



Acts

Teacher's Manual

Written By
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Guide For Teachers

Your Workbook

It is recommended that you write notes for yourself in a larger notebook to teach from. You will want to cover some portions of the text that is not touched on in these questions. Do not feel obligated to discuss every question in the workbook, especially if you prefer some of the activities from the text. Manage your time by choosing what you want to accomplish in each class.

Class Starters

These should not take more than 5 minutes. 2-3 minutes is great.

Class Activities

You will not get to any of these if you don't plan. Manage your time in the text. You don't have to cover everything in the chapter to have a profitable class.

Other

It is recommended you have a wall map in the classroom for reference during this study.

Prior to the start of class, create a wall chart for the cases of conversion to be filled in as you go. Refer to lesson 2 Activities.

One week during this 6 month study is skipped so as to allow the High School class to attend the adult class during a gospel meeting.

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CLASS STARTER

Present a short background to the book of Acts including the author (Luke), the address to Theophilus (1:1), and the similarities to the end of Luke.

QUESTIONS (in student workbook)

1. Why were the apostles to stay in Jerusalem? What were they waiting for? When would this happen?
2. What question was asked of the apostles after Jesus' ascension? How will Jesus return to the earth (Matt. 16:27)?
3. How many apostles are recorded in Scripture as of the end of Acts 1?
4. When the apostles were filled with the Holy Spirit, what did they do? What verse(s) from chapter 1 do these events correspond to?
5. Who heard the sound from heaven? What was their response?
6. What explanation did the mockers give for these things?
7. The people were saying to one another, "what does this mean" (2:12). What does Peter say it meant?
8. What accusation does Peter make to the Jews (2:36)?
9. In 2:37 what does "pierced" (NAS) or "pricked" (KJ) mean? What attitude of heart can be determined by their question?
10. Verse 40 has Peter exhorting the Jews to "be saved."
 - A. How did they accomplish this?
 - B. What word did they receive?
11. Who does the adding to the church (2:47)?

CLASS ACTIVITIES (optional at your discretion)

Most of your time in this class period will be devoted to getting through two chapters, so you may not get to any activities. Covering chapter two well is the priority. Here are two ideas if your students are on top of things and you have some time.

Discussion About Judas Deal here with the text from Acts 1:15-26. Specifically address how Judas died (v.18) compared with Matthew 27:5.

Race To Ten Divide the class into two even teams (as close as possible). Students will answer a question for their team to gain one point. It is recommended that current players stand near the teacher, behind a stand, or in a certain spot away from their team. No collaboration from the team for the student answering (try not to let the player be able to see the team). Each team can play a "veto" if the rest of the team wishes to change the answer. Only one veto for the game. First team to ten wins. Ties remain a tie. For prep, you must generate at least double the number of questions as there are students to ensure you do not run out. Make these general factual questions from chapter 1–2. After writing them, order them from easiest to hardest and tell the students they will be presented that way. Plan on them missing some (make them hard enough). (Allow 6-10 minutes, make this move quickly - perhaps true/false, or multiple choice)

CLASS STARTER

Have students name all of the apostles. This chapter speaks of Peter and John. Have students identify their previous occupations, and any relatives that they know (such as James the brother of John). Review all 14 apostles named in Scripture.

QUESTIONS (in student workbook)

1. How does the beggar's physical condition in verse 2 compare with those who are supposedly 'miraculously healed' today?
2. Describe what the healing would have looked like based on verse 7. What physically changed in his condition?
3. What was the result of this miracle in the witnesses?
4. What point(s) in Peter's sermon (v.12–19) do you believe would have been of particular interest to the listeners?
5. What were these people told to do to receive forgiveness?
6. Explain what "times of refreshing" are (v.19).
7. How powerfully would Peter's reference to Moses (v.22) and Abraham (v.25) have impacted the hearers?
8. What are "these days" announced by the prophets (v.24)?

CLASS ACTIVITIES (optional at your discretion)

Locations Bring a few maps and drawings to class to help students understand where the events of this chapter take place. Identify with them the location of the temple (v.1) [you may want to cover the actual times of the "ninth hour"], the Beautiful Gate of the temple (v.2, 10), and the Portico of Solomon (v.11). Discuss how none of these events were done in secret, but very public and known by many.

Wall Chart You are recommended to start a call chart (poster board or large paper for a bulletin board). Lay out a grid with titles across the top: Hear, Believe, Confess Jesus, Repent, Be Baptized, Rejoicing. Down the left edge of the grid you will mark references. Start the chart by looking back to the account in Acts 2 (filling in the appropriate boxes with a verse reference) then fill in the next line by examining the account in Acts 3. Discuss how we cannot look at just one account, but must look at all that has been revealed on the topic of salvation, how we will examine all the cases of conversion in Acts on this chart.

Purpose of Miracles If time allows you could have a brief discussion on this topic. Pull together some passages that demonstrate why miracles were performed. This is not to be a discussion of "miracles have ceased," though you may wish to mention it. That discussion will occur later in the study.

CLASS STARTER

Do a little research prior to class about how Islam and the Koran teach that Jesus was not the Son of God. Present a few quotes from the Koran to the class. Then discuss the anger of some radical Islamists and compare it with the anger of the Jewish leaders in Acts 4. Conclude the discussion with how the truth of Jesus Christ polarizes people to one side or the other.

QUESTIONS (in student workbook)

1. What were the priests and Sadducees upset about?
2. What was the result of Peter and John's preaching in chapter 3 (4:4)?
3. What importance does Peter attach to the name of Jesus (v.12)?
4. What were the Jewish leaders amazed about as they watched Peter speak (v.13)?
5. What reply did the priests offer to Peter's statement (v.14–18)?
6. Why did Peter and John refuse to obey (vs. 19–20)? Scripture says to obey those in authority (Titus 3:1)!
7. After hearing of what the elders did and said to Peter and John, what was the prayer of the believers (vs. 24–30)?
8. Describe the unity in the church according to Acts 4.
 - A. Where did the church exist geographically?
 - B. Why were some having to sell their property (vs.32–37)?
9. Why was money laid at the apostles feet (vs. 35, 37)?

CLASS ACTIVITIES (optional at your discretion)

Authority Have the students identify the apostle's answer to the question in 4:7. Discuss why we also need to be concerned about authority in religious practice.

Speaking With Confidence And Boldness (corresponding with question 7 above). Have students identify what we are saying to others (with confidence and boldness). Place responses on one side of the white board. Have students speculate at what the believers were saying (with confidence and boldness - Acts 4). Place responses on the other side of the white board. Compare answers to help learn what we ought to be saying. You may wish to NOT tell the students where you are going with this comparison, just start by asking them the kinds of things they speak to others about. It will make the comparison stronger.

Persecution Locate 4–5 references indicating we as Christians will be persecuted (as were the apostles at the beginning of this chapter). Have a student read one and relate the meaning to the class. Be sure to include 1 John 3:13 in your list.

CLASS STARTER

Using a wall map, or personal paper maps, trace the route described in both chapters.

QUESTIONS (in student workbook)

1. What did it mean to sail “under the shelter of Cyprus” (27:4), “under the shelter of Crete” (27:7), and “under the shelter of...Claudia” (27:16)?
2. What did Paul “perceive” (v.10)? Was this HIS determination or a vision from GOD?
3. What was the concern about “wintering” in a harbor? What does this tell us about the length of this voyage?
4. What was a “equeraquilo” (v.14)?
5. Explain what was done to the ship in 27:16–17.
6. How did Paul know there would be no loss of life (27:21–26)? How does this compare with his earlier perceptions?
7. What did the sailors attempt to do (27:27–32)?
8. When the ship became stuck on a reef, what was the plan of the soldiers (27:41–44)? Why?
9. Why did the natives of Malta think Paul was a god (28:1–6)?
10. Why did Paul heal some (28:7–10)?
11. Who met Paul at Rome (28:11–15)? Is it who you would have expected?
12. How was Paul imprisoned in Rome (28:16)?
13. What “sect” is referred to in 28:22?
14. How many were coming to hear Paul speak (28:23)?
15. What was their response to the gospel message (28:24–31)?

Class Activities (optional at your discretion)

Purpose of Miracles In lesson 2 there was (perhaps) a brief discussion of why miracles were performed. If not done then, do it now (based on 28:8–9). This should include a discussion of how “miracles have ceased,” with some examination of 1 Corinthians 13.

How To Persuade Have students tell how Paul attempted to persuade those who were listening (point to 28:23–24). Make application by asking students how to persuade someone on the following topics:

- A. Baptism (an easy topic)
- B. No instrumental music in the worship assemblies
- C. The Bible is the inspired word of God (a harder topic)
- D. Man is not saved at the point of belief (as so many believe and teach)

Conclude this discussion by pointing to how God has given His word that we might be able to know and logically believe. The evidence has been given to cause belief (John 20:30–31).

Chronology Review Create cards or slips of paper with an event on each (a business card size works great). Have at least one event from each chapter (28 events), and more would be better (perhaps a total of 35–40). Shuffle the stack and have students place in Scriptural order. Allow them to look at their Bibles if needed.

This same activity can be altered by randomly passing out the cards (so that each student gets 3 or more) and you put papers on the paper with chapter numbers. Have all the students stand around the table and time how quickly they can place all the cards (group effort done all at once). Have them aim for less than two minutes. This can be repeated by reshuffling the cards and attempting a better time. You could use some students to verify if correctly placed.

CLASS STARTER

From verse 3, discuss the involvement of the Holy Spirit in the lives of the apostles. Include a consideration of John 14:16–17, 26.

QUESTIONS (in student workbook)

1. Why such a severe punishment for Ananias and Sapphira?
2. How was this a test of the Spirit of the Lord (v.9)?
3. What was the result of these things (v.11)?
4. How was the church growing at this point in time? How had the reputation of the apostles spread? (vs.14–16)
5. What event perplexed the Jewish leaders (v.24)?
6. Who was more popular with the people now, the apostles or Jewish leaders (v.26)?
7. When brought before the council again, what is said to Peter and what is suspiciously overlooked (v.28)?
8. Peter’s reply to why he did these things was: “we must obey God rather than men” (v.29). How does this passage apply to religion today?
9. Based on this response (vs. 28–34), what were the intentions of the Jewish elders?
10. Who prevented this and how (vs. 34–39)?
11. What was the attitude of the apostles after being flogged? Did this stop them from speaking boldly (vs. 40–42)?

CLASS ACTIVITIES (optional at your discretion)

Wrong Motives Have students identify the wrong motives from the following. Feel free to embellish, leave out, or add to this list.

- A. Ananias brought a portion of the money and lied saying it was all (5:1–10).
- B. The High Priest and associates rose and put the apostles in jail (5:17–18).
- C. They were cut to the quick and intended to kill them (5:33).
- D. While with a group of friends, one friend condemns your belief about baptism as necessary for salvation and proceeds to make you look bad by saying many false things about you.
- E. You always put your name on a “Go Fund Me” donation to help someone with medical bills. (Include Matt. 6:1.)
- F. You obey your parents to get what you want.
- G. You attend worship services to please your parents.

One Voice Alone (This is pointing to the behavior of Gamaliel at the end of the chapter). Lead students in a discussion of how one lone voice can persuade others in a direction of righteousness, or at least disuade them of sin. Include consideration of the courage needed to speak up in the crowd, to state the truth, and to be convicted of something that is different from everyone else. Work to indicate this will (many times) be the reality they will face.

CLASS STARTER

Present to the students a brief explanation of what a “Hellenistic Jew” (6:1) was and why there were poor attitudes between them and other Jews. (You are encouraged to prepare by examining www.bible-history.com/isbe/H/HELLENISM%3B+HELLENIST or other resources.)

QUESTIONS (in student workbook)

1. What complaint arose among the believers (6:1)?
2. How did the apostles take care of this (6:2–6)?
3. Of what significance was the laying on of the apostles hands (v.6)?
4. Relate again the state of the church at this point in Acts. What are we told in this chapter (6:7)?
5. What do we know of Stephen (6:8–10)?
6. What charges were brought against Stephen (6:11–14)?
7. How did Stephen take advantage of the opportunity to speak (7:1–50)?
8. What do you suppose might have been the thinking of the elders during verses 1–50?
9. What stinging accusation does Stephen make (v.51)?
10. If Stephen was full of “wisdom and the Spirit” (6:10), do you think he knew what would be the result of his preaching? What might this reveal of his character?
11. Define “cut to the quick” (7:54).
12. Who rushed upon Stephen? Why did they cover their ears (7:57)?
13. What two statements does Stephen make while being stoned?

CLASS ACTIVITIES (optional at your discretion)

Historical Timeline Review Create a set of cards (or slips of paper), each containing one historical event mentioned by Stephen in chapter 7. I would recommend creating at least 15+ events. Pass all the cards out to the class and ask them to place them in chronological order. A table will be helpful for this activity, or (alternately) you can pin them to a bulletin board where students can move them around. They may or may not look at the text. Expect students to accomplish this in less than 5 minutes.

Cut To The Quick (see questions 11). Compare the attitudes expressed in this reading with Acts 2:37–38. Discuss why there are differences and how those same differences are evidenced today when people are confronted with the truth.

Other Concepts To Address If time allows, you may wish to try and identify some of the more difficult things from this text.

- A. Why the use of false testimony was so needed (6:11–14).
- B. How did they know what a face of an angel looked like (6:15)?
- C. Figurative meaning of “stiff-necked and uncircumcised...” (7:51).
- D. How was the law ordained by angels (7:53)?
- E. What is meant by Stephen being “full of the Holy Spirit” (7:55)?

CLASS STARTER

Review quickly the events of chapters 23–25 which led to Paul standing before Agrippa. Be sure to include why he is presently in this courtroom.

QUESTIONS (in student workbook)

1. How did Agrippa’s knowledge of the Jews differ from Felix and the Centurion who Paul had already spoken to (vs. 1–3)?
2. What does Paul tell us of his own attitude and motivations prior to his conversion (vs. 4–11)?
3. What do we know of this light that shone around Paul (v.13)?
4. Give the meaning of “kick against the goads” (v.14).
5. From all three accounts of Paul’s meeting with Jesus (9:15–16; 22:12–16; 26:16–18), what was he told his purpose was to be?
6. How did Paul “not prove disobedient to the heavenly vision” (v. 19)?
7. How does Paul take advantage of this audience as an opportunity to preach the gospel (v.20–27)?
 - A. Festus, who had supposedly heard these things already, thought what about Paul (v.24)?
 - B. How did Paul defend himself against the accusation of Festus (v.25–27)?
 - C. When Agrippa broke his silence, what was his statement (v.28)? How might this have affected him politically?
8. What was Agrippa’s determination upon hearing Paul’s case (vs. 30–32)? Does he provide any help to Festus’ problem of writing charges down for Caesar?

Class Activities (optional at your discretion)

Taking The Opportunity Lead students in a discussion of how we need to take advantage of opportunities to speak about why we believe, and generally tell why we obeyed the gospel. Relate to Paul telling his personal account in this chapter, as well as relating to 1 Peter 3:15. Try to get students discussing what level of information they should try to convey, depending on the opportunity.

Reputation Paul makes a strong appeal to his own reputation from a youth up (vs. 4–5). This was such a strong evidence that even the charge of being “mad” had no effective result in the mind of Agrippa (vs.24–28). Have students answer and discuss the following:

- A. What importance does your reputation play in speaking with others about the gospel?
- B. What type of things must we be careful about to ensure we maintain a good reputation? (be sure to include 1 Tim. 4:12.)
- C. How might Facebook or other social media effect your reputation? (Discuss appropriate photos to post, “like’s,” and comments.)

CLASS STARTER

Review (very quickly) the Class Starter from lesson 20 with emphasis on the Roman legal system. Placing a quick chart on the board may be helpful throughout the class period.

QUESTIONS (in student workbook)

1. Who was Tertullus? Why was he present? (24:1)
2. How did the Jews approach at prosecution differ from their presentation before Felix (24:2–9)?
3. What does Paul say of the charges the Jews brought against him (24:10–13)?
4. What did Paul admit (24:14–21)?
5. Why did Felix put off the Jews (24:22–23)?
6. What message of truth was Paul preaching to Felix (24:24)?
7. Why did Felix become frightened (24:25)?
8. What does it mean, “he was hoping that money would be given him by Paul” (v.26)?
9. How many of those who made an oath (23:12) kept it (24:27)?
10. Did the Jews forget about Paul? Why was their anger so strong? (25:1–4)
11. Why did Paul appeal to Caesar (25:6–12)? What is significant about this?
12. Who was Agrippa (25:13)? What was his position in the government?
13. In 25:19, what does Festus say the accusations of the Jews were?
14. Why did Festus want Agrippa to hear Paul’s case (25:23–27)?

CLASS ACTIVITIES (optional at your discretion)

Sect Of The Nazarenes (based on 24:5). Ask Students: *Why was this name applied to Paul?* Be sure to see the connection to Paul’s response in 24:14.

Sermon Points (based on 24:25). For each of the three points in Paul’s sermon, have students give evidence from Scripture which must believe/obey. You should have a few references prepared before hand. (1) Righteousness (2) Self Control (3) Judgment to come. If time allows these can each be excellent discussion starters of how we are to live as a Christian (our understanding, motivation, and behaviors).

CLASS STARTER

Discuss with the class what a “Samaritan” was and the location of “Samaria” (v.5). Emphasize how the gospel had only been preached to Jews in Jerusalem up to this point.

QUESTIONS (in student workbook)

1. What role did Saul take after the stoning of Stephen (vs.1–3)?
2. What was the result of the persecution (v.4)?
3. What did “proclaiming Christ” (v.5) include? (Cite references from verses 5–13)
4. Why had the people of Samaria given attention to Simon (vs.9–11)?
5. What was the response of the other apostles upon hearing of the converts in Samaria (v.14)?
6. How was the Holy Spirit bestowed (vs.14–17)? What did this mean?
7. What was the sin of Simon? How was he told to return to a right relationship with God? (v.18–23)
8. How did Philip end up in the middle of a wilderness (vs.25–27)?
9. What do we know of the man from Ethiopia (vs.27–28)?
10. Philip “preached unto him Jesus” (v.35). What did this include?
11. When did Philip complete the task he was sent to do (vs. 35–40)?
12. At what point was the Eunuch able to rejoice (v.39)?
13. How did Philip arrive at Azotus (v.40)? What did he do there?

CLASS ACTIVITIES (optional at your discretion)

Marked As A Disciple (from verses 1–3) Lead students in a discussion of how a person becomes known as being a disciple of Jesus. Consider how the persecution in this chapter knew which houses to enter. Inevitably this discussion must turn to the concept of standing for the truth (as evidenced by the apostles remaining in Jerusalem). Be sure to include the devout men who made loud lamentation over Stephen (v.2) and the dangers of this action. Make application to us by considering how we will have to stand for the truth and why persecution should not prevent us (v.4).

Wall Chart Add to the wall chart the two cases of conversion from this chapter. See lesson 2 Class Activities for more details.

CLASS STARTER

Ask students: *What is “the Way” (v.2)?* Be prepared to lead them in a brief answer of this with examinations of Acts 19:9, 23: 22:4; 24:14, 22.

QUESTIONS (in student workbook)

1. How determined was Saul against Christians? What would the Jewish leaders have thought of him? (vs.1–2)
2. Was the voice from heaven something only Saul could hear (vs.3–7)?
3. What was Saul told he “must do” (v.6)?
4. What can we surmise by Saul fasting for three days (v.9)?
5. What reputation did Saul have in Damascus (vs.13–14)?
6. What did Jesus say was His plan for Saul (vs.15–16)?
7. When and why did Saul end his fast (vs.17–19)?
8. What changes did the believers in Damascus see in Saul (vs.19–22)?
9. How did the Jewish leaders come to view Saul (v.23)?
10. What problems did Saul face when he came to Jerusalem? Who spoke up on his behalf? (vs.26–28)
11. After the conversion of Saul, what happened to the persecution that began with Stephen’s stoning (v.31)?
12. Why did those in Lydia and Sharon turn to the Lord (vs.32–35)?
13. What good things do we know of Tabitha (Dorcas) (vs.36–43)?

CLASS ACTIVITIES (optional at your discretion)

Wall Chart Add to the wall chart Saul’s conversion from this chapter. See lesson 2 Class Activities for more details.

Why Saul? Lead students in a discussion as to why Jesus may have appeared to Saul? Lead them to understand Saul’s sincere convictions (even before conversion), his ability to teach (as evidenced in v.20–22), and his knowledge of Scripture (v.22). Apply by discussing how God can use us in ways we have not considered (why me?).

Map Have students identify the following locations from this chapter: Jerusalem (v.26), Damascus (v.20), Caesarea (v.30), Tarsus (v.30), Judea (v.31), Galilee (v.31), Samaria (v.31).

CLASS STARTER

Discuss the legal system of the Jews (with the High Priest as the head), as well as the Roman legal system with the commander of the Cohort (21:31) called a hearing, and Felix the Governor (23:26) as well as King Agrippa (25:13) hearing from Paul before his audience with Caesar (25:11).

QUESTIONS (in student workbook)

1. Why was it significant for Paul to mention he was educated under Gamaliel and strictly at that (22:1–3)? What did he hope to gain by this statement?
2. As Paul recounts his conversion on the road to Damascus, tell what is different in this account (22:6–16) than the first one in Acts 9.
3. Another time Jesus appeared to Paul. What did He say (22:17–21)?
4. What was the response of the Jewish listeners (22:22–24)?
5. Why was the commander afraid (22:25–29)?
6. How did the Centurion decide to get to the bottom of the disturbance (22:30)?
7. What was Paul’s opening statement? Give it’s meaning and the response (23:1–4).
8. Why does Paul seemingly apologize in 23:5?
9. How did dissension arise causing the assembly to be divided (23:6–10)?
10. Why would Jesus’ statement in 23:11 been significant to Paul?
11. What oath did some Jews make (23:12–15)? What ambush did they plan?
12. How serious was the Centurion about protecting a Roman Citizen (23:16–24)?
13. In the letter he wrote to Felix (23:25–30), how did the Centurion paint his actions? What does he state was his determination after the assembly of Jewish leaders he ordered?
14. What was to take place in the presence of Felix (23:31–35)? How might Paul have felt about this?

CLASS ACTIVITIES (optional at your discretion)

Wall Chart Add to the wall chart Saul’s conversion from this chapter. Add them to the column already devoted to Paul from chapter 9. Any additions just include the reference from this chapter.

Sects Of Jews In connection with question 9, identify differences in belief between the Pharisees and Saducees. Include how they rarely worked together in harmony, but had been doing so against Paul, as they did against Jesus.

Herod’s Praetorium Archaeological Confirmation (based on 23:35). For information, please refer to:

<https://ferrelljenkins.wordpress.com/2012/11/27/acts-24-photo-illustrations-caesarea/>
<https://ferrelljenkins.wordpress.com/2012/12/10/acts-26-photo-illustrations-herods-praetorium-and-audience-hall/>
<http://members.bib-arch.org/publication.asp?PubID=BSBA&Volume=19&Issue=3&ArticleID=7>

CLASS STARTER

Ask students: *Where does Christian brotherly love come from?* Relate the question to the many instances in this chapter, and previous ones, where the saints wept at Paul's departure to go to Jerusalem. Help them see that our love is based on our mutual relationship in Christ, the encouragement we give as we see each other standing for the truth, our personal relationships that develop because of our fellowship together in a local area. Certainly stress how love is a personal attitude and behavior (as seen in the hospitality Paul receives throughout his journeys).

QUESTIONS (in student workbook)

- Trace the cities Paul stopped at in the first 17 verses (use a map).
- While at Tyre, what did the disciples try to prevent Paul from doing (v. 4)?
- Assuming this is the same Philip (vs. 8–9) we read about in Acts 8, what do we learn of his attitude toward Paul? Is this what we might expect from most men?
- What message did Agabus give Paul (vs. 10–14)?
 - What was the response of the people who heard this?
 - What did Paul say he was ready for?
- How did the Christians in Jerusalem receive Paul (vs. 15–17)?
- What did Paul report to all the elders in Jerusalem (vs. 18–20)?
- Why did Christians desire for Paul to “keep the Law” (v.24)? Wasn't this a denial of the New Covenant in Christ?
- What was the response of the Jews upon seeing Paul in the temple (vs. 27–28)? Would Paul have known any of these people?
- What false assumption did the Jews make about Paul (vs. 29–30)?
- What were the Jews seeking to do with Paul? How was this stopped (v. 31)?
- The Centurion had trouble gathering the facts. Who did he think Paul was (v. 32–40)?
- Do you think it is odd that Paul would be allowed to address the mob while in custody (v.40)? Why didn't he claim his Roman citizenship at this time?

CLASS ACTIVITIES (optional at your discretion)

Map Do this in connection with question 1. Have students trace the third missionary journey 18:23–21:14). As in the activities on the first two journeys, do this by giving them a map (with no route on it) which they can fill in. [The websites which follow have some good blank maps with city locations.] Do not allow them to use a map in their Bible which traces the route. Ideally if you can do the same activity on a larger format (digital, or poster board) that would be helpful to them. As reviewing the route, include some information about distances between, and possible travel times, roads and dangers of such travel.

Black/White	http://printablecolouringpages.co.uk/?s=paul++journey
Color	http://wwwFOUNDATIONSforfreedom.net/dl/bibnt/NT_Historical-Acts/Acts00_Maps/Acts_Map_3-R_Journeys_Blank.gif

You may wish to create a poster size map of each journey to place on the wall of the classroom. Additionally, you may want to let students see a modern map of the same region.

Despite Great Effort Demonstrate from this chapter the effort Paul and the elders put forth to prevent problems with the Jews who were holding to the Law of Moses. Despite this effort, identify the reaction and subsequent consequences from these Jews. Discuss how we can expect a similar reaction to the truth, despite great efforts we might expend. Include how this did not stop Paul, and should not stop us.

CLASS STARTER

Ask students: *What does it mean when verse 1 tells us Cornelius was a centurion of the Italian cohort?* Be prepared to explain his role in the Roman army, his likely polytheistic background and possible Roman citizenship, as well as why he was in Caesarea rather than in Italy.

QUESTIONS (in student workbook)

- What was the attitude of Cornelius about God (vs.1–2)?
- What was Cornelius' response to the angel's message (vs.3–9)?
- What vision did Peter receive three times? What was the meaning? (vs.9–23)
- The meeting of Cornelius and Peter was a very unusual occurrence. Who was present when they finally met (vs.23–33)?
- According to verse 28 what was Peter's understanding of the events taking place?
- What did Peter finally understand about the gospel message (v.34–35)?
- When the Holy Spirit “fell upon all who were listening” (v.44), what does this mean?
- What comparison does Peter make in verse 47?
- The events which occurred with Cornelius' household are often referred to as a “Holy Spirit baptism” (based on Acts 1:5). Some argue strongly that all we need to be right with God is “Holy Spirit baptism.” Why would you disagree with this? What are we told in this chapter that refutes such a claim?

CLASS ACTIVITIES (optional at your discretion)

Wall Chart Add to the wall chart Cornelius' conversion from this chapter. See lesson 2 Class Activities for more details.

Saved At Point Of Belief? Lead students in a discussion of the false doctrine of salvation by faith. Have students demonstrate the error of the doctrine as proven in chapter 10. Point to Cornelius as being a believer, but still needing to hear truth from Peter. Once heard, the Holy Spirit came upon them (giving evidence of their belief), yet still they were commanded to be baptized (v.47–48).

CLASS STARTER

Quick Review of Chapters 1-10. There are many ways to accomplish a review. I recommend either (1) a short matching quiz on paper, (2) place events on cards (pieces of paper) and have students arrange them in order, or (3) you name an event and students must tell you which chapter it is found in (an "open book" review). Do a different type of review than was used in Lesson 5 (Class Activity).

QUESTIONS (in student workbook)

1. What was the response of the Jewish believers in Jerusalem who heard of Peter's actions from chapter 10 (vs.1-3)?
2. What new information do we learn of Peter's re-telling of the events in chapter 10? (vs.5-15)
3. What words of Jesus did Peter remember? How did this impress Him? (v.16)
4. After Peter's statements of justification for his actions, what was the response of the circumcised believers (v.18)?
5. As we have done in earlier chapters, tell what we know about the status of the church at this point in time (vs.19-24).
6. The term "Christian" was first used in Antioch (v.26).
 - A. What was the sense in which it was originally used? (You will need to refer to a Bible Dictionary or other source).
 - B. Define "Christian" as used in English today (using a dictionary).
 - C. According to verse 26 define "Christian."
7. Who was Agabus (v. 28)? What was the result of his message?
8. What is learned about the attitude of the believers toward Saul (v.30)?

CLASS ACTIVITIES (optional at your discretion)

Resolution And Authority Discuss with students how differences between brethren are resolved by turning to the authority of God. Use Peter's example from this chapter as he referred to the vision of God (v.5-10), the voice of the Holy Spirit to Peter (v.12), the angel speaking to Cornelius (v.13), and the presence of the Holy Spirit on Cornelius' house (v.15). Make an additional application to family relationships.

Salvation Statements Consider and discuss the following statements and what they reveal about how we are saved. Have students identify them in each verse, and place each on the board as you discuss.

- A. "Repentance that leads to life" (v.18). Note: repentance is not life.
- B. "Speaking the word" (v.19), "preaching the Lord Jesus" (v.20).
- C. Those who "believed turned to the Lord" (v.21). Note: believed not equated with saved.
- D. "Remain true to the Lord" (v.23).
- E. Some who were "taught" became known as "disciples" (v.26).

CLASS STARTER

Quick Review of chapters 11-19. Similar to Lesson 9 Class Starter. Do a different type of review for this lesson. Other ideas for reviewing include: (1) Students draw a card with an "event" which they elaborate on (tell the story), (2) Location names are given, students state events which occurred there, (3) You name events, students with open Bibles "race" to find the reference of the event (chapter and verse).

QUESTIONS (in student workbook)

1. Why did Paul leave Greece (vs. 1-3)?
2. Why did Paul have so many men travelling with him (v.4)?
3. What time of day might the church have gathered on the first day of the week? (vs. 7-12)
 - A. Explain what happened to Eutychus.
 - B. Do you suppose people were more attentive after this?
 - C. What was the purpose of gathering together on the first day of the week?
4. Why was Paul in a hurry to get to Jerusalem (vs. 13-16)?
5. After stopping in Miletus, who did Paul call to him (v. 17)?
6. How did Paul say he taught the Ephesians and those in Asia (v. 20)? How ought we to teach others?
7. Of what was Paul SURE about this journey to Jerusalem (vs. 22-25)?
8. What charge did Paul give these elders (vs. 26-30)?
 - A. Is this applicable to all elders?
 - B. Where do false teachers come from and what is their plan?
9. What is able to "build us up" and give us an inheritance among all them which are sanctified (v. 32)?

CLASS ACTIVITIES (optional at your discretion)

What's The Significance? Have students identify the importance the following verses for our understanding: Verse 7, Verse 27, Verses 17/28.

Helping Others From verses 33-35 discuss how we should follow Paul's example. You are encouraged to reference other New Testament passages such as Matthew 25:31-46 and James 1:27. Include how such attitudes do not always agree with our societies view of "normal".

CLASS STARTER

Prepare a short presentation to the class on the city of Ephesus including the importance of the port, wealth of the city, remains of the temple of Artemis, and photos of the amphitheatre. As much as possible, tie to the text of the chapter.

QUESTIONS (in student workbook)

- When Paul arrived in Ephesus, what question did he ask certain disciples (vs. 1–7)?
 - What was their reply?
 - What had John taught the people who had received “his” baptism?
 - When these disciples heard the teaching of Paul, what did they do?
 - When did the Holy Spirit come upon these people? What gifts did they receive?
- When those at the synagogue spoke evil of “the way,” where did Paul go to do his disputing (vs. 8–10)? How often did he teach there? For how long?
- What special miracles were worked by the hands of Paul (vs. 11–12)?
- What were some of the vagabond Jews attempting (vs. 13–17)? What response did they get?
- Many of the superstitious people who had used curious arts (magic) now show their repentance by doing what (vs. 18–20)?
- What man stirred up a great number of people against Paul (vs. 23–27)?
- What two companions of Paul were taken into the theatre by the mob (v. 29)?
- What is stated concerning the extent of the confusion of the majority of this mob (assembly), which is typical of most mobs (v. 32)?
- Who finally appeased the people? What did he say Demetrius and the craftsmen with him could do if they had a matter against anyone? (vs. 35–41).

CLASS ACTIVITIES (optional at your discretion)

Rebaptism Indicate how some believe a person cannot be baptized again (based in Catholic doctrine) and how this passage proves it false. Lead students in a discussion of how to use verses 1–7 in helping a person understand their need to be baptized for the right reasons (assuming they had been baptized as an infant, or in some denomination).

Location Discuss “Asia” as being what we know as Asia Minor and lead a quick observation of cities included in the area that would have been impacted by Paul’s two year effort in the school of Tyrannus (v.10).

Confession And Repentance From verses 18–20 discuss the importance of confession and repentance, including other New Testament references that teach on the subject. Have students apply to themselves in considering performing deeds that demonstrate repentance (Acts 26:20).

CLASS STARTER

Ask students: *Who was Herod (v.1) and of what was he king?* Be prepared with a brief historical setting of this King Herod comparing him with other king Herod’s in his family. You may wish to include the general attitude of the people toward this king.

QUESTIONS (in student workbook)

- What new persecution arose against the Christians? Why? Who was it specifically directed against (vs.1–5)?
- How many soldiers were guarding Peter (v.6)? What was Herod’s plan?
- Describe the prison and guard set-up as best you can (vs.6–10).
- What did Peter think was happening (v.9)?
- Upon realizing what had happened, where did Peter go (v.12)? What was going on there?
- What was Herod’s reaction the next day (vs.18–19)?
- Why was Herod struck dead by God (vs.20–23)? How was this accomplished?
- Despite the persecution begun at the start of the chapter, what was the result with the believers (v.24)?
- What mission had Barnabus and Saul fulfilled (v.25)?

CLASS ACTIVITIES (optional at your discretion)

The Importance Of Prayer Trace the importance in verses 5 and 12. Discuss the danger of this activity in the time of this persecution (chapter 12). Have students identify 5–6 times when they should be praying, and praying together. You may need to/want to discuss why prayer is important.

Improper Motives Ask Students: *What were the Jewish people expecting (v.11)? Why?* Be prepared to lead them to conclude the grotesque relationship between the Jewish leaders and Herod for the sake of political gain from both. Attempt to lead them in a discussion of improper motives evidenced in this behavior and compare it with improper motives we exhibit when we try to foster relationships with those who are obviously of the world and have no interest in God. If time allows, discuss the damage this does to a good reputation, and how it reflects on their family and the congregation.

CLASS STARTER

Ask students: *What was a prophet (v.1)?* Be prepared to distinguish between Old Testament prophets and New Testament prophets, the number of prophets, along with any perceived differences in their roles. Also include how people could know they were a prophet.

QUESTIONS (in student workbook)

1. Who was in the church at Antioch? How might have the Spirit spoken to them? (vs.1–2)
2. Why were some laying their hands on Barnabus and Saul (v. 3)?
3. Who was Bar-Jesus (Elymas) and what happened to him? Why did this happen to him? (vs.6–12)
4. What pattern of teaching do we see being established as they enter a city? Where do they begin? (vs. 13–14)
5. When Paul spoke to the Jews in Pisidian Antioch he gave a brief overview of the history of the Jews. What did he remind them John was saying (v. 25)?
6. What did Paul affirm of those who lived in Jerusalem (vs. 26–31)?
7. What was the good news Paul was preaching (v. 32)?
8. What was taught as necessary for forgiveness of sins (vs. 38–39)?
9. What was the response to their preaching by the Jews and proselytes (vs. 42–43)?
10. What was the response of the Jewish leaders (vs. 44–45)?
11. Why did Paul and Barnabus shake the dust off their feet (v. 51)?

CLASS ACTIVITIES (optional at your discretion)

Map Have students trace this first missionary journey (through the end of chapter 13). The route will be finished next week. Do this by giving them a map (with no route on it) which they can fill in. [The websites which follow have some good blank maps with city locations.] Do not allow them to use a map in their Bible which traces the route. Ideally if you can do the same activity on a larger format (digital, or poster board) that would be helpful to them. As reviewing the route, include some information about distances between, and possible travel times, roads and dangers of such travel.

Black/White	http://printablecolouringpages.co.uk/?s=paul++journey
Color	http://www.biblewise.com/kids/fun/pauls-first-missionary-journey.php

You may wish to create a poster size map of each journey to place on the wall of the classroom. Additionally, you may want to let students see a modern map of the same region.

Logic In Religion Discuss from the chapter why Paul quoted so much Scripture. Lead students in an understanding of why we should quote Scripture when trying to teach a friend. Ideally, try to put students in a few scenarios to see what Scripture they would quote (of course you will need to be prepared with an answer for each).

Ask students: *How were the Gentiles “appointed to eternal life” before they believed (v.48)?* Be prepared to answer the question for them.

CLASS STARTER

Prepare a short presentation to the class on the city of Corinth including the unique location, the moral depravity of the city, and mention the societal problems that eventually creep into the congregation (from 1 Corinthians). Discuss how Paul established a congregation in a town when most would not have thought it was possible.

QUESTIONS (in student workbook)

1. Upon arriving in Corinth, from Athens, who did Paul stay with (vs. 1–4)? What was their occupation?
2. When the Corinthians heard the gospel preached, what was their reaction (vs. 5–8)?
3. What did Jesus say to Paul (vs. 9–11)? Why might this message have been needed?
4. Once again Paul is dragged before the authorities (v. 12). What was the accusation this time? What was different this time?
5. What happened to Sosthenes (v.17)?
6. Why did Paul have his hair cut (v. 18)?
7. What was Paul doing as he traveled through Galatia and Phrygia (vs. 23)?
8. Who was Apollos (v.24–28)?
 - A. How does his education compare with Paul's?
 - B. What kind of a preacher was Apollos?
 - C. Was he sincere in his belief which needed correction?
 - D. What attitude did he display about hearing truth?
 - E. Understanding that many details are left out of the Bible, do you believe Apollos was baptized into Christ? Why or why not?

CLASS ACTIVITIES (optional at your discretion)

Map Have students trace this second missionary journey (from chapters 17-18). This is a completion of an activity started in lesson 14. If not done in lesson 14, trace the entire route in chapters 16-18. See the instructions in lesson 14.

Wall Chart Add to the wall chart the Corinthian's conversion from this chapter (v.8). See lesson 2 Class Activities for more details.

Archaeological Proofs Examine the following in class with students:

1. *Claudius commanding Jews to leave Rome* (v.2). Some evidence is referred to in this document (of some length): http://www.biblicalstudies.org.uk/pdf/bjrl/claudius_bruce.pdf.
2. *Evidence of Gallio as proconsul* (v.12). <http://formerthings.com/gallio.htm>
3. *Jews in Alexandria* (v.24-25). http://www.bible-history.com/links.php?cat=40&sub=493&cat_name=Bible+Cities&subcat_name=Alexandria

CLASS STARTER

From verses 30-31 define and discuss the following phrases: (1) “fixed a day,” (2) “judge the world in righteousness,” (3) through a man whom “He has appointed,” (4) “having furnished proof to all men.”

QUESTIONS (in student workbook)

1. What was Paul’s usual practice in preaching to the Jews when he went from city to city (vs. 1–2)?
2. What did Paul preach when he went into the synagogue at Thessalonica? What was the result of his preaching? (vs. 3–4)
3. What action was resorted to be the unbelieving Jews? What charge was made against Paul and Silas? Against Jason? (vs. 5–9)
4. When the people of Berea heard the word, what did they do (vs. 10–12)?
5. What did the unbelievers in Thessalonica do when they heard Paul was preaching in Berea (vs. 13)?
6. From Berea, where did Paul go? What was the spiritual condition of the people when Paul got there (vs. 16)?
7. What is the “Areopagus” (v. 19)?
8. Consider Paul’s “sermon on Mar’s Hill” (vs. 22–31).
 - A. Did he accuse the people of Athens of not being religious?
 - B. Who were the Athenians ignorantly worshipping?
 - C. God does not need man to devise anything to help Him seeing He has given what to man?
 - D. As the offspring of God, we should not think of Him as being like unto what things?
 - E. Although there was a time that God overlooked ignorance, He now commands all men to do what?
9. What were the various reactions of the people when they heard Paul preach concerning the resurrection (vs. 32–34)?

CLASS ACTIVITIES (optional at your discretion)

Reasoned From The Scriptures (related to v. 2, 11 and 17). Discuss the meaning in context, especially “giving evidence” (v.3). Apply by considering how we should have the attitude of the Bereans and reason the same way with our friends. You can have individual students (or groups) express how and what to reason with a friend from the following passages (or others you choose): Eph. 1:3 (in context), Gal. 3:23–29, 2 Pet. 3:10–12, Matt. 28:18–20. Rather than a passage, you may choose to have them reason a concept in which they provide a passage: repentance, baptism, Jesus died, Jesus’ resurrection was real, etc.

Hearing Something New (from vs.20–21). Discuss how people today (including us) desire this same thing. Two directions to take the discussion: (1) Problems with this attitude in that we should desire to hear the old, old story and there is nothing new under the sun. Christians sometimes become bored or lazy in revisiting familiar topics and passages. (2) How to utilize this attitude in sharing the gospel when friends are not familiar with concepts and passages. Have students identify how they can teach “something new” which will interest their friends (regarding Salvation, division of covenants, the evidence for the reality of Jesus, how Jesus viewed Scriptures to be inspired, or others you prefer to examine).

CLASS STARTER

Discuss the active resistance Paul fought from the Jews. It is seen in this chapter at several points, beginning in verse 2. Before delving into this chapter, look back to previous chapters and point out the organized resistance, and discuss why it was so strong. If you choose to take the time, this could be compared with the modern assault by athiest toward Christians through the study of evolution.

QUESTIONS (in student workbook)

1. In Iconium, what were the two results of the preaching (vs. 1–2)?
2. Though some were embittered against them, what was the attitude of Barnabus and Paul (v. 3)?
3. What did the preachers become aware of and what was their response (vs.4–7)?
4. What miracle did Paul perform? Why was this done? Did it have the desired result with the people? (vs. 8–11)
5. What were the people calling Barnabus and Paul (vs. 12–18)?
 - A. What did Paul call “these things”?
 - B. How successful were they at stopping the people?
6. What were the Jews finally able to accomplish (v.19)?
7. From verse 20 what do you suppose the disciples thought of Paul? Did a miracle occur?
8. How many congregations were established (v.23)?
9. When elders are appointed today they are generally men the congregation has known for some time. How were Paul and Barnabus able to appoint elders so quickly (v. 23)?
10. What did Paul and Barnabus do upon arriving back in Antioch (v. 24–28)? How might this relate to our modern practice of receiving reports from preachers we help support?

CLASS ACTIVITIES (optional at your discretion)

Map Have students trace this first missionary journey (through the end of chapter 14). This is a completion of an activity started in lesson 11. If not done in lesson 11, trace the entire route in chapters 13–14. See the instructions in lesson 11.

Through Many Tribulations From verse 21 discuss the strength of character evidenced in those who returned to Lystra and Iconium after all that is recorded as having taken place there. Make application in discussing how we should not fear returning to a discussion at a later time, nor avoid a person with whom we had disagreement over religious things. Include a consideration of the strength of faith evidenced in those men appointed elders in cities with such strong opposition.

CLASS STARTER

One of the main concerns in this chapter is a matter over the division of the covenants (not looking back to the “custom of Moses”). Paul refers to this as putting “God to the test by placing a yoke upon the neck of the disciples” (15:10). Have students explain and give evidence (not from this chapter) that the Old Covenant has been done away. Be prepared to provide a few references such as Heb. 8:6–13, Heb. 10:8–10, Col. 2:13–14, Gal. 3:23–29 and others.

QUESTIONS (in student workbook)

1. What caused Paul and Barnabus to have “great dissension and debate” with some of the brethren (v. 1)?
2. Knowing Paul was an apostle, what was the decision after the debate? How might this have made Paul feel (v. 2)?
3. What was the attitude toward these things in Jerusalem (v. 3–5)?
4. Why (in verse 6) were the elders included to look into this matter?
5. What did James say that seemed to end the debate (v. 13–21)?
6. How was this communicated to the congregations (vs. 22–23)?
7. What were the two things which were “laid upon” the Gentile believers and why? Were these things sinful in God’s sight? (v. 29)
8. From verse 25 what was the result of all the debate among the apostles and elders?
9. How was the letter received in Antioch (vs. 30–31)?
10. What does verse 33 give as the result of the believers being of one mind?
11. Why did Paul not want to take John-Mark (v. 38)?
12. Will “sharp disagreements” occur in the church such as occurred with Paul and Barnabus (vs. 36–41)? Is this the same as “squabbling” over petty things?

CLASS ACTIVITIES (optional at your discretion)

Disagreements Among Brethren Discuss how the saints came to a point of resolution on doctrine in this chapter. Include the examination of God’s will, and a public authoritative statement to the congregation (15:30). Apply by considering how brethren today resolve doctrinal differences by examining Scripture and when necessary a statement is made to the congregation. You may desire to include some passages that speak of unity and being of one mind (as in Acts 15:25).

Personal Obligations Supplement the study of resolving differences by considering how we must each take responsibility to seek resolution. Examine Matthew 18:15–17, and Matthew 5:23–24.

CLASS STARTER

The congregations in Lystra and Iconium are mentioned in verse 2. Have students relate what is known about these congregations. This is effectively a review of how the congregations began, revisiting some of Paul’s first missionary journey in 14:1–23.

QUESTIONS (in student workbook)

1. What do we know of Timothy (vs. 1–2)?
2. Why was he circumcised (v. 3)?
3. What was being delivered by Paul and those with him (v. 4)? What was the result of their preaching?
4. Why did they not preach in the regions of Phrygia and Galatia? Where were they sent? By whom? (vs. 6–10)
5. Describe the believers they found in Philippi. Were was the Jewish Synagogue? (v. 13)
6. At what point did Lydia judge herself to be faithful (v. 15)?
7. Why was the spirit excised from the young girl (vs. 16–18)?
8. What did she say Paul and Silas were preaching (vs. 16–18)?
9. Why were Paul and Silas brought before the authorities? What punishment were they given? (vs. 19–24)
10. What was peculiar about the earthquake (vs. 25–26)?
11. Why was the jailer about to kill himself (v. 27)?
12. What answer was the jailer given to his question, “what must I do to be saved?” (vs. 30–34)
 - A. Is this all he was told?
 - B. When did the jailer rejoice?
13. What word from Paul made the Philippian authorities afraid (v. 37)? Why?
14. When asked to leave the city, what did Paul and Silas do (v.40)?

CLASS ACTIVITIES (optional at your discretion)

Map Have students trace this second missionary journey (through the end of chapter 16). The route will be finished in lesson 16. As in lesson 13, do this by giving them a map (with no route on it) which they can fill in. [The websites which follow have some good blank maps with city locations.] Do not allow them to use a map in their Bible which traces the route. Ideally if you can do the same activity on a larger format (digital, or poster board) that would be helpful to them. As reviewing the route, include some information about distances between, and possible travel times, roads and dangers of such travel.

Black/White	http://printablecolouringpages.co.uk/?s=paul++journey
Color	http://wwwFOUNDATIONSforfreedom.net/dl/bibnt/NT_Historical-Acts/Acts00_Maps/Acts_Map_1-2_Journeys_Blank.gif

You may wish to create a poster size map of each journey to place on the wall of the classroom. Additionally, you may want to let students see a modern map of the same region.

Wall Chart Add to the wall chart Lydia’s and the Jailer’s conversion from this chapter. See lesson 2 Class Activities for more details.