdition p. 99 *eternal damnation*
* wormwoodp. 100 *a bitter dark green oil*
* pottage p. 100 *a thick soup of vegetables and often meat*
* rush p.102 *something about a torch, a light for nighttime*

**New locations**:

* Taurus Range p. 97
* Note Lystra again. Read the stories of the healings Archippus referred to on p 98 in Acts 14:8 and following. This is where the people wanted to worship Paul and Barnabas as Zeus and Hermes

**New characters:**

* Nerissa—Onesimus' mother (named for first time)
* Glaucus, the bailiff (overseer)
* Erastus, a slave about twenty years old who accepted a corrupted form of Christianity
* Alexander, the young Phrygian who instructs a different kind of Christianity

**Comprehension objectives fleshed out**

* Read as a class until p. 101 then students read the rest silently and write a response. *A response is pretty open-ended. It can include: thoughts about the chapter (particularly any strong emotions they feel about what they read), predictions of what will happen, connections with things either earlier in the book or things outside of this book, questions they have or things they don't understand, or simply retelling a portion of the story.*
* Name 3-4 significant events
	+ Onesimus' mother becomes a Christian
	+ Philemon and his family leave for Miletus to meet Paul, hoping A will be healed—and leave Glaucus in charge
	+ All the young slaves leave for a religious meeting—all except Onesimus
	+ Onesimus decides to steal from Philemon's house and discovers Glaucus also trying to steal

**Classroom discussion; other comments**

* How long were Philemon and Epaphras gone?
* Was Onesimus' mothers' story of slavery a common one?
* What does it mean “the boundaries of the world receded”?
* What new teaching is this? p. 100—pay attention to this. Some turned to Christianity part ways—retaining old cultures and mysteries; rejected the teaching that Christ is the beginning and end of all things
* Onesimus' resolve to be free continues to shape his life

**Chapter Thirteen p. 105-110**

*Of Guilt and Respect*

**Objectives: the student will be able to:**

* summarize and list 3-4 significant events from this chapter
* find and record a sentence they really like, a noteworthy comment, a “quotable quote” and write why they like it

**Introduction and Background**

* *Note: this chapter has fewer big things happening; good one to read in pairs to work on a long-term project*
* Define freedom—doing whatever you like? What was Onesimus' definition? (to call no man his master, to come and go as he pleased . . . ) His definition is challenged here.
* How will Glaucus treat Onesimus now?
* In this chapter the family returns. Does Onesimus want Archippus to be healed? Why? Will he be healed? What do they predict?

**Vocabulary:** *just choose several from this list; definitions are given according to how they are used in the bk*

* pompous p. 106 *full of pomp, excessively showy*
* salutation p. 106 *an expression of greeting, goodwill, or courtesy by word, gesture, or ceremony*
* aghast p. 108 *shocked*

**Comprehension objectives fleshed out**

* Read 2 Corinthians 12:8-10
* My quotable quote: I love Him (God) as a thirsty man loves the fountain and a cold man loves the fire. p. 109
* List 3-4 significant events (or perhaps only two—the first and last one listed here?)
	+ The family returns and Archippus has not been healed
	+ Onesimus feels the weight of a lifetime of guilt
	+ Archippus and Onesimus' conversation sitting on the flour bag
	+ Onesimus comes to respect Archippus

**Classroom discussion; other comments**

* Note the description of Onesimus' guilty conscience p 105-106 and his idea of freedom going sour p. 106
* Secrecy steals depth of friendship p. 107
* Note how Archippus longs for friendship with Onesimus.
* What was the fourth watch? p. 107
* Onesimus has known lots of pain in his young life. He's only known to respond with anger and attempts to change that or to get away from the pain. How has he dealt with the pain of his own slavery? his unjust beating? his mother's death? When Archippus expressed joy in the pain he is completely blown away. He knows nothing of this response (and wants to know nothing of it) and yet it calls him.

**Chapter Fourteen p. 111-119**

*The Pursuing Feet Rejected*

**Objectives: the student will be able to:**

* summarize and list 3-4 significant events from this chapter
* use textual clues to accurately complete the T/F read-between-the-lines sheet and be ready to justify the conclusions reached
1. **Introduction and Background**
* Read first stanza of “Hound of Heaven” again
* Two years have passed between this chapter and the previous one.
* This would be an excellent opportunity for the teacher to tell his/her personal salvation story as an introduction to what Onesimus will experience here.
	+ Talk about Christ calling each of us to become His. Some students will already have heeded the call, some are feeling the call, and some have not yet . . .
	+ Do not need to fear they will miss the call; a person clearly knows when the Lord is speaking, inviting . . .
	+ Comes accompanied by a sense of personal guilt before the Lord, combined with His love inviting; a clear sense of “I need to make a choice—one way or the other”
	+ Any student who cares to could be invited to tell their story
1. **Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*
* meticulous p. 111 *extremely precise and careful*
* deference p. 111 *yielding to another's opinion*
* chattel p. 112 [ˈ**CHAT**-tuhl]  *a slave*
* loathe p 116 *to hate intensely*
* paltry p. 117 [**PAWL** trē] *ridiculously small*
* jargon p. 118  *vocabulary peculiar to a certain group of people*
* assets p. 118 *the entire property of a person*
1. **Bulletin Board**
* add another footprint to the series
1. **Comprehension tool(s)**
* List 3-4 significant events
	+ Archippus meets Eirene on the streets of Laodicea
	+ Onesimus finds Archippus weeping out in the meadow
	+ Christ calls Onesimus and he refuses to heed
	+ Onesimus hits his mother
* Complete the visual for reading between the lines
1. **Classroom discussion; other comments**
* Why did Archippus long so much for Onesimus' friendship? Why did he care so much for him? Did it have anything to do with his own guilt from the past? I think not. He longed for the companionship of boyhood days.
* Why did Onesimus refuse to give his love? His was surely from guilt—and from a strange sort of power (given a bit later)
* Why did Archippus want to scream when he saw Onesimus as one without a will?
* Note how he loves beauty
* Afraid of love; Christ pursuing him—the feet pursuing him p. 117
* Why did his thoughts turn to the money stash right after his conversation with Archippus?

**Chapter Fifteen p. 121-130 – two days**

*On the Run*

**Objectives: the student will be able to:**

* summarize and list 3-4 significant events from this chapter
* write out Onesimus' definition of freedom – and their own
* working together as a class students identify the \_\_\_ (number) climaxing components of this chapter and list them onto the prepared visual. *Since this is the only time it is worked on, the purpose is simply to expose students, not to have them able to work alone to do this.*

**Introduction and Background**

* An important climax reached in this chapter
* Think about how stories gain momentum just like storms do. A climatic story includes—
	+ events leading up to the climax (momentum builders, building of storm clouds)
	+ climax (when the lightning strikes) and the
	+ ending (effects or aftermath of the storm. The ending is always “higher than the beginning). *Higher means either positively or negatively.*
* Talk about a storm and draw a visual while talking
	+ events leading up to a storm: *signs of one coming*
	+ climax: *the unleashed fury; when the lightning strikes*
	+ ending: *the calm and refreshment afterwards—or the destruction. The end of the storm leaves things in a resolved (or significantly different) state—sometimes better, sometimes worse.*

**Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*

* acute p. 121 *sharp, severe*
* sultry p. 123 *very hot and humid*
* unkempt [ˈkem(p)t] p. 126 *messy*
* insuperable p. 126 [in-**SOO**-p(ə-)rə-bəl] *impossible to overcome—remember im/in means not; super means over*
* wattle hut p. 124 [same as waddle] *a fabrication of poles interwoven with slender branches, withes, or reeds and used especially formerly in building*
* pallet p. 125 ***:*** *a straw-filled tick or mattress*
* waif [wayf] p. 128 ***:*** *a homeless child*
* menial p. 129 *a person doing lowly, servant work*
* villain \ˈvi-lən] p. 130 *scoundrel, criminal*
* meticulous p. 133 *extremely precise about details*

**Comprehension objectives fleshed out**

* Four significant events
	+ Onesimus' mother dies and he is depressed and inconsolable
	+ Glaucus and Onesimus are in Laodicea selling wool when the earthquake happens
	+ Onesimus finds Eirene and helps her to safety
	+ He resolves to never return to Laodicea until he comes as a free man to claim her
	+ Onesimus steals the wool money and runs away
* Visual: components of a climatic story: *put the weather side of the events on the inside of the mountain, the pictures of Onesimus on the outside; the climax is the same and then the ending on two sides again*
* Events leading up to the climax; building momentum (p. 123, 124, 125)

|  |  |
| --- | --- |
| * it was strange sultry weather
* there were no birds singing
* hot mist seemed to rise from the fields
* clouds lay low on the mountains
* thunder rumbled round the valley
* sky was a strange smoke red
* air in the city was oppressive
 | * Onesimus sobbed out his heart after his mother's death
* Wished he could die
* Feared death
* Stony-faced
* Refused sympathy; lonely
* Pain-filled eyes
* White face
 |

* + - Climax: the earthquake
		- Ending

|  |  |
| --- | --- |
| * The city lies in ruins
* Polemon is dead
* Many are homeless and dead
 | * Onesimus finds Eirene and leads her to safety
* She tells him she knew he would come
* He resolves to be free NOW
* He steals the wool money and leaves
 |

**Classroom discussion; other comments**

* Note differing responses to death:
	+ no great sorrow, hope of seeing her again soon, singing of hymns full of praise for the glory and rest they would all soon share
	+ Onesimus sobbing out her heart alone in the canyons, wishing to die, yet afraid to die; very lonely, stony-faced, keeping others at arm's length, no smiles
* I hear Christ pursuing Onesimus—his guilt lets us know the feet are still pursuing
* The “new custom” of Christians burying the dead in the earth—what was the old custom?
* Note the differing responses to Onesimus' mother's death.
* What sign was Antonia making?  *Remember the sign in the Rummage sale book on the Miracles of Jesus.*
* Determination without principles—a deadly match

**Quotable quote:**

* **“**If human love could be so unquenchable and forgetful of injury, what of that divine love?” p. 122

**Chapter Sixteen p. 131-139**

*Betrayed!*

**Objectives: the student will be able to:**

* summarize and list 3-4 significant events from this chapter
* complete the teacher-created true/false read-between-the-lines worksheet
* begin to enter into Onesimus' desperate search for meaning in life by actively listening and participating in classroom discussion about the rift between the beautiful heavenlies and the sordid earthiness.

**Introduction and Background**

* Review the fact that Onesimus has known lots of pain in his young life., but he's only known to respond with anger and attempts to change that or escape from the pain. How has he dealt with the pain of his own slavery? his unjust beating? his mother's death? Having rejected Jesus, Onesimus finds no meaning in life—but desperately seeks answers to life and purpose, answers to life's pain—and relief from his haunting guilt. Look for evidence of his inner emptiness and how he expects to find meaning in beauty.
* Give personal story of feeling deeply that hole inside . . . thought the answer to filling the hole was being liked by others, and the way to be liked was to be the best . . . the inner vow shaped me in real ways. That hole can be filled only by God Himself. The longing is really for Him. This lays the foundation for next chapter's visual.
* God calls to us through beauty. Think of how Onesimus is called through beauty in this chapter. Talk about the beauty of a sunset . . . feeling like all is well and yet knowing the pain of life as well . . . the gap between the two things. Wanting so much for all to be well . . . the longing, desire. That longing is really for Him and perfect love and beauty. We want it so much and know somehow that it ought to exist . . .

**Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*

* spinney p. 132 [**SPIN** ee] *small woods*
* larches p. 132 *a kind of tree*
* tamarisk p. 132 [**TA**-mə-ˌrisk] *a specific tree with flowers*
* sordid p. 133 [**ˈSOR-**dəd] *dirty, filthy, vile*
* galley p. 133 *a ship propelled by oars*
* embody p. 133 *personify or exemplify*
* quay p. 134 [kee OR kay OR kway] *a structure built parallel to the bank of a waterway for use as a landing place*
* gangway p. 135 *the opening by which a ship is boarded*
* irrevocable p. 135 *cannot be revoked or changed (ir means not)*
* initiate p. 136 *to instruct in the beginnings of something new*
* devotee p. 136 *an ardent follower or supporter*
* vulgar p. 136 *coarse or gross*
* crooned p. 136 *to speak in a soothing voice*
* occult p. 137 *having to do with hell and Satan*
* Propylaea [ˌprah-pə-**LEE**-ə] *plural form of (Propylaeum) important entrance in front of a building or enclosure*

**New locations or old ones revisited**:

* Mount Coressus—*a mountain close to Ephesus*
* Mount Parnassus—[**pär-NA-**səs] *where the Greek gods dwelt by Delphi*
* Hymettus [hie **MET** uhs] *a mountain near Athens*
* Themistocles [\thə-**MIS**-tə-ˌklēz\] *--talks about the Wall of Themistocles*
* Corinth, Athens, Bithynia
* Acropolis: *the upper fortified part of an ancient Greek city; here it refers to the one in Athens*
* Parthenon—in Athens; need to show picture. One in 34 LH
* Thermopylae [thər-**MO**-pə-(ˌ)lē] *once a narrow pass along the coast where an important battle with Persia was fought, now a rocky plain 6* miles *from the sea*

**New characters:**

* Alpheus [\al-**FEE**-əs] –*the Greek boy*
* Athena [\ə-**THEE**-nə] *Greek goddess of wisdom*
* Dionysius [dī-ə-ˈ**NI**-shē-əs] the Elder *Greek tyrant of Syracuse (405–367) Read about him in the book “Fifty Famous Stories Retold” p. 104 and 108*
* Poseidon: [pə-**SIE**-dən] *the Greek god of the sea; Romans called this god Neptune*

C**omprehension objectives fleshed out**

* List 3-4 significant events in this chapter
	+ Onesimus went to Ephesus and got on a ship bound for Athens.
	+ Onesimus believes at last he will find the meaning of life in beauty.
	+ Alpheus took Onesimus up to worship at the Acropolis, drugged him and stole all his money.
* Begin the disillusionment visual continued next chapter. Exposure only. The point of this is to point to Christ. Try to feel the disillusionment Onesimus felt (starting from p. 137 and continuing on page 142 first paragraph). He acutely felt the gap between beauty and cruelty and wanted desperately to cross from the bottom to the top, trying to find meaning (and relief from his guilt). He said, “There is no meeting point” between the two. Is that true? Where did they first meet?
	+ Beauty: Golden light, sea like a sheet of silver, wisdom, the gods, the heavenlies: sunsets, lovely temples and goddesses, light, healing, wisdom, *love, peace, joy, friendship, satisfaction, freedom . . .*
* Cruelty on the earth: men spat, cursed, hated, lied, betrayed, killed, groaned and suffered, earthquakes destroyed . . . DEATH! think of how his own guilt enhanced his great disillusionment here. *He is seeking relief from his own guilt. How many of the above has he done himself? How many has he experienced at the hands of others?*

**Classroom discussion and other comments**

* Compare and contrast slavery and freedom
	+ Freedom: no home, fear, strangely heavy heart, hungry, weary, cold, reeling head, blistered feet, gold, restlessness and sorrows in life, guilt
	+ Slavery: roof over head, bed, food, clothing, regular work, kind and just master
* Why was his heart heavy? Why did he whisper apologies to Archippus?
* He thinks beauty might be the ANSWER. The answer to what? What questions was he asking? He wanted (desperately) to find meaning in life. Listen to the “feet” pursuing him in these longings.
* I hear deep longing for the beauty to last and questions of how that beauty can mix with the fallenness of the world he knew. Note the question: “What goddess crossed over from the beauty to the earth?”
* Is beauty relative? Who sets the standard for beauty? Is beauty satisfying in and of itself? What characterizes beauty? (order, purity . . . ) What is beautiful? He compares beauty with what he knows about Jesus. Why?

**Chapter Seventeen p. 141-149 – Two days**

*Running From the Feet*

**Objectives: the student will be able to:**

* summarize and list 3-4 significant events from this chapter
* continue entering into Onesimus' desperate search for meaning in life by actively listening and participating in classroom discussion about the rift between the beautiful heavenlies and the sordid earthiness. They will make a visual that highlights a verse or statement pointing to Jesus, the One who, by His incarnation, is “the meeting place”--where heavenly beauty and earthly suffering meets.
* write phrases, doodle or make quick sketches describing the city of Corinth to teacher satisfaction

**Introduction and Lesson**

* Read p. 141- mid 142 and they look for a sentence that says what Onesimus concluded about the gap between beauty and the sordidness of the earthly things – He said, “There is no meeting point” between the two
	+ Then continue painting the disillusionment Onesimus felt (starting from p. 137 and continuing on page 142 first paragraph). He acutely felt the gap between beauty and cruelty and wanted desperately to cross from the bottom to the top, trying to find meaning (and relief from his guilt)
	+ Is it true that there is no meeting place – that the beauty of peace, joy, purity cannot be found on the earth, that the two cannot abide in the same place? May guide them toward thinking of the Incarnation in reference to the “no meeting place”, but don't give answers. Instead set the stage by discussing the shattering disillusionment he is feeling in regards to “There was no meeting place”.
	+ He sees beauty and the dwelling of the gods as completely separate from the earth upon which he is forced to live. Something happened deep in his soul when he decided there was no answer to those questions/longings.
	+ In the next section (p. 142-149) students look for a statement that refutes what Onesimus said about there being no meeting place. (“God came down to us in Christ” p. 148)
* Before continuing reading from middle of p. 142 on give a brief overview of the city of Corinth. Students doodle while you give the following information from my NIV Hebrew-Greek Key Study Bible:
	+ lay about 50 miles west of Athens
	+ a major trade route and had a thriving economy
	+ large numbers of sailors and merchants from every nation flocked to the city of Corinth
	+ one of the largest cities in the Roman Empire during the first century, by the end of the second century one of the richest cities in the world.
	+ Strategic center of influence for the Gospel since those travelers who heard the Gospel there could carry it to all parts of the world. The city of Corinth, however, was one of the most wicked cities of ancient times. Immorality, unscrupulous business dealings, and pagan practices abounded—the most well known of the scores of heathen religions practiced in the city was the worship of Aphrodite, the goddess of love and beauty. The temple of Aphrodite stood on the most prominent point in the city, a hill called Acro-Corinth.
	+ Paul lived there for 18 months (about AD 52-53), lived an worked as a tent maker with Aquila and Priscilla . About three years later wrote this letter to the Corinthians from Ephesus.
	+ Beauty: Golden light, sea like a sheet of silver, wisdom, the gods, the heavenlies: sunsets, lovely temples and goddesses, light, healing, wisdom, *love, peace, joy, friendship, satisfaction, freedom . . .*
	+ Cruelty on the earth: men spat, cursed, hated, lied, betrayed, killed, groaned and suffered, earthquakes destroyed . . . DEATH! think of how his own guilt enhanced his great disillusionment here. *He is seeking relief from his own guilt. How many of the above has he done himself? How many has he experienced at the hands of others?*

**Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*

* sestertius p. 141 [se **STUR** shuhs]; related to sesterces [**SES**-ˌtərs] *an ancient Roman coin*
* mutiny p. 143 *a revolt, especially sailors*
* tawny p. 144 *a warm sandy color, like a lion*
* orgy p. 144 *a wild party*
* elude p. 144 *to avoid or escape; e mean out, as in evade, evacuate, evaporate . . .*
* physique p. 144 [\fə-**ZEEK**] *the form or structure of a person's body*
* brawled p. 141
* giddy p. 146 *dizzy or lightheaded*
* sauntered p. 143 *to walk about in an idle or leisurely manner; stroll*
* savored p. 149 *to taste or smell of*

**New locations**:

* Piraeus p. 142 [pī-**REE**-əs] *port of Athens*
* Eleusis p. 142 [\i-ˈ**LOO**-səs] *ancient city close to Athens*
* Hall of the Mysteries  *Temple of Demeter (Greek goddess of agriculture)*
* Gulf of Aegina [\i-ˈ**JIE**-nə]
* Brundisium [ˌbrən-**DI**-zē-əm] *city and port in Italy—close to the bottom heel of the boot*
* Acro-Corinth *the temple of Aphrodite*
* Puteoli *-- port of Italy; 140 miles from Rome*

**New people/characters or old ones reintroduced:**

* Aphrodite—*the goddess of love—talked about in chapter five*
* Apollo—*god of sunlight, prophecy, music, and poetry; talked about briefly in chapters two and sixteen*
* Demeter *-- Greek goddess of agriculture*
* Nestor –the young Christian who invited Onesimus to his home for supper and the night

**Bulletin Board:** the feet again

**Comprehension objectives fleshed out**

* Have students list and/or doodle things about Corinth as introduced at the beginning of the lesson
* Think about beauty and cruelty and the gap between. Students make a visual of this as it is discussed in class. Who bridged the two? Students write this verse in the middle of the visual: “*The Word became flesh and dwelt among us” . . . He was spat upon, betrayed, lied about . . . but offered love, hope, joy, peace . . . life!*
* Three-four important events:
	+ Onesimus walked to Corinth and found a job among wicked men at the port
	+ Nestor, a young Christian, invited him home
	+ Onesimus determines to sail for Rome in the morning.

**Classroom discussion, other comments:**

* How will his love for Eirene influence him now? Will it help shape him positively?
* Why did he feel like he had come home as he looked into their tired crafty faces?
* Again the sign (of a fish) and Nestor guessed he was a runaway slave!
* Appian Way—the ancient paved highway extending from Rome to the Adriatic
* Although he doesn't like Christians, he knows he can trust them; the “feet” continue to pursue him. These wild orgies were compared to the filth of a sewer
* Now he's off to Rome; running from Christ. How will the “feet that follow him” find him there?
* This family, short as their encounter was influenced him again.

**Quotable quotes:** “God came down to us in Christ.” p. 148

**Chapter Eighteen p. 151-157 – Two days**

*The End—or a New Beginning?*

*Back Into Slavery – by Choice*

**Objectives: the student will be able to:**

* summarize and list 3-4 significant events from this chapter
* see the results of fleeing the Feet that follow us by summarizing Onesimus' new life here in Rome in an original acrostic listing only significant things that depict his present state
* join in writing a class definition of freedom
* choose and record a favorite sentence

**Introduction and Background**

* What book themes do they see in the book this far?
* Two years have passed since Onesimus decided to come to Rome. The first page tells what his life has been like since coming
* Teacher read the first two pages while students list the two sides of Rome to help them understand what conditions would make him consider the life of a gladiator.
* What do they know about gladiators? Could start the class out by reading *Story of the World Vol. I* p. 210-216. What do they expect faces of gladiators would look like? Why?
* What do they know about Nero?  *Story of the World Vol. I* p. 288-291 has some good things here, but a study of Nero is not as basic to this chapter and book as the gladiators

V**ocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*

* Forum p. 151 *a public meeting place for open discussion in Rome. Have they ever noticed the bulletin board at Pilgrim High called the Forum?*
* peremptory p. 151 [puh-**REMP** -tuh ree] *demanding*
* troupe p. 152 [ˈtroop] *a company or troop*
* dregs p. 152 *the most undesirable part —usually used in plural*
* vermin p. 152  *small, common, disgusting animals that are difficult to control, as flies, lice, bedbugs, cockroaches, mice, and rats*
* masonry p. 152 *a mason is a person who works with bricks and stone*
* sesterces [**SES**-ˌtərs] *an ancient Roman coin*
* procurer p. 152 [pri -**KYUR**-ər\ ] *one that gets things at the expense of others*
* villa p. 153 *rich country house of a wealthy person*
* riff-raff p. 154 *the lowest classes; also used for trash and rubbish*
* rudis p. 155 *If a* gladiator *repeatedly survived the arena and lived long enough to retire, a symbolic wooden sword (*rudis*) was awarded as a token of discharge*
* heather p. 156 *a kind of flower*

**New places:**

* Alban Hills **[OL-**bən] *mountains close to Rome*
* Tiber River *River flowing right through Rome—do make sure they know about this river*
* arch of Drusus [**DROO**-səs] *an ancient gate in Rome*
* Palatine **[PA-**lə-ˌtīn*] of or relating to a palace especially of a Roman*
* Appian Way *ancient paved highway extending from Rome to the Adriatic; an important and strategically planned roads of ancient Rome, specifically planned to enable the Roman army to move quickly; still used today*
* Puteoli *an important trading port in SW Italy, 140 miles from Rome; mentioned at end of last chapter. Today it is called Pozzuli [pot* ***SWOH*** *lee]*
* Rome—*capital of the empire See description p. 153 last paragraph and 154*

**New characters—or characters reintroduced**:

* Nero
* Poppaea*—*[po **PEE** uh] *She was Nero's second wife; had great influence over Nero, inducing him to have his mother (Agrippina II), his former wife (Octavia), and the philosopher Seneca killed. She died when Nero kicked her in the stomach when she was pregnant*
* Briton [pronounced same as Britain] *a member of one of the peoples inhabiting Britain prior to the Anglo-Saxon invasions*
* Seneca[**SEN** i kuh] *tutored Nero; famous Roman statesman; spoke against cruelty to slaves*
* Aulus Plautius [maybe **AW** luhs **PLAW** tee uhs] and his wife Pomponia Graecina [pahm **POH** nee uh gray **SEE** nuh]*he was a Roman general who led the conquest of Britain and she was thought to have been a Christian*

C**omprehension objectives fleshed out**

* An acrostic describing Onesimus' life in Rome; ideas here

 O-h, how he longed for peace and quiet (and beauty)

 N-eeded food and lodging; not enough food; not enough sleep

 E-ntertained the thought of suicide

 S-o sorry he'd ever left Colosse; slept in a terrible attic

 I-incrediby depressed

 M-sucles were still strong; musing the thought of becoming a gladiator

 U-nimpressed with life—it was terrible

 S-lept on masonry and shared the tiny room with vermin; searching for a good job

* List the two faces of Rome
	+ Make a large circle on paper and divide it in half to depict the two faces of Rome. Tell them the points on the wicked rich side, then teacher read the first two pages to them, allowing time for them to ask questions . . . they listen for what Rome was like on the terrible poverty side. After listening, they list things they remember about the terrible poverty side. Teacher reread the two pages either listening for more about Rome or for Onesimus' life in Rome the last two years
* Rome—the face of the wicked rich
	+ an emperor who was a murderer, fat, hysterical, loose-mouthed
	+ men and women ate until they vomited
	+ wine flowed in fountains
	+ corrupt court, cruel, pleasure-loving, fantastically luxurious
* Rome—the face of terrible poverty
	+ people noise by day; vehicle noise by night
	+ bitterly cold in winter
	+ raging heat in summer
	+ crowded
	+ stench of sewers
	+ stinking airless alleys
	+ constant fear of fire and collapsing buildings
	+ close to a filthy river; many chose suicide in the river
	+ those who got free corn lived idle lives, watching the games
	+ those who weren't eligible for the free corn lived miserably and sold themselves back into slavery

**Classroom discussion; other comments**

* Check Rome for latitude compared to Kansas—thinking about the climate here
* He feeling lonely . . . missing home, the countryside, and relationships
* Why were Onesimus' eyes blurred, his face think and haggard, the face of a weary man?
* He's selling himself into slavery—this time voluntarily!
* The free bread for the poor of Rome itself, but Onesimus could not get the free bread. I wonder how they kept records
* Trying not to remember, too painful
* What was the oath?
* The Briton, a first taste again of love
* Again, the “tireless feet” ; he remembers what Eirene said on p. 95
* Note the difference between the Briton and the rest of the gladiators

More on Nero:

* *STORY OF THE WORLD VOL. I p. 288-291 WOULD BE A GOOD SECTION TO INCLUDE HERE.*
* *Nero was the Roman emperor from 54 to 68 AD. He is remembered most for his perverse mind and his persecution of Christians. Nero was a great-great grandson of Augustus, born in 37 AD to Agrippina [ag gruh* ***PIE*** *nuh] who married her uncle, the emperor Claudius (who banished Jews from Rome—and caused Aquila and Priscilla to leave, see Acts 18:2). At this time, Nero was being tutored by the famous philosopher Seneca (note) the elder. Agrippina convinced Claudius to adopt Nero and in 50 AD he became the probable heir to the throne, even ahead of Claudius's own son! In 54 AD Agrippina murdered Claudius and Nero became ruler at the age of 17.* <http://www.thenagain.info/WebChron/Mediterranean/Nero.html>

More on gladiators:

* Gladiators were paid each time they fought. The winner of a match received from the editor a palm branch and additionally an award such as a golden bowl, crown or a sum of money in the form of gold coins. Money was also awarded to the victor by the crowd and was collected on a silver tray. A laurel crown was awarded for an especially outstanding performance. The victor then ran around the perimeter of the amphitheater, waving the palm. Gladiators were allowed to keep any money or gold they received as a prize. The ultimate prize awarded to gladiators was a permanent discharge from the obligation to fight. As a symbol of this award, the editor gave the gladiator a wooden sword (*rudis*).

 <http://www.search.com/reference/Gladiator>

**Chapter Nineteen p. 159-164**

*Dream Turns into Nightmare*

*This is really a horrible chapter. Don't require highly sensitive students to read p. 163 especially—either that or tell them ahead what will happen.*

**Objectives: the student will be able to:**

* summarize and list 3-4 significant events from this chapter – may want to leave this as end of book projects are introduced
* define a miracle as “Either a natural or supernatural event with precise timing” and write a short summary statement about how that quote fits with this chapter OR
* begin working on end of book projects – the story board by analyzing and listing all the “most important” events of the book (may be 10-15) then begin the selecting process of chiseling the list down to only six.

**Introduction and Background**

* Write on the board: Definition of a miracle: “Either a natural or supernatural event with precise timing”. They copy it and look for how that fits with the story.
	+ Could give my story of Creation Museum with Retha Egler coming precisely when I needed to talk to her about the passes—suddenly there she was!
	+ Or meeting Jennifer Welch who gave us the church's name (right after I'd prayed).
	+ Or years ago the story about apologizing to Marlin King . . .
	+ Or finding Dad's hearing aid in Eureka Springs!
* Ask students to look for these things as they read this chapter
	+ things that keep Onesimus from completely going the way of evil (the Briton and Eirene). Can they see that what we love shapes us?
	+ How the quote on definition of a miracle fits with this chapter
* Give background of the free bread and grain handed out to the masses in Rome.
	+ Why and how was that started?
	+ What atmosphere did it create?
	+ How did it shape the future of Rome?
	+ Think of the incredible expenses involved in the free bread and “circuses”. Include details from p. 155 bot to 156 on the festivals held—and offered free to the populace. The emperor needed to keep the poor masses happy – or face riots. Remember Melvin's comments about the thousands of small farmers forced out of work by the huge amounts of grain shipped in by conquered lands as tribute to the Roman emperor. These thousands, now without a way to make their living, moved into the city and became shiftless and unmotivated as they got free handouts (welfare mentality). It affected the culture and empire in huge ways to have these free handouts.
	+ Think of Indians living on reservations in similar manner. Welfare corrupts, it destroys the culture, breaks the human spirit, creativity goes down the drain along with ethics and commitment to family/high standards, no sense of purpose and belonging . . .
* Samnite gladiators used swords and Thracian gladiators used daggers

**Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the book*

* inure p. 159 [in **YOOR**] *to accustom to, become hardened to*
* carnage p. 159  **[KAR**-nij] *slaughter of many people*
* degradation p. 159 [ˌde-gruh-**DAY** shuhn] *decline to a low moral state*
* debauchery p. 159 [dih-**BAW**-chuh-ree]  *extreme indulgence in sensuality; great wickedness*
* praetorian p. 160 [\pree-**TOR**-ee-uhn] *the Roman imperial bodyguard*
* cohort p. 160 [**KOH**-ˌhort] *one of 10 divisions of an ancient Roman legion*
* squadrons p. 160 [**SKWAH**-druhn] *a group*
* curio p. 160 [**KYOUR**-ē-ˌō] (first syllable pronounced as cure) *any unusual article valued as a curiosity*
* menagerie p. 160 **[**muh**-NAJ-**uh ree] *a place where wild or unusual animals are kept*
* loam p. 161 *rich soil*
* satiate p. 161 *satisfied*
* jaded p. 162 *worn out, weary*
* valet p. 162 [, va-**LEY**] –several pronunciations correct ***:*** *a male servant*
* languish p. 162 *to droop or fade*
* deftly p. 163 *skillful, nimble*

**Bulletin Board**

* add tiny feet and help students see that often the pursuing of the Feet comes through other people God brings into our lives—like the Briton and Eirene were for Onesimus.

**Comprehension objectives fleshed out**

* Be sure to talk about the horrible thing. Optional: Write a response. It may help students process the horror and not let it “blind” them to the story flow as it continues.
* Work on end of book projects – do part I of the story board by analyzing and listing all the “most important” events of the book (may be 10-15) then begin the selecting process of chiseling the list down to only 6-8 (after finishing reading the book they will add 2-3 and then select only six to write on the story board visual. May want to combine a couple of the former list to form one. Part II of this project will be done after the book is completed. This project should be done individually or in pairs.
* Make a “motto” of the miracle definition along with a short summary of how it fits with this chapter
* Three to four significant things
	+ Onesimus' friendship with the Briton deepens
	+ Onesimus and the Briton are crowd favorites because they both do very well as gladiators
	+ Onesimus and the Briton have to fight each other and Onesimus kills his best friend
	+ In despair Onesimus plans to drown himself in the Tiber River—but at the last minute he sees Aquila and cries out to him

**Class discussion; other comments**

* Look for new descriptions of the Briton. How did the Briton retain that child-like gentleness in the midst of the evil and violence?
* What we love shapes us. See how the memory of Eirene continues to shape him. God sent two influences (part of the “feet” to help/protect him—the Briton and Eirene).
* What does “Cattle primed for slaughter” mean? Indeed men were treated as animals/property.
* Note the choice fruits, spices, curios and exotic animals coming from the ends of the the earth p. 160. Think of the expense (no wonder Rome finally falls, she pursues pleasure without restraint). Note the locations of Mesopotamia, Nubia, and North Africa.
* Look at the description of the “games” on p. 162

**Chapter Twenty p. 165- 170**

*At Bay*

**Objectives: the student will be able to:**

* + summarize and list 3-4 significant events from this chapter – may want to leave this as end of book projects are introduced
	+ feel with Onesimus the drastic changes coming into his life by listing a minimum of 10 phrases that describe his many differing emotions and thoughts OR
	+ as a class state 2 -5 themes seen throughout this book. Individual students then choose 2 of them to list onto a bubble map, add small bubbles connecting to the two larger ones and write a minimum of 4 examples (phrases referring to stories in the book) that illustrate the theme
1. **Introduction and Background**
* Give background to persecutions of Christians in Rome. *Story of the World Vol.* I p. 291-293 would work for this—talks about the catacombs
* Read Philippians 4:22. What do they see from this? *Some who worked for the emperor became Christians*
* Who was Luke? What do they know about him?
* Read Romans 8: 38-39
* Tell a bit about the attendant disguised as Charon spoken of on p. 165
1. **Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*
* staunch p. 165 *to stop the flowing of blood*
* Charon p. 165 [pronounced like Karen] *a son of Erebus who in Greek mythology ferries the souls of the dead over the Styx*
* mallet p. 165 [**MAL** it] *something like a hammer*
* plausible p. 166 *believable*
* diplomatically p. 167 *tactfully; skillful in dealing with sensitive matters*
* barracks p. 168 *a building for lodging*
* grotesque p. 169 *something distorted to appear really ugly*
* spurn p. 169 *reject with disdain*
* drone p. 165 *a low monotonous sound*
1. **New Characters**:
* Luke, the physician –a Gentile who wrote the Gospel of Luke; friend of Paul (Col. 4:14)
1. **Comprehension objectives fleshed out**
* As a class students come up with 2-5 themes seen in the book. Two major ones are:
	+ Christ pursues our hearts (how did he call Onesimus? Why did he resist?)
		- list the small feet examples from the bulletin board
	+ Only Christ offers true satisfaction (what else had he tried?)
		- examples of his disillusionment – at Athens, revenge, freedom from slavery, stealing . . .
* A bubble map of Onesimus' emotions or physical feelings – may also use their imagination to do this project.
	+ peace
	+ weak from loss of blood
	+ glad the blood had been washed away, broken arm set, wound in shoulder staunched and dressed
	+ very sad as he thought of his friend Briton and how he had killed him
	+ wretched
	+ amazed by Priscilla's presence
	+ not afraid of the Christians
	+ wished he were dead
	+ troubled
	+ amazed that he wasn't dead in the Tiber River (that Aquila had come right then)
	+ sick of bloodshed and pleasure and drunkenness and hate
	+ hopelessness that now it was too late to turn to Christ
	+ afraid that those swift terrible Feet were still pursuing him; very afraid he must soon turn and face this God
	+ amazed that Paul was in the city
	+ eager to talk with Paul
* Three to four significant things
	+ Aquila took Onesimus to his house where they cleaned him up and cared for him
	+ Onesimus found out that Paul was in Rome and WANTS to see him
	+ Onesimus is finally ready to turn to Christ
* A quotable quote
	+ “I am sickened with bloodshed and pleasure and drunkenness and hate” p. 168
1. **Classroom discussion; other comments**
	* find a quotable quote that summarizes the change Onesimus is experiencing or
* They were reading from the book of Romans!--of course, it was written to the Christian Jews living in Rome (four years prior)
* Note how faces are described—here Onesimus' face is described as sin-scared and weary
* The “Feet” pursue him still. Why was he drenched in sweat when Aquila found him?
* The little church was meeting in Aquila's house and Paul was in prison.

**Chapter Twenty-one p. 171-176**

*The Feet Embraced*

**Objectives: the student will be able to:**

* summarize and list 3-4 significant events from this chapter – may want to leave this as we work on the end of book projects
* work on the end of book projects: the story pyramid perhaps

**Introduction and Background**

* Not all of professed Christianity were true followers of Christ. The demands of Jesus are so against what we by nature want—like loving our enemies, forgiving others, etc. that many tried to combine their former religious beliefs with this “new way”. Paul frequently addressed such things in his letters. Colossians 2:16-19
* Paul, though a prisoner, was allowed to live in his own house rather than in a regular prison. He was constantly chained to a guard yet was allowed visitors.
* Paul spent 2 years in his own hired house (Acts 28:30) as a prisoner in Rome from 61-63 AD. During this time he wrote Ephesians, Philippians, Colossians, and Philemon.
	+ In about 62 AD, Paul wrote Ephesiansbefore Timothy came to him (Ephesians 1:1) while in prison in Rome (Ephesians 3:1, 4:1, and 6:20).
	+ Also in about 62 AD, Paul wrote Philippians from prison (Philippians 1:7) in Rome (4:23) with Timothy (1:1).
	+ Paul wrote Colossians from prison (Colossians 4:18) in Rome in about 62 AD with Timothy (1:1) and fellow prisoner, Aristarchus (4:10).
	+ Paul, with Timothy, wrote Philemon from prison in 63 AD (Philemon 1:1). <http://www.matthewmcgee.org/paultime.html>

**Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*

* presume p. 171 *take for granted or take advantage of*
* barracks p. 171 (given in former chapter too) *building for lodging people*
* singular p. 172  *extraordinary*
* burly p. 172 *large, stout, sturdy*
* at bay p. 173 *cornered, trapped—forced to turn and face attackers*
* heresy p. 173 *an untruth, a belief that stands against truth*
* subvert p. 174 *to destroy; remember sub means under/inferior to and vertere means to turn*
* convalesce p. 174 [ˌkän-və-ˈ**LES**] *to recover health and strength gradually after sickness or weakness*
* veered p. 174 *to turn or change direction*
* culminate p. 175 *to heap up, accumulate*

**New Characters:**

* Timothy—mentioned in Philemon
* Epaphroditus—[ee paf roh **DIE** tuhs] mentioned several times in Philippians: 2:19; 2:25; 4:18
* Demas—mentioned in Col. 4:14 and Philemon 1:24; in II Tim.4:10 it says Demas turned back from following God
* Tychicus—[**TI**- ki-kuhs] must have been a good friend of Paul's. Mentioned in Acts, EphesiansColossians, II Timothy and Titus!
* Aristobulus –[I'm guessing its ar-is-**TAH** bue lus] --mentioned in Romans 16:10
* Unnamed character (I think it was John Mark)

**Comprehension objectives fleshed out**

* The story pyramid – give prepared visual
* (Optional) Work on the required written book report. Note the list on p. 169 of the major events in the book:
	+ hatred of Archippus
	+ revenge at temple of Ephesus
	+ years of theft
	+ in Laodicea stealing the wool money and running away
	+ killing Briton in the arena
* Optional: Predict the ending. Include what they think Onesimus should do now.

**Classroom discussion, other comments**

* Note the upcoming storms of persecution. Think of this in connection with the catacombs.
* Note the penalties for slaves running away on p. 172—branded, crucified, or thrown to beasts
* What will Onesimus do now? Should he go back?

**Chapter Twenty-two p. 177-184**

*The Way Forward*

**Objectives: the student will be able to:**

* continue working on end of book projects – the acrostic perhaps
* record a wise quote

**Introduction and Background**

* Who was still there in Rome with Paul?
	+ John Mark, Timothy, Epaphroditus, Epaphras, Tychicus
* What do they know about any of these men? Don't give all the following information on John Mark since it comes out in the story.
	+ Barnabas' cousin--or nephew?
	+ was there at the arrest of Jesus, the one who ran naked when they laid hold of the cloth wrapped around him
	+ people gathered in his mother's house to pray for Peter when he was in prison; apparently a rather wealthy extended family; Barnabas sold land in Cyprus and laid the money at the apostles feet
	+ traveled with Paul and Barnabas, but deserted them when the going got too tough
	+ wrote Gospel of Mark
* Catacombs located under the Appian Way
* In an effort to “humanize” these Bible names, teacher may want to give this background on these three men:
	+ John Mark: writing (likely the Gospel of Mark), shy, humble, grew up in Jerusalem, wealthy family, on night of Jesus arrest fled naked, cousin of Barnabas, traveled with Paul and Barnabas but deserted them when the going got tough . . .
	+ Timothy: suffered from indigestion, not used to hard, manual work, timid, home-loving boy, loved Paul, followed him over land and sea, faced dangers and hardhips, for two years spent time with Paul ministering him in prison in Rome,
	+ Epaphroditus: had traveled from Philippi, loved Paul, had to leave soon, would take the letter to the Philippians back with him

**Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*

* navigable p. 177 *think about the root navigate; possible to sail*
* decrepit p. 174 *weak, feeble*
* galling p. 174 *irritating*
* mirage p. 178 *an illusion*
* subterranean p. 180 *under the surface of the earth; sub means under/inferior to and terra means earth (think about terrain)*
* rabble p. 181 *a mob*
* query p. 183 [**QUEAR** y (ear as in ear)] *to question*
* suitors p. 184 *a man seeking to court a woman*

**New locations**: look up Philippi in connection with Rome and the route Epaphroditus would likely travel

* Philippi *city of the Philippians; read about in Acts 16: Lydia's conversion, the fortune telling slave girl, Paul and Silas jailed, the earthquake, jailers conversion; named after Philip of Macedon!*
* Brundisium [ˌbrən-**DI**-zē-əm] *city and port in Italy—close to the bottom heel of the boot; given before*
* Perga: city visited by Paul; mentioned in Acts 13:13-14; 14:25

**New characters**:

* Tigellinus, the emperor's new favorite—see more below *can't find pronunciation*
* John Mark –I think he was the unnamed one in the previous chapter

**Comprehension objectives fleshed out**

* Write an acrostic of main character using only significant phrases that reflect a lot of story background. Will be graded on the significance of the phrases, each one of distinct from the rest, and well worded
* Optional: Copy the quotable quote onto one side of a double panel then on the other write thoughts about what it means. Will need discussion.

**Classroom discussion, other comments**

* Read in the book of Philippians the fact of Paul's imprisonment, the several women who had been quarrelsome, Lydia who couldn't seem to keep order, (p. 173-174) “I have learned in whatsoever state I am . . . “ (p. 175)
* Was this the Mediterranean Sea that was only considered safe until middle of September?
* Why a separate Jewish burial ground?--my stories from Europe
* Where are the Feet now?
* Read John Mark's story in Acts, the awful sorcerer in Cyprus—ACTS 13
* So Onesimus will have to go back too—it comes to him choosing between Christ and Eirene.

**Quotable quotes**

|  |  |
| --- | --- |
| New definition of liberty: “freedom to * bow to the dictates of love and
* to give yourself to its voluntary slavery.

Apart form the discipline of love, freedom was * a dreary wilderness without compass or direction,
* a desert full of mirages, promising everything but yielding nothing.” p. 178

I do not think there is any progress until we go back to the place where we failed and seek to put it right”. p. 180 | What does it mean? |

More on Tigellinus:

* (c. 10–69), was a prefect of the Roman imperial bodyguard known as the Praetorian Guard during the reign of emperor Nero. As a friend of Nero he quickly gained a reputation around Rome for cruelty and licentiousness. When Nero's demise appeared imminent, Tigellinus deserted him and shifted his allegiance to the new emperor Galba. Unfortunately, Galba was replaced by Otho barely six months after his accession who then ordered the execution of Tigellinus, upon which he committed suicide. *http://en.wikipedia.org/wiki/Tigellinus*

**Chapter Twenty-three p. 185-190**

*Twice Freed*

**Objectives: the student will be able to:**

* as a class read the book of Philemon again and orally compare Scripture and the book *Twice Freed* checking for accuracy
* continue to work on end of book projects – part II of the story board; be sure to tell when projects are due

**Introduction and Background**

* Tell story of the canoe trips in Canada, each boy taking a turn as leader, having to return to point of mistake in order to reach destination . . .
* Read in Martyrs Mirror p. 107 about Onesimus martyred

**Vocabulary*—****just choose several from this list; definitions are given according to how they are used in the bk*

* knave p. 182 *a dishonest man*
* deign p. 184 *to condescend reluctantly –with scorn--and with a strong sense of the affront to one's superiority that is involved; to stoop or bow beneath one's dignity*

**Comprehension objectives fleshed out**

* Read the book of Philemon again
* add 1-2 events to the story board by analyzing and listing the “most important” events of the final chapters, then select only the most important six. May want to combine a couple of the former list to form one. Will also need to illustrate each of the six points.
* Update character listings as needed

**Classroom discussion, other comments**

* So Tychicus traveled back with Onesimus. I wonder if the book of Philemon talks about that.
* So the Ephesian letter was a general letter to the region but Colossians was specifically to the church in Colosse. I guess Paul never went to Colosse.
* So Onesimus didn't know about the personal letter to Philemon
* God takes the evil and turns it to good; ashes for beauty.

**Quotable quote**

* “He had obeyed and the results of his obedience he could leave with his Master.” p. 183

Characters—NOT COMPLETE

|  |  |
| --- | --- |
| Gods and goddesses* Cybele
* Bacchus
* Zeus
* Hermes
* Aphrodite
* Artemis (Diana)
* Asclepius—god of healing
 | Colosse* Onesimus—book of Philemon
* Philemon—book of Philemon
* Archippus—book of Philemon
* Apphia—book of Philemon
* Pascasia—
* Epaphras
 |
| Ephesus* Demetrius—silversmith in Acts 19
* Paul
	+ Visiting Paul: Achaicus, Stephanus, Fortunatus
* Aquila—Acts 18
* Priscilla—Acts 18
* Gaius—Acts 19
* Aristarchus—Acts 19
* Alexander—Acts 19
 | Corinth * Achaicus
* Stephanus
* Fortunatus
 |
| Laodicea* Eirene
* Antonia and Euphron
 | Rome |