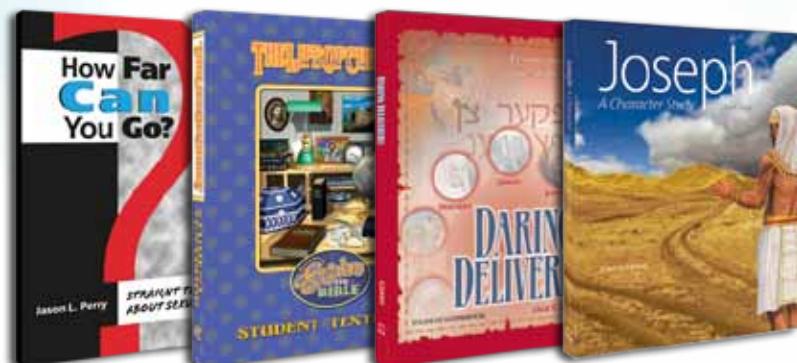


## Also Available for Bible Grades 6–8



Cultivating transformation through educational resources

## Foreword

You are about to embark on a fascinating New Testament journey that will carry you to hostile cities, lofty temples, and raging seas. You will meet a wealthy soldier, a stinky tanner, a reluctant king, a godly businesswoman, a sleepy student, a faithful martyr, and many other interesting characters. You will stand in crowds of eager listeners, flee from the stones of angry mobsters, debate with religious Pharisees, talk with intellectual philosophers, and pray with coarse sailors.

You will be witnessing the birth and expansion of the early Christian church. Along the journey, your mind will be stretched, and your values will be challenged. You will learn much about the truth of Scripture and how, by applying it, you can impact your world.

Read carefully,  
study diligently,  
and you will be  
enriched.

May your life be  
changed for His  
glory by the acts of  
the apostles—  
the Book of Acts.

*Jay G. Borkert*



**Course Introduction**

This course is designed to teach principles for Christian living from the example of the early church as recorded in Acts. A separate chapter introduces the Book of Acts as well as each of its 28 chapters. The 28 chapters are grouped into 8 units, each ending with a unit test. This course is designed for seventh- and eighth-grade students, but it could easily be taught to older students, even adults. The upper-level questions integrated into the course are intended to lead to self-examination and application. A serious effort has been made to encourage students to apply the principles demonstrated in the lives and actions of the heroic men and women of Acts. This course introduction includes the following:

- Student Requirements
- *Student Workbook*
- How to Use the *Teacher Guide*
- Possible Schedule
- Verse Quizzes
- Unit *Enrichment Activities*

**Student Requirements**

To complete this course, students must read each chapter in Acts (NKJV, and/or the version used in your school) and complete the chapter questions and activities in the *Student Workbook*, either individually or as a class. A pattern of individual work followed by class discussion best accomplishes the purposes of this course. However, teachers can adapt the course materials to fit their own teaching style and class. For example, not all the questions and activities must be used. The *Teacher Guide* offers strategies for shortening or expanding each chapter. The following requirements are suggested in addition to reading the chapter and answering/ discussing the questions in the *Student Workbook*:

- Weekly memory verses
- Acts project (see page 9)
- Unit tests

**Student Workbook**

The workbook contains questions that direct students in their study. The questions follow the chapter order, enabling the students to answer them as they read through the text. Also included in each chapter are information boxes containing items to help the students understand what they read and to expand their knowledge of the history and culture of the early church: for example, quotations, descriptions of cities and other places, meanings of phrases, and clarification of difficult passages. Every chapter begins with information about where the events occurred, the date, the current Roman emperor, and a noted local ruler, if any. The dates are, for the most part, approximate, the purpose being to convey a general idea of the time sequence. Included with the regular chapter questions are questions of five special types, each appearing in some chapters but not all. These are labeled as follows:

- **Digging Deeper** These questions require the students to reference other verses and answer related questions. Often they concern theological issues indirectly related to the Acts study. For most students, these questions will be challenging.



- **Meditation** These require students to reflect on what they have studied and apply it to their own lives.
- **Puzzler** Most students like word puzzles, and each chapter includes one. These puzzles are of various kinds: anagrams, crosswords, cryptograms, kriss-krosses, quote falls, and word searches, each with instructions. Some students will struggle with word puzzles, so you may want to count them as extra credit.

**Note:** All puzzles are based on the NKJV Bible.



- **Analogy** Solving analogies is an excellent way to develop reasoning skills. The students are asked to complete several incomplete analogies.

## Introduction

### Course Introduction / How to Use the Teacher Guide

- **Solve the Mystery** These questions require students to use various reasoning skills.

Concluding each chapter are three additional sections:



- **Key Verse(s)** These important verses are found in each chapter of Acts (NKJV) and have been chosen because they best represent the chapter. Often they are also the students' memory verses. A list of suggested memory verses is given in this introduction.



- **What's It Mean?** Because the NKJV Bible retains much of the earlier language of the KJV, students may struggle with some definitions. This glossary section provides a simplified definition of some NKJV words along with a few from the *Student Workbook*, primarily theological terms. *Note: Not all chapters have this section.*



- **All Right!**  
I've read the chapter carefully. Reading each chapter of Acts carefully is a key requirement. Knowing that they must check one of these boxes will motivate those who are honest to do so.



### How to Use the Teacher Guide

The *Teacher Guide* contains two main helps: the *Student Workbook* answer key and teacher support information. Like the *Student Workbook*, the Guide consists of an introduction and 28 chapters, each covering a chapter in Acts. The goal is for you to adapt this course to your individual teaching style, making it, in a sense, your own course. The sections of the *Teacher Guide* are listed below, along with information about their use:

- **Chapter Number** This corresponds to the number of the chapter in Acts.
- **Objectives** The objectives given are the main objectives for the chapter. You may omit, modify, or add to them.



- **Application** Educational objectives should be testable, but as a Christian teacher, you also have spiritual goals that are not easily measured or tested. As a Bible teacher, you want your students to apply to their lives what they learn in Scripture. This section gives one or more applications of the chapter content.



- **Suggested Time**

The suggested time for each chapter, 2 or 3 days, is what students are likely to need to read the chapter and complete all the questions and activities in the *Student Workbook*. Remember, these are only suggested time allotments. You can determine what works best in your class.



- **Teaching Strategies**

Typically, the students read a chapter, answer the workbook questions, and complete the workbook activities—either in class or on their own. Then the teacher checks and discusses the workbook questions and activities. The enrichment materials are considered extra and should be assigned as time allows. These teaching strategies can be adjusted to meet the needs of your class.

- **Helpful Hints on Questions and Activities**

For each chapter, helpful hints are included for one or more of the questions and activities in the *Student Workbook*. (The number listed next to each hint corresponds with the question or activity number in the *Student Workbook*. Only a few selected questions in the *Student Workbook* have a corresponding hint in the *Teacher Guide*.) After you assign each chapter, and before the students begin reading, you can give them the information presented here to add to their understanding as they complete the questions and activities.



## Introduction

### How to Use the Teacher Guide

- **Discussing the Questions and Activities**

The largest part of the *Teacher Guide*, this section includes important additional information to help you understand the Book of Acts and some related theological issues. It also suggests specific strategies for conveying the information to students and challenging them in different areas, including strategies to use in discussing the questions and additional information on the topics. Provided periodically are additional questions and challenges for the students. Additional information is given for all questions except a few very simple ones.



**Important Note:** *The basic lesson structure is as follows: The students read the chapter in Acts and complete the workbook questions and activities individually. Then the teacher leads the class in discussing them. Note the order: The teacher and students discuss the questions after the students complete them on their own. Working alone forces students to find their own answers in Scripture and allows them to listen for the "still small voice" of God. It is difficult to accomplish the same results in a group setting. However, students enjoy group work, and there are times when it is effective. Look for such times, and take advantage of them to provide a change of pace.*

- **Maps** You will find maps in the Introduction and in chapters 13, 16, 19, and 27 of the *Student Workbook*. Some information about each map is provided for the teacher. The *Student Introduction* also includes *Pronunciations of Geographical Names* for all cities, islands, and regions mentioned in Acts. Students should refer to these pages when studying the Book of Acts and especially when examining maps.

- **Enrichment Activities**

You can assign these enrichment activities with each chapter as time permits.

Not all chapters have Enrichment Activities; some have several.

Two of the activities appear many times: the **Acts skit** and the **Acts videos**. These are explained in detail at the end of this introduction under **Unit Enrichment Activities**.



- **Overhead Transparencies (OHTs)** for certain chapters of Acts are found in the **Resource Section** of the *Teacher Guide*.

- **Unit Test** A test for each unit is provided in the *Resources* section. You should feel free to develop your own tests to reflect what was actually discussed and taught. **Note:** *Along with the student's Name, Date, and Class Period is Study Time. The students are to write their estimate of how much time they spent studying outside of class—valuable information for them and you.*

- **Outline Test** The last section of each *Unit Test* is an optional *Overview* on the chapter topics and organization of the Book of Acts. These items are relatively easy in units I and II (the first seven chapters of Acts). You might want to have the whole class do the *Overview* for these early units. The tests are cumulative and thus increase in difficulty with each unit. As students come to recognize the value of knowing the organization as well as the content of Acts, some may be challenged to continue learning the outline and completing the *Overview* section of each test. Consider giving extra credit to those who make the effort.

- **For the Teacher** This section gives information to enhance your understanding of the chapter and lists resources for further reading. Not every chapter has this section. If you lack a strong theological background, it is recommended that you have available a good Bible dictionary or encyclopedia as well as a Bible commentary. Acts contains much theological teaching, and it should not be ignored.

- **If You Are Short of Time** Though all the questions are important, time may not always permit you to address them all in class discussion. This section lists specific questions that can be skipped if time is short. Students can work in small groups to answer questions you might otherwise omit because of time. Of course, omitting some study questions can affect the students' ability to answer certain test questions later, so you might need to adjust any tests you give accordingly.

## Introduction

### How to Use the Teacher Guide

#### Possible Schedule

The Acts curriculum is designed for one semester (18 weeks), but the course length can vary greatly. The many interruptions that happen in the typical Bible class will demand flexibility, so this study is designed to accommodate unplanned events. The chart on the next page shows the general time frame. A more detailed time allotment is suggested in the *Teacher Guide* for each chapter. If you follow the chart, you can complete the course in eighty-five days, leaving five days for flexibility in an eighteen-week course.

Of course, you can condense the course by increasing the amount of work students do at home and decreasing the discussion time, or by not answering all the questions. Obviously, this must happen to some degree to fit the lessons into your particular school calendar. You can also expand the curriculum by using the *Enrichment Activities* and allowing more discussion time. The suggested time frame is only a working possibility.

#### Verse Quizzes

The memory verses are tied closely to the lessons. Scheduling weekly verse quizzes (every Friday, for example) is difficult but beneficial. The verses below are arranged in an approximate place in the seventeen weeks of the course. It will take planning and flexibility to fit them into the schedule. As the teacher, you can determine the best way to administer the quizzes. Feel free to substitute your own verses for some of these.

#### Unit Enrichment Activities

The following activities are not assigned to particular chapters but can be completed at various times as students move through the course. A description and some instructions are provided for each activity, and the black-line masters (BLMs), if needed, can be found in the *Resources* section.

- Acts Project** This enjoyable and interesting project helps students understand the geography, culture, and events in the time of Acts. Decide beforehand the due date for this project, and call this special date "Acts

Day." Devote the entire period to student displays and presentations of their projects. Encourage students to dress up as any character in Acts—famous or infamous: for example, an apostle, a Roman soldier, King Herod, Lydia. (You may wish to give extra credit to those who dress up.) Give each student a copy of BLM i.2 (page 118) and BLM i.3 (page 119). Briefly go over each page. The *Acts Project Idea Sheet* gives some possible choices. Students need to consult with a parent or guardian, who will complete and sign the bottom of the page and return it to you. The *Acts Project Information and Grade Sheet* gives a detailed description of what is required and lets the students know exactly how they will be graded. This sheet should be turned in with the project. It may be necessary for you to alter these pages to fit your particular situation and grading method. Please note that the *Acts Skit* idea described below is treated differently for grading and due date. Be sure to have checkpoints throughout the unit to make sure the students are working on their project, not putting it off to the last minute. Give them the resources available in your library, such as Bible encyclopedias and dictionaries. You may want to team with other teachers and staff. For example, the art teacher may be able to help with projects about the pottery or art at the time of Acts, the home economics teacher with clothing or foods, and the librarian with resources. Make this activity educational and enjoyable.

- Acts Skit** You can make the Acts skit a

Week 1 Acts 1:8	Week 11 Acts 16:5
Week 2 Acts 2:42–44	Week 12 Acts 17:25
Week 3 Acts 3:19	Week 13 Acts 20:24
Week 4 Acts 4:12	Week 14 Acts 21:13
Week 5 Acts 5:29	Week 15 Acts 24:15
Week 6 Acts 8:4	Week 16 Acts 26:28–29
Week 7 Acts 10:34–35	Week 17 Acts 28:30–31
Week 8 Acts 11:17–18	
Week 9 Acts 13:38–39	
Week 10 Acts 15:11	

## How to Use the Teacher Guide

Days	Unit	Title ( <i>Chapters</i> )
1–14	1	A Powerful Beginning ( <i>Introduction–3</i> )
15–24	2	From Zeal to Martyrdom (4–7)
25–38	3	From Jerusalem to the Ends of the Earth (8–12)
39–49	4	Missionary Journey One and the Jerusalem Council (13–15)
50–60	5	Missionary Journey Two (16–18)
61–66	6	Missionary Journey Three (19–20)
67–79	7	Trials in Jerusalem and Caesarea (21–26)
80–85	8	Paul’s Journey to Rome (27–28)

**Note:** For each of the eight units, this schedule includes one day for testing plus one extra day. You can use the extra day to review for the test, to give verse quizzes, to expand the chapter with enrichment activities, or to make up for lost time.

choice for the Acts project, or a separate course requirement. If it is to be one of the choices for the project, make the *Acts Skit Requirements Sheet* and *Grade Sheet* (BLM i.4), found on page 220 available to those who want to do it. Go over the requirements with them and emphasize how the skit will be graded. Of particular importance is the degree of accuracy with which they tell the story. It is recommended that you do not allow them to modernize the story. Too often the point of the story is lost when students try to do that. Have them sign up for the skit on the *Acts Skit Sign-up Sheet* (BLM i.5) provided on page 221 of this *Teacher Guide*. Allow only one group per story, and explain that each skit will be presented as close as possible to the time when that part of Acts is studied in class. You will find a reminder in the *Enrichment Activities* section of each chapter.

- **Thrifty Shekel** (BLM 6.1, page 229) This is largely a creative writing project. Besides stimulating imaginations, the project will teach students something about the New Testament times. Encourage them to have fun and exercise their imaginations. Have the students write down the rules (listed below) and follow them carefully. Use the examples to spark ideas. Emphasize the last point, explaining the meanings of *sacrilegious* and *poor taste*.

**Instructions:** Create five advertisements for products and/or services that might have been used in New Testament times. Follow these guidelines:

- Place each ad in the box provided.
- Make sure the ad fits New Testament times.
- It can be funny, crazy, or even bizarre, but some elements must be true to the times.
- Each ad must have a heading.
- The ad must be neat.
- Drawings and color help.
- Nothing about the ad can be *sacrilegious* or in *poor taste!*
- **Acts Videos** We highly recommend these videos on Acts from the *Visual Bible* (Visual International, Brentwood, TN, 1995) video series. The translation used in the videos is the NIV, but the text is close enough to the NKJV to enhance your students’ study of Acts, and the visual reinforcement is excellent. Students should view the appropriate video after each unit; most are less than 30 minutes long. A reminder is given in the last chapter of each unit in the *Enrichment Activities* section.

# Introduction to Acts

## Memory Work

Map-making from memory: New Testament Palestine Region



## Objectives

The students will:

- tell the author and dates of Acts
- tell the theme of Acts
- explain the broad outline of Acts
- draw from memory a map of New Testament Palestine, labeling at least five geographic features, the three main regions, and nine major cities
- identify the major cities and regions of the Roman Empire during New Testament times



## Applications

The students will:

- picture the geographic settings of the Book of Acts
- in future Bible reading and study, picture the settings and recognize key people like Peter and Paul



## Suggested Time 5 days

## Teaching Strategies

**Day 1** Distribute the *Student Workbooks*, and have the students turn to the **Introduction to Acts**. Ask why this book of the Bible is called Acts. Help them conclude that it is about the acts (or deeds) of the apostles. Ask which two apostles the students think most of the stories are about (Peter and Paul). Walk them through the workbook, pointing out the unit and chapter structure, and introducing the course requirements.

The students will be interested in the requirements for this unit—what you expect of them and when each assignment will be due. Examine carefully the suggested requirements in *How to Use the Teacher Guide* (page 6). Decide beforehand which of these you will use and what others you will add. Certainly, a basic requirement will be to read each chapter of Acts carefully. The memory

verses and the unit test will also be key requirements. Provide each student with a list of the course requirements.

This may be a good time to introduce the *Acts Project* described under *Unit Enrichment Activities* (page 9).

Make a strong effort to get the students excited about their study of Acts. Read together the author's Foreword on page 4 of the *Student Workbook*. Encourage the students to enjoy what they are about to learn, and challenge them to get the most out of this course. Stop here and pray with and for them.

Lead the class in beginning the questions and activities on page 5 of the *Student Workbook*, and have the students complete them on their own for tomorrow's class. Use the commentary under *Discussing the Questions and Activities* (*Teacher Guide*, page 12).

**Day 2** Finish discussing the questions and activities in the student Introduction, stressing the Who, What, When and Where of Acts. Lead the class in filling in the city names on the map of the Roman Empire—New Testament Region.

**Day 3** Begin Map-Making from Memory. See *Teacher Guide* page 14.

**Day 4** Complete Map-Making from Memory.

**Day 5** Give the Map Test. Students should create a map of New Testament Palestine from memory, identifying major geographic features, cities, and regions.



## Discussing the Questions and Activities

### 1. Who wrote the Book of Acts?

Allow approximately 20 minutes for students to complete this activity individually or together as a class. (Working in small groups is another option, but often with such a question to answer, a single group member does all the work.) You may have to guide students, but you should not simply give them the answers. The questions will help develop their skills of deduction, taking them from a broad field of information to a specific truth or fact.

## Introduction to Acts

### Outline: The Acts of the Apostles

After you have completed the steps with them, go back over the process to help students see the logic. Tell them they are learning an important skill for solving problems. **Note: Some students will have study Bibles that simply tell them that Luke is the author. Encourage them to complete the activity anyway. Explain that the process will illustrate some techniques that Bible scholars use to determine a fact such as the author of a book.**

#### 2. When was Acts written?

Have a student read the paragraph aloud while the others follow along. Mention that A.D. 70 is a key date in New Testament history. It was during that year that the Romans completely destroyed the temple in Jerusalem, and it was never rebuilt. The dates for many New Testament events are referred to as they relate to the destruction of Jerusalem in A.D. 70. Although some suggest other dates, most say Acts was written between A.D. 63 and 70, since the end of the book must have been written no more than three years after Paul was in Jerusalem.

#### 3. What is the theme of Acts?

Students enjoy puzzles. Though they are given the instructions for the one in this lesson, you may want to help them get started. Mention that with **quote fall puzzles** it is a good idea to begin by trying to figure out the simple words—in this puzzle they are *the, and, and of*. Have the students cross out the letters as they use them. Note that it is important to use pencils for puzzles.

Introduction  
 Who, What, When, and Where of Acts 5

**SOLVE THE MYSTERY**

Who wrote the book of Acts?

Complete the following sentences to find out:

a. The author of the book of Luke is Luke.  
 b. Luke wrote this book to someone named Theophilus. Hint: Read Luke 1:1-4.  
 c. Luke set out to write an "orderly account" about the life of Jesus.  
 d. The author of Acts also wrote another account to Theophilus. (See Acts 1:1.)  
 e. The author of Acts refers to his "former account" of Jesus' life, the book of Luke.  
 f. Therefore, the author of Acts must be Luke.

**Did you know?** Luke was a doctor (see Colossians 4:14) and also a Gentile.

**PUZZLER**

What is the theme of Acts?

Below is a puzzle called a Quote Fall. The letters for the theme of the book of Acts are scrambled and arranged in columns above the boxes. Fill in the blank boxes using the scrambled letters in the columns above them to find the correct letters.

C	H	E	C	H	T	E	L	H	F	S	H	E	D	O	Y		
T	H	E	I	S	P	N	D			T	P	R	E	A	R	L	F
THUR	GOS	A	O	R	Y	T	O	E									
T	H	E	I	S	T	O	R										
T	H	E	I	S	T	O	R										
THE	H	I	S	T	O	R											
THE	H	I	S	T	O	R											
CHURC	H	A	N	D	T	H	E	A	R	Y							
CHURC	H	A	N	D	T	H	E	A	R	Y							
THE	GOSPEL																

The theme verse of Acts is Acts 1:8. Write it below. Then memorize it.

*"But you shall receive power when the Holy Spirit has come upon you; and you shall be witnesses to Me in Jerusalem, and in all Judea and Samaria, and to the end of the earth."*

What is the time span of Acts?

The approximate time span of Acts is 2 years  $\times$  300 + 4 + 90 + 8 = 30 years.

4. Ask students why they think Acts 1:8 is the theme verse of the Book of Acts. The answer may seem obvious, but for some, emphasizing the theme at the outset will be helpful. Later activities will strongly illustrate the spread of the gospel. You might encourage students to begin memorizing Acts 1:8 for the *Memory Verse Quiz* in chapter 1.

#### 5. What is the time span of Acts?

Let the students use their calculators or just figure it mentally or on paper. This simple activity will help imprint the answer in their memory. Emphasize that this is an approximate number—roughly from the resurrection of Christ to the destruction of the temple.

#### 6. What are the main parts of Acts?

Scholars often divide Acts into three parts:

1. Post-resurrection ministry of Christ
2. Ministries of Peter, Stephen, and Philip
3. Ministries of Paul and Barnabas

## Introduction to Acts

### Enrichment Activities

**6 Introduction**

**Outline: The Acts of the Apostles**

This study, TO THE END OF THE EARTH, divides the Book of Acts into eight parts, or units. Use the **Contents page** to find the unit titles, and add a word to complete each title below:

- I. A **Powerful** Beginning
  - 1. After the Resurrection
  - 2. The Holy Spirit Comes
  - 3. Peter Heals a Beggar
- II. From Zeal to **Martyrdom**
  - 4. Characteristics of the Early Church
  - 5. Punishment and Persecution
  - 6. The Choosing of the Seven
  - 7. The Death of Stephen
- III. From **Jerusalem** to the Ends of the Earth
  - 8. The Church Persecuted, Scattered, and Growing
  - 9. Saul Converted, Ananias Healed, Dorcas Restored to Life
  - 10. Peter's Vision and Cornelius' Conversion
  - 11. The Church Accepts Gentiles
  - 12. Peter's Escape and Herod's Death
- IV. Missionary **Journey One** and **Jerusalem Council**
  - 13. Paul and Barnabas Travel to Pisidian Antioch
  - 14. Iconium to Derbe and Back to Antioch
  - 15. The Jerusalem Council Meets, Paul and Barnabas Part
- V. **Missionary Journey Two**
  - 16. Paul and Silas in the Philippian Jail
  - 17. Paul at Thessalonica, Berea, and Athens
  - 18. Paul and Apollos at Ephesus and Corinth
- VI. Missionary Journey **Three**
  - 19. Paul's Ministry at Ephesus
  - 20. Preaching in Troas, Farewell in Miletus
- VII. Trials in Jerusalem and **Cæsarea**
  - 21. Farewell in Tyre, Arrest in Jerusalem
  - 22. Paul Declares His Roman Citizenship
  - 23. Paul Speaks to the Council and Fails a Plea
  - 24. Paul's Trial before Felix
  - 25. Paul's Trial before Festus and Appeal to Caesar
  - 26. Paul's Witness to King Agrippa II
- VIII. Paul's Journey to **Rome**
  - 27. Paul's Shipwreck
  - 28. Paul's Ministry on Malta, House Arrest in Rome



This study, however, presents the Book of Acts in eight units, each describing a major part of the story of the gospel's expansion. If you have not yet discussed the unit divisions, now is the time to do so. If your students feel overwhelmed at the length of their study of Acts, remind them that they have an entire semester to complete the course.

### Enrichment Activities

This part of the lesson is important to the students because it establishes a geographical frame of reference that they will need throughout this study. The map on page 8 of the *Student Workbook*, *Roman Empire—New Testament Region*, will give them the broad picture, while the BLMs i.1A–i.1D *Map-Making from Memory* will give them a mental picture of New Testament Palestine.

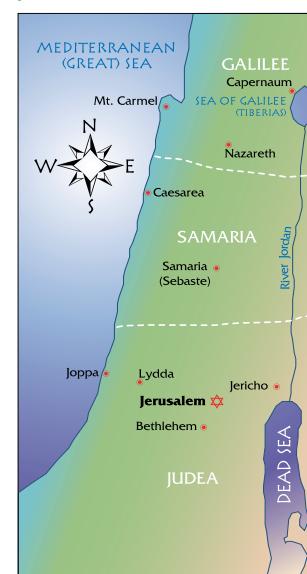
Project OHT i.1 Map—*Roman Empire—New Testament Region* onto the screen. Point to various places and ask whether students can name the modern countries that now occupy them. Be sure to identify Italy, Greece,

Turkey, Iran, Iraq, Syria, Israel, and Egypt. Point out the cities, pronounce their names, and have students repeat each pronunciation. Tell them they will become familiar with these cities and others as they move through their study of Acts. An alphabetized list of all the cities, regions, and islands named in their study, with their pronunciations, appears on page 7 of their *Student Workbook*, and page 18 of this *Teacher Guide*.



### OHT i.2 New Testament Palestine

Use this map if you choose not to complete the activity *Map-Making from Memory* (below). Project OHT i.2 onto the screen. Then point out the cities, regions, and geographical features, pronouncing unfamiliar names carefully and having students pronounce them too.



## Introduction to Acts

### Map-Making from Memory

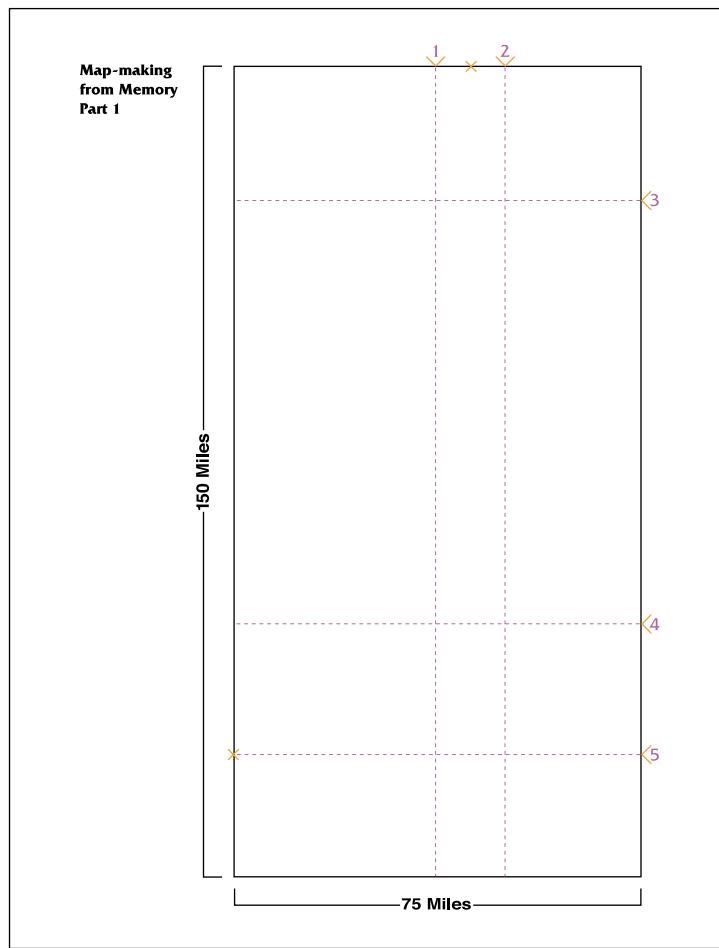
#### Map-Making from Memory

This lesson is extremely valuable to the Acts study and all other Bible studies. Map-making may seem difficult at first, but with a little encouragement and a lot of practice, students can master it. Students and adults alike will discover that the results are well worth the effort as they enjoy clearer, richer Bible studies.

Duplicate enough copies of BLMs i.1A–i.1D for each student. Before you have your students begin mastering this skill, you need to master it as well, memorizing the steps in advance.

Begin by explaining the value of the skill that the students are about to learn. In a few days they will be able to draw New Testament Palestine freehand, showing five geographic features, three regions, and nine cities. As a hook for the lesson, you might ask students to draw on scratch paper a map showing their idea of what New Testament Palestine was like. Then follow the steps below to teach this skill:

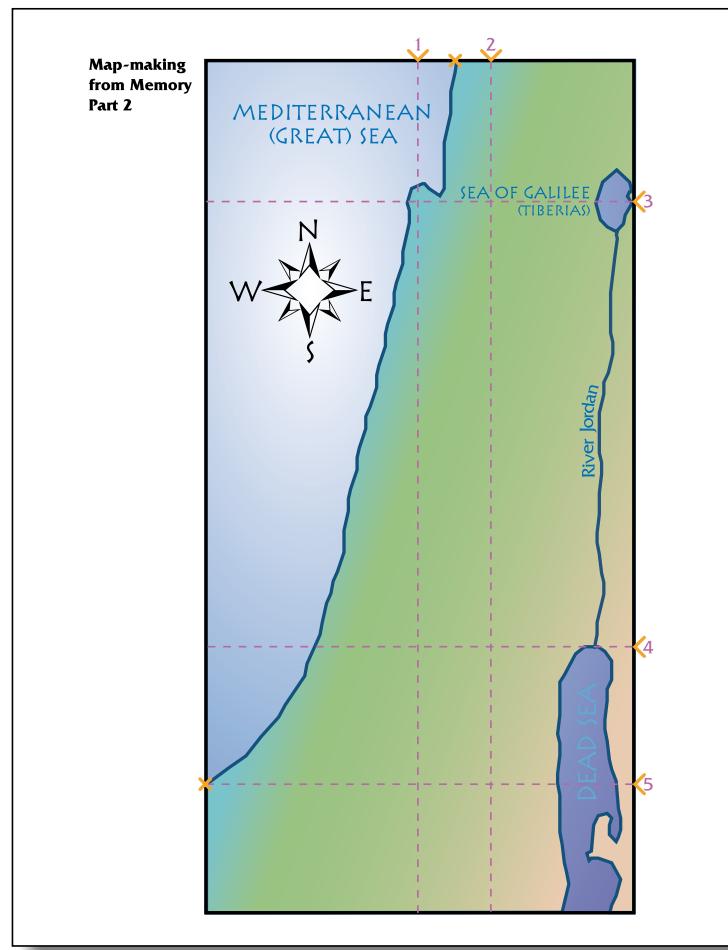
1. Using OHT i.1 *Roman Empire—NT Region*, show the students the location of the Palestine region.
2. Demonstrate how visual map-making can work by doing it yourself on the board. **Note: This is why you need ample practice before you teach this skill.**
3. Go through the steps with the class, having students follow you as you draw on a chalkboard or a blank sheet of paper. **Note: It is best to teach this skill without the aid of the instruction pages, which students can use as a reference later when they work independently.**



4. Allow students to review and practice the procedure alone for several minutes.
5. Challenge students to draw the map faster on paper than you can on the board. Challenge volunteers to draw on the board faster than you (as you work side by side).
6. The next day, review with the students and drill them on some places shown on the map. For practice, have them draw the map without any help and then compare their maps with those on the BLMs, correcting their mistakes in red ink.

A serious student of God's Word should be able to visualize the Palestine region. This lesson presents a step-by-step procedure for developing a clear mental picture of New Testament Palestine. After learning these steps, you and your students will be able to draw a map of the region, labeling five geographic features, three regions, and nine cities.

## Map-Making from Memory



half, then divide each half into thirds. From these marks draw dashed lines across to the left side of the frame.

4. Place an X between dashed lines 1 and 2 at the top of the frame. Place another X at the left end of line 5.

**Part 1** Make a frame for the map, inserting visual markers and imaginary lines, and number the lines 1–5 as shown above. **Note:** *It is extremely important that the frame of the map be twice as high as it is wide. Tell your students that if the map is too skinny all the features will be skinny. If it is too squat, all the features will be squat. Stress that in freehand maps it is understood that the features are only approximate.*

1. Place a mark at the middle point on top of the frame. Draw a dashed line from this mark straight down to the bottom of the frame (1).
2. Place a mark on top of the frame  $\frac{1}{3}$  of the distance from the right corner. As in step 1, draw a dashed line from that mark straight down to the bottom of the frame (2).
3. Make marks on the right side of the frame  $\frac{1}{6}$  of the distance down from the top (3), and  $\frac{1}{3}$  and  $\frac{1}{6}$  of the distance up from the bottom (4 and 5 respectively). **Note:** *To find the  $\frac{1}{3}$  and  $\frac{1}{6}$  points, divide the frame in*

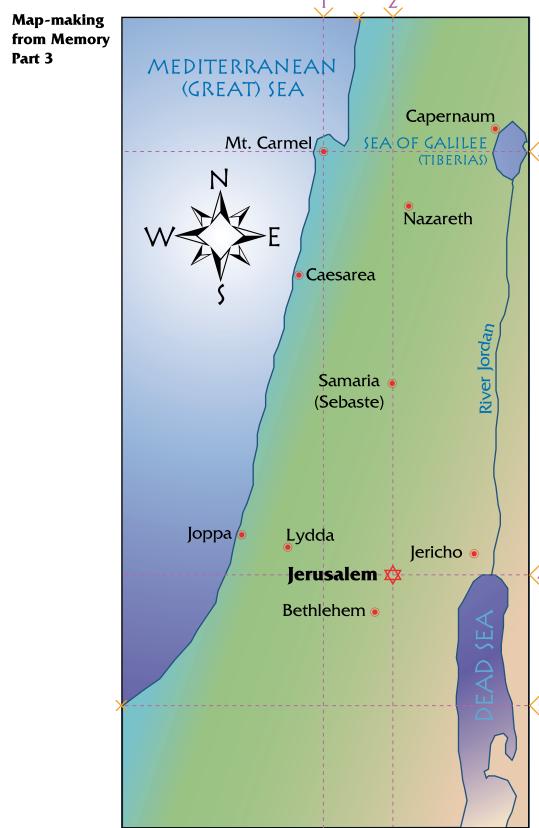
## Introduction to Acts

### Map-Making from Memory

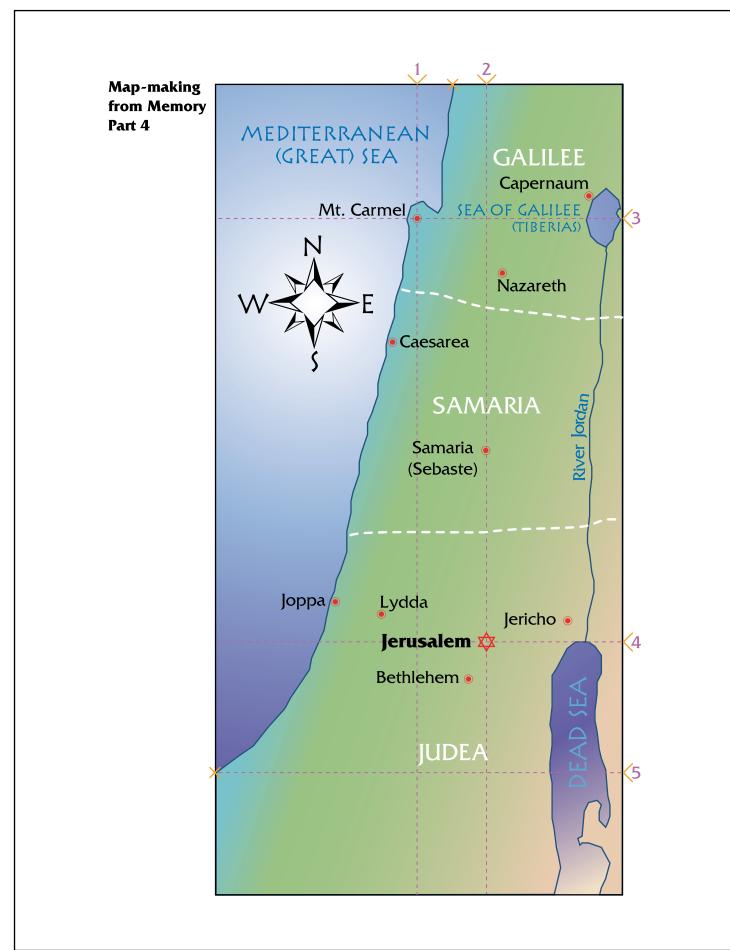
**Part 2** Draw the Mediterranean Sea coastline, the Sea of Galilee, the Dead Sea, and the River Jordan. **Note:** Their locations will be approximate.

1. Draw the Mediterranean coastline. Start at the X at the top and angle steeply down until you touch line 3.
2. Draw the hump of Mt. Carmel over the intersection of lines 1 and 3.
3. Continue at an angle steeply down until you reach line 4. At this point, curve slightly left until you reach the X on line 5.
4. To draw the Dead Sea, imagine it as a fish dangling from the River Jordan with the top touching line 4. The east side comes close but does not touch the frame. The west side is about 1/2 the distance to line 2.
5. To draw the Sea of Galilee, make a teardrop-shaped circle that is divided by line 3. The east side of the sea touches the frame. Note that the Sea of Galilee is slightly narrower than the Dead Sea.
6. To draw the River Jordan, simply connect the two seas with a more or less straight line.

Label the geographical features you've drawn: Mediterranean Sea, Sea of Galilee, Mt. Carmel, River Jordan, and Dead Sea.



## Map-Making from Memory

**Part 3** Mark and label major cities.

Following are nine major cities of New Testament Palestine. To memorize their locations, note their relationship to the land features and the dashed lines. Use the following memory hints:

**Jerusalem**—Mark a point where lines 2 and 4 cross.

**Nazareth**—Imagine a horizontal line from slightly below the base of the Sea of Galilee to the Mediterranean coast. At the halfway point on the line mark Nazareth.

**Samaria**—Mark a point on line 2 approximately midway between Jerusalem and Nazareth.

**Joppa**—Take an imaginary route at an approximately 15-degree angle northwest of Jerusalem. When you reach the Mediterranean, mark the city of Joppa.

**Lydda**—Mark a point for the city of Lydda about 2/3 of the way from Jerusalem to Joppa.

**Caesarea**—Along the Mediterranean coastline, mark a point about 2/3 of the way from Joppa to Mt. Carmel.

**Capernaum**—Mark a point on the upper left, or northwest coast, of the Sea of Galilee.

**Jericho**—Mark a point a short distance above (north of) the Dead Sea and about the same distance left (west) of the River Jordan.

**Bethlehem**—Mark a point a short distance south (down) from Jerusalem. The city is about 1/3 of the distance from the west coast of the Dead Sea to the Mediterranean coast.

**Part 4** Mark the approximate borders and label each of the three major regions of New Testament Palestine.

The border between **GALILEE** and **SAMARIA** is about half the distance between the cities of Nazareth and Caesarea. The border between **SAMARIA** and **JUDEA** is about half the distance between the cities of Samaria and Jerusalem.

**Overhead Transparencies**

OHT i.1 Map—Roman Empire—New Testament Region

OHT i.2 Map—New Testament Palestine

**For the Teacher**

For more maps, geographical information, and further information, check out a good Bible dictionary such as *Unger's Bible Dictionary* (Moody Press, 1966) or, for even more extensive information, *The Zondervan Pictorial Encyclopedia of the Bible* (Zondervan Publishing House, 1976). *Unger's Bible Dictionary* is an excellent source for pronunciations of proper names.

## Introduction

### Place Name Pronunciations

Use this page to help you pronounce the names of the cities, regions, and islands that you will read about in Acts. Pronunciations given are from *Unger's Bible Dictionary* (Moody Press, 1966), and are the most commonly used. The pronunciation symbols used are from Merriam-Webster's on-line *Collegiate Dictionary*.

### Pronunciation Symbols

& as a and u in abrupt  
 & as e in kitten  
 &r as ur/er in further  
 a as a in ash  
 A as a in ace  
 ä as o in mop  
 au as ou in out  
 ch as ch in chin  
 e as e in bet  
 E as ea in easy

g as g in go  
 i as i in hit  
 I as i in ice  
 j as j in job  
 [ng] as ng in sing  
 O as o in go  
 o as aw in law  
 oi as oy in boy  
 th as th in thin  
 [th] as th in the

ü as oo in loot  
 u as oo in foot  
 y as y in yet  
 zh as si in vision

### Pronunciations

#### Cities

Alexandria / "a-lig-'zan-drE-&  
 Amphipolis / am-'fi-p&-l&s  
 Antioch / 'an-tE-äk  
 Assos / 'a-säs  
 Apollonia / "a-p&-'lO-nE-&  
 Athens / 'a-th&nz  
 Attalia / &-'ta-lE-&  
 Berea / b&-'rE-&  
 Caesarea / "sE-z&-'rE-&  
 Cenchrea / 'sen-krE-&  
 Cindus / 'sin-d&s  
 Corinth / 'kor-&n(t)th  
 Damascus / d&-'mas-k&s  
 Derbe / 'd&r-(")bE  
 Ephesus / 'e-f&-s&s  
 Forum of Appius / 'a-pE-&s  
 Iconium / I-'kO-nE-&m  
 Jerusalem / j&-'rü-s(&-)l&m  
 Lasea / 'lA-sE-&  
 Lystra / 'lis-tr&  
 Miletus / ml-'lE-t&S  
 Myra / 'ml-r&  
 Neapolis / nE-'a-p&-lis  
 Paphos / 'pA-''fäs  
 Patara / p&-'tä-r&  
 Perga / 'p&r-g&  
 Philippi / 'fi-l&-'pl  
 Phoenix / 'fE-niks  
 Pisidian / p&-'si-dE-&n

Ptolemais / "tä-l&-'mA-&s  
 Puteoli / pyu-'tE-&-"ll  
 Rhegium / 'rE-jE-&m  
 Rome / 'rOm  
 Salamis / 'sa-l&-m&s  
 Salmone / 'sal-'mO-n&  
 Seleucia / s&-'lü-sh(E)-&  
 Syracuse / 'sir-&-'kyüs  
 Tarsus / 'tär-s&s  
 Thessalonica / "the-s&-'lä-ni-k&  
 Troas / 'trO-''as  
 Trogylgium / trO-'jil-y&m

#### Regions

Achaia / &-'kE-y&  
 Asia / 'A-zh&, -sh&  
 Bithynia / b&-'thi-nE-&  
 Cilicia / s&-'li-sh(E)-&  
 Chios / 'kl-''äs  
 Cos / 'käs  
 Crete / 'krEt, var. 'krE-tE  
 Cyprus / 'sl-pr&s  
 Galatia / g&-'lA-sh(E)-&  
 Greece / 'grEs  
 Italy / 'i-t&l-E  
 Lycia / 'li-sh(E)-&  
 Macedonia / "ma-s&-'dO-nE-&  
 Malta / 'mol-t&  
 Mysia / 'mi-sh(E)-&  
 Palestine / 'pa-l&-'stIn  
 Pamphylia / pam-'fi-lE-&

Phrygia / 'fri-j(E)-&  
 Pisidia / p&-'si-dE-&  
 Phoenicia / fi-'ni-sh(E)-&  
 Rhodes / 'rOdz  
 Samos / 'sA-''mäs  
 Samothrace / 'sa-m&-'thrAs  
 Syria / 'sir-E-&  
 Thyatira / "thl-&-'tl-r&

# A POWERFUL BEGINNING

**Chapter 1 After the Resurrection**

**Chapter 2 The Holy Spirit Comes**

**Chapter 3 Peter Heals a Beggar**

**Unit 1: A Powerful Beginning****Chapter 1: After the Resurrection**

# Chapter 1

## After the Resurrection

**Key Verse** Acts 1:8**Objectives**

The students will:

- understand the importance of the resurrection
- know how to refute those who would explain the resurrection away
- describe the post-resurrection ministry of Christ
- describe the spread of the gospel as predicted in Acts 1:8
- name Judas' replacement as an apostle
- list important characteristics of the early Christians

**Application**

The students will seek to follow Jesus as the apostles did, helping to spread the gospel throughout the world.

**Suggested Time** 3 days**Teaching Strategies**

**Day 1** Have students read Acts 1 and complete the workbook questions and activities. Use OHT i.1 *Roman Empire—NT Region*, in discussing question 7. Before the students begin the lesson, explain that most workbook chapters contain a section called **What's It Mean?** that defines some more difficult words in the workbook and/or the NKJV. Explain the **Helpful Hints on Questions and Activities** below.

**Unit 1 — A Powerful Beginning**  
**Chapter 1 — After the Resurrection**

[Date: Chris A.D. 30] [Place: Jerusalem] [Roman Emperor: Tiberius] [Local Ruler: Herod Antipas]

1. Verse 2 of the first chapter of Acts speaks of clear commandments, or instructions, that Jesus had given the apostles before He ascended. **What were they?** Hint: Check out Matthew 28:19–20 to get the best answers.

a. Make disciples of all the nations.  
b. Baptize them in the name of the Father and of the Son and of the Holy Spirit.  
c. Teach them to observe all things that Christ had commanded.

**Complete** the crossword puzzle. Use the clues below, and Acts 1:1–12 for help.

**Across:**

1. The apostles received — from the Holy Spirit,
5. Jesus' post-resurrection ministry lasted — days.
6. Jesus showed He was alive by many — proofs.
7. John had baptized his followers with —.
8. The gospel would be taken to every part of the —.

**Down:**

2. Jesus said the apostles would be His —.
3. Jesus spoke about the — of God.
4. The apostles saw Jesus ascend into —.
7. Jesus told His apostles to — in Jerusalem.



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	F	O	T	O	T	
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	L	E	E	E	E	
	B	E	E	E	E	
	I	N	F	A	L	
	M	A	M	A	M	
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## Chapter 1: After the Resurrection

Unit 1 — A Powerful Beginning  
Chapter 1 — After the Resurrection 13

**G** Fill in the blanks to reveal the G's of the Holy Spirit:  
**GIEI** of God dwelling in us

**ANALOGY**

Acts 1:8 speaks of being a witness in different places. Think of your town or city as Jerusalem. What would each of the following represent?

- Judea Student's county/state/region
- Samaria Neighboring county/state/region
- the end of the earth The rest of the world

**What significance does verse 11 have in your life?**

Students are likely to say that this verse contains the promise of the second coming of Christ, giving Christians something to look forward to.

**Helpful Hints on Questions and Activities**

- 7.** Explain what analogies are: comparisons based on a specific likeness between two things that are unlike in most respects. Give one or more examples. A familiar one is the comparison of life with a journey, which has a beginning and an end as well as hills and valleys along the way. Students will probably be able to suggest what the hills and valleys in the journey of life represent.

**All Right!**

Explain and discuss what it means to read a chapter "carefully." Encourage students who have questions to write them down and ask them later in class discussion.

**Discussing the Questions and Activities**

- Tell the students that this final command Jesus gave His disciples is often called the "Great Commission," and that it is a command to all believers.
- Point out that the words in the crossword puzzle are taken directly from Acts 1 (NKJV).

**3.** Ask your students what it must have been like for the apostles to be around Jesus those forty days. Help them realize that He was very real. He was not a ghostly figure giving off an angelic glow, as some have thought and illustrated (although there are mysteries about His new body). Many speculations about our future resurrected bodies have grown out of Christ's post-resurrection appearances.

- Mention that there have always been problems for individuals and groups that try to set dates for our Lord's return.
- Students will see that these promises begin to be fulfilled in Acts 2.
- Note that the Book of Acts could be called the Acts of the Holy Spirit, since it is His Power, a gift to all believers, that enabled the disciples to begin to spread the church.
- Though they can be difficult, analogies are great for developing skills in logic. Note that Judea can be interpreted as either a county or a state, and Samaria as a nearby county or state. If your Christian school is not in the United States, your answers will have to be adapted to geographic divisions of the country where you are. The important idea for students is that the gospel spreads outward, starting with those immediately around us.
- Most students will say "the hope we have for Christ's return, or second coming."
- Ask why there are only eleven apostles. Most will realize it's because Judas was dead.

**Unit 1: A Powerful Beginning****Chapter 1: After the Resurrection**

**10.** Ask, Why were these the half brothers of Jesus? (Joseph was their earthly father; but God was Jesus' father, not Joseph. Mary was their mother and Jesus' mother.)

**11.** Ask a volunteer to read Matthew 27:5, which says that Judas hanged himself and thus appears to contradict Acts 1:18. You may wish to explain that the word *hang* in Greek can mean "impalement." Perhaps Judas fell on his own sword, causing the gruesome results described. Traditionally, it is believed that the rope he used to hang himself broke, and the fall caused his stomach to burst open. The money used to buy the field was what Judas returned because he felt guilty. The Jews could not put "blood money" back into the coffers of the Temple, so they bought this field for the burial of foreign Jews. Perhaps the Jewish leaders also needed to soothe their consciences.

**12.** Some students may question Judas' eternal state because of his apparent remorse, but remorse is not the same as repentance. Explain that, although he felt guilty and perhaps sorry, he was never repentant. True repentance brings a change in behavior. Ask volunteers to tell about a time when they were sorry but not repentant.

**13.** You might need to describe what happens when the disciples cast lots. Compare that practice with drawing straws or flipping a coin. Emphasize that prayer was the key ingredient here, and they trusted God for the results. They were not gambling.

14

Unit 1 — A Powerful Beginning

Chapter 1 — After the Resurrection



The first chapter of Acts tells us the following about Judas, the betrayer:

- Peter said he fulfilled prophecy (or Scripture).
- He bought a field with the money he received for betraying Jesus.
- Judas took his own life there.

Verses 25 says that Judas went "to his own place." **Where do you think that was?**

*Hell.*

The apostles knew that someone should be chosen to take Judas' place. Complete the following sentences, telling three things they did in order to pick another disciple:

- They chose two men who had been with them from the time of Jesus' baptism by John.
- They prayed that God would show them which one He had chosen.
- They cast lots, and the lot fell to: Matthias.

**Key Verse**

But you shall receive power when the Holy Spirit has come upon you; and you shall be witnesses to Me in Jerusalem, and in all Judea and Samaria, and to the end of the earth.

**Acts 1:8**

**MEDITATION** Think prayerfully about the content of Acts 1, noting the qualities of the early Christians. In the back of your workbook, write a paragraph about what God has revealed to you in this chapter.

**All Right!** I read chapter 1 carefully.

Yes  No

Yes, but I still have questions.



**14.** Note that a big step was taken when men and women began to worship together. They had not done so in the Jewish culture, in which women were often viewed as inferior to men. Jesus clearly did not hold such prejudices, since He often associated with women, and many became His followers both in His earthly ministry and later, as we will see later in Acts. In fact, a woman, Mary Magdalene, was the first person to see the resurrected Christ. Today, though God has clearly intended the roles of men and women to differ in certain ways, there is no room in the Christian church for the sort of prejudice that sees women as inferior.

# *Other resources from Purposeful Design Publications ...*

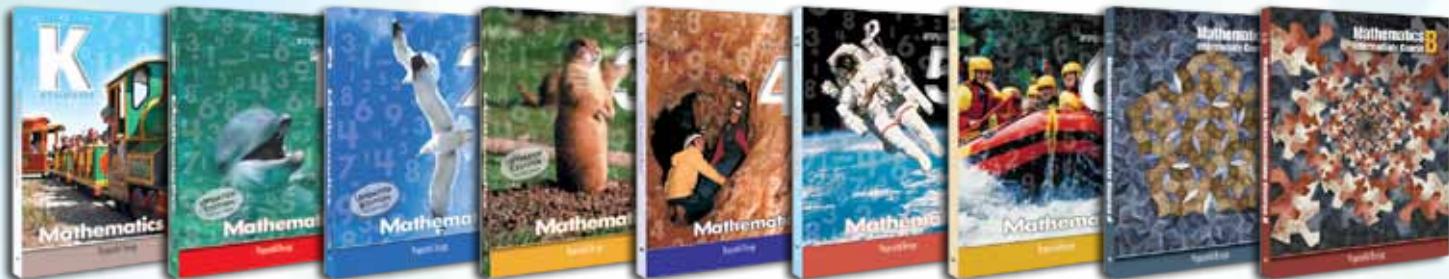
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**Bible** (Preschool–Grade 6)

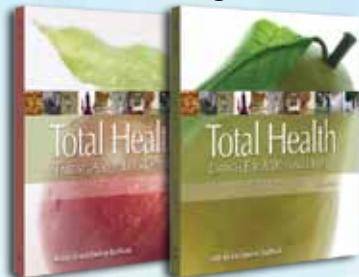


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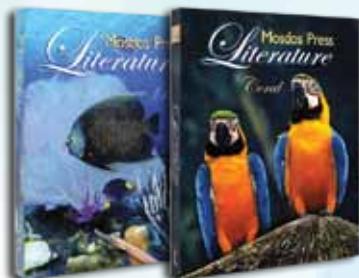
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