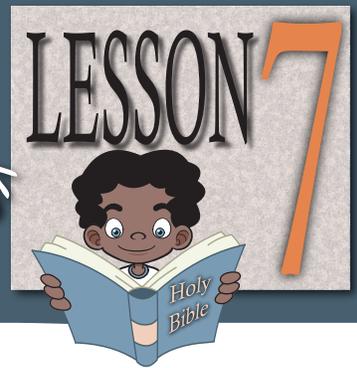


Speaking Out Against Witchcraft; Silversmith's Strike

Acts 19:11-41



New Testament 8
Part 2: ABCs OF ACTS 19-28

SUNDAY MORNING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 19:11-41; Isaiah 44:9-20; Leviticus 19:4,31; Deuteronomy 18:9-14

MEMORY WORK:

YOUNGER CHILDREN: "When they heard this, they were baptized in the name of the Lord Jesus" (Acts 19:5).

OLDER CHILDREN: "Then Paul said, 'John indeed baptized with a baptism of repentance, saying to the people that they should believe on Him who would come after him, that is, on Christ Jesus.' When they heard this, they were baptized in the name of the Lord Jesus" (Acts 19:4-5).

Also help the children memorize the ABCs of Acts.

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["My God is So Big!"](#)
- ["You Are My Father"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
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- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
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- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- [Map of Palestine](#) (provided in map section of curriculum site)
- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- Betty Lukens' felt pieces



- **Life of Paul (Series 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)**
- ***Paul's Journeys*, by Loyal Kolbrek, Arch books (DISCLAIMER: remove the sentence starting with "He felt the Spirit..." on p. 6)**
- **E-P-H-E-S-U-S Visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=319>)**
- **Paul's Third Missionary Journey Visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=337>)**
- **Picture of ancient amphitheater**
- **To tell the story, the teacher may want to dress as a fortune-teller (or the silversmith Demetrius whose business was ruined).**
- **A small scroll**

PERSONAL APPLICATION:

No one is more powerful or more important than God. He doesn't want us to be superstitious (give examples).

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Have you ever seen a magic trick? (Do a simple trick if you can.) Tricks are fun to watch, but we need to remember that they are only tricks. There were people during Bible times that believed in magic and not God. Let's see what happened when Paul tried to teach them about Jesus.

INTRODUCTION: (OLDER CHILDREN)

Have you ever read a story or watched a movie about witchcraft and wizards—like "The Lion, the Witch and the Wardrobe," "Harry Potter," "The Hobbit," "The Wizard of Oz," or "Snow White"? We need to remember that those stories are fun to read and watch, but they are not real—they are pretend. There were people in Bible times that actually believed in magic, however. While on his second missionary journey, Paul dealt with people who made their living tricking people with magic. Let's see what happened when he tried to teach them about Jesus.

POINTS TO EMPHASIZE:

1. Continuing with the ABCs of Acts, chapter 19 goes with "S," which stands for **Speaking Out Against Witchcraft** and the **Silversmith's Strike**.
2. As part of his second missionary journey, Paul went to preach in the prosperous, heavily populated city of Ephesus (in the Roman province of Asia, which is modern-day Turkey, not the continent of Asia, as we know it today). Ephesus was a haven for magicians and **soothsayers**.



Soothsayer: one who tries to predict the future; a fortune-teller

3. Paul finished his second evangelistic trip (in Acts 18:22) at Antioch, where he began it. His third journey begins in verse 23. After going through Galatia and Phrygia, Paul came to Ephesus. He preached to the people of Ephesus for three months; some believed in Jesus but many others

refused to listen. Those who refused to listen tried to stir up trouble for Paul and the rest of the Christians, “speaking evil” against them. Paul also taught in the School of Tyrannus.



HISTORICAL NOTE: The “school of Tyrannus” may have been property that belonged to Tyrannus, or it may have been a school where Tyrannus was the main teacher. Paul may have taught there part of each day like a “guest lecturer.” The Ephesians probably considered Paul some kind of professional public speaker or philosopher—someone with new ideas to share.

4. During Paul’s ministry, just as during the life of Christ, miracles were used to prove that Paul was speaking for God (to confirm the validity of his message and his authority to preach about Jesus—Mark 16:20; Hebrews 2:3-4). In Acts 19:11-12, the “handkerchiefs” of Paul were likely cloths worn around his head to wipe perspiration, and the “aprons” were probably what he would have worn while working with leather as a tent maker. It might seem odd to us that God would have performed miracles through the use of Paul’s “dirty clothes,” but they were great tools to show that God’s power—through Paul—was much more powerful than the tricks of magicians living in Ephesus. God may have used these unusual means of demonstrating His power to show that His power was greater than that of the magicians, fortune-tellers, and those who promised protection from evil spirits.
5. Many of the people of Ephesus were very impressed by the miracles Paul did with God’s help. They understood that Paul was not just another magician, but a messenger of God. Many Jews and Gentiles believed, and as a sign of their repentance (that they had changed their thinking), they burned their books about magic.



HISTORICAL NOTE: These “books” were scrolls of papyri rather than books in the format with which we are familiar. They were probably small papyri rolled up and put into small cylinders or lockets that were worn on necklaces. These scrolls contained incantations or formulas that were thought to have magical powers. They were so common in Ephesus that they are referred to in Greco-Roman literature as *Ephesia grammata*, or Ephesian writings. It has been estimated that the cost of the burned books was “about fifty thousand days’ wages for an average worker” (*Bible Background Commentary*, p. 379)—or 20 years’ salary for 10 workers! (*Nelson Study Bible NKJV*, p. 1857)

6. Paul had planned to go to Jerusalem and then to Rome after he finished his journey through Greece. Instead, he sent two helpers, Timothy and Erastus, to Jerusalem while he continued to preach. Paul’s teachings against idolatry greatly upset those who made the idols of Diana. They made a great deal of money by making and selling both small and large images of Diana. As Paul’s teachings drew people to Christ and away from idol worship, those whose livelihood depended on the idol worship gathered to protest (more like a riot, a mob reaction).



HISTORICAL NOTE: Diana (or Artemis), the fertility goddess of Ephesus, was worshipped in at least 33 other places in the Mediterranean world, but Ephesus was a special center for the cult of Diana. The Ephesian temple built in her honor was considered one of the Seven Wonders of the ancient world.

7. Led by Demetrius, a silversmith, much of the city’s population gathered at the amphitheater (like an outdoor auditorium), which probably could seat 25,000 people. The Jews of the city did not want to be linked to Paul or his teaching, so a man named Alexander was chosen to speak to the crowd to explain their position. But Alexander was not allowed to explain. After the crowd had shouted continuously for two hours, the city clerk (the top city official who was the city’s representative to provincial Roman officials) was able to quiet the crowd. He reminded the crowd that Paul and his friends had done nothing illegal, but that the massive assembly **was** illegal. For fear of Roman soldiers being sent to restore order and fear of losing their privileges as a free city, the crowd finally left the amphitheater.
8. Paul was not afraid to teach anyone about Jesus, and many who heard his lessons were willing to completely leave behind the things they had previously believed in and depended upon. With Jesus, there was (and is) no reason to believe in horoscopes, witchcraft, superstitions, fortune-tellers, etc.
9. Today we think of magicians as entertainers. People, in general (including the magicians, themselves), do not actually believe that the magicians have special powers. But in Bible times, magic was related to the occult, superstitions, fortune-telling, and idol worship. (Remind the kids about the magicians in Pharaoh’s court in Exodus 2.) Throughout the Old Testament, the Jews were warned against having anything to do with magicians (or wizards or sorcerers) (Exodus 22:18; Leviticus 19:26; 20:27; Deuteronomy 18:10,11). God knew that those people and their tricks could lead His people to depend on men and idols instead of Him. We can be pulled away from God just like the people in Bible times. No one and no mysterious power is more powerful than God, nor is anyone other than God in control of the Universe He created!



RECOMMENDED READING FOR TEACHERS: See the article “[Exorcism, Demons, Witchcraft, and Astrology](#)” by Dave Miller on the Apologetics Press Web site for a discussion about God’s view on such matters.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#).

Ages 2-5:

- “[Magic Books Burning Coloring Sheet](#)” (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 19 provided in activity sheets)
- Hop-scotch: Make a hop-scotch grid on the floor with masking tape. Let the children take turns tossing a beanbag into a square on the grid, jumping to that square, and then answering a question about this and previous lessons. The child can continue until a question is missed.
- Review: Write review questions inside large, numbered circles you have drawn on a large vinyl tablecloth, plastic shower curtain, or “Twister” game mat. Write the answers on pieces of cardstock cut into appropriate sizes to fit in the circles. Let the kids take turns matching the answers to correct questions. (For two- and three-year-olds, you can use pictures rather than words to represent the answers to the questions and answers—more like a matching game.) ([N.T. 8 Review Questions](#) provided on curriculum Web site)

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 19 provided in activity sheets)
- Bible Alphabet Soup game: Divide the class into teams of two or three. Give each team identical sets of cut out (and laminated) or magnetic letters. Say key words (one at a time) from the lesson. Ask the kids to spell each answer with the plastic letters as quickly as they can, then tell the significance of that word. The team with the most correct answers wins.
- Review: Write review questions inside large, numbered circles you have drawn on a large vinyl tablecloth, plastic shower curtain, or “Twister” game mat. Write the answers on pieces of cardstock cut into appropriate sizes to fit in the circles. Let the kids take turns matching the answers to correct questions. ([N.T. 8 Review Questions](#) provided on curriculum Web site)

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 19 provided in activity sheets)
- Bible Alphabet Soup game: Divide the class into teams of two or three. Give each team identical sets of cut out (and laminated) or magnetic letters. Say key words (one at a time) from the lesson. Ask the kids to spell each answer with the plastic letters as quickly as they can, then tell the significance of that word. The team with the most correct answers wins.
- Review: Write review questions inside large, numbered circles you have drawn on a large vinyl tablecloth, plastic shower curtain, or “Twister” game mat. Write the answers on pieces of cardstock cut into appropriate sizes to fit in the circles. Let the kids take turns matching the answers to correct questions. ([N.T. 8 Review Questions](#) provided on curriculum Web site)
- Miracles Not Magic game: Using index cards, decorate one side with magic hats, black cats, witches, etc. On the other side, write questions about this and other lessons, as well as Scripture references for the kids to look up and read.
- Have the children read Acts 19.

SONGS:

“MY GOD IS SO BIG!”

Author: Ruth Harms Calkin
(See Internet for words and tune)

“YOU ARE MY FATHER” ([Click to Hear](#))

Author: Sarah Richey
(Tune: “You Are My Sunshine”)

You are my Father,
My Heavenly Father.
You are the one and the only God.
And I will worship and always love You,
Because you are the one true God.

You are my Jesus,
My only Jesus.

Because You loved me, You died for me.
And now I love You, and I'll obey you,
So I can live in heaven with You.

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**



Speaking Out Against Witchcraft; Silversmith's Strike

Acts 19:11-41



New Testament 8
Part 2: ABCs OF ACTS 19-28

WEDNESDAY EVENING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 19:11-41; Isaiah 44:9-20; Leviticus 19:4,31; Deuteronomy 18:9-14

MEMORY WORK:

YOUNGER CHILDREN: "When they heard this, they were baptized in the name of the Lord Jesus" (Acts 19:5).

OLDER CHILDREN: "Then Paul said, 'John indeed baptized with a baptism of repentance, saying to the people that they should believe on Him who would come after him, that is, on Christ Jesus.' When they heard this, they were baptized in the name of the Lord Jesus" (Acts 19:4-5).

Also help the children memorize the ABCs of Acts.

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["My God is So Big!"](#)
- ["You Are My Father"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 13-26](#) Bible fact cards (provided under "N.T. 8 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- [Map of Palestine](#) (provided in map section of curriculum site)
- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- Betty Lukens' felt pieces



- **Life of Paul (Series 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)**
- ***Paul's Journeys*, by Loyal Kolbrek, Arch books (DISCLAIMER: remove the sentence starting with "He felt the Spirit..." on p. 6)**
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- **Picture of ancient amphitheater**
- **To tell the story, the teacher may want to dress as a fortune-teller (or the silversmith Demetrius whose business was ruined).**
- **A small scroll**

PERSONAL APPLICATION:

No one is more powerful or more important than God. He doesn't want us to be superstitious (give examples).

INTRODUCTION:

Review [N.T. 8 Bible Fact Flash Cards](#) (provided under "N.T. 8 Bible Facts" on curriculum Web site)

POINTS TO EMPHASIZE:

Review briefly Sunday morning's lesson. (See [N.T. 8 Review Questions](#) for example questions), as well as other ABCs covered to this point.

[If you believe the OLDER CHILDREN can understand and/or have an interest in the first part of Acts 19 (verses 1-7), discuss it as much as you think they can handle.]

Acts 19:1-7 tells us about 12 men who were baptized into "John's baptism" and did not know that they should follow Jesus instead of John the Baptizer. After they had been taught by Paul about Jesus, they were all baptized "into the name of the Lord Jesus" (vs. 5). They wanted to be identified with Jesus and accept the "ownership" and authority of Jesus over their lives.

John's baptism:

- (1) was to prepare the Jews for the Kingdom/the Church (Matthew 3:1-12; Luke 1:17; John 1:31; 3:3);
- (2) followed repentance which indicated a purposeful change of lifestyle (Matthew 3:1-11; Luke 3:7-14)
- (3) was to lead people to the Christ, i.e., to prepare them for the Messiah (John 1:31)
- (4) was for the "remission of sins" (Mark 1:4)
- (5) did **not** identify one with Christ or make one a part of His Body (hence, the need for the re-baptism of the 12 of Acts 19)
- (6) was invalid after Christ's death because baptism under the New Covenant/the New Testament had taken effect. The new baptism requires faith in His death, burial, and resurrection (Romans 6:1-4, 10:9; 1 Corinthians 15:1-11; 1 Peter 3:21), which obviously would not have been possible prior to Christ's death, burial, and resurrection.



NOTE: There is no biblical indication that the apostles, the 120 disciples of Acts 1:15, or Apollos (Acts 18:24-26) were rebaptized at the establishment of the Church or thereafter. Unlike those examples, however, the individuals who were rebaptized in Acts 19 were apparently baptized with John’s baptism **after** Christ’s death, burial, and resurrection. While John’s baptism was for the remission of sins prior to the cross, after the cross it became null and void, necessitating rebaptism for those who submitted to that baptism after the cross. [Apparently those who had been baptized with John’s baptism prior to the cross (as well as those baptizing for Jesus during His ministry—John 3:22; 4:1ff.), were received into the Church without rebaptism. For more information, see J.W. McGarvey’s discussion of Acts 19 in *A Commentary on Acts of Apostles* (1872).]

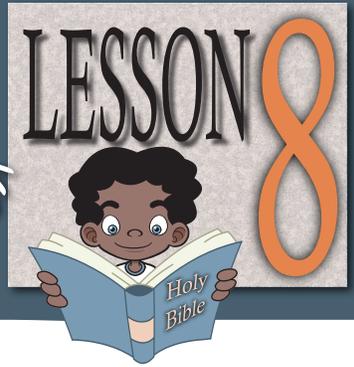
PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson.

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**



Terrible Fall in Troas



Acts 20:6-11



New Testament 8
Part 2: ABCs OF ACTS 19-28

SUNDAY MORNING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 20:6-11; 1 Corinthians 11:17-26

MEMORY WORK:

YOUNGER CHILDREN: "Now on the first day of the week, when the disciples came together to break bread" (Acts 20:7a).

OLDER CHILDREN: "Now on the first day of the week, when the disciples came together to break bread, Paul, ready to depart the next day, spoke to them and continued his message until midnight" (Acts 20:7).

Also help the children memorize the ABCs of Acts.

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Eutychus"](#)
- ["Read Your Bible, Pray Everyday"](#)
- ["The Bible Is God's Word"](#)
- ["A Follower of Jesus"](#)
- ["Paul Went Out to Spread the Gospel"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- *Paul's Journeys*, by Loyal Kolbrek, Arch books (**DISCLAIMER: remove the sentence starting with "He felt the Spirit..." on p. 6**)
- Ask a teenager from your congregation to play the part of Eutychus and tell what happened, how he died, how he was helped by Paul, and how he probably felt going back into worship with the other Christians.

PERSONAL APPLICATION:

Worship is one way we show God that we love Him and how grateful we are for all He has done for us. Because I love God, I will do my best to follow His directions in the New Testament about when and how to worship Him.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Review last week's lesson.

Have you ever sat somewhere so long that you fell asleep? Today we are going to talk about a man who sat so long listening to a sermon that he fell asleep and died! Let's see what happened to him.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Have you ever sat somewhere so long that you fell asleep? Today we are going to talk about a man who sat so long listening to a sermon that he fell asleep—and died!

POINTS TO EMPHASIZE:

1. Continuing with our ABCs of Acts, Acts chapter 20 goes with "T," which stands for **Terrible Fall in Troas**.
2. After the silversmiths' riot in Ephesus, Paul and his coworkers went to other places to teach the Gospel, including the city of Troas. Acts 20:7 tells us that the disciples of the Church came together on the first day of the week (our Sunday) to worship. So the Christians in Troas came together one Sunday to worship God in a room that was in an upper level of a building. Paul taught them about Jesus for several hours. In fact, he preached until midnight!



NOTE: The Jews reckoned time differently than we do today. To them, the "first day of the week" began Saturday night at 6:00 p.m. Luke used Jewish time throughout the book of Acts. Thus, the disciples of the congregation at Troas had apparently come together to worship on what we would call Saturday night, and Paul's preaching "until midnight" (Acts 20:7) would have been the midnight on the first day of the week (i.e., our Saturday night). The disciples then took the Lord's Supper after the resurrection of



NOTE (cont.): Eutychus, apparently after midnight (20:11) on our Sunday morning. See the articles referenced below for further discussion.



RECOMMENDED READING FOR TEACHERS: See the articles “[Sunday and the Lord’s Supper](#)” by Dave Miller and “[‘Breaking Bread’ on the ‘First Day’ of the Week](#)” and “[Did Paul Want Christians to Come Together on Saturday or Sunday?](#)” by Eric Lyons on the Apologetics Press Web site for discussions about when Christians should come together to take the Lord’s Supper, how often they should do so, responses to quibbles about whether Christians are observing the Lord’s Supper on the correct day today, and the meaning of “breaking bread” in the New Testament.

3. There was a young man named Eutychus who was sitting on the window ledge, listening to Paul. Windows in Bible times did not have glass or screens like our windows today, and it was much cooler sitting on the window sill. Eutychus got so sleepy during Paul’s lesson that he fell out of the window, falling three stories and hitting the ground so hard that he died! I’m sure everyone was very sad and scared! But Paul quickly went downstairs to check on the young man. With God’s help, Paul raised Eutychus from the dead! A terrible tragedy for the young man’s family, and for the church in Troas turned into a wonderful way to remind the church of the power of God. After that miracle, all the people wanted to hear more of what Paul had to say about Jesus and went back into the house rejoicing and praising God. No doubt many people who were not Christians also wanted to know what Paul said about Jesus when they found out he had raised Eutychus from the dead. This miracle, like all the others in the Bible, proved that the man preaching was sharing the words/message of Almighty God.
4. The next morning Paul had to leave to continue preaching the Good News in other places.
5. Acts 20:7 tells us that Christians came together to worship on the first day of the week, on Sunday. Why did the Christians in the New Testament worship on Sunday/the first day of the week? Because Jesus rose from the dead on the first day of the week, on Sunday morning, and that was a day to remember the miracle of His resurrection!
6. What did Christians in New Testament times do when they worshipped God? They came together to learn from God’s Word (hear a lesson), to pray and sing together, to spend time encouraging one another, to give money for the work of the church—but most importantly, to take the Lord’s Supper as a special way to remember Jesus’ death and resurrection. Jesus said, “Do this in remembrance of Me.” Everyone who has been baptized to have his/her sins washed away has the right and privilege to take the Lord’s Supper every first day of the week.



RECOMMENDED READING FOR TEACHERS: See the article “[What’s So Important about Jesus’ Resurrection?](#)” by Eric Lyons on the Apologetics Press Web site for a discussion about the significance of Jesus’ resurrection, compared to other resurrections in Scripture.

7. When you are baptized and become a Christian, as you take the Lord’s Supper, you need to concentrate on what Jesus did for you. If you aren’t a Christian, you can help others worship by being still and quiet so you don’t distract them during this very special time—or any other time during worship. [With 3rd-6th graders, **read** together 1 Corinthians 11:23-26.]

8. [You might want to point out the distinction between communion and contribution: that many times a tray or basket is passed to collect money immediately after the Lord's Supper—but communion itself is just the unleavened bread and the fruit of the vine.]
9. With YOUNGER CHILDREN: Spend more time talking about behavior in worship.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#).

Ages 2-5:

- [“Paul Preaches in Troas Coloring Sheet”](#) (provided in activity sheets)
- Continue working on ABCs of Acts booklet. ([“ABCs of Acts Booklet”](#) p. 20 provided in activity sheets)
- Show the children pictures of things we should and shouldn't do during worship service. **Or** show them objects to illustrate what we shouldn't do in worship, such as crayons, to illustrate that they shouldn't be used on song books; bubble gum, that we shouldn't blow up and pop; a rubber worm to remind them not to be “wobble worms”; a picture of a child laughing; etc.
- Give Me a “T” sewing card: Provide each child with a large letter “T” cut from posterboard, along with yarn (which you have pre-measured) or a long shoe string. Write “Terrible Fall in Troas” (and a picture of Eutychus if possible) on the “T”; punch holes around the cutout, about an inch apart. Show the children how to “sew” around the letter with the yard/shoe string. ([“T Sewing Cards”](#) provided in activity sheets)
- For four and five year olds: On large index cards, write “sight words” using the most prominent words from the lesson. Show the children each word card, and sound out the words with them. Then ask them to put down their heads while you hide the word cards. Say the words one at a time, asking the kids to find that word hidden in the room. (For two and three year olds, use pictures to remind them of special words in the lesson.) ([“Index Cards”](#) examples provided in activity sheets)
- Circle the Words: On the board, write important words from the story, one at a time. Photocopy the chapter (or part of the chapter) from the Bible, enlarging the print 150-200%. Mount the page from the Bible on construction paper, and laminate it. Then ask the children to find the word you've written on the board on the laminated Bible page. Have them circle it with a dry erase marker.

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. ([“ABCs of Acts Booklet”](#) p. 20 provided in activity sheets)
- On large index cards, write important words from the lesson. Hide the word cards around the room before class starts. Then ask the kids review questions about the lesson. Let them search the room for the card with the correct answer on it. ([“Index Cards”](#) examples provided in activity sheets)
- Write scrambled words from the lesson on the outside of plastic eggs. Write the same words, unscrambled, inside the indentions of an egg carton. Ask the kids to match the eggs (scrambled words) with the appropriate places inside the egg carton. [You could also write the unscrambled words on slips of paper and put them inside the appropriate eggs. If the

student figures out what the word should be, he can open his egg to see if he guessed correctly.]
[You might want to make several sets of these eggs so that the students can work in pairs.]

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 20 provided in activity sheets)
- Hang Man: Play “Hang Man” with words from this lesson.
- What Chapter?: Glue library pockets onto a large piece of cardboard or project board. On each pocket, write a letter of the alphabet for the ABCs of Acts which you have covered so far (A-T). On strips of paper (or small index cards) write something important that the children should remember from each chapter, without the designation of a letter from the alphabet. For example: “Husband and wife lie to Peter and to God” [should go in “E” pocket for chapter 5] or “First Gospel sermon; the Church began” [should go in “B” pocket for chapter 2], etc.
- Have the children read Acts 20 (and 17-19 if they did not do so this quarter). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Acts 17-20 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.

SONGS:

“EUTYCHUS” ([Click to Hear](#))

Author: Unknown*

(Tune: “Mary Had a Little Lamb”)

There was a man upstairs in church,
Upstairs in church, upstairs in church.
There was a man upstairs in church
Who sat down on the window.

He sat so long he went to sleep,
Went to sleep, went to sleep.
He sat so long he went to sleep,
And fell out of the window.

Paul came down and picked him up,
Picked him up, picked him up,
Paul came down and picked him up,
And made him well again.

What was his name? Oh, can you guess?
Can you guess? Can you guess?
What was his name? Oh, can you guess?
His name was Eutychus! (Children yell the name)

“READ YOUR BIBLE, PRAY EVERYDAY” ([Click to Hear](#))

Author: Unknown*

(Tune: See Internet)

If you read your Bible and pray everyday, you’ll grow, grow, grow. (REPEAT)

Grow, grow, grow, grow,

Grow, grow, grow.

If you read your Bible and pray everyday, you’ll grow, grow, grow.

(Make hand movements as if reading, praying, and like a child growing.)

If you neglect your Bible and forget to pray, you’ll shrink, shrink, shrink.

(Make hand movements as if closing Bible, head gesture saying “No,” and like a child shrinking.)

(REPEAT)

Shrink, shrink, shrink, shrink,

Shrink, shrink, shrink.

If you neglect your Bible and forget to pray, you’ll shrink, shrink, shrink.

(Make hand movements as if closing Bible, head gesture saying “No,” and like a child shrinking.)

So read your Bible and pray everyday, and you’ll grow, grow, grow.

(Make hand movements as if reading, praying, and like a child growing.) (REPEAT)

Grow, grow, grow, grow,

Grow, grow, grow.

So read your Bible and pray everyday, and you’ll grow, grow, grow.

(Make hand movements as if reading, praying, and like a child growing.)

“THE BIBLE IS GOD’S WORD” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “The Farmer and the Dell”)

The Bible is God’s Word.

The Bible is God’s Word.

It tells us that God made us.

The Bible is God’s Word.

The Bible is God’s Word.

The Bible is God’s Word.

It tells us that God loves us.

The Bible is God’s Word.

The Bible is God’s Word.

The Bible is God’s Word.

We will study and obey.

The Bible is God’s Word.

“A FOLLOWER OF JESUS” ([Click to Hear](#))

Author: Unknown*

(Tune: “Mary Had a Little Lamb”)

I can be a follower, follower, follower.

I can be a follower,
Of the Lord Jesus Christ.

(Sing again inserting each child’s name. Example: James can be a follower, follower, follower, etc.)

“PAUL WENT OUT TO SPREAD THE GOSPEL”

Author: Jerri Fusch

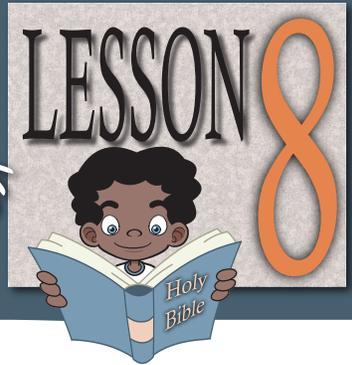
(Tune: See http://dltk-bible.com/paul_went_out.html)

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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Tearful Farewell



Acts 20:17-38



New Testament 8
Part 2: ABCs OF ACTS 19-28

WEDNESDAY EVENING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 20:17-38; John 14:1-3

MEMORY WORK:

YOUNGER CHILDREN: "Now on the first day of the week, when the disciples came together to break bread" (Acts 20:7a).

OLDER CHILDREN: "Now on the first day of the week, when the disciples came together to break bread, Paul, ready to depart the next day, spoke to them and continued his message until midnight" (Acts 20:7).

Also help the children memorize the ABCs of Acts.

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Eutychus"](#)
- ["Read Your Bible, Pray Everyday"](#)
- ["The Bible Is God's Word"](#)
- ["A Follower of Jesus"](#)
- ["Paul Went Out to Spread the Gospel"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 13-26](#) Bible fact cards (provided under "N.T. 8 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- [Map of Palestine](#) (provided in map section of curriculum site)



- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- Betty Lukens' felt pieces
- Life of Paul (Series 2) A Beka picture set (**DISCLAIMER: use the cards, *not the lesson book***)
- *Paul's Journeys*, by Loyal Kolbrek, Arch books (**DISCLAIMER: remove the sentence starting with "He felt the Spirit..." on p. 6**)
- Ask a teenager from your congregation to play the part of Eutychus and tell what happened, how he died, how he was helped by Paul, and how he probably felt going back into worship with the other Christians.

PERSONAL APPLICATION:

Worship is one way we show God that we love Him and how grateful we are for all He has done for us. Because I love God, I will do my best to follow His directions in the New Testament about when and how to worship Him.

INTRODUCTION:

Review [N.T. 8 Bible Fact Flash Cards](#) (provided under "N.T. 8 Bible Facts" on curriculum Web site)

POINTS TO EMPHASIZE:

Review briefly Sunday morning's lesson. (See [N.T. 8 Review Questions](#) for example questions), as well as other ABCs covered to this point.

Remind the children that the first part of Acts 20 is about Paul preaching in Troas and raising Eutychus from the dead. "T" is for Terrible Fall in Troas and also, "**Tearful Farewell.**"

Spend time helping the children memorize Revelation 2:10b. Write the verse on the board and ask the children to say it with you several times. Then ask them to put their heads down and/or close their eyes while you erase one or two words. When they open their eyes, ask them what the missing word(s) is (are). Continue until all the words have been erased and they can tell you what the entire verse is.

After leaving Troas, Paul was traveling back to Jerusalem when he stopped at Miletus. Recall the church at Ephesus—the congregation where he had spent so much time helping the church to grow. Paul's stop in Miletus was to be a short visit, and he knew that he would never be able to return to Ephesus. So he called for the Elders of the Ephesian congregation to come to him one last time. He wanted to encourage them to remain strong in the Faith and always be on the alert for those who would try to deceive them and lead them away from the Truth. Before Paul left, he prayed with the Elders of the church at Ephesus. They were all very sad when he told them he would never return; they wept and hugged him and prayed with him. These men knew that Paul had suffered a lot to tell others about Jesus and that he would continue to be persecuted. Paul (and the Lord) were counting on them to keep the church strong. [The sad condition of the church in Ephesus in the years that followed is described in Revelation 2:1-7.]

The Elders at Ephesus were sad because they knew that they would not see Paul again on Earth. But they also knew that they would see him again in heaven if they remained faithful to God and His Word. It is really sad when someone we know dies, isn't it? Jesus' disciples were really sad when He died. And Jesus came back to life three days after He was buried! Mary and Martha were very sad when their brother Lazarus died. But Jesus raised Lazarus from the dead!

Everyone in the church in Troas was very sad when Eutychus died. And he came back to life! We know that some day we will die, too, but we have the promise of being alive in heaven with God and Jesus forever and ever after we die. We're sad when a Christian dies, but we know that we will see him again.

[Spend as much time as you think is appropriate talking with your class about death, dying, heaven—most importantly, the promises of God (Revelation 2:10b).]



NOTE: Acts 20 is a place in the Bible where we see three different terms/descriptions used to describe elders. In verse 17 they are called “elders,” and then in verse 28 they are called “overseers” and “shepherds” (or pastors) of the church.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson.

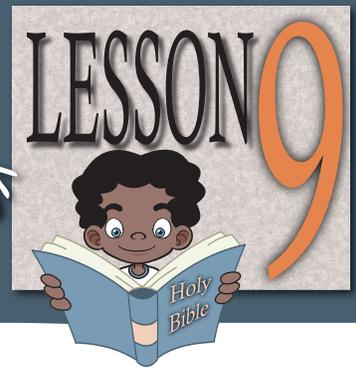
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Uproar in Jerusalem

Valiant Defense; Valuable Citizenship

Acts 21:27-22:29



New Testament 8
Part 2: ABCs OF ACTS 19-28

SUNDAY MORNING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 21:27-22:29

MEMORY WORK:

YOUNGER CHILDREN: "You see, brother, how many myriads of Jews there are who have believed, and they are all zealous for the law" (Acts 21:20b).

OLDER CHILDREN: "And when they heard it, they glorified the Lord. And they said to him, 'You see, brother, how many myriads of Jews there are who have believed, and they are all zealous for the law'" (Acts 21:20).

Also help the children memorize the ABCs of Acts.

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Angry Words"](#)
- ["Paul Went Out to Spread the Gospel"](#)
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- ["Jesus Called Them One by One"](#)

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- ***Paul's Journeys*, by Loyal Kolbrek, Arch books (DISCLAIMER: remove the sentence starting with "He felt the Spirit..." on p. 6)**
- **YouTube video, news footage (from the Internet), or pictures of an angry riot or demonstration**

PERSONAL APPLICATION:

We should be thankful that we can come to Bible class, worship God, read our Bibles, and tell others about Jesus—and never take those blessings for granted.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we talked about a Terrible Fall and Turmoil (Trouble) in Troas. Do you remember who had the terrible fall and what happened to him? We also talked about the importance of the Lord's Supper and worshipping God. What day did the early Christians meet to worship and to take the Lord's Supper? Why is the Lord's Supper important? Today we're going to talk about another time that Paul had problems with people who didn't want to believe in Jesus.

INTRODUCTION: (OLDER CHILDREN)

Last week we talked about a Terrible Fall and Turmoil (Trouble) in Troas. Do you remember who had the terrible fall and what happened to him? We also talked about the importance of the Lord's Supper and worshipping God. What day did the early Christians meet to worship and to take the Lord's Supper? Why is the Lord's Supper important? Today we're going to talk about another time that Paul had problems with people who didn't want to believe in Jesus.

POINTS TO EMPHASIZE:

1. Continuing with our ABCs of Acts, chapter 21 goes with "U" and stands for **UPROAR in Jerusalem**. Do you know what an "uproar" is? An uproar is when people get really upset about something; there is a lot of angry shouting—sometimes pushing and shoving. This time, in Acts 21, the uproar was caused by a large crowd of Jews in Jerusalem who wanted to kill Paul and try, once again, to stop him from teaching about Jesus.
2. Paul and some friends went to Jerusalem at the end of his third missionary journey, even though friends warned him not to go back because it would be so dangerous. But Paul was determined to preach the Good News again in the city where the Church began, no matter the dangers or problems that might be awaiting him. The Christians in Jerusalem welcomed Paul back. The day he arrived, he met with the apostle James and the elders of the church to tell them about all the Gentiles who had decided to follow Christ.
3. They were very happy to hear that so many people so far away from Jerusalem had become Christians!
4. The Christians in Jerusalem were very glad to see Paul, to hear him preach, and to spend time with such a godly man. But some Jews who had followed him from far away started telling lies

about him to other Jews. They were stirring up trouble and hoping that the Jews in Jerusalem would help them get rid of Paul. When Paul went to the Temple, an angry mob decided to drag him out of the Temple. They started beating Paul (vs. 32), hoping to kill him (vs. 31). Fortunately, a Roman captain came with some of his soldiers and rescued Paul from the mob. They tried to take him to a safe place, not knowing or understanding why the crowd was so upset. The captain even put two chains on Paul, as if he were a criminal, because he didn't know what Paul had done to make the crowd so angry. The crowd became even more angry and tried to take Paul away from the soldiers. It became such a terribly dangerous situation that the soldiers had to pick him up and carry him to the top of the stairs! Can you imagine?

5. Then Paul did something remarkable. He spoke to the Roman captain in Greek and asked if he could speak to the angry crowd. The captain was very surprised that Paul spoke Greek in the first place, and surprised that he wanted to talk to the mob trying to kill him in the second place. He gave Paul permission to speak, and the great apostle began to speak in yet another language: Hebrew, the language of the Jews.
6. Chapter 22 corresponds to “V” and stands for **Valiant Defense and Valuable Citizenship**. Acts 22 begins with the words of Paul, in the language all the Jews would understand, telling how he became a Christian. Remember that we have already studied Acts 9 and talked about Paul seeing a great light on the road to Damascus, and being blind for three days until Ananias told him to be baptized. Now, in Acts 22, Paul tells the angry mob how he became a Christian, then described how God sent him to faraway places to teach Jews as well as non-Jews (Gentiles) about the same Jesus he met on the road to Damascus. As long as Paul talked about the Jews, and God's promise to them that a Savior/Messiah would come for them, the crowd listened. But when he said he had been teaching Gentiles, whom they hated, the same Jews became very angry and demanded that the Romans put Paul to death.
7. The Roman captain thought that the only way to find out why the huge crowd was so angry with Paul was to beat (scourge) him. The soldiers had tied Paul to a pole and were about to beat him when he asked if it was lawful for them to beat a Roman citizen. Right away the soldiers asked him if he really was a Roman, and when he said “yes,” they became very afraid. They untied him, and the captain who had saved Paul's life decided to let the Jewish council handle the problem. We will talk more about that next week.
8. Can you imagine living in a country where it is against the law to come to worship and Bible class? Where you could go to jail just for owning a Bible, or for giving a Bible to someone else? There are still places in the world today like that. We need to pray every day for those people and for the missionaries who try to help them—and thank God every day that we don't have to live with that fear. [Talk about missionaries your congregation supports in countries where laws are really strict and harmful for Christians, like China, Muslim, and some African countries.]
9. Even more important than being citizens of this great country, we should thank God every day that we can be citizens of heaven when we die. No matter how much he suffered, Paul knew that heaven would be worth it all. He wrote, “But our citizenship is in heaven, and we are waiting for our Savior, the Lord Jesus Christ” (Philippians 3:20). No matter what happens, if we stay faithful to God, as Paul did, we can look forward to being in heaven with God!



NOTE: Concerning Roman citizenship—“When it suited his needs, Paul used his status as a Roman citizen to frustrate his adversaries. His citizenship made kings and governors, soldiers and priests, and Romans and Jews all think twice about their intended actions toward him. But what did it mean to be a citizen of Rome? [Continued on next page]

NOTE (cont.): The Roman Empire was the reigning power of its day. Being a citizen of the empire carried certain rights, responsibilities, and status. A citizen was liable for Roman property taxes and municipal taxes, but also had the right to vote in Roman elections (although during Paul’s time, different social classes had different right). A Roman citizen was guaranteed a fair trial and was protected against certain forms of harsh punishment. A Roman citizen could not be executed without a trial and could not be crucified except by order of the emperor. A citizen could even appeal to Caesar in order to be tried in Rome.”



Paul was born a Roman citizen, but how his family gained that citizenship is unknown. There were several ways to become a Roman citizen. Being born to a Roman parent was one way. Retiring from the Roman army was another. Citizenship could be granted to an individual or to an entire group, by an emperor or a Roman general. Finally, a person could purchase citizenship.

The empire of Rome was so powerful that few wished to incur its wrath by breaking its laws. Paul was intelligent enough to know all of his rights, and savvy enough to know how to use them to his, and especially God’s, advantage. Not only did his rights as a Roman citizen often save his life in dangerous situations, they also allowed him to carry the gospel message to jailers, shipmates, kings, and to the emperor in Rome.” [from *Nelson Study Bible NKJV*, p. 1868]



RECOMMENDED READING FOR TEACHERS: See the articles “[What is Apologetics?](#)” by Kyle Butt and “[Apologetics and the Growth of the Early Church](#)” by Eric Lyons on the Apologetics Press Web site for discussions about Paul’s defense of the Gospel, and the importance of that objective for Christians.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Uproar In Jerusalem Coloring Sheet](#)” (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 21 provided in activity sheets)
- Provide each child with a “shield” cutout of cardboard or poster board. Write (or help the kids write) 2 Samuel 22:31 on their shields: “God...is a shield for all those who take refuge in Him.” (Put a handle on the back of each shield, held on with heavy duct tape and/or hot glue.) (“[Shield Cutout](#)” provided in activity sheets)

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 21 provided in activity sheets)
- Hang Man: Play Hang Man with key words from this lesson.
- Set Paul Free game: Before playing this game, practice saying either Philippians 3:20 or 2

Samuel 22:31 several times with the children. Then, if possible, take the kids outside (or into a larger room) and ask them to stand around a flat double sheet. Let one of the kids get beneath the sheet, in the middle. Ask the rest of the class to hold onto the sheet and raise and lower it until “Paul” (the student under the sheet) can get free. The student under the sheet needs to say one of the above verses and then try to get out from under the sheet.

- Set Paul Free relay: Before playing this game, practice saying either Philippians 3:20 or 2 Samuel 22:31 several times with the children. If possible, take the kids outside (or into a larger room). Divide the class into two teams. Set a plastic cone several feet away from each team. Beforehand, pick one of the memory verses from the quarter and write one or two words from the verse on separate index cards. Mix up the cards on the floor near each cone. The game starts with the first student rushing to the cone and trying to find the first word of the verse. After doing that—and touching the cone—he rushes back to the second student, who then goes to look for the second word in the verse, etc., until the verse is finished. [If you think this might be too frustrating or hard for the younger ones, let them work in pairs.]
- “[Acts Word Scramble](#)”—Let the children unscramble key words from this and previous lessons from this quarter. (provided in activity sheets)

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 21 provided in activity sheets)
- Set Paul Free relay: Before playing this game, practice saying either Philippians 3:20 or 2 Samuel 22:31 several times with the children. If possible, take the kids outside (or into a larger room). Divide the class into two teams. Set a plastic cone several feet away from each team. Beforehand, pick one of the memory verses from the quarter and write one or two words from the verse on separate index cards. Mix up the cards on the floor near each cone. The game starts with the first student rushing to the cone and trying to find the first word of the verse. After doing that—and touching the cone—he rushes back to the second student, who then goes to look for the second word in the verse, etc., until the verse is finished.
- “[Acts Word Scramble](#)”—Let the children unscramble key words from this and previous lessons from this quarter. (provided in activity sheets)
- Have the children read Acts 21 (and 22, if they did not do so in NT6).

SONGS:

“ANGRY WORDS” ([Click to Hear](#))

Author: H.R. Palmer

(Tune: See church song book)

VERSE 1:

Angry words! O let them never,
From the tongue unbridled slip,
May the heart’s best impulse ever,
Check them ere they soil the lip.

CHORUS:

Love one another, thus saith the Savior,
Children obey the Father’s blest command,
Love one another, thus saith the Savior,
Children obey the blest command.

VERSE 2:

Love is much too pure and holy,
Friendship is too sacred far,
For a moment's reckless folly,
Thus to desolate and mar.

(CHORUS)

VERSE 3:

Angry words are lightly spoken,
Bitterest thoughts are rashly stirred,
Brightest links of life are broken,
By a single angry word.

(CHORUS)

“PAUL WENT OUT TO SPREAD THE GOSPEL”

Author: Jerri Fusch

(Tune: See http://dltk-bible.com/paul_went_out.html)

“I HAVE DECIDED TO FOLLOW JESUS” ([Click to Hear](#))

Author: Indian Folk Hymn

(Tune: See church song book)

I have decided to follow Jesus. (3X)
No turning back, no turning back.

My cross I'll carry, 'till I see Jesus (3X)
No turning back, I'll follow Him.

“JESUS CALLED THEM ONE BY ONE” ([Click to Hear](#))

Author: Unknown*

(Tune: “Jesus Loves Me”)

Jesus called them one by one,
Peter, Andrew, James and John,
Next came Philip, Thomas, too,
Matthew and Bartholomew.

CHORUS:

Yes, Jesus called them, (3X)
And they all followed Him.

James the one they called the Less,
Simon, also Thaddeus;
Twelve apostles Judas made;
Jesus was by him betrayed.

(CHORUS)

Matthias then took Judas' place,
To preach to men of every race.
Paul three preaching trips did make,
And went to Rome for Jesus' sake.

(CHORUS)

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

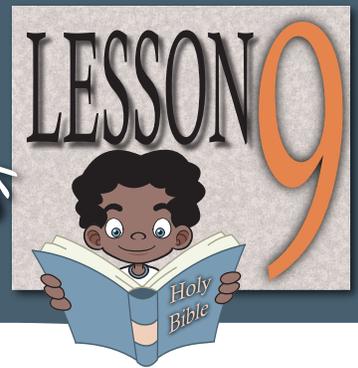
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Uproar in Jerusalem

Valiant Defense; Valuable Citizenship

Acts 21:27-22:29



New Testament 8
Part 2: ABCs OF ACTS 19-28

WEDNESDAY EVENING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 21:27-22:29

MEMORY WORK:

YOUNGER CHILDREN: "You see, brother, how many myriads of Jews there are who have believed, and they are all zealous for the law" (Acts 21:20b).

OLDER CHILDREN: "And when they heard it, they glorified the Lord. And they said to him, 'You see, brother, how many myriads of Jews there are who have believed, and they are all zealous for the law'" (Acts 21:20).

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- *Paul's Journeys*, by Loyal Kolbrek, Arch books (DISCLAIMER: remove the sentence starting with "He felt the Spirit..." on p. 6)
- YouTube video, news footage (from the Internet), or pictures of an angry riot or demonstration

PERSONAL APPLICATION:

We should be thankful that we can come to Bible class, worship God, read our Bibles, and tell others about Jesus—and never take those blessings for granted.

INTRODUCTION:

Review [N.T. 8 Bible Fact Flash Cards](#) (provided under "N.T. 8 Bible Facts" on curriculum Web site)

POINTS TO EMPHASIZE:

Review briefly Sunday morning's lesson. (See [N.T. 8 Review Questions](#) for example questions), as well as other ABCs covered to this point.

Spend more time talking about what "citizenship" means, its value and its responsibilities, the soldiers who work so hard to make sure we can keep our citizenship, etc. Discuss the rights that Christians will have as citizens of heaven, as opposed to the rights that will be taken from those in hell.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

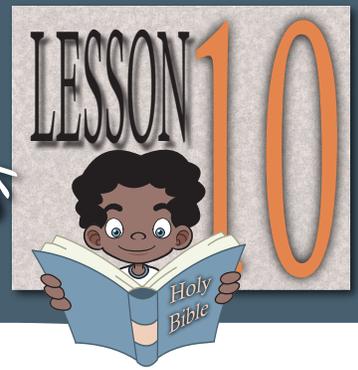
- See Sunday morning's lesson.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE "SUGGESTION" BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Waiting to Kill Paul; Waiting for Trial

Acts 22:30-23:35



New Testament 8
Part 2: ABCs OF ACTS 19-28

SUNDAY MORNING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 22:30-23:35

MEMORY WORK:

YOUNGER CHILDREN: "I have lived in all good conscience before God until this day" (Acts 23:1b).

OLDER CHILDREN: "Then Paul, looking earnestly at the council, said, 'Men and brethren, I have lived in all good conscience before God until this day'" (Acts 23:1).

Also help the children memorize the ABCs of Acts.

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Be Strong and Courageous"](#)
- ["Do Not Fear"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 13-26](#) Bible fact cards (provided under "N.T. 8 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- [Map of Palestine](#) (provided in map section of curriculum site)
- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- Betty Lukens' felt pieces
- Life of Paul (Series 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)



- **Trials of Paul Visual** (<http://store.bibleclassworkshop.com/shopexd.asp?id=340>)

PERSONAL APPLICATION:

YOUNGER CHILDREN: I can be a helper like Paul's nephew.

OLDER CHILDREN: I should be willing to do whatever I can to help others so that others will see my love for the Lord by my actions.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we talked about Paul speaking to the Jews who wanted to hurt him and make him stop telling everyone about Jesus. Roman soldiers rescued Paul from the crowd of hateful people, but then decided to beat him. When they discovered that Paul was a Roman, they tried to protect him instead. Today we're going to talk about what happened next.

INTRODUCTION: (OLDER CHILDREN)

Last week we talked about Paul speaking to a rowdy mob of Jews who wanted to kill him because he was teaching people about Jesus. Roman soldiers came to his rescue, but then they decided to beat him—even though he had not done anything illegal. When they discovered that Paul was a Roman citizen, they changed their minds and tried to protect him. In today's lesson, we will talk about what happened next.

POINTS TO EMPHASIZE:

1. Continuing our ABCs of Acts, chapter 23 corresponds with “W,” which stands for **Waiting to Kill Paul** and **Waiting for Trial**. [Preschool teachers should focus mainly on the actions of Paul's nephew, i.e., his willingness to help his uncle even though it meant going into a prison by himself—choosing to do right even when it was hard.]
2. In Acts 22 Paul was about to be beaten by Roman soldiers when he told them that he had been born a Roman citizen. The soldiers were suddenly afraid because it was against the law to beat (or imprison) a Roman citizen without a trial. Paul had not broken any law; he had not done anything illegal. He had only said something that made the Jews really angry. So, the Roman soldier in charge decided to let the Jews solve their own problem; he turned Paul over to the Jewish court/council called the Sanhedrin. Acts 23 begins with Paul speaking to this Jewish council, which included the high priest, Ananias.
3. Paul tried to explain why he was not living according to the Old Law (and traditions the Jews had added to the Law), but was instead living for Jesus Christ, the Messiah the Jews had been waiting on for centuries. He told them that he had “lived in all good conscience before God.” That statement made the Jews very angry because it meant he believed everything he had done had been right and to the glory of God, whether it was what the Jewish leaders expected him to do or not. The high priest, Ananias, ordered the men standing near Paul to slap him on the face for making such a statement. [Remember that when Jesus stood before the Sanhedrin, before His crucifixion, he was also slapped and accused of disrespecting the high priest.] Paul's immediate reaction was to call the high priest a “**whitewashed** wall,” indicating that the high priest might appear to others to be a good man, but he was really an ungodly man who did not

keep the Law but tried to **appear** holy. [Jesus also accused Jewish leaders of being whitewashed in Matthew 23:27.]



Whitewashing is the process of covering walls with a very thin white paint/water mixture. It was commonly used to hide unsightly and/or deteriorating sections of buildings—without making permanent changes.



HISTORICAL NOTE: Ananias served as high priest, appointed by the Roman emperor, from A.D. 47-52 and again from about A.D. 53-59. Ananias was known for his greed (even stealing tithes meant for priests in lower positions and accepting bribes) and for his violent temper. He was pro-Roman, which made Jewish nationalists (zealots) hate him. In A.D. 66, after the start of the rebellion against Rome, he was killed by Jewish zealots near the palace of Herod the Great where he had gone to hide—about eight years after this encounter with Paul.



RECOMMENDED READING FOR TEACHERS: See the article “[Truth and Feelings](#)” by Kyle Butt on the Apologetics Press Web site for discussion about how Paul’s sincerity did not save him prior to obeying God.

4. The members of the council who were Sadducees became angry with Paul when he tried to talk about the resurrection; their anger had nothing to do with the original charge against him (Acts 21:28). The Pharisees, who believed in the resurrection and life after death, decided Paul had done nothing wrong after all, and a violent argument began between the two groups. The Roman commander became afraid for Paul’s life and told his soldiers to take him into the barracks (some versions say “castle,” some say “fortress”) for protection.



NOTE: One commentator noted that Greeks reading this account would have regarded it as a comedy, “laughing at the ludicrous character of the situations. Disputes in courtrooms chaired by high officials rarely came to blows” in Greek courts. (*Bible Background* commentary, p. 392).

5. God spoke to Paul during the night to encourage him to “be of good cheer.” [“Be of good cheer” comes from the Greek verb meaning “to be courageous.”] God wanted Paul to know that he would not be harmed, but would be able to go on to Rome to continue preaching about Jesus. Meanwhile, 40 of the Jews who hated Paul had other ideas. They made plans to kill him. Paul’s nephew heard about their plans and went to warn his uncle in jail. Paul sent the **young man** to the commander of the soldiers guarding him, whose name was Claudius Lysias. He immediately started making preparations to take Paul from Jerusalem to Caesarea—“at the third hour of the night” (9:00 PM). The commander took the threat seriously enough to commit almost half of the soldiers assigned to the Fortress of Antonia to escort Paul on the 40-mile journey to Antipatris. The foot soldiers returned to Jerusalem, leaving Paul under the protection of 70 cavalymen for the remaining 20 miles to Caesarea, the capital of Judea.



NOTE: A centurion calls Paul’s nephew a “young man” according to virtually all translations (vs. 17). The underlying Greek word, *neanias*, means “youth, young man” from “about the 24th to the 40th year” (*A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, William F. Arndt and F. Wilbur Gingrich, 2nd edition, p. 534).

6. To explain why he was sending Paul to Caesarea, Claudius Lysias wrote a letter to the Roman governor there, Felix. When Paul finally arrived in Caesarea, Felix told Paul he would not hear his case until the Jewish leaders in Jerusalem had come to explain why they wanted Paul imprisoned and/or killed, i.e., to give their side of the story. He ordered that Paul be kept in “Herod’s Praetorium,” which was part of the palace in which Felix lived. [The palace had been built by Herod the Great but contained cells for prisoners. See also John 18:28 and Philippians 1:13.]
7. God had promised to protect Paul, and he used a young man in this case to do it. If Paul’s nephew had decided that he would do nothing, God would have kept His promise and protected Paul another way. But just think how awful the nephew would have felt if he knew his uncle Paul’s life was in danger and he did nothing to help!



HISTORICAL NOTE: Tiberius Antonius Felix, governor of Judea from A.D. 52-59/60, had once been a slave. His brother, a freed slave who was a friend of Emperor Claudius, helped Felix to also gain his freedom and to become a friend of the Emperor as well. Felix was not liked or respected by the Jews; both Jewish and Roman historians of that era recorded examples of his immoral and corrupt lifestyle. He was not from an aristocratic family, but all three of his wives were, including Drusilla, who was a Jewess.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Waiting to Kill Paul Coloring Sheet](#)” (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 22 provided in activity sheets)
- Play Bible Bowling to review this and previous lessons. Use plastic bowling pins purchased at a store or make your own using empty, plastic ½ gallon milk containers or coffee creamer containers. Spray paint them different colors, or put strips of different colored duct tape on each container. Line up the pins or bottles in a row, and let each child knock over one at a time. With each pin or bottle knocked over, each child is asked a question about this and previous lessons. If he/she answers the question correctly, he gets a sticker, etc. (See [N.T. 8 Review Questions](#) for example questions)
- Memory Game: Make pairs of cards using stickers, simple drawings (related to this lesson), lesson characters, or important words from this lesson on index cards or cards you have cut from card stock. Turn the cards over, making sure identical cards are not beside each other. [See DLTK-cards.com/memory/memory4.asp for suggestions and tips on memory games.]

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 22 provided in activity sheets)
- Play Bible Bowling to review this and previous lessons. Use plastic bowling pins purchased at a store or make your own using empty, plastic ½ gallon milk containers or coffee creamer containers. Spray paint them different colors, or put strips of different colored duct tape on each container. Line up the pins or bottles in a row, and let each child knock over one at a time. With each pin or bottle knocked over, each child is asked a question about this and previous lessons. If he/she answers the question correctly, he gets the number of points written on the pin/bottle. (See [N.T. 8 Review Questions](#) for example questions)
- Bible Bingo: Using words and names from Acts 23 and 24, make Bingo cards with four or five squares across and four or five squares down, depending on your class and how much time you have to play the game. The words in the blocks should be answers to review questions you have prepared.
- “[Waiting to Kill Paul Word Search](#)” (provided in activity sheets)

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 22 provided in activity sheets)
- Play Bible Bowling to review this and previous lessons. Use plastic bowling pins purchased at a store or make your own using empty, plastic ½ gallon milk containers or coffee creamer containers. Spray paint them different colors, or put strips of different colored duct tape on each container. Line up the pins or bottles in a row, and let each child knock over one at a time. With each pin or bottle knocked over, each child is asked a question about this and previous lessons. If he/she answers the question correctly, he gets the number of points written on the pin/bottle. (See [N.T. 8 Review Questions](#) for example questions)
- Bible Bingo: Using words and names from Acts 23 and 24, make Bingo cards with four or five squares across and four or five squares down, depending on your class and how much time you have to play the game. The words in the blocks should be answers to review questions you have prepared.
- “[Waiting to Kill Paul Word Search](#)” (provided in activity sheets)
- Have the children read Acts 23-24 (and 21-22 if they did not do so this quarter or in NT6). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Acts 21-24 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.

SONGS:

“BE STRONG AND COURAGEOUS”

Author: Keith Lancaster

(Tune: See Internet)

“DO NOT FEAR” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “What a Friend We Have in Jesus”)

Do not fear for God is near us.
All the twinkling stars do say.

Do not fear for God is near us,
All the night and all the day.

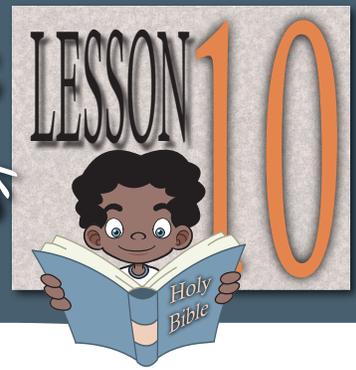
He will ever be our Father,
And He'll care for us, we know;
If we'll do as He commands us,
He'll go with us where we go.

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**



X-treme Charges Against Paul; X-cuses from Felix

Acts 24



New Testament 8
Part 2: ABCs OF ACTS 19-28

WEDNESDAY EVENING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 24

MEMORY WORK:

YOUNGER CHILDREN: "I have lived in all good conscience before God until this day" (Acts 23:1b).

OLDER CHILDREN: "Then Paul, looking earnestly at the council, said, 'Men and brethren, I have lived in all good conscience before God until this day'" (Acts 23:1).

Also help the children memorize the ABCs of Acts.

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- "[Be Strong and Courageous](#)"
- "[Do Not Fear](#)"

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 13-26](#) Bible fact cards (provided under "N.T. 8 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- [Map of Palestine](#) (provided in map section of curriculum site)
- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- Betty Lukens' felt pieces
- Life of Paul (Series 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)



- **Trials of Paul Visual** (<http://store.bibleclassworkshop.com/shopexd.asp?id=340>)

PERSONAL APPLICATION:

YOUNGER CHILDREN: I can be a helper like Paul's nephew.

OLDER CHILDREN: I should be willing to do whatever I can to help others so that others will see my love for the Lord by my actions.

INTRODUCTION:

Review [N.T. 8 Bible Fact Flash Cards](#) (provided under "N.T. 8 Bible Facts" on curriculum Web site)

POINTS TO EMPHASIZE:

Review briefly Sunday morning's lesson. (See [N.T. 8 Review Questions](#) for example questions), as well as other ABCs covered to this point.

YOUNGER CHILDREN: Review Paul's nephew's courageous actions, but also tell them a little about Felix—a powerful man who wanted to have his power, money, and position more than he wanted to do what was right. In our ABCs of Acts, chapter 24 corresponds with "X" which stands for X-treme charges against Paul and X-cuses from Felix.

OLDER CHILDREN: Review Sunday morning's lesson. Talk more about the kind of man Felix was (according to the New Testament and historical accounts), as well as what Felix could have, and should have, done. Acts 24 tells us that X is for X-treme charges against Paul and X-cuses from Felix.

POINTS TO EMPHASIZE:

1. Paul was in jail for five days before the high priest, Ananias, and other Jewish leaders came to Caesarea from Jerusalem. A well-known orator named Tertullus came with them to try to convince Felix that Paul needed to be locked up for good or killed. (Tertullus was acting somewhat like a prosecuting attorney).
2. Tertullus was allowed to explain the charges against Paul first. There were three basic charges: treason against the Roman government (supposedly causing riots throughout the empire), religious heresy (supposedly speaking against the Law of Moses), and desecrating (polluting, abusing) the Temple by bringing a Gentile into the outer courts of the Temple. Tertullus called Paul a leader of "the sect of the Nazarenes," a term meant to insult Paul and make Felix think of him as a rebel and a troublemaker.
3. After Tertullus spoke, Governor Felix gave Paul an opportunity to speak for himself. Paul explained what he had actually done and gave the reasons for his actions. What he had done (teaching about Jesus) was not a crime, but was simply irritating to the Jewish leaders. Nor were his actions contrary to the Law of Moses. He told Felix that he had not caused the riot; the Jewish leaders who did not agree with what Paul said about the resurrection had caused the riot! There were no eyewitnesses to verify either Tertullus' speech or Paul's, so Felix said that he could not make a decision on Paul's case until the Roman commander Lysias came to Caesarea to tell what he saw.

4. Felix knew enough about “the Way” (another name for those who followed the teachings of Jesus Christ) that he undoubtedly realized that Paul and other Christians were not just another branch of Judaism—nor were they a group of people who would actually cause trouble for the Roman government. He allowed Paul to have some freedom, as well as to have visitors. “Some days” later, Felix sent for Paul. He and his wife Drusilla listened to Paul’s message about Jesus and the life changes required to follow Him (repentance). When Felix realized the many changes he would have to make in his life, he sent the apostle away until he had a “more convenient time [season]” (vs. 25). Felix was very disturbed by Paul’s message, but he also hoped he would receive bribes from Paul’s friends who wanted him released from jail. For two long years, he kept Paul in custody “to do the Jews a favor” (Acts 24:27).



HISTORICAL NOTE: Drusilla was probably only about 20 years old at this time. She was the sister of Herod Agrippa II and the youngest daughter of Herod Agrippa I. She had married the king of a small region of Syria, but Felix convinced her to marry him and divorce the king when she was only 16 years old. Drusilla knew about Christianity because (1) she was the great granddaughter of Herod the Great who tried to kill baby Jesus; (2) she was the great-niece of Herod who killed John the Baptizer; and (3) her father ordered the apostle James killed.

5. Felix made excuses for not being willing to accept Paul’s teachings. He would have to give up too many things in his life (including his wife) if he decided to become a Christian. “Felix wanted to talk about a payoff; Paul wanted to talk about righteousness” (*Nelson Study Bible*, p. 1868). Paul’s nephew was brave enough to tell the Roman soldiers about the plot on Paul’s life; his actions saved Paul. But Felix, a grown man who had made many mistakes in his life, was not brave enough to do what was right and change his life. (Discuss examples of athletes, actors, etc., who “have everything” but are not willing to do what is right.)

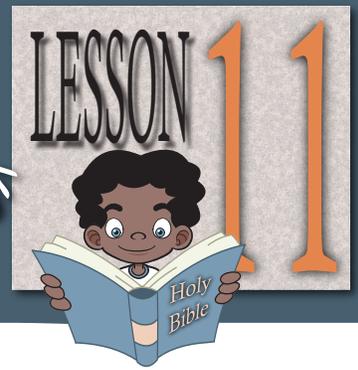
PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson.

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**



Yet Untried by Caesar; Zealous for God Before Agrippa Acts 25 and 26



New Testament 8
Part 2: ABCs OF ACTS 19-28

SUNDAY MORNING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 25 and 26

MEMORY WORK:

YOUNGER CHILDREN: "For if I am an offender, or have committed anything deserving of death, I do not object to dying" (Acts 25:11a).

OLDER CHILDREN: "For if I am an offender, or have committed anything deserving of death, I do not object to dying; but if there is nothing in these things of which these men accuse me, no one can deliver me to them. I appeal to Caesar" (Acts 25:11).

Also help the children memorize the ABCs of Acts.

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Acts 26:25"](#)
- ["Choices"](#)
- ["Choose You This Day"](#)
- ["Be Strong and Courageous"](#)
- ["Do Not Fear"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 13-26](#) Bible fact cards (provided under "N.T. 8 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- [Map of Palestine](#) (provided in map section of curriculum site)



- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- Betty Lukens' felt pieces
- Life of Paul (Series 2) A Beka picture set (**DISCLAIMER: use the cards, *not the lesson book***)
- Trials of Paul Visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=340>)
- This lesson could easily be presented from the perspective of a news reporter in a courtroom. The OLDER CHILDREN could write the news story and act it out.

PERSONAL APPLICATION:

I can be zealous for God (excited and devoted to being a Christian), using opportunities I have every day to be a good example and to teach others about Jesus.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we talked about Paul being in danger again just because he tried to teach others about Jesus. But he never gave up, did he? Today we are going to find out about more hard times for Paul and how he did what was right and good no matter what.

INTRODUCTION: (OLDER CHILDREN)

When bad things happen to us, sometimes they happen one right after the other. When that happens to you, do you ever wonder why? We have talked a lot about terrible things happening to Paul after he became a Christian. He was stoned and left for dead; he was beaten by the Jews; he was arrested and put in prison several times. It all seems so unfair—especially since he had done nothing wrong! Let's see what else happens to Paul in Acts 25 and 26.

POINTS TO EMPHASIZE:

1. Continuing our ABCs of Acts, chapters 25 and 26 correspond to Y and Z, and stand for **Yet Untried by Caesar** and **Zealous for God before Agrippa**.
2. Felix, the governor of Palestine, had refused to make a decision about punishing Paul, keeping him in jail for two whole years without a trial. Felix hoped that he could keep the Jews happy, and he hoped that Paul's friends would pay him money (bribes) to get Paul out of jail (see the note from the previous lesson). However, the Jews only grew to hate Felix even more. In A.D. 60, Porcius Festus was appointed by the Romans to replace him.
3. Festus went to Jerusalem to visit with the Jewish leaders who were still plotting to kill Paul, even after two years. While he was willing to reopen Paul's case, Festus was not willing to move the apostle and possibly put his life in danger. Within two weeks of becoming governor, Festus had opened an official tribunal (hearing) in Caesarea to hear for himself the charges against Paul. The Jewish leaders who came from Jerusalem "laid many serious complaints against Paul, which they could not prove" (Acts 25:7). (See the previous lesson for the list of the charges and what they meant.) Festus realized that the charges against Paul were false and pronounced him innocent.
4. To try to smooth things over with the Jews as the "new man on the job," Festus asked Paul if he, as a Roman citizen, would be willing to go through another tribunal—but in Jerusalem.

Paul said that he would be willing; he would not even object to dying **if** he had done anything wrong. But since he had not done anything wrong, he requested another hearing—but one before Caesar (the emperor), himself.



NOTE: It would have been a political mistake for Festus to free Paul. Allowing him to go to Rome would relieve Festus of having to deal with him or his Jewish accusers any further.

5. Herod Agrippa II and his sister Bernice (or Berenice) came to Caesarea from Jerusalem to welcome Festus to his new position. Festus told Agrippa about the strange man named Paul who was being held as a prisoner there. Agrippa wanted to hear what the “troublemaker” Paul had to say. The next day Festus had Paul brought to his palace so that Agrippa and the “commanders and the prominent men of the city” could hear what Paul had to say.



NOTE: Because of Agrippa’s Jewish heritage and familiarity with both Jewish religious law and Roman law, he was supposedly more qualified to decide what formal charges should be made against Paul before sending him to Caesar.

6. When Paul was given a chance to speak, he pointed out that he was not guilty of breaking any laws, Jewish or Roman. He said that he believed firmly in the promises God had made to Israel and believed those promises had been fulfilled through the Messiah, Jesus Christ. Paul told Agrippa, and the others at the hearing, how Jesus appeared to him on the road to Damascus many years before, and about his life-changing decision to become a follower of Jesus instead of continuing to persecute Christians. Paul was determined to tell others how important it was to truly repent (to completely change their ways of thinking and living) and be baptized because of what Jesus had done for them.



NOTE: Remember that Paul’s conversion is recorded three times: Acts 9, 22, and 26.

7. Because Festus did not want to believe in Jesus or change his life, he said that Paul must have been out of his mind (Acts 26:24). Agrippa realized that Paul was trying to convince him to become a Christian, too. Paul’s words were getting too close to Agrippa, making him uncomfortable. So he abruptly ended the hearing. Agrippa would have set Paul free, but because of Paul’s appeal to Caesar, Festus and Agrippa had no choice but to send him to Rome, with official protection. They did not realize that the terribly hard journey would give Paul more opportunities to spread the Gospel—even into the very heart of the powerful Roman Empire!



NOTE: Agrippa’s statement in Acts 26:28 (“you almost persuade me to be a Christian”) is one of only three places in the New Testament where the word “Christian” is used. The other two are Acts 11:26 and 1 Peter 4:16. As the Church grew, the believers were no longer considered a Jewish sect. The name was given by God (Isaiah 62:1-3; Acts 11:26).



RECOMMENDED READING FOR TEACHERS: See the article “[The Name ‘Christian’](#)” by Dave Miller and “[I Don’t Have Enough Faith To Be An Atheist—Really?](#)” by Kyle Butt on the Apologetics Press Web site for a discussion of the word “Christian” in the New Testament and for an important implication of one of Paul’s statements to Festus.

8. Paul spent a long time in prison (again), even though he had done nothing wrong. His only crime was to preach that Jesus was the Messiah, the fulfillment of every promise of God for the nation of Israel. Paul was **zealous**. He wanted others to understand the great sacrifice of Jesus, and especially the importance of His resurrection (see also 1 Corinthians 15:3-5).



NOTE: The Greek word translated “zealous” can be used in both a positive and negative sense. In a positive sense, it means “ardor, to have warmth of feeling for.” In a negative sense, it means “envy, jealousy, indignation, to have warmth of feeling against.” The primary verb from which “zealous” comes literally means “to be hot (to boil, of liquids; or glow, of solids); to be fervent.” (*The Complete Word Study of the New Testament*, by Spiros Zodhiates)

9. Paul had been mistreated much of his life because he was a Christian. Even though he got tired of being in prisons, tired of being lied about, and tired of being mistreated, etc., he used every opportunity to teach. He taught jailers and prison guards, kings and governors, the wealthy and the poor, those that were kind to him and those that were not. When people are mean to us, when others don’t treat us fairly, we want to lash out and hurt them back. But Paul (and Jesus and the other apostles) didn’t do that. Instead, he used every bad thing that happened to him to be kind, like Jesus, and to teach about Jesus. Can you think of some times when other people might hurt you—when you could be like Paul and Jesus? [OLDER CHILDREN: As time allows, read with them 2 Corinthians 11:23-29 and 1:8-11.]

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#).

Ages 2-5:

- “[Yet Untried by Caesar Coloring Sheet](#)” (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 23 provided in activity sheets)
- Don’t Monkey Around: Write review questions on six to eight monkey cutouts and simple one-word answers to the questions on the same number of banana cutouts. Glue the monkeys to a poster board or cardboard—or staple the monkeys on a small bulletin board. [It is really cute if you draw a tree on the board, and put the monkeys in the tree.] Add Velcro® dots to the monkeys, with corresponding dots on the bananas. The teacher reads one question to each child and gives them the opportunity to match the correct banana and monkey. (“[Monkey Cutout](#)” and “[Banana Cutout](#)” pages, as well as [N.T. 8 Review Questions](#) provided on curriculum Web site)

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 23 provided in activity sheets)
- Don’t Monkey Around: Write review questions on eight to twelve monkey cutouts and the corresponding answers to the questions on banana cutouts. Glue the monkeys to a poster

board or cardboard—or staple the monkeys on a small bulletin board. [It is really cute if you draw a tree on the board, and put the monkeys in the tree.] Add Velcro® dots to the monkeys, with corresponding dots on the bananas. Each student has an opportunity to correctly match a banana and monkey. (“[Monkey Cutout](#)” and “[Banana Cutout](#)” pages, as well as [N.T. 8 Review Questions](#) provided on curriculum Web site)

- Make a large Tic-Tac-Toe board on the floor and play a review game with children divided into two teams. ([N.T. 8 Review Questions](#) provided on curriculum Web site)
- “Who Am I?” game: Have several clues about main characters from the book of Acts. Giving one clue at a time, let the children guess about whom the clues are describing. If you like, give points (e.g., if the child guesses correctly on the first clue, award five points; if he guesses correctly on the second clue, award three points, etc. Can also be played in teams.

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 23 provided in activity sheets)
- Don’t Monkey Around: Write review questions on eight to twelve monkey cutouts and the corresponding answers to the questions on banana cutouts. Glue the monkeys to a poster board or cardboard—or staple the monkeys on a small bulletin board. [It is really cute if you draw a tree on the board, and put the monkeys in the tree.] Add Velcro® dots to the monkeys, with corresponding dots on the bananas. Each student has an opportunity to correctly match a banana and monkey. (“[Monkey Cutout](#)” and “[Banana Cutout](#)” pages, as well as [N.T. 8 Review Questions](#) provided on curriculum Web site)
- Make a large Tic-Tac-Toe board on the floor and play a review game with children divided into two teams. ([N.T. 8 Review Questions](#) provided on curriculum Web site)
- “Who Am I?” game: Have several clues about main characters from the book of Acts. Giving one clue at a time, let the children guess about whom the clues are describing. If you like, give points (e.g., if the child guesses correctly on the first clue, award five points; if he guesses correctly on the second clue, award three points, etc. Can also be played in teams.
- Have the children read Acts 25-26.

SONGS:

“ACTS 26:25”

Author: Jeff Miller

(Tune: See “[Christian Evidences Memory Work](#)” CD)

“CHOICES” ([Click to Hear](#))

Author: Unknown*

(Tune: “Yankee Doodle”)

Every day in every way,
We all make our choices;
We say “yes” or we say “no,”
By using our own voices.

CHORUS:

Help us Lord, to choose what’s right,
Every day and night.

Help us, Lord to choose what's right,
We want to make good choices.

“CHOOSE YOU THIS DAY” ([Click to Hear](#))

Author: Unknown*
(Tune: “Are You Sleeping?”)

Choose you this day,
Choose you this day,

Whom to serve,
Whom to serve.

As for me and my house,
As for me and my house,

We'll serve God.
We'll serve God.

“BE STRONG AND COURAGEOUS”

Author: Keith Lancaster
(Tune: See Internet)

“DO NOT FEAR” ([Click to Hear](#))

Author: Lora Laycook
(Tune: “What a Friend We Have in Jesus”)

Do not fear for God is near us.
All the twinkling stars do say.
Do not fear for God is near us,
All the night and all the day.

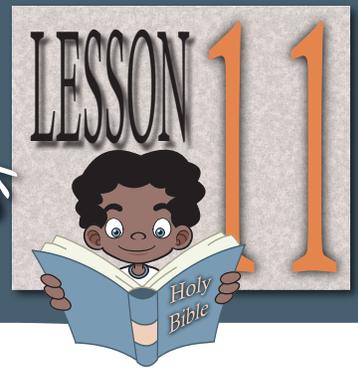
He will ever be our Father,
And He'll care for us, we know;
If we'll do as He commands us,
He'll go with us where we go.

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Yet Untried by Caesar; Zealous for God Before Agrippa Acts 25 and 26



New Testament 8
Part 2: ABCs OF ACTS 19-28

WEDNESDAY EVENING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 25 and 26

MEMORY WORK:

YOUNGER CHILDREN: "For if I am an offender, or have committed anything deserving of death, I do not object to dying" (Acts 25:11a).

OLDER CHILDREN: "For if I am an offender, or have committed anything deserving of death, I do not object to dying; but if there is nothing in these things of which these men accuse me, no one can deliver me to them. I appeal to Caesar" (Acts 25:11).

Also help the children memorize the ABCs of Acts.

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Acts 26:25"](#)
- ["Choices"](#)
- ["Choose You This Day"](#)
- ["Be Strong and Courageous"](#)
- ["Do Not Fear"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 13-26](#) Bible fact cards (provided under "N.T. 8 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- [Map of Palestine](#) (provided in map section of curriculum site)

- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- Betty Lukens' felt pieces
- Life of Paul (Series 2) A Beka picture set (**DISCLAIMER: use the cards, *not the lesson book***)
- Trials of Paul Visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=340>)
- This lesson could easily be presented from the perspective of a news reporter in a courtroom. The **OLDER CHILDREN** could write the news story and act it out.

PERSONAL APPLICATION:

I can be zealous for God (excited and devoted to being a Christian), using opportunities I have every day to be a good example and to teach others about Jesus.

INTRODUCTION:

Review [N.T. 8 Bible Fact Flash Cards](#) (provided under "N.T. 8 Bible Facts" on curriculum Web site)

POINTS TO EMPHASIZE:

Review briefly Sunday morning's lesson. (See [N.T. 8 Review Questions](#) for example questions), as well as other ABCs covered to this point.

Paul taught people directly when he could. He also taught through letters that he wrote to different churches and individuals. Those special letters are still teaching many people today as part of the New Testament.

Paul's letters to congregations:

- Romans
- 1 & 2 Corinthians
- Galatians
- Ephesians
- Philippians
- Colossians
- 1 & 2 Thessalonians
- Hebrews (possibly; written to Jewish Christians)

Paul's letters to individuals:

- 1 & 2 Timothy
- Titus
- Philemon

How can we teach others? (writing notes, drawing pictures, sending tracts, inviting people to worship services, serving others, encouraging our missionaries, etc.)

With **OLDER CHILDREN**, discuss the importance of the resurrection. It was a key element of Paul's teaching and is the basis of our hope (1 Corinthians 15).

It would also be good to discuss again the meaning of the word “Christian.” The word indicates that we belong to Christ; even the younger children can understand the basic principal of ownership. (One illustration for OLDER CHILDREN: The “-ian” on the end of the word can represent the words “I Am Nothing.” So “Christian” can be remembered as, “Without Christ, I Am Nothing.”) [See Sunday lesson for the Apologetics Press article on the word “Christian.”]

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

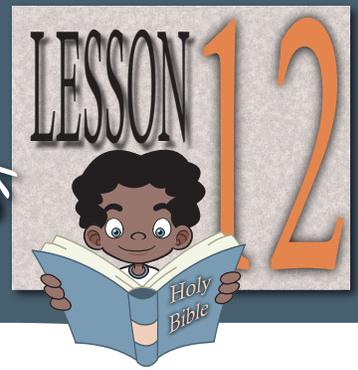
- See Sunday morning’s lesson.

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**



Shipwrecked; Safe on Malta; Imprisoned in Rome

Acts 27 and 28



New Testament 8
Part 2: ABCs OF ACTS 19-28

SUNDAY MORNING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 27 and 28; 1 Kings 8:56

MEMORY WORK:

YOUNGER CHILDREN: "Then Paul dwelt two whole years in his own rented house..., preaching the kingdom of God and teaching the things which concern the Lord Jesus Christ" (Acts 28:30-31a).

OLDER CHILDREN: "Then Paul dwelt two whole years in his own rented house, and received all who came to him, preaching the kingdom of God and teaching the things which concern the Lord Jesus Christ with all confidence, no one forbidding him" (Acts 28:30-31).

Also help the children memorize the ABCs of Acts.

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Paul Was Sailing Upon the Sea"](#)
- ["I'm a Hard Fighting Soldier on the Battlefield"](#)
- ["Thanksgiving"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 13-26](#) Bible fact cards (provided under "N.T. 8 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- [Map of Palestine](#) (provided in map section of curriculum site)
- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)



- [Map of Paul’s Journey to Rome](#) (provided in map section of curriculum site)—To demonstrate Paul’s trip to Rome, move a small ship (made from card stock) from place to place. Would be a good idea to mount the map onto a magnetic board, and put a magnet on the back of the ship so it will stick to the board as you tell about the places Paul stopped.
- Betty Lukens’ felt pieces
- Life of Paul (Series 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)
- Put sand in a large plastic bin at one end, leaving about $\frac{3}{4}$ for the “ocean.” Have an electric fan handy to illustrate strong winds. (You might want to add small dollops of shaving cream to the water to illustrate high waves.) Act out the story, then let the kids tell it to you.

PERSONAL APPLICATION:

I can trust God and believe what He tells me in His Word because He always keeps His promises.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we talked about Paul being kept in jail for two years when he was not guilty of anything. We also talked about him trying to teach powerful Agrippa, and how Agrippa refused to listen to the Gospel. Agrippa and Festus could not find anything about Paul that would mean he should go to prison, or worse, be killed—no matter how much the Jewish leaders complained. What do you think happened to Paul after Agrippa and Festus sent him to Rome? Let’s find out! [With preschool children, it would be better to split this lesson, describing Paul’s time on Malta on Wednesday night.]

INTRODUCTION: (OLDER CHILDREN)

Last week we talked about Paul being kept in jail for to two years, even though he had done nothing wrong. We also talked about Paul trying to teach powerful Agrippa about Jesus—and Agrippa refusing to listen. Agrippa and Festus could not find anything wrong that Paul had done, and certainly nothing that would require him to be imprisoned or even killed. So they sent Paul to Rome, to have a hearing before Caesar Nero. What happened on Paul’s long journey to Rome? Let’s look at the last two chapters of Acts to find out.

POINTS TO EMPHASIZE:

[Review all the ABCs of Acts. There are no alphabetical associations for these last two chapters, but it should be noted that Paul’s actions in each one of the lessons in this unit (chapters 19-26) led to his journey to Rome and his eventual imprisonment and death. In each and every place where he had been, and in each situation in which he found himself, he took advantage of opportunities to teach others about Jesus.]

1. Because Paul asked to have his case heard by the Emperor of Rome (Caesar—who happened to be Nero at this time), Agrippa and Festus sent him to Rome on a ship with full protection and a letter explaining the reasons for his imprisonment. At least two of Paul’s close friends,

Dr. Luke and Aristarchus, were able to travel with him. There were a total of 276 people on the ship; that number included sailors, Roman soldiers, and prisoners like Paul.



NOTE: Aristarchus is mentioned as one of Paul’s traveling companions in Acts 19:29; in Colossians 4:10 Paul calls him “my fellow prisoner.” Luke was also with Paul in Acts 16:10-17; 20:5-15; and 21:1-18. Both Luke and Aristarchus are called “my fellow laborers” in Philemon 24. The other prisoners could possibly have also been appealing to Caesar, but it is more likely that they were condemned to die in the arenas of Rome to entertain the public.

2. Julius the **centurion** in charge of the prisoners is described as kind and respectful towards Paul. This trip began just before the winter months, when storms made sailing in the Mediterranean Sea very dangerous. (According to historians, many considered the only “safe” period for such a long trip to be between May 26th and September 14th.) By the second day of the journey, the ship was able to reach Sidon, about 70 miles north of Caesarea, but thereafter had terrible problems with strong headwinds. Beginning the trip on a relatively small ship, Julius decided to put all of his prisoners on a larger ship from Alexandria, Egypt (27:6).



Centurion: Roman soldier in charge of 80-100 men/soldiers



HISTORICAL NOTE: Ships from Alexandria, Egypt carried hundreds of thousands of tons of grain to Italy every year. Alexandrian grain ships were usually 180-200 feet long, over 40 feet deep at the deepest point, and about 45 feet wide. There were few, if any, accommodations for passengers since grain was the main cargo.

3. The 130-mile voyage from Myra to Cnidus was treacherous. [They “sailed slowly many days and arrived with difficulty...” (Acts 27:7); “Passing with difficulty...” (vs. 8).] Strong winds forced the ship southward, along the southern coast of Crete; it was finally able to dock at a place called Fair Havens. Paul had already lived through three shipwrecks (2 Corinthians 11:25), so he had plenty of experience with sea travel and its dangers. He advised the centurion that to keep going would be very dangerous, but his warning was ignored. No doubt the centurion respected the abilities and knowledge of the ship’s captain more than the warnings of a prisoner. The captain of the ship probably was the owner as well, but the Roman officer charged with the prisoners’ delivery had authority to make final decisions about the voyage.



NOTE: The “fast” mentioned in Acts 27:9 refers to the Jewish Day of Atonement—today called Yom Kippur—which is observed in September or October.

4. The ship needed to sail 40-60 miles to a better harbor for the winter—a distance that could have been reached easily in good weather. But the calm southern wind soon turned into a powerful, violent, northeasterly storm called “Euroclydon.” [The word “tempestuous” in verse 14 is the root word of “typhoon.”] The sailors lashed cables and/or ropes across the length and width of the ship, hoping

to avoid running aground on the Syrtis Sands off the north African coast. Letting down a sea anchor, they hoped to slow down to avoid the dangers close to shore.

5. At this point, Paul had earned the respect of everyone on board, and they were much more willing to listen to him. All except Paul had given up (Acts 27:20). God had sent an angel to tell him that although the ship would be lost in the storm, no one would be killed. His confident statement (“I believe God” in Acts 27:25) and his example of confidence gave the men some encouragement. He urged everyone to eat—which they had not been able to do for 14 days. In the midst of this terrible storm, Paul prayed, “giving thanks to God.” They had already thrown non-essential equipment overboard, and after eating, they began to get rid of the cargo of wheat to lighten the ship.
6. In spite of their best efforts, the ship ran aground and broke apart. The soldiers did not want their prisoners to escape. So they planned to kill the prisoners. Because of Paul, however, the centurion prevented the killings and commanded everyone who could swim to jump overboard and try to get to shore. The rest had to float to shore on pieces of the ship as it broke apart. All 276 men were able to get to nearby land, which they soon learned was the island of Malta (or Melita), about 60 miles south of Sicily. [Today this area is called “St. Paul’s Bay.”]



HISTORICAL NOTE: Remember the Philippian jailor’s plan to commit suicide because he believed his prisoners had escaped (Acts 16)? Under Roman military law, any soldier charged with guarding a prisoner would receive the punishment of the one who escaped. The soldiers would not be liable if their prisoners died at sea.

7. The natives of the island were very hospitable to those who washed ashore after the shipwreck. Besides the “natives” on the island, there were also retired Roman soldiers and other Roman citizens living on Malta. They brought the desperate men food and water and started at least one fire to help them get warm. Paul decided to gather some wood to add to one of those fires.



NOTE: “Natives” is translated “barbarous” in the KJV and gives the wrong idea about the inhabitants of the island. In New Testament times, a “barbarian” was anyone who did not speak Greek. Wild savages did not inhabit the island, as the word implies today.

8. Then suddenly Paul was bitten on the hand by a poisonous snake that had come out from its hiding place because of the heat from the fire. The islanders immediately concluded that he must have been a murderer and was receiving his just reward. But when Paul shook off the snake into the fire and didn’t die, they suddenly changed their minds and believed him to be a god. News about this stranger with great power spread all over the island. One of the wealthy citizens of the island, Publius, provided hospitality for the weary travelers for three days. His father was very sick with a fever and dysentery. Paul went into Publius’ house, prayed over his ailing father, and the man was immediately cured. News of this miracle spread quickly; others who were sick came to Paul to be healed. Luke probably had a part in helping the sick as well.



NOTE: Publius’ father’s fever may have been “Maltese fever,” which was likely caused by a microorganism found in the milk of the Maltese goats.



NOTE: Remember the purpose of miracles: to confirm that the words spoken by God’s messengers were the words of God (Mark 16:20; Hebrews 2:3-4).



RECOMMENDED READING FOR TEACHERS: See “[Modern-Day Miracles, Tongue-Speaking, and Holy Spirit Baptism: A Refutation—Extended Version](#)” by Dave Miller on the Apologetics Press Web site for a discussion of the purpose and time period of miraculous activity.

9. After three months on Malta, the voyage to Rome began again. The ship docked at Puteoli (west of Naples, Italy) for seven days and then went on to Rome. The brethren there heard about Paul’s arrival and came to greet him at Three Inns (about 33 miles away) and the Appii Forum (about 43 miles away). [Remember Paul’s deep desire to see the Roman Christians one day. See Romans 15:24.]
10. Once in Rome, Paul asked all of the Jewish leaders to visit him so that he could explain why he was a prisoner. They had not received any news—good or bad—about Paul from his Jewish accusers in Palestine. Paul used other opportunities to tell the Jewish leaders about the Savior who had come and died, just as the Old Testament prophecies foretold. Some believed and some did not. During his two years in Rome, Paul was allowed to live under house arrest (i.e., the Romans provided a house instead of a jail cell, but he was still guarded by a soldier). Friends could visit him, and there were plenty of people whom he could teach about Jesus. He also used his time to write letters (in particular, Ephesians, Philippians, Colossians, and Philemon).
11. Luke, the author of Acts, does not tell us what happened to Paul after this. If no charges were formally brought against him and his accusers did not appear, Paul would have been automatically freed at the end of two years. According to tradition, he was able to go on to Spain as he had hoped (Romans 15:24). He was later arrested again, tried and condemned, then executed by order of Nero.
12. Paul knew that God would keep His promises, and he never wavered in his belief and trust in God. God promised Paul that he and the others would survive the shipwreck, and they did. God had promised Paul that he would preach in Rome, and he did. God had promised that the apostles would be able to perform miracles and would not be hurt by snakebites (Mark 16:15-20), and Paul was living proof that God kept those promises. Today we are promised that we will be saved if we obey God’s Word (Matthew 7:21). We will get to go to heaven with Him. God has promised us many other things, including help to overcome temptations (1 Corinthians 10:13). We can be sure that God will keep His promises to us, just as He did for Paul and the other Christians in the early Church.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Shipwrecked Coloring Sheet](#)” (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 24 provided in activity sheets)
- Make a cardboard “ship” out of a box which is large enough for one or two kids to get inside. While playing a CD of storm noises, let the children pretend they’re in a ship. Let them “crash”

their ship against some “rocks” and swim to safety.

- Help each child trace his/her footprint on a piece of paper. Let each one copy one of the shorter verses from the “Standing on the Promises” game in the OLDER CHILDREN’s activities. Or trace their feet around verses you have already written on paper.
- Paul’s Travels board game: Use a board game, like Chutes & Ladders® or Candyland®, to ask review questions about this and previous lessons. If your class is too large to use one board, divide the class into smaller groups and let them test their memories. Another option: Ask a review question to each child. If he answers correctly, he can roll one dice and move on the board the number of spaces indicated on the dice. For a full-color generic board game and game cards, see dtk-bible.com/sslgame.htm.

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 24 provided in activity sheets)
- Paul’s Travels board game: Use a board game, like Chutes & Ladders® or Candyland®, to ask review questions about this and previous lessons. If your class is too large to use one board, divide the class into smaller groups and let them test their memories. Another option: Ask a review question to each child. If he answers correctly, he can roll one dice and move on the board the number of spaces indicated on the dice. For a full-color generic board game and game cards, see dtk-bible.com/sslgame.htm.
- Write six to eight main events from today’s lesson on ship cutouts (or strips of paper). Mix them up and have the children put them in chronological order. (Make several sets, divide the class into pairs, and have pairs work together.) (“[Ship Cutouts](#)” provided in activity sheets)
- “[Acts Crossword Puzzle](#)” (provided in activity sheets)

3rd-4th Graders:

- “[Standing on the Promises](#)” game: On separate cards, write God’s “promises” and the “conditions” for receiving those promises, as stated in Scripture. Give the children the Scripture references to look up and match the conditions with the promises (provided in activity sheets). References:
 - 1 John 1:9; Romans 10:9; 2 Corinthians 5:17; James 4:8a; Mark 16:16.
 - Add as many others as you have time to do after the lesson, such as Matthew 28:18; Matthew 11:30; James 1:17; Revelation 2:10b.(You could also make three columns on the board and do this as a class activity. One column would be for promises, another for conditions, and the third for the Scripture references.)
- Divide the class into small groups/pairs. Give them the following scriptures to find times when Paul had difficulties: Acts 9:23-24; Acts 14:5; Acts 14:19; Acts 16:22-23; Acts 21:30-31; Acts 23:12; Acts 24:27; Acts 27:39-44; Acts 28:2-6; 2 Corinthians 11:24-28.
- Write six to eight main events from today’s lesson on ship cutouts (or strips of paper). Mix them up and have the children put them in chronological order. (Make several sets, divide the class into pairs, and have pairs work together.) (“[Ship Cutouts](#)” provided in activity sheets)
- “[Acts Crossword Puzzle](#)” (provided in activity sheets)
- Write the letters of an important word or name vertically on the board. Ask the kids to help you make an anagram of clues about the word. Example: P A U L. Key words could be Prayerful, Patient, or Prisoner; Apostle; Under pressure or Under God’s protection; Loved God, Loved the lost, Listened to God, etc.
 - Another word might be S H I P W R E C K, with key words like Storm; Hungry; In

- danger or ____ ; Prayer; Wisdom of Paul; Ropes tied around ship; Escape (soldiers tried to escape); Centurion, Compassion of Paul, or Caesar (appealing to); Kindness of the centurion.
- Have the children read the following:
 - Acts 27-28 (and 25-26 if they did not do so this quarter) [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Acts 25-28 quiz from AP's [Advanced Bible Reader](#) site for the children to take.
 - *Paul the Prisoner*, by Penny Frank, Lion Publishing

SONGS:

“PAUL WAS SAILING UPON THE SEA”

(See www.dltk-bible.com/paulwassailing.html)

“I’M A HARD FIGHTING SOLDIER ON THE BATTLEFIELD” ([Click to Hear](#))

Author: Unknown*

(Tune: See Internet)

I’m a hard fighting soldier on the battlefield. (3X)

I keep on bringin’ souls to Jesus,
By the service that I yield.

I’ve got a helmet on my head, in my hand a sword and shield. (3X)

I keep on bringin’ souls to Jesus,
By the service that I yield.

You gotta walk right, talk right, sing right, pray right, on the battlefield. (3X)

I keep on bringin’ souls to Jesus,
By the service that I yield.

If I die let me die in the service of my Lord, (3X)

I keep on bringin’ souls to Jesus,
By the service that I yield.

“THANKSGIVING” ([Click to Hear](#))

Author: Unknown*

(Tune: “Jesus Loves Me”)

I’m thankful for this home of mine,
Sun and moon and stars that shine,
My parents’ loving care of me,
And all the lovely things I see.

CHORUS:

Yes, I am thankful!
Yes, I am thankful!
Yes, I am thankful,
For everything I see.

I'm thankful for my cozy bed,
Friends and toys and milk and bread,
For books to read, and songs to sing,
I thank you God for everything.

(CHORUS)

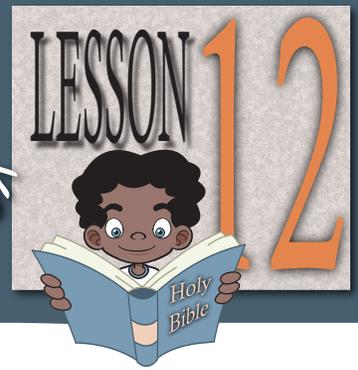
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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Shipwrecked; Safe on Malta; Imprisoned in Rome

Acts 27 and 28



New Testament 8
Part 2: ABCs OF ACTS 19-28

WEDNESDAY EVENING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 27 and 28; 1 Kings 8:56

MEMORY WORK:

YOUNGER CHILDREN: "Then Paul dwelt two whole years in his own rented house..., preaching the kingdom of God and teaching the things which concern the Lord Jesus Christ" (Acts 28:30-31a).

OLDER CHILDREN: "Then Paul dwelt two whole years in his own rented house, and received all who came to him, preaching the kingdom of God and teaching the things which concern the Lord Jesus Christ with all confidence, no one forbidding him" (Acts 28:30-31).

Also help the children memorize the ABCs of Acts.

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Paul Was Sailing Upon the Sea"](#)
- ["I'm a Hard Fighting Soldier on the Battlefield"](#)
- ["Thanksgiving"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 13-26](#) Bible fact cards (provided under "N.T. 8 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- [Map of Palestine](#) (provided in map section of curriculum site)
- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)



- [Map of Paul's Journey to Rome](#) (provided in map section of curriculum site)—To demonstrate Paul's trip to Rome, move a small ship (made from card stock) from place to place. Would be a good idea to mount the map onto a magnetic board, and put a magnet on the back of the ship so it will stick to the board as you tell about the places Paul stopped.
- Betty Lukens' felt pieces
- Life of Paul (Series 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)
- Put sand in a large plastic bin at one end, leaving about $\frac{3}{4}$ for the "ocean." Have an electric fan handy to illustrate strong winds. (You might want to add small dollops of shaving cream to the water to illustrate high waves.) Act out the story, then let the kids tell it to you.

PERSONAL APPLICATION:

I can trust God and believe what He tells me in His Word because He always keeps His promises.

INTRODUCTION:

Review [N.T. 8 Bible Fact Flash Cards](#) (provided under "N.T. 8 Bible Facts" on curriculum Web site)

POINTS TO EMPHASIZE:

Review briefly Sunday morning's lesson. (See [N.T. 8 Review Questions](#) for example questions), as well as other ABCs covered to this point.

Talk with the children more about the importance of keeping promises that **they** make, the disappointment when others do not keep promises, etc. Remind them that God **never** breaks promises—which should be very reassuring because **people** often let us down by breaking promises.

Discuss also the danger of making promises as mere human beings, in light of James 4:13-16 and Matthew 5:37. Since only God knows the future, we cannot guarantee that we will be able to keep our promises, and we would not want to lie by not fulfilling a promise. We must be humble and recognize that we cannot control the future. Instead, we should use words like, "I plan to do that," and "I'll try my best" since how hard we try is something that we **can** control.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

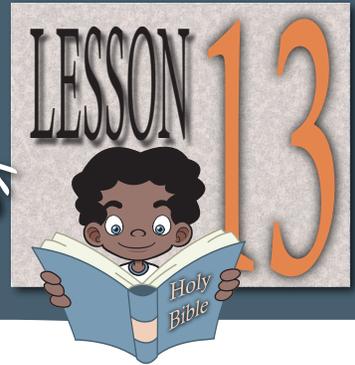
- See Sunday morning's lesson.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE "SUGGESTION" BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Review

New Testament 8



SUNDAY MORNING

POINTS TO EMPHASIZE:

1. Review [N.T. 8 Bible Fact Flash Cards](#) (provided under “N.T. 8 Bible Facts” on curriculum Web site)
2. Use learning center/activities to help review.
3. Utilize the following questions to review each lesson:

LESSON 1—MISSIONARY JOURNEYS OF PAUL BEGIN

Scripture Reference:

- Acts 13:1-12; Matthew 4:1-11; 1 Peter 2:15

Memory Work:

- YOUNGER CHILDREN: “It was necessary that the word of God be spoken to you first; but since you reject it..., we turn to the Gentiles” (Acts 13:46b).
- OLDER CHILDREN: “Then Paul and Barnabas grew bold and said, ‘It was necessary that the word of God should be spoken to you first; but since you reject it, and judge yourselves unworthy of everlasting life, behold, we turn to the Gentiles” (Acts 13:46).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- The devil does not want us to believe in/trust God and His Word. He uses other people to discourage us, to make fun of us, to tell us that God really isn’t important—just like he tricked Eve in the Garden of Eden. The best way to prepare ourselves for these attacks from the devil is to talk to God and to study His Word every day.

Review Questions:

1. Who was with Barnabas and Paul when they returned from Jerusalem?
(John Mark)
2. How did the Christians in Antioch refer to Barnabas and Paul? (As prophets and



teachers from God)

3. To where did Barnabas, Paul, and John Mark travel on their first missionary journey? (To Seleucia, the island of Cyprus, and to the provincial capital of Paphos)
4. In every city they visited, where did Barnabas and Paul go to teach? (The Jewish synagogue)
5. Who did the men meet at Paphos? (A Roman proconsul named Sergius Paulus)
6. Was Sergius Paulus a Jew or a Gentile? (A Gentile)
7. How did Sergius Paulus react to Paul and Barnabas' message? (He was amazed.)
8. Who else did Paul and Barnabas encounter on their journey? (Elymas, or Bar-Jesus, who was a sorcerer/false prophet)
9. What did Paul call Elymas? (A liar, a fraud, and a "son of the devil")
10. What happened to Elymas that caused Sergius Paulus to believe the Gospel and become a Christian? (Elymas was struck blind because of his lies.)

LESSON 2—NOT GODS, JUST MEN

Scripture Reference:

- Acts 1; Luke 24:46-53

Memory Work:

- "Nevertheless He did not leave Himself without witness, in that He did good, gave us rain from heaven and fruitful seasons, filling our hearts with food and gladness" (Acts 14:17).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- We should be careful who we set up as our examples and be careful in the example we set for others. Jesus was the best example. We should try to be like Him.

Review Questions:

1. To where did Paul and Barnabas travel in Acts 14? (Iconium)
2. Where did Paul and Barnabas go when they first got to Iconium and why? (To the synagogue to teach)
3. Who forced Paul and Barnabas to leave Iconium? (Angry, "unbelieving" Jews)
4. Where did Paul and Barnabas go when they left Iconium? (Lystra, the home of Timothy)
5. After Paul and Barnabas healed a crippled man, what did the people of Lystra believe about them? (That they must be two of the gods that they worshipped who had become men)
6. What did Paul and Barnabas do when they found out what the people believed about them? (They tore their clothes as a sign of grief.)

7. To whom did Paul and Barnabas want the glory of their miracle to go? (Jesus and the one true God)
8. Who stirred up trouble for Paul and Barnabas in Lystra? (The Jews from Antioch of Pisidia and Iconium who had followed them to Lystra)
9. What had the angry Jews that had followed Paul and Barnabas to Lystra convinced the people there to do? (To stone Paul and leave him for dead outside of the city walls)
10. What happened to Paul after the stoning? (He got up and went back into the city.)
11. Of what was Paul's instant recovery an unmistakable sign? (The power of God)

LESSON 3—OLD LAW NOT BINDING; OTHER JOURNEY

Scripture Reference:

- Acts 15; Ephesians 2; 4; Galatians 3; 4

Memory Work:

- YOUNGER CHILDREN: “[Y]ou who attempt to be justified by law; you have fallen from grace” (Galatians 5:4b).
- OLDER CHILDREN: “You have become estranged from Christ, you who attempt to be justified by law; you have fallen from grace” (Galatians 5:4).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- YOUNGER CHILDREN: God wants us to get along with one another, at school, at home, and in the church.
- OLDER CHILDREN: God wants us to get along with one another, at school, at home, and in the church without compromising what the Bible says (without changing something in Scripture just “to keep the peace”).

Review Questions:

1. What false doctrine did a group of Jews from Judea start to teach? (That to be a “true Christian,” one had to follow the Law of Moses in addition to the teachings of Jesus)
2. These Jewish Christians wanted the Church to be a “sect” of what religion? (Judaism)
3. What else did these false teachers claim about themselves? (That, like Paul and the other apostles, they had been told what to say by God)
4. Of what did Peter have to remind the Church leaders? (That he had been chosen by God to teach the Gentiles; He discouraged them from adding a requirement other than what God, Himself, had commanded.)
5. After Peter talked to the elders and apostles, what did Paul and Barnabas report? (The great things God had done among the Gentiles where they had traveled)

6. What two things did these Jewish Christians need to accept? (The Gentiles as fellow Christians, and the Gospel as the inspired commands of God with nothing added)
7. What did the elders and apostles send with Paul and Barnabas? (A letter to the church in Antioch)
8. What did the letter to the church in Antioch say? (That the Gentiles should no longer be viewed as anything other than brothers in Christ; they could be saved in the same way as the Jews.)
9. How did the early Church avoid being divided? (They were willing to listen to one another and to the men inspired of God.)
10. Today, how do we listen to the men inspired by God? (By studying the inspired Word of God—the Bible)

LESSON 4—PHILIPPIAN CONVERSIONS

Scripture Reference:

- Acts 16:6-34

Memory Work:

- YOUNGER CHILDREN: “And he brought them out and said, ‘Sirs, what must I do to be saved?’” (Acts 16:30).
- OLDER CHILDREN: “And he brought them out and said, ‘Sirs, what must I do to be saved?’... And he took them the same hour of the night and washed their stripes. And immediately he and all his family were baptized” (Acts 16:30,33).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- I must always put God first; He must always be the most important Person in my life.

Review Questions:

1. Where were the Philippian Christians from? (The Roman colony of Philippi)
2. Where was Paul told, through the Holy Spirit, not to travel? (The western part of Asia)
3. When arriving in Philippi, where and when did Paul look for a ready-made audience? (At a synagogue on the Sabbath)
4. Where did Paul and his friends decide to go when they could not find a synagogue? (To the riverside)
5. Who did Paul and his friends find at the riverside? (A group of women gathered to pray)
6. What was the name of one of the women in the group at the riverside? (Lydia)
7. Where was Lydia from? (Thyatira)

8. What were Lydia and the other women eager to do? (To listen to these men teach about Jesus)
9. When Lydia learned about Jesus and the Church, what did she do next? (She and her entire household were baptized immediately.)
10. What did Lydia do after she was baptized? (She opened her home and begged Paul and the other men to stay for a while longer)

LESSON 5—QUESTIONS AND QUARRELS AT T.B.A.M.

Scripture Reference:

- Acts 17; 2 Timothy 2:15; 1 John 4:1; 1 Thessalonians 5:21

Memory Work:

- YOUNGER CHILDREN: “These were more fair-minded...in that they...searched the Scriptures daily to find out whether these things were so” (Acts 17:11a).
- OLDER CHILDREN: “These were more fair-minded than those in Thessalonica, in that they received the word with all readiness, and searched the Scriptures daily to find out whether these things were so” (Acts 17:11).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- I must read and study my Bible every day and be willing to put into practice what I learn from it.

Review Questions:

1. After Paul and Silas left Philippi, where did they travel? (Thessalonica)
2. Who was with Paul and Silas on this journey? (Timothy)
3. Was there a synagogue in Thessalonica? (Yes)
4. How long did Paul preach to the Jews in the synagogue of Thessalonica? (Three weeks)
5. How did the Jewish leaders feel about Paul’s message? (They felt threatened by it and were jealous that so many were listening to Paul.)
6. Of what did these Jewish leaders accuse Paul and Silas? (They accused them of being revolutionaries who encouraged treason against Caesar. They were called men who had “turned the world upside down” with their teachings about Jesus.)
7. After the Christians in Thessalonica helped Paul, Silas, and Timothy get out of town, to where did the three men travel? (Berea)
8. To where did the Christians send Paul when the Jewish leaders followed Paul and his friends to Berea? (Athens)
9. What conditions did Paul encounter in Athens? (There were many idols in the city.)

10. At what special place did Paul preach to the people of Athens? (Areopagus, also called Mars Hill)

LESSON 6—RESIDING WITH FRIENDS IN CORINTH; REASONING WITH APOLLOS

Scripture Reference:

- Acts 18; Ecclesiastes 4:9-12; Proverbs 17:17; Romans 12:16; John 15:12

Memory Work:

- YOUNGER CHILDREN: “And many of the Corinthians, hearing, believed and were baptized” (Acts 18:8b).
- OLDER CHILDREN: “Then Crispus, the ruler of the synagogue, believed on the Lord with all his household. And many of the Corinthians, hearing, believed and were baptized” (Acts 18:8).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- Good friends help us do what God wants us to do. God is our special Friend.

Review Questions:

1. To where did Paul travel after he left Athens? (Corinth)
2. What type of work did Paul do while he was in Corinth? (Tent making)
3. Who were Paul’s friends in Corinth that were also tent makers? (Aquila and Priscilla)
4. What did Paul do when he became so disgusted with the Jews’ lack of faith and unwillingness to study the Scriptures? (He shook out his clothes as a sign of his disappointment and anger.)
5. How did God reassure Paul that he was safe to preach in Corinth without fear? (He spoke to Paul in a dream, promising to be with him.)
6. How long did Paul stay in Corinth? (A year and a half)
7. Who was Crispus? (He was the “ruler of the synagogue,” or a wealthy man who was responsible for the worship service of the synagogue.)
8. How did Crispus and his family respond to the Gospel message? (They believed and were baptized.)
9. What leader did the unbelieving Jews choose to make a judgment against Paul’s teachings? (Gallio)
10. What did the angry Jews do when Gallio refused to take action against Paul? (They took Sosthenes and beat him in front of the proconsul to show their power.)

LESSON 7—SPEAKING OUT AGAINST WITCHCRAFT; SILVERSMITH'S STRIKE

Scripture Reference:

- Acts 19:11-41; Isaiah 44:9-20; Leviticus 19:4,31; Deuteronomy 18:9-14

Memory Work:

- YOUNGER CHILDREN: “When they heard this, they were baptized in the name of the Lord Jesus” (Acts 19:5).
- OLDER CHILDREN: “Then Paul said, ‘John indeed baptized with a baptism of repentance, saying to the people that they should believe on Him who would come after him, that is, on Christ Jesus.’ When they heard this, they were baptized in the name of the Lord Jesus” (Acts 19:4-5).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- No one is more powerful or more important than God. He doesn't want us to be superstitious (give examples).

Review Questions:

1. To where did Paul travel after he left Corinth (toward the end of his second missionary journey)? (Ephesus)
2. Who took haven in Ephesus (during Paul's third missionary journey)? (Magicians and soothsayers)
3. How long did Paul stay in Ephesus (during his third missionary journey)? (Three months)
4. What was used in Acts 19:11-12 in a miracle to prove God's power? (Paul's handkerchiefs and aprons)
5. What did many of the Jews and Gentiles do to prove their repentance? (They burned their books about magic.)
6. Who did Paul send to Jerusalem and then to Rome? (Timothy and Erastus)
7. Who in particular was upset about Paul's teachings against idolatry? (Those who made the idols of Diana/Artemis)
8. Who led much of the city's population to gather and protest at the amphitheatre? (Demetrius, a silversmith)
9. Who was chosen by the Jews of the city to speak to the crowd to explain their position? (Alexander)
10. How long did the crowd shout and riot in the amphitheatre? (For two hours)
11. Who was finally able to quiet the crowd, and of what did he remind the crowd? (The city clerk; He reminded them that Paul and his friends had done nothing illegal, but that the massive assembly was illegal.)

LESSON 8—TERRIBLE FALL IN TROAS (EUTYCHUS); TEARFUL FAREWELL

Scripture Reference:

- Acts 20:6-11; 1 Corinthians 11:17-26

Memory Work:

- **YOUNGER CHILDREN:** “Now on the first day of the week, when the disciples came together to break bread” (Acts 20:7a).
- **OLDER CHILDREN:** “Now on the first day of the week, when the disciples came together to break bread, Paul, ready to depart the next day, spoke to them and continued his message until midnight” (Acts 20:7).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- Worship is one way we show God that we love Him and how grateful we are for all He has done for us. Because I love God, I will do my best to follow His directions in the New Testament about when and how to worship Him.

Review Questions:

1. After the riot in Ephesus, to where did Paul travel next? (The city of Troas)
2. Where does Acts 20:7 say that the Christians came together to worship God? (In a room that was on an upper level of a building)
3. How long did Paul preach in this room? (Until midnight)
4. Who was sitting on the window ledge? (Eutyclus)
5. What happened to Eutyclus? (He got so sleepy during Paul’s lesson that he fell out of the window, and he hit the ground so hard that he died.)
6. What did Paul do to Eutyclus? (With God’s help, he raised him from the dead.)
7. What did this miracle prove? (That the man preaching, and the message he was preaching, were from God)
8. Why did the Christians come together to worship on the first day of the week? (Because Jesus rose from the dead on the first day of the week)
9. What did Christians in New Testament times do when they gathered to worship God? (They came together to learn from God’s Word, to pray and sing together, to spend time encouraging one another, to take the Lord’s Supper, and to give of their means to the work of the Church.)

LESSON 9—UPROAR IN JERUSALEM; VALIANT DEFENSE; VALUABLE CITIZENSHIP

Scripture Reference:

- Acts 21:27-22:29

Memory Work:

- YOUNGER CHILDREN: “You see, brother, how many myriads of Jews there are who have believed, and they are all zealous for the law” (Acts 21:20b).
- OLDER CHILDREN: “And when they heard it, they glorified the Lord. And they said to him, ‘You see, brother, how many myriads of Jews there are who have believed, and they are all zealous for the law’” (Acts 21:20).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- We should be thankful that we can come to Bible class, worship God, read our Bibles, and tell others about Jesus—and never take those blessings for granted.

Review Questions:

1. What is an “uproar?” (When people get really upset about something and express their anger outwardly)
2. Who caused the uproar in Acts 21? (A large crowd of Jews in Jerusalem who wanted to kill Paul and try to stop him from teaching about Jesus)
3. Where did Paul go at the end of his third missionary journey? (Jerusalem)
4. What happened to Paul in the Temple in Jerusalem? (An angry mob dragged him out of the Temple and started beating him, hoping to kill him.)
5. Who rescued Paul from the angry mob? (A Roman captain and some of his soldiers)
6. What did Paul do when the crowd got out of control? (He spoke to the Roman captain in Greek and asked if he could speak to the angry crowd.)
7. What language did Paul use to speak to the angry crowd? (Hebrew)
8. What did Paul tell this crowd of Jews? (How he became a Christian, and how God had sent him to many places to teach Jews, as well as non-Jews, about the same Jesus he met on the road to Damascus)
9. Which part of Paul’s sermon made these Jews angry? (When he said that he had been sent to the Gentiles)
10. When the Roman captain agreed to have Paul beaten, what did Paul ask him? (He asked him if it was lawful to beat a Roman citizen.)

LESSON 10—WAITING TO KILL PAUL; WAITING ON TRIAL; X-TREME CHARGES AGAINST PAUL; X-CUSES FROM FELIX

Scripture Reference:

- Acts 22:30-23:35

Memory Work:

- YOUNGER CHILDREN: “I have lived in all good conscience before God until this day” (Acts 23:1b).
- OLDER CHILDREN: “Then Paul, looking earnestly at the council, said, ‘Men and brethren, I have lived in all good conscience before God until this day’” (Acts 23:1).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- YOUNGER CHILDREN: I can be a helper like Paul’s nephew.
- OLDER CHILDREN: I should be willing to do whatever I can to help others so that others will see my love for the Lord by my actions.

Review Questions:

1. After finding out that Paul was a Roman citizen, where did the Roman soldier send him? (To the Jewish council called the Sanhedrin)
2. Who was the high priest on the Jewish council? (Ananias)
3. What statement did Paul make to the Sanhedrin that made the Jews angry? (He told them that he had “lived in all good conscience before God.”)
4. What did Ananias order the men standing next to Paul to do to him? (To slap him on the face for making the statement)
5. What did Paul call Ananias? (A whitewashed wall)
6. What made the Sadducees who were on the council angry? (When Paul tried to talk about the resurrection)
7. Who on the council decided that Paul had done nothing wrong after all? (The Pharisees)
8. During the night, while Paul was in prison, what did God say to him? (To “be of good cheer”)
9. When he found out that Paul was in danger, where did Claudius Lysias, the commander of the guards, send Paul? (To Caesarea)
10. To whom did Claudius Lysias write a letter? (To Felix, the governor in Caesarea)

LESSON 11—YET UNTRIED BY CAESAR; ZEALOUS FOR GOD BEFORE AGRIPPA

Scripture Reference:

- Acts 22:30-23:35

Memory Work:

- YOUNGER CHILDREN: “For if I am an offender, or have committed anything deserving of death, I do not object to dying” (Acts 25:11a).
- OLDER CHILDREN: “For if I am an offender, or have committed anything deserving of death, I do not object to dying; but if there is nothing in these things of which these men accuse me, no one can deliver me to them. I appeal to Caesar” (Acts 25:11).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- I can be zealous for God (excited and devoted to being a Christian), using opportunities I have every day to be a good example and to teach others about Jesus.

Review Questions:

1. Who was Felix? (The governor of Palestine)
2. How long had Paul been in jail waiting for Felix to put him on trial? (Two years)
3. Who was appointed to replace Felix? (Festus)
4. How long did it take Festus to get a tribunal in Caesarea to hear for himself the charges against Paul? (Two weeks)
5. What decision did Festus make about Paul? (That the charges against Paul were false, and that Paul was innocent)
6. When Festus decided to send Paul to Jerusalem for another tribunal, who did Paul say he wanted to hear his case? (Caesar)
7. While visiting Festus, who wanted to hear what Paul had to say? (Herod Agrippa II)
8. Who had traveled with Agrippa to see Festus? (Agrippa’s sister, Bernice)
9. What was Agrippa’s response to Paul’s message? (It made him uncomfortable. So he said that Paul must be out of his mind.)
10. Where was Paul sent after speaking with Agrippa? (Rome)
11. Where did Paul stay while in Rome? (A rented house with a guard)

LESSON 12—SHIPWRECKED; SAFE ON MALTA; IMPRISONED IN ROME

Scripture Reference:

- Acts 27 and 28; 1 Kings 8:56

Memory Work:

- YOUNGER CHILDREN: “Then Paul dwelt two whole years in his own rented house..., preaching the kingdom of God and teaching the things which concern the Lord Jesus Christ” (Acts 28:30-31a).
- OLDER CHILDREN: “Then Paul dwelt two whole years in his own rented house, and received all who came to him, preaching the kingdom of God and teaching the things which concern the Lord Jesus Christ with all confidence, no one forbidding him” (Acts 28:30-31).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- I can trust God and believe what He tells me in His Word because He always keeps His promises.

Review Questions:

1. What was the name of the centurion in charge of the prisoners on the ship to Rome, and how did he treat Paul? (Julius; He was kind and respectful toward Paul.)
2. How is Paul’s voyage by sea described in Acts 27? (They sailed slowly for many days and arrived with difficulty.)
3. How did Paul advise the centurion? (To keep going would be very dangerous)
4. What had an angel of God told Paul about the big storm? (That although the ship would be lost in the storm, no one would be killed)
5. What encouraged the other men on the boat when they had given up hope? (Paul’s statement in Acts 27:25 that he trusted God, and his example of confidence)
6. When the ship ran aground and broke apart, what did the soldiers want to do to keep the prisoners from escaping? (They wanted to kill the prisoners.)
7. Who stopped the soldiers from killing the prisoners and why? (The centurion, because he respected Paul)
8. To what island did all the men from the ship swim? (The island of Malta)
9. What happened to Paul when he was gathering firewood? (He was bitten on the hand by a poisonous snake, but he did not die.)
10. In his two years in Rome, in what condition was Paul allowed to live? (Under house arrest)