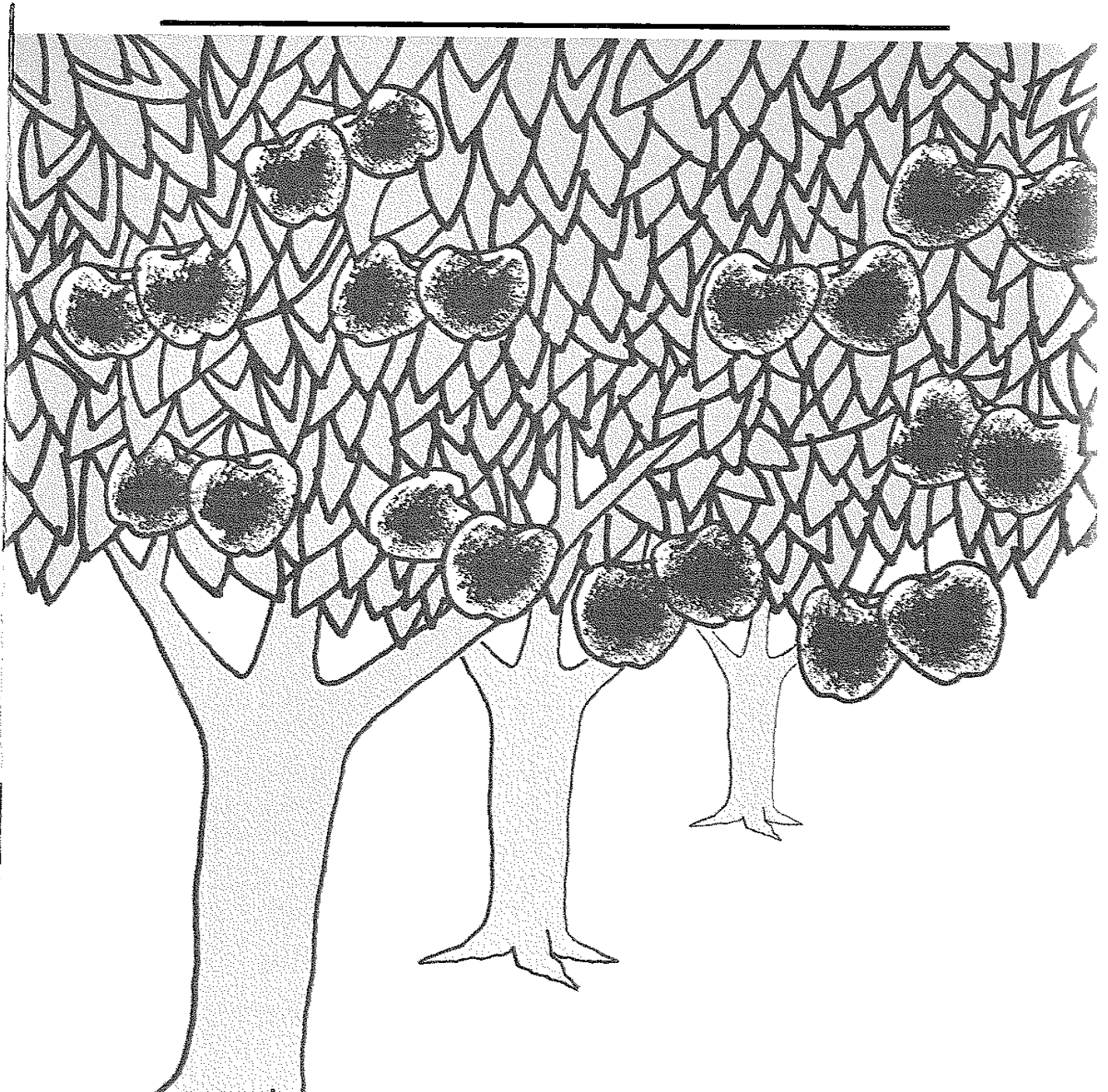


ADULT BIBLICAL EDUCATION SERIES

Vol. III, Book 4

The Book of Acts

TEACHER'S GUIDE



Pictured on the cover is the fruit of the tree as it begins to bear.

Psalm 1:3, describes the righteous as like a tree planted by the streams of water, that bringeth forth its fruit in its season.

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Teacher's Supplement to Volume III Book 4

THE BOOK OF ACTS

LESSON ONE

Lesson Objective: To be aware of the great impact of the coming of the Holy Spirit upon a heretofore reluctant group of believers, in terms of their witness before the world.

Lesson Goals:

1. To understand how God was preparing the disciples for their work in His Kingdom even while they were waiting for the fulfillment of His promise,
2. To study how God fulfilled His promise to send the Holy Spirit and thus equipped His disciples to carry out the Great Commission.
3. To observe the work of the Holy Spirit in men's hearts in this passage; for example, the changes in Peter and the hearts of the new believers.
4. To examine our lives to see where we need the Holy Spirit's transforming power to make us bolder and better witnesses for Christ.

Teacher's Preparation:

1. Pray and ask God's Spirit to speak to you from His Word. Ask Him to prepare the hearts of your students for this week's lesson.
2. Read Acts I and 2 at least twice from two different translations.
3. Re-read the passage in light of the lesson goals and make notes.
4. Study Dr. Scott's notes and with your notes, organize an outline of the lesson.
5. Recall and make note of situations in your own life when:
 - a) God prepared you for something while you were waiting on Him.
 - b) the Holy Spirit changed or molded some aspect of your character.
 - c) you relied on the Holy Spirit's power in a witnessing situation.

Keep your students in mind here (their backgrounds, needs, etc.).

6. Thoughtfully and carefully answer Dr. Scott's questions for meditation and application.
7. Prepare any visuals you may want to use for this lesson. You could make a poster with a "Before" and an "After" column on it. Cut out before and

after pictures from a magazine and paste at the head of each column. This could be used during your discussion of the changes wrought by the Holy Spirit in the hearts of Peter, the other apostles and the new believers. (This idea could be adapted for use with an overhead projector or a chalkboard.)

8. Be sure all equipment needed will be available and in place for use at class time.

Class Procedure:

1. Begin the class by turning off the lights in the room. Ask the class why the room is now dark. "Is there no source of power? No electricity? What would I have to do to make the room light again?" Now turn on the lights. "I had to flip the switch to get the current of electricity flowing to produce light. The electricity was available all the time but the switch had to be turned on in order for the current to flow. We have a Source of power in our lives — the Holy Spirit. His power is available to us at all times, but we must rely on Him and "tap the Source" if He is going to be effective in our lives."
2. Point out that today we are going to become aware of the impact of the coming of the Holy Spirit on the early church.
3. Proceed through your outline and notes, allowing for related discussion and sharing. Your sharing the personal examples from your life experience may encourage others to share similar experiences.
4. Help the class to formulate what it means to wait on God. Does it mean sitting idly by waiting for "thunder and lightning"? Why is waiting sometimes necessary? Why is it often so difficult? What are the consequences of not waiting?
5. Discuss how God kept His promise and the three evidences that were manifested.
6. Do not get sidetracked on a long discussion of "speaking in tongues." You might refer any serious questions to an elder or the pastor, or invite further discussion after class.
7. Lead the class to see the promise in the Old Testament and why the fulfillment of it was delayed until Pentecost. What does this mean in terms of the gospel and the world today (Acts

- 2:21)?
8. Recap Peter's sermon and the effect it had on those listening (true heart conviction which led to faith and repentance).
 9. Discuss the "follow-up" the new believers received. Note the changes in Peter and the new converts.
 10. Encourage the class to help you fill in the "Before" and "After" columns on your chart.
 11. After the lesson material has been covered ask class members to share one of the application questions which was especially meaningful to them. This can be a very encouraging and uplifting time.
 12. At the close of the time ask each class member to think of one person they know who does not know Christ. Challenge them to rely on the Holy Spirit's power to share Christ with that person this week. It might mean writing a letter, inviting a friend to church, or a face-to-face encounter where the gospel is shared. Come ready to share what the Lord has done next week.

Assignment:

Read Acts 3 and 4 and chapter two of the text. Answer the application questions. Come ready to share the impact of the Holy Spirit in your life in terms of your witness for Christ.

LESSON TWO

Lesson Objective: To show how quickly the world and reprobate religions rose to oppose the church and how the church grew in strength as the persecutions increased.

Lesson Goals:

1. To study the miracle of the healing of the lame man, the reason for it, the effect on those watching and Peter's response.
2. To observe the response of the Jewish leaders to Peter's second sermon and defense, and how these men would pave the way for the persecution of the church.
3. To see the reaction of the church to this opposition in order that we might be strengthened in our witness in a hostile world.
4. To review the history and progress of missions to get an overall picture of what was happening in the world of that time.

1. Teacher Preparation:

1. Pray and ask the Holy Spirit to apply this Scripture and lesson to your heart.

2. Answer the questions for meditation and application at the end of this lesson.
3. With these in mind, carefully read Acts 3 and 4 at least twice.
4. Make notes of the basic events and people's reactions to them (for example, 3:10 and 4:2,13).
5. Read Dr. Scott's notes and write down or underline key points you will want to bring out when you teach.
6. Be sure to keep your students in mind as you work out your lesson plan. Consider their needs, backgrounds, spiritual maturity, past training, etc.
7. Be prepared to share how you have responded to persecution for Christ's sake. You might bring in other examples such as Corrie Ten Boom or Harlaan Popov.
8. Prepare any visuals or object lessons you want to use. Remember that the more your students are involved in the lesson, the more they will learn.
9. Be sure that any equipment needed will be in your classroom ready to use, at class time.

Class Procedure:

1. After the opening prayer, invite class members to share how the Holy Spirit gave them power in witnessing this past week. You may have to start the sharing if class members seem reluctant at first.
2. You may want to start this week's lesson with an object lesson. You will need a withered plant, a lump of clay and a ceramic dish, vase, or figurine. You are going to compare the plant and the lump of clay. How did this plant react to "persecution" (no water, light, fertilizer or pruning)? What is the result when a lump of clay is pounded (to get the air out), molded, scraped, fired, painted, glazed and fired again? A beautiful dish or vase, or whatever you brought. The lump of clay, as it was, is useless. "Today we are going to see how the early church responded to persecution. Did she wither and die like the plant or was she strengthened and made more useful in God's service?"
3. Have a class member read Acts 3:1-10 in a modern translation (New International Version or New English Standard Version). Lead the class to see the reason for this miracle (and all the miracles in the Bible). Do not get bogged down in a discussion of whether or not we have miracles today. You might simply state that since the Canon is now closed, miracles do not occur in the same way or for the same purpose as in Biblical times; however, that is NOT to say that God doesn't still work in supernatural ways.
4. Note the onlookers' reaction (v. 10) and Peter's response (vs. 11-24).

5. Ask the class to comment on the response of the Jewish leaders (4:1-4). A good cross-reference here might be I Corinthians 2:14.
6. Discuss Peter's defense. Note that it was not an emotionally charged outbreak, as we are sometimes prone to do when we are put on the defensive. There was no loss of temper or control here.
7. Discuss the role of the Holy Spirit in Peter's defense. Clarify the terms, "filled with the Spirit," "walking in the Spirit," and "quenching the Spirit" (see Dr. Scott's notes).
8. Contrast the church's reaction to the opposition with what their NATURAL reaction would have been.
9. Why was it that opposition to the new believers strengthened them and brought them to be at their best? Discuss the roles of fellowship and prayer here.
10. Talk about the kinds of persecution we, as Christians, undergo today. Many times it is much more subtle than in Biblical times: for example, the image that the media often gives preachers and Christians is very degrading to Christ's church. How do we react to persecution?
11. Encourage each class member to think of a recent situation in which either he, personally, or the church was persecuted. What was done in response? Challenge each person to take positive action as Peter did.
12. Read Acts 4:32-37 and note how the fellowship of the believers strengthened them to face the opposition before them.
13. Perhaps the fellowship in your class needs strengthening. This might lead to forming prayer partners or a fellowship get-together.
14. Your students' needs should govern how much time you spend on this last section on the history and progress of missions. You may wish to briefly review it, or if your students are lacking in this area and they would benefit from further study, you could spend more time on it.
15. If your class size permits, divide up into pairs to pray for the church, as a whole and as individuals, to be strengthened and built up in the face of the opposition from the world.

Assignment:

Read Acts 5:1-6:7. Read chapter three in Dr. Scott's book and answer the questions for meditation and application.

LESSON THREE

Lesson Objective: To show how quickly Satan

moved to seek to corrupt and divide the church and how the church reacted to these threats from within.

Lesson Goals:

1. To learn about God's attitude toward hypocrisy through the examples of Achan and Ananias and Sapphira.
2. To define the sin of hypocrisy and analyze its effects on the early church in order to be aware of the dangers of such sin in our church today.
3. To study the effects that the purging of hypocrisy had on the early church and the importance of discipline in the church today.
4. To study the internal threat of neglect, Jethro's solution, the apostles' solution and their impact on the church.
5. To examine our lives in order that we might purge ourselves of any hypocrisy and evaluate how we can prevent the threat of neglect in our church.

Teacher Preparation:

1. Pray and ask God to apply this lesson to your heart and life. Be willing for Him to do so.
2. Read Acts 5:1-6:7 in a modern translation (New International Version or New American Standard Version).
3. Write down what you observed to be the two basic internal threats to the early church, their effects, how they were dealt with and how they could have been avoided.
4. Read Dr. Scott's notes and compare them with your own.
5. Answer the questions for meditation and application. Spend time in honest and careful evaluation as you complete your answers.
6. Read the lesson goals carefully. With Dr. Scott's notes and your notes, organize an outline of the lesson you want to teach. Be sure to consider your students' needs.
7. Examine your own life for hypocrisy. After spending time in prayer, decide what positive steps you will take to correct the situation. This may be something you would wish to share with your class or you may prefer not to. However, if this lesson has been real to you, you will be more motivated and better able to teach it.
8. Be thinking of a need in your church, which you, or perhaps your class, could be meeting. (Maybe something which is currently taking the pastor away from his studying and preaching.) You will want to hear suggestions from class members but it would be helpful to come with at least one suggestion prepared.
9. Prepare any visuals or object lessons and be sure all equipment needed will be in place at class

time.

Class Procedure:

1. After the opening prayer ask class members to review how the early church responded to persecution. Was this an internal or an external threat? Which do you think would be harder to deal with? Why? (Class members might suggest that external threats often tend to bring people closer together so they are able to draw strength from one another. When an internal threat occurs, strife and division often result. Wounds may be made that are very difficult to heal.)
2. Point out that today you will be studying the first internal threats to the early church.
3. Ask class members to define hypocrisy, or a hypocrite. (You may want to have a dictionary handy for a more precise definition.) Write down students' definitions on a chalkboard, flipchart or overhead projector transparency.
4. Proceed through your outline and notes, allowing for related questions and discussion.
5. Though you may prefer not to read the whole Scripture passage orally, encourage class members to have their Bibles open to the Scripture for easy reference during class.
6. Discuss Achan's sin and its immediate and long-term effects on the nation of Israel. Rather than take time to read the whole account, ask a class member to briefly review the story.
7. Observe how God views the sin of hypocrisy. We see this in His response to Achan and Ananias and Sapphira.
8. Discuss the deceit involved in this sin and seriousness of it. Note the example of Cain and Abel.
9. Ask class members to list at least three effects this sin had on the church.
10. Lead the class to see the positive effects of the purging of this sin. Discuss the importance of church discipline. This may be a new or uncomfortable concept for some, so a gentle but firm approach is in order. You may wish to have your PCA BOOK OF CHURCH ORDER handy for reference.
11. Review the story of Moses and Jethro, highlighting Moses' problem and Jethro's solution. Relate this to the problem of neglect in the early church.
12. Note Dr. Scott's observations concerning the office of deacon.
13. Help the class to formulate the solution's impact on the church.
14. Review the history and progress of missions up to this point, if time allows and students' needs dictate.

15. If class size permits, divide into small groups to discuss any needs in your church that are currently being met by the pastor, which you, as a class, could be meeting. This could range from arriving early Sunday morning to turn on the heat to visiting shut-ins. Allow at least ten minutes for this time. See that positive action is taken as a result of this discussion.
16. As you close in prayer, have a period of silent prayer in which individuals may examine themselves for hypocrisy and confess it to the Lord.

Assignment:

Read Acts 6:8-8:1 and Dr. Scott's notes. Answer the questions at the end of the chapter.

LESSON FOUR

Lesson Objective: To show how the church learned of the high cost of being a faithful witness and how God used the persecution of the church to spread the gospel into all the world.

Lesson Goals:

1. To study Stephen's ministry and the work of the Holy Spirit in his life.
2. To study Stephen's sermon and note that though certain details were inaccurate, God used it in a mighty way.
3. To understand that though we are fallible and make mistakes, God can and will use us to glorify Him.
4. To study Stephen's martyrdom and be challenged to be willing to count the cost, whatever it may be, of being a faithful witness for Christ.
5. To see how God used Stephen's death to further the spread of the gospel and understand that no matter how circumstances may appear, God is in control, for His glory.

Teacher Preparation:

1. Pray and ask the Lord to help you be willing to serve and obey Him, no matter how high the cost. Ask Him to work in the hearts of your students, that they might be willing to make this same commitment. Pray for each class member individually, by name.
2. Read Acts 6:8-8:1 in a modern translation (New International Version or New American Standard Version).
3. Go through the passage again and make notes as you read. You might do a sort of character study, making notes on what type of person Stephen was

and how the Holy Spirit worked in his life. Note his reaction to each situation he encountered.

4. Make notes on Stephen's sermon. Can you detect any inaccuracies in it?
5. Read over the lesson goals and decide how you are going to approach this lesson.
 - a. You could approach it from a character study of Stephen, studying the surrounding events with his person as your point of reference (for example you could focus on Stephen's reaction to the stoning, rather than the stoning itself).
 - b. You could use the approach of focusing on the events (for example, you might choose to emphasize the actual event of the stoning, what was involved in a stoning, etc.).
6. Read Dr. Scott's notes and underline or write down key points you will want to bring out. Keep in mind your goals and your approach.
7. Thoughtfully and carefully answer the questions for meditation and application.
8. Organize your lesson plan. Come up with a visual aid or object lesson. Plan how you will involve your students. Remember that they will learn more if they are involved in the lesson.
9. Be sure to have all your materials and equipment situated and ready for use at class time.

Class Procedure:

1. Open with prayer asking God for each one to be "full of grace and power" as Stephen was.
2. "What are you willing to die for? Is there anything that is so important to you that you would be willing to die for it" (family, country, religion)?
3. ' "Today we are going to learn how the early church learned the high cost of being a faithful witness, through the life and death of Stephen."
4. Give a brief introduction about Stephen, his background, gifts, service for the Lord and his enemies.
5. Discuss Stephen's sermon. Why did he review the history of God's dealings with Israel when many of his hearers were no doubt well versed in Israel's history?
6. Discuss application question number one. List at least three applications from this question. You may choose to use a chalkboard or overhead projector here.
7. Mention the errors in Stephen's sermon. You may not wish to go into great detail here. However, if anyone is greatly disturbed by the fact that Stephen's sermon is not 100% accurate, you could spend a few minutes examining one or two of the examples Dr. Scott cites. (This may be very difficult to discuss if class members have not read

their lesson ahead of time. If the majority have not read their lesson, it might be best to postpone this part of the discussion until next week.)

8. Be sure to emphasize how Stephen glorified God through his message and his heart attitude. You could bring in application question number two at this point.
9. Talk about Stephen's application and rebuke to his hearers. Discuss the impact on Saul of Tarsus.
10. Discuss Stephen's death. Why did the crowd react so differently to Stephen's message than they had to Peter's sermon?
11. How does this study help us see God's purpose and sovereignty even in situations that appear tragic and hopeless?
12. How did Stephen's death spur the spread of the gospel into all the world?
13. Ask class members to share their responses to application questions four and five.
14. If you chose the character study approach to this lesson, you could summarize here by asking class members to help you list on the chalkboard, Stephen's character qualities.
15. Close with a period of silent prayer. Challenge class members to make the commitment to Christ that Stephen did. At the beginning of class you asked, "What are you willing to die for?" You might now ask, "What are you willing to live for?" Are we willing to live for Christ, no matter what the cost?

Assignment:

Read Acts 8:2-9:31. Study Dr. Scott's notes and answer the application questions.

LESSON FIVE

Lesson Objective: To show how the gospel began to spread from Jerusalem out toward the Gentile world and how Saul of Tarsus was enlisted to proclaim the Good News.

Lesson Goals:

1. To study Paul's background and life as an unbeliever in order to gain a greater appreciation for the work of God's Spirit in his life.
2. To study the spread of the gospel into Samaria through the witness of Philip, John and Peter.
3. To consider how God prepared Saul to become an apostle to the Gentiles through his background, conversion and initial experiences following his conversion.
4. To discern how God wishes to use each of us in furthering the spread of the gospel and the work

of His Kingdom.

Teacher Preparation:

1. Pray and ask God to make this lesson real in your life. Ask Him to use you to spread the gospel this week.
2. Read Acts 8:1-9:31 at least twice. This will help you become more familiar with the passage and the events that took place.
3. Make notes on the events recorded in this passage. Note people and places as well as what happened.
4. Read over the lesson goals carefully. This passage of Scripture is quite full. Look over your notes and goals and decide what you will focus on in this lesson.
5. Study Dr. Scott's notes.
6. Answer the application questions at the end of the chapter. Determine which ones you will want to bring out in the lesson.
7. With your notes, Dr. Scott's notes and the Scripture passage before you, organize an outline of the lesson you plan to teach.
8. Consider any visual aids or object lessons you may want to use.
 - a. You may wish to have a large map available to point out the various places referred to in the Scripture,
 - b. You could use a flannelgraph board and figures to tell the stories. This would be a particularly good approach if your students are not familiar with this passage. (Often we limit tools such as flannel-graph to children, but it could be used on certain occasions with adults effectively.)
 - c. Be sure all materials and equipment needed will be properly located and ready for use at class time.
9. Be prepared to share from your own experience how God has prepared you to serve Him and further the work of His Kingdom.

Class Procedure:

This will vary somewhat depending on the approach you have chosen and what you wish to emphasize. Here is one suggested approach.

1. Review Paul's background before he became a Christian. Observe how he later described himself when he looked back on those days. Why is it helpful to be familiar with Paul's background? You might have someone read Acts 8:1-3 aloud.
2. Mention how Jesus, Himself, laid the foundation for the spread of the gospel in Samaria.
3. Discuss Philip's witness. Be sure to note his willing and eager spirit to be used by God.
4. Talk about Peter and John's witness among the

Samaritans. Point out the significance of their earlier prejudice and their changed attitude.

5. Discuss the incident of Simon and his sin. Emphasize the fact that his heart was not right before God. You might apply this to the church today: Many profess Christ but their hearts are not yielded to Him.
6. Recall the first stage of the spread of the gospel from Jerusalem - to the Samaritans (not fully Jewish and not fully Gentile). The next stage will be to the proselytes. Be ready to explain this term.
7. Discuss the encounter between Philip and the Ethiopian eunuch. Note how sensitive Philip was to the Spirit's leading. Also emphasize how the Holy Spirit prepared the heart of the eunuch to receive the gospel.
8. Point out on a map where Philip carried the Good News after his encounter with the Ethiopian. Show the class how he was a trailblazer, bringing the gospel to new areas.
9. Discuss Saul's encounter with Christ. You may want to have a class member recap what took place or you may wish to use your flannelboard.
10. Point out the significance of Damascus as the place where Paul began his witness for Christ.
11. As you study Saul's encounter with Ananias, it might be interesting to discuss it from Ananias' point of view.
12. Discuss Saul's preparation period (3 years) in Damascus. Talk about how the Lord trained him. How would this apply to the "follow-up" that new converts should receive today?
13. Review the account of Saul's escape from Damascus as he was lowered over the city wall in a basket.
14. Discuss Saul's appearance before the Jerusalem Christians. Talk about what qualified Saul to be an apostle. You may need to clarify the terms "apostle" and "disciple." Note the various reactions to Saul in Jerusalem.
15. Talk about the effect of Saul's conversion on the church.
16. Review the history and progress of missions if it would be appropriate here.
17. Have class members share their responses to any of the application questions particularly meaningful to them.
18. Have a period of silent prayer after which you close with prayer for the spread of the gospel and the saving of souls to build Christ's Kingdom. Encourage class members to use this time to examine their lives and ask the Lord how they could be used to further the spread of the gospel. Perhaps more training is in order; be ready to suggest specifics in how this could be accomplished. Maybe it is time to take action. Encourage each

person to come before the Lord honestly, openly and willingly. Thank God for the work of His Spirit in each of our hearts and lives.

Assignment:

Read Acts 9:32-11:18. Study Dr. Scott's notes and answer the questions for meditation and application.

LESSON SIX

Lesson Objective: To show how the Lord broke down the barriers between Jews and Gentiles in the church.

Lesson Goals:

1. To study how God prepared Cornelius' heart to receive the gospel and thus opened the way for the spread of the gospel to the Gentiles.
2. To understand the work of the Holy Spirit in Peter's heart to remove his long standing prejudice against the Gentiles, so that he could be used to carry the gospel to them.
3. To study the encounter between Peter and Cornelius in order to view God's sovereignty and love in bringing salvation to His children.
4. To see how Peter defended his actions to the Jews and followed God's leading.
5. To examine our hearts for prejudice or pride which may be keeping us from being effective witnesses for Christ.

Teacher Preparation:

1. Pray and ask God to speak to you from His Word. Thank Him for your students and pray for each one by name; that through this lesson, each might become a more effective witness for Christ.
2. Read Acts 9:32-11:18 at least twice in a modern translation (New International Version or New American Standard Version).
3. Answer the questions for meditation and application at the end of the chapter.
4. Take time to prayerfully examine your heart for pride or prejudice hindering your witness for Christ. Ask God to cleanse your heart and fill you with His love and His perspective on "holy" and "unholy."
5. As you re-read the passage, make notes on what stands out to you as being particularly significant. Write down anything which is new to you, or which your class may not be familiar.
6. Decide what you want to focus on in this lesson. Keep your students in mind here. What would be of most benefit to them?
7. Read Dr. Scott's notes and underline or write

down anything you will want to emphasize or include in your lesson. Keep your lesson goals in mind as you go through your notes.

8. Combine your notes and Dr. Scott's notes to make an outline of the lesson material.
9. Decide how to present the lesson. Consider using visual aids or object lessons. Plan how you will involve your students. The more they are involved, the more they will learn.
10. Gather all materials together and be sure any equipment needed will be properly located and ready for use.

Class Procedure:

1. Open with prayer.
2. Ask class members to share what their initial reaction would be if they were suddenly commanded to go immediately and share the gospel with that very person or persons whom they had regarded as particularly unlovely or beyond hope of ever coming to Christ. Don't take time to evaluate these feelings now, just allow for open sharing.
3. Tell the class that Peter was like us in some ways. He had a certain pride and prejudice in his heart against the Gentiles. Yet, God was able to change his heart and use him to spread the gospel to the whole world.
4. It might be interesting to speculate, for a moment, where we would be today had Peter not responded in obedience to God's leading.
5. Review the accounts of Aeneas and Dorcas and how these events were important in leading Peter to Cornelius.
6. Be sure class members have their Bibles open to Acts 10.
7. Have class members look at verses 1-7 of chapter 10. On the overhead projector or chalkboard, list (with class members' help) everything these verses tell us about Cornelius. You may want to supplement from Dr. Scott's notes.
8. Lead the class to see how God was preparing Cornelius' heart to receive the gospel.
9. The next passage to examine will be verses 9-23. Discuss Peter's vision and its purpose.
10. Discuss "holy" and "unholy." How did God teach this concept to the Israelites in Old Testament times? Why was this to be changed with the coming of Christ?
11. Talk about how Jews came to be prejudiced against Gentiles. You might relate this to prejudices many people have today against those of other races, in lower economic strata, or those with less education.
12. Lead the class to see how the Holy Spirit worked in Peter's heart to change his attitude toward the

Gentiles. Are we willing for God to work in our hearts in the same way? You might bring in application questions 2, 7 and 10 here.

13. Discuss what took place in the encounter between Peter and Cornelius.
14. Be sure that the class understands the work of the Holy Spirit in this situation. Be able to define the term "baptism in the Holy Spirit." Do not get bogged down in a discussion of the method of baptism: sprinkling vs. immersion. If anyone wishes to pursue this, refer him to the pastor for study materials on the subject.
15. Look at Acts 11:1-17. The main point to emphasize here is that Peter followed GOD's leading in spite of the opposition from other CHRISTIANS! Perhaps today we are too pressured by what other Christians think and expect of us rather than being willing to follow God's leading.
16. Summarize with Dr. Scott's final point that it was Peter who paved the way for what would become Paul's lifetime work.
17. Close with a period of silent prayer. Encourage class members to examine their hearts for pride or prejudice hindering their witness for Christ. Challenge them to be willing for God to remove this and to serve Him wholeheartedly.

Assignment:

Read Acts 11:19-14:28. Study Dr. Scott's notes and answer the application questions.

LESSON SEVEN

Lesson Objective: To trace the movement of the gospel away from its Jewish centers into the Gentile world.

Lesson Goals:

1. To study the preparations of the church at Antioch in order to better understand what constitutes a "sending" church.
2. To learn of God's sovereignty over the death of James and Peter's imprisonment for the purpose of the glory of His Kingdom.
3. To study the "sending" process (the call from God, of the church and the ceremony) in order to understand God's design for the church today.
4. To study the first missionary journey and trace the geographical movement of the gospel to the Gentile world.
5. To evaluate our church and how we, as individuals, can use our gifts to build it into a more effective sending agency, for the spread of the gospel.

Teacher Preparation:

1. Pray and ask for understanding of this Scripture passage. Pray for help in knowing how to present the lesson in a way that will be meaningful to your students.
2. Read Acts 11:19-14:28 in a modern translation (New International Version or New American Standard Version).

Read the entire Scripture in one sitting so that you will be able to get the whole context and "flow" of the passage.

3. Go through the passage and list all the geographical locations in the order they are referred to in the passage.
4. Locate a current world map and a map of the world as it was in Biblical times.
5. Compare the names of the cities and countries on each map. Your students will be able to identify the places referred to in the Scripture passage more easily if they can see where these places are and what they are called today. Be sure you can locate each place mentioned on the maps.
6. With your list of geographical locations and the Scripture passage before you, beside each place listed, make a brief note of what happened there. This will give you a concise overview of the passage and will help you in outlining the chapter for your lesson plan.
7. Read Dr. Scott's notes. Underline or make note of what you want to bring out in class. Keep your lesson goals and your students in mind. If your students are not familiar with this passage, you may want to give them a basic overview rather than go into a lot of detail on one or two points.
8. With your notes and Dr. Scott's notes, form an outline of the lesson content you wish to teach.
9. Decide how you will teach the lesson. Because of the length of the passage and the map details, you may wish to divide your class into small groups (if size permits) and let each group focus on a different aspect of the passage. (This will be the approach suggested in "Class Procedure.")
10. Gather together any visual aids you wish to use. You will need a large current map of the area you will be studying as well as a large map of the area as it was in Biblical times. If you have to draw these yourself, you could use the overhead projector and trace the large image on to a piece of extra-wide shelf paper or poster board.
11. Answer the questions for meditation and application at the end of Dr. Scott's chapter.

Class Procedure:

1. Open with prayer for the work of the Holy Spirit in each of the class members' hearts to make all

- more willing and able witnesses for Christ.
2. Give an overview of the introduction in Dr. Scott's notes, using both maps to point out the locations mentioned.
 3. Divide the class into four small groups, if size allows. (Two people per group would be sufficient.)
 4. Both maps should be posted on the chalkboard or wall where class members can mark the locations they are studying.
 5. Give each group their assignment as follows:

Group One:

- a. Read Acts 11:22-30.
- b. Be able to locate and mark Antioch, Tarsus, and Jerusalem on both maps, c. Describe how the church at Antioch became a missionary church, d. List at least three characteristics of a sending church. Dr. Scott's notes may be helpful here.

Group Two:

- a. Read Acts 12:1-23.
- b. Locate Jerusalem on both maps.
- c. Tell why James was killed for his faith and Peter's life was spared. Was this unfair?
- d. Many people have condemned the praying Christians for their "lack of faith." Did they really need more faith? Why or why not?
- e. How did God deal with Herod in the end? What does this tell us about God?

Group Three:

- a. Read Acts 12:23-13:3.
- b. Locate Jerusalem and Antioch on both maps.
- c. Name the steps involved in the "sending" process.
- d. Tell the significance of the anointing with oil.
- e. How does this sending process differ from the way we send out missionaries today?

Group Four:

- a. Look over Acts 13:4-14:28.
 - b. Assign one person to go to the maps and mark with a red crayon or pen each stop on this missionary journey. Draw a line to connect the points.
 - c. Using the Scripture and Dr. Scott's notes, describe briefly (one or two sentences) what happened at each place. Be sure to point out why the missionaries chose to begin their work among the Jews at each place. Note the pattern of evangelism used.
6. Allow each group about 20 minutes to complete their assignment.

7. When each group has completed their assignment, bring the whole class back together. Beginning with Group One, allow each group to share the answers to their assigned questions. Allow each group three minutes, except Group Four, which will probably need five to eight minutes. Be sure one person from each group goes to the maps and points out the places he has been assigned to locate.
8. Close with a time of sentence prayers for the denomination and for your particular church. As you pray, encourage class members to evaluate how they can help build up your church to be a true missionary church as the church at Antioch was.

Assignment:

Read Acts 15:1-41. Read Dr. Scott's notes and answer the questions for meditation and application.

LESSON EIGHT:

Lesson Objective: To learn how the members of the early church handled differences among themselves, without detriment to the church.

Lesson Goals:

1. To examine the issue at the Jerusalem Conference and Peter's and Paul's responses to the opposition.
2. To study James' decision, the submission required by both Jews and Gentiles and the positive effect on the church.
3. To learn from the dispute between Paul and Barnabas how God uses His servants to build His church in spite of their faults.
4. To be sure that we are not guilty of letting unresolved differences tear down our church.

Teacher Preparation:

1. Pray for God's leading as you study the Scripture and prepare the lesson.
2. Read Acts 15:1-41 at least twice.
3. Go through the Scripture and outline the passage.
4. Write down any questions you have as you read.
5. Read Dr. Scott's notes and answer the questions at the end of the chapter.
6. Look over the suggested lesson objective and goals. Use these or form your own.
7. Ask yourself what you want your students to learn and do as a result of the lesson.
8. Develop your lesson plan. Decide how you will present the lesson. Incorporate visual aids or object lessons where appropriate.
9. Be prepared to discuss a modern-day situation of

an issue dividing the church and the effect it had on the church. A possible resource might be *HOW IS THE GOLD BECOME DIM*, by Morton Smith.

10. Be sure to have all equipment needed for your class procedure.

Class Procedure:

1. Open with prayer and ask the Holy Spirit to give each class member a clear understanding of the Scripture passage at hand.
2. Introduce today's lesson by pointing out that it was inevitable that differences would arise among the members of the early church. "Of course, our basic sinful nature is the cause of that." You might use the illustration of newlyweds just back from the honeymoon. As the daily routine sets in it doesn't take long for him to become irritated because she squeezes the toothpaste tube in the middle and leaves the cap off. She is annoyed by his early morning exuberance and loud singing in the shower. (A cartoon sketch on the overhead projector might be appropriate here.) Differences can either work to build up a marriage or tear it down. We will see the effects of differences among the new believers on the early church.
3. Review the introduction in Dr. Scott's notes.
4. Ask a class member to briefly state the issue which concerned the Jerusalem Council. Why was this such an important issue?
5. Discuss Peter's response to the opposition. He did not get his feelings hurt and retaliate in a hasty or careless manner. He did not interrupt but listened patiently while the opposition expressed their point of view. Peter had a Scriptural basis for his presentation and was speaking in obedience to the Lord.
6. Pay particular attention to the way James handled the situation. Get class members to imagine and share how James might have handled things. He could have come across lording his power over those who were there. He could have berated the "wrong" side. James gently, nevertheless firmly, pointed out that though Peter was correct, there was a need for consideration of the Jewish feelings. Mutual submission was called for. (See Dr. Scott's notes.)
7. Do not get involved in a long discussion of Christian liberty. Emphasize the mutual submission aspect. This concept could be carried back to your original illustration of the marriage relationship. Another cartoon sketch on the overhead projector could be appropriate here.
8. Ask the class to name the effects of the Council's decision on the church at Antioch. List these on an overhead transparency or on the chalkboard.
9. Move on to the dispute between Paul and

Barnabas. Discuss each point of view. You might list each person's argument on an overhead transparency or the chalkboard.

10. Note that Scripture does not say that one was right and the other wrong. Yet, God used even this situation for good.
11. What was the outcome of this dispute, regarding the spread of the gospel? What was Paul's relationship to Mark in later years?
12. Ask class members to share their response to the knowledge that God can and will use us in spite of our frailties and weaknesses.
13. Invite class members to share their responses to any of the application questions which caused them to look at the Scripture or themselves in a different light.
14. Summarize by going back to your original illustration of the marriage relationship. Often it is the silly or insignificant that when left unresolved, festers and causes much damage. Major differences can also cause problems, as we saw in the issue before the Jerusalem Council. Ask class members to identify the key solution for using differences to build up and edify rather than tear down and destroy.
15. Close with prayer. Challenge class members to take responsibility in building up your church to become "mature, attaining to the fullness of Christ" (Ephesians 4:13).

Assignment:

Read Acts 16:1-18:22. Read Dr. Scott's notes and answer the questions at the end of the chapter.

LESSON NINE

Lesson Objective: To consider the movement of the gospel into Europe and its significance for the future history of the church.

Lesson Goals:

1. To trace geographically the places Paul and his companions visited on his second missionary journey.
2. To study the Macedonian call and its significance for the future of missions.
3. To gain a more complete understanding of what was taking place in church history by studying the political history of the period.
4. To express our gratitude to God for His sovereignty over the history of the church and for bringing us to salvation in Christ.

Teacher Preparation:

1. Pray for wisdom in preparing this week's lesson.
Pray for spiritual growth in your life and in the lives of your students, as a result of this lesson.
2. Read Acts 16:1-18:22 in one sitting. This will help you get the flow of the passage and the complete context of the Scripture.
3. Carefully read Dr. Scott's notes.
4. Prayerfully and honestly answer the questions for meditation and application.
5. There is a wealth of material in this Scripture passage and in Dr. Scott's notes; much more than can possibly be covered in only one session. You will have to pick and choose which material to focus on in class.
6. Pause and pray for each class member by name. Remember any special needs. Pray that this lesson might be especially meaningful to each person.
7. Read over the lesson objective and goals. Decide what you want to accomplish through this lesson. Be especially sensitive to your students' needs as you plan.
8. You have two basic options on how to approach this lesson:
 - a. You could spend the class time focusing on the historical data Dr. Scott has recorded in his notes. To those who are very familiar with this passage and have higher education, this could be a fascinating study.
 - b. You could also take a more devotional approach to the study. You might choose certain events recorded in the Scripture passage to focus on and bring out practical applications for living the Christian life. For those with special spiritual needs, or with little historical educational background, or new believers, this might be the preferred approach.
9. After you have decided which basic approach to use, re-read the Scripture passage. Make notes as you read on what you want to include in your lesson.
10. Review Dr. Scott's notes, making notes as you read.
11. Form an outline of your lesson plan.
12. Plan your visual aids. A large clear map you can mark on is a must. Use your creativity to come up with other visuals or object lessons.
13. Be sure all equipment needed will be properly located and ready for use at class time.

Class Procedure:

1. Open with a prayer of thanksgiving for salvation in Christ.
2. The class procedure you use will vary according to your goals and your approach. The following is a

suggested procedure.

3. Have a basic outline of the chapter written out on the overhead projector or flip chart for the class to view.
4. Have your map posted where everyone can see it. As you mention a particular location, mark it boldly on the map and draw a line to trace Paul's journey.
5. Recap the introduction in Dr. Scott's notes.
6. Discuss the Macedonian call and its significance for the history of missions.
7. As you go through the material, list the names of the historical figures mentioned, on the overhead projector or flip chart and let the class help you identify each one. This may help avoid confusion for those who are not as familiar with these men.
8. As you proceed through each event and location, invite class members to tell what happened in each place. You might even let them take turns going to the map and marking the particular location being discussed.
9. After your lesson material has been covered, go over the questions for meditation and application.
10. Allow time for class members to ask questions that may have come to mind during today's lesson.
11. If class size allows, divide up into pairs for the closing prayer time. Encourage class members to use this time to express their thankfulness to God for His control over the history of the church and for bringing salvation to us.

Assignment:

Read Acts 18:23-21:3. Study Dr. Scott's notes and answer the questions at the end of the chapter.

LESSON TEN

Lesson Objective: To trace the third missionary journey of Paul to learn how the early missionaries succeeded in thoroughly teaching the whole counsel of God.

Lesson Goals:

1. To study the impact of Paul's ministry on Ephesus in order to learn of the life-changing effects of the gospel of Christ,
2. To study Paul's example in carrying out his ministry so that we might be more effective witnesses for Christ.
3. To trace geographically Paul's third missionary journey in order to see how he was used to carry the gospel into all the world.

Teacher Preparation:

1. Pray and ask God to give you wisdom and insight as you study this week's Scripture and prepare the lesson.
2. Read Acts 18:23-21:3 in one sitting.
3. Go through the passage again, this time making notes of the events recorded, who was involved and where they took place.
4. On a current map and a map of the world as it was in Biblical times, trace Paul's third journey. This will help give you an overview of Paul's journey and the Scripture passage.
5. Read over the lesson objective and the lesson goals. Decide whether you want to use these or formulate your own. Think about your students and what you want to accomplish through this lesson.
6. Ask yourself, "What do I want my students to know and DO as a result of this lesson?" Write down your goals.
7. Study Dr. Scott's notes. Underline or write down what you wish to bring out in class. Keep your goals in mind. Don't include a lot of extraneous material not helpful to your accomplishing your purpose.
8. With the Scripture, Dr. Scott's notes and your notes in front of you, write out an outline of the lesson plan you wish to teach.
9. Include visual aids or object lessons. Plan how you will involve your students.
10. Be sure you have a large current world map as well as a large map of the world as it was in Paul's day. You could use the same maps you did when your students marked and traced Paul's other journeys.
11. Be sure that all equipment needed will be in your classroom and ready for use at class time.
7. Review Paul's stay in Macedonia and Greece.
8. As you discuss each location and what happened there, be sure to point out each place on the maps. You, or a class member, should mark each place on the maps. Use a different color ink than you used to mark the other journeys.
9. When you get to Paul in Asia Minor, discuss the first mention of the Christians gathering for worship on the first day of the week. Lead the class to see how this custom became established.
10. Look over Acts 20:13-17 and ask class members to tell which route Paul took from Troas to Miletus.
11. Mention his reason for going to Miletus and discuss his meeting with the Ephesian elders.
12. As you discuss Paul's words to the elders, ask class members to help you list on the overhead projector or chalkboard, characteristics of Paul's ministry. "How did Paul set an example in his ministry of spreading the gospel? What can we learn about how we, as individuals and as a church, can have an effective ministry?"
13. Note Paul's exhortation to the elders. "How does this apply to us? What does this say about the elders' responsibilities in the church today?" You might list these responsibilities.
14. On the maps, trace Paul's route home.
15. Review the history and progress of missions in the fourth century.
16. Discuss the questions for meditation and application. Invite class members to share the main lesson or insight they received from this study.
17. Close with a period of prayer for your particular church. You may wish to divide the class into pairs, if class size allows,

Class Procedure:

1. Open with prayer for willing and open hearts to receive God's message from the Scripture passage that will be studied today.
2. Review the introduction in Dr. Scott's notes.
3. Have the class look over Acts 19:1-7. Discuss how Paul corrected Apollos' erroneous teaching. Discuss the work of the Holy Spirit among these twelve men.
4. Move on through the chapter and ask class members to list the positive effects of Paul's ministry in Ephesus. You could use the overhead projector or chalkboard to list these.
5. Ask the class how this might guide us in praying for the ministry of our particular church among individuals and the community.
6. Discuss the riot which took place in Ephesus and the reasons for it. What professions today does Christianity prove to be a threat to?

Assignment:

Read Acts 21:4-24:27. Study Dr. Scott's notes and answer the questions at the end of the chapter.

LESSON ELEVEN

Lesson Objective: To show how the Lord sustained His own in the midst of their trials for the sake of the gospel.

Lesson Goals:

1. To study Paul's encounter with the unbelieving Jews in Jerusalem and his response to the opposition.
2. To study God's sovereignty over Paul's trial before the Council and his being placed in Roman custody in order to realize and be grateful for His

sovereignty in our lives.

3. To study Paul's appearance before Felix and gain a greater understanding and appreciation for God's absolute control over all for His glory and the spread of the gospel.

Teacher Preparation:

1. Pray and thank God for His sovereignty in your life. Ask Him for wisdom and understanding as you prepare this week's lesson.
2. Read Acts 21:4-24:27 in a modern translation (New International Version or New American Standard Version). Read the entire passage in one sitting.
3. Read Dr. Scott's notes. Underline or write down anything which is new to you or which strikes you as being particularly significant.
4. Read over the lesson objective and goals. Decide whether or not to use these or formulate your own. Keep your students' needs and interests before you.
5. If you decided to use different goals, write them down and keep them before you as you plan the lesson.
6. Re-read the Scripture passage and make notes as you read. Note people, places and events. When you get the facts written down, go back and make notes on such things as people's responses, helpful background information and how God's sovereignty can be seen over all that is recorded here.
7. With Dr. Scott's notes and your notes, form an outline of your lesson content.
8. Answer the questions for meditation and application at the end of the chapter. Decide which ones to include in your lesson.
9. Decide how you will approach this lesson. Plan how you will involve your students. The more they are directly involved, the more they will learn.
10. Gather materials needed for visual aids. The maps you have used to mark Paul's missionary journeys will be helpful and you may choose to make use of a flipchart or overhead projector.

Class Procedure:

1. Open with a prayer of thanksgiving for God's absolute control over every area of our lives. Pray that He might be glorified and that others might come to know Him as a result of our lives.
2. Open the class by asking application question number six. How would you feel, if told when you joined the church, that you would have to suffer many things for the sake of Christ? Would this make you hesitate before making that commitment to Christ and His church?

3. Review the introduction in Dr. Scott's notes. You could include a brief discussion of the first two application questions here.
4. Look over Acts 21:15-26. Discuss Paul's attempt to make peace with the believing Jews in Jerusalem. What was the difference between this issue and the issue eight years before at the Jerusalem Council?
5. In verses 27-40 we see the unbelieving Jews opposing Paul. What do we observe about the heart of the unbeliever? (Remember our hearts were once like this!) Note Paul's use of his rights as a Roman citizen.
6. Look at Paul's defense before the Jews in verses 1-30 of chapter 22. Note the difference between his speech and Stephen's defense. What do we learn about Paul, as a man? Why do you think that Paul did not appeal to their reason?
7. In chapter 23, verses 1-11, note the Romans' responses to Paul's defense. Why do you think they reacted as they did? Why do you think they seemed to lose control of themselves and the situation?
8. Note Paul's strategy in dealing with the Pharisees and Sadducees.
9. Note in verse 16 how the Lord was at work on Paul's behalf.
10. Why was Paul going to be sent to Felix?
11. If time allows, it might be interesting to take a few moments to do a brief character sketch of Felix. You could list his qualities on your flipchart or overhead. Note the characteristics of an unregenerate heart. This will help you see the type of man Paul had to deal with.
12. Even though Felix was an ungodly man, how can we see God's control over the situation?
13. Comment on the Jews' use of Tertullus and the deceit involved.
14. Contrast Tertullus' "speech" with Paul's defense. You could use the overhead or flipchart again here.
15. How was the Lord preparing Paul for what would lie ahead?
16. What is our response to God's sovereignty in our lives? We should be grateful and receive comfort from this knowledge.
17. Summarize by recalling Paul's responses to the opposition he faced. You might list these on the flipchart or overhead. List the ways you can see God working through Paul's trials to spread the gospel.
18. Challenge each class member to yield his or her hearts to the Lord to have His way in each life for His glory. Close with a time of prayer. You might have a time of sentence prayers for the spread of the gospel and the glory of God's name. Pray for

government leaders to be used to this end. Thank God for His absolute control over all.

Assignment:

Read Acts 25:1-28:31. Study Dr. Scott's notes and answer the questions for meditation and application.

LESSON TWELVE

Lesson Objective: To show how Paul finally realized his desire to reach Rome with the gospel and the impact of his journey to Rome upon the lives of many.

Lesson Goals:

1. To study the circumstances which allowed Paul to go to Rome and be aware of God's working for His glory and granting Paul his desire to journey there.
2. To study Paul's appearances before Festus and Agrippa and his testimony to them.
3. To learn of God's care and sovereignty through the events which took place on Paul's voyage to Rome and the impact of these events on those who were with Paul.
4. To observe Paul's continuing zeal for the spread of the gospel during his imprisonment and the remainder of his life.
5. To commit ourselves to the spread of Christ's gospel, no matter what the personal cost, and to pray for the salvation of lost souls.

Teacher Preparation:

1. Pray and ask God to make you willing to give your life for the spread of the gospel and the building of His kingdom.
2. Read Acts 25:1-28:31 in one sitting. Read the passage through at least twice.
3. With the Scripture before you, make notes of the events that took place. Be sure to note people, places and what happened.
4. Locate and mark each place mentioned on the maps you have used in the previous lessons. Use a different color ink. This should give you a good overview of the Scripture passage.
5. Answer the questions for meditation and application at the end of Dr. Scott's chapter. Take time for honest and careful evaluation.
6. Decide on your lesson goals, using those which are suggested, or your own.
7. Read Dr. Scott's notes. Underline or write down anything that you want to bring out in your lesson.
8. With your goals and students' needs in mind, make an outline of the lesson content you wish to teach.

9. Plan your visual aids. There are so many locations mentioned in the Scripture passage, that you will want to have your maps posted for the class to view.
10. Use your creativity to come up with object lessons or illustrations which will help make the lesson clearer.
11. Be sure to have all materials and equipment needed properly located and ready for use at class time.

Class Procedure:

1. Open with prayer for open and willing hearts to receive God's Word to us in today's lesson.
2. Hold up a rock before the class. Ask what would happen if you were to drop this rock into a pond. The class may answer that the water would ripple and form concentric circles which will grow wider and wider. Point out that we are like that rock. Everything we do and say affects someone else. Our actions affect others who in turn affect others and so forth. How do we affect others? Do we bring them closer to the Lord or do we drive them away? Today we will study the impact of Paul on many people as we conclude our study of the Book of Acts.
3. Go over the introduction in Dr. Scott's notes.
4. Discuss why Paul appealed to Caesar rather than trying to settle his differences with the Jews. Note Festus' attitude. Compare his attitude with that of Felix.
5. Discuss the meeting of Festus and Agrippa. Help the class formulate the type of person Agrippa was. You might invite class members to help you fist on the overhead or flipchart everything you know about Agrippa. This will help give a clearer picture of the type of person Paul had to deal with.
6. Talk about Paul's appearance and testimony before Agrippa and Bernice. Note Paul's attitude as well as the content of his speech.
7. Ask class members to tell what Festus' response was to Paul. What does this tell us about the unbeliever's heart? I Corinthians 2:14 might be a good cross-reference here.
8. Discuss Agrippa's response. What did Agrippa put his trust in? Why was he uneasy after hearing Paul's testimony?
9. Be sure the class understands the reason that Paul had to go to Rome even though he was declared "not guilty." (He had appealed to a higher court in the meantime, so he had to go to Caesar.)
10. Follow Paul's voyage to Rome by marking each place mentioned on the maps. Let class members tell you what happened at each place.
11. Note Paul's response to the storm and the effect he had on the 276 other people! What does this tell us

about Paul's understanding of the sovereignty of God?

12. Discuss the stop at Melita. What do we see about God's work among the Gentiles and His attitude toward the Jews? Discuss the incident of the snakebite. How did the stay at Melita glorify God?
13. How did God meet Paul's needs, once he got to Rome? What does this tell us about the needs of our pastor and those in "full time" Christian work? How can we help meet those needs?
14. Discuss the response of the Jews in Rome. How was it different than the response of the Jews in Jerusalem? How was it similar? What was God's judgment on the Jews for their rejection of Christ?
15. Summarize the end of Paul's life. What can we learn about "growing old"?
16. Spend the time before the closing prayer asking class members to share what has been the most meaningful lesson or insight gained from the study of Acts and Paul's ministry. You might list these on the flipchart or overhead. This could be a very meaningful and uplifting time. Be sure and share things you have learned.
17. Close with a period of sentence prayers for the glory of God and the spread of the gospel. Challenge class members to silently or orally commit themselves to Christ's kingdom, no matter what the personal cost may be. Thank God for bringing the gospel to us and working salvation in our hearts.

LESSON THIRTEEN

Part One: What Do You Remember?

We will give to you, below, the answers to the questions with our reasons for them:

1. True.
2. False. He told them to await the Holy Spirit before going out.
3. False. The latter was delivered just before His ascension on the Mount of Olives; the former was delivered in Galilee.
4. True. Jesus had chosen the rest, and they ought to have waited upon Him to appoint Judas' replacement.
5. True.
6. True.
7. False. He made that central to his first sermon.
8. False. The number was about 3000,
9. False. They continued to go there to worship for several months.
10. False. He was accompanied by John.
11. False. He spoke the truth in love, but firmly, condemning their behavior regarding Christ.
12. True. They did not wait as long as they waited to begin to hassle Jesus.
13. True.
14. True.
15. False. They responded by giving what they had to share with others.
16. False. There was never a command. It was spontaneous, as the Spirit led them.
17. False. It goes only to the time of Paul's imprisonment, about A.D. 60.
18. True. Both were guilty of hypocrisy.
19. False. It was in trying to deceive the Holy Spirit and the church.
20. False. The Holy Spirit punished them, but gave the example to teach the church about the importance of discipline.
21. False. It was strengthened.
22. False. They showed no signs of backing down, by the Spirit's power.
23. False. So far as we know.
24. True. There were dissensions in the church and accusations of unfairness.
25. False. The apostolic age was in the first century, when the apostles lived and served.
26. True. But there were many martyrs before the New Testament era, and John the Baptist was also a martyr as, indeed, was Christ.
27. True.
28. False. We noted some errors of detail; and we need not believe that he spoke infallibly. He did speak, however, from Scripture, as best he could remember it. It shows how the Lord can and does use even our fallible efforts for His glory and purpose.
29. False.
30. False. The Jews unlawfully stoned him.
31. True. He prayed for them.
32. False. He held the coats of those who stoned Stephen.
33. True.
34. False. He defends the gospel against its accusers. The word "apologize" actually means to defend, to speak for.
35. False. He continued to persecute the church for some time.
36. False. Jesus had taught there long before.
37. True.
38. True. Only at such times as it was important to show that the gospel was going to other groups of people, with God's blessings, were there visible signs of the coming of the Holy Spirit, such as speaking in tongues.
39. False. He was returning from Jerusalem.
40. False. He was on his way to Damascus.
41. False. He was led, first, to the house of Judas, on the street called Straight.

42. True.
43. False. He knew much about the teaching of the Jews and believed in their God, but was not a proselyte.
44. True.
45. True.
46. False. He preached basically the same message.
47. True.
48. False. This was a cause of great controversy in the early church.
49. False.
50. False. Some had very strange ideas and followed books which were not eventually counted in the canon of the New Testament.
51. True.
52. True.
53. False. It was James the brother of John, one of the original 12 apostles.
54. False. They did not pray for his release, only that the Lord would keep him safe.
55. True.
56. False. They went by water to Cyprus, first.
57. True. We do not know for certain why the name was given to him.
58. False. Sometimes he could be rough, calling one man the son of the devil for his opposition.
59. True.
60. True.
61. False. They were warmly greeted by the brethren.
62. False. He was very straightforward there, though later he vacillated (Gal. 2:11 and following verses).
63. True.
64. True.
65. False. It was very clear, though not readily accepted by some.
66. False. They split up over a disagreement about Mark.
67. False. It was faced with various heresies and disputes.
68. True.
69. False. He allowed Timothy to be circumcised.
70. False. All other doors were closed and this one opened.
71. True.
72. True.
73. False.
74. False. There is no record of a church established there at that time.
75. False. He spent most of his time there on the 3rd journey.
76. False. He was trained by Aquila and Priscilla, not by Paul
77. True.
78. True.
79. True.
80. True.
81. True.
82. False. He warned of wolves that would arise from their very midst.
83. True. Though he eventually wished to go to Rome.
84. True.
85. True. They tried to dissuade him from going, including Luke.
86. False. Many tried to link the two for some time.
87. False. He did try to show himself to be all things to all men, but not to the extent of compromising his faith.
88. True.
89. False. He used that law often, demanding rights of his Roman citizenship.
90. True.
91. True.
92. False. They were bitter enemies, Arian the champion of heresy and Athanasius of orthodoxy.
93. True.
94. False. He sent him because he demanded to go and had the right to go as a Roman citizen.
95. False. He preached to him boldly.
96. True.
97. False. They were very kind.
98. True.
99. False. Though in prison, he was given great liberty to have guests in the prison.
100. False.

Part Two:

We suggest that you read the part dealing with the review summary, based on Ephesians 1:4. It could be read at home, individually, or by the members of the class, together. If time allows, let it be the basis for discussion of how this verse, expressing the purpose of God, was worked out in the early church.