

# ADULT BIBLICAL EDUCATION SERIES

Vol. III, Book 6

Paul's Letter to the Romans: Part II

## TEACHER'S GUIDE

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On the covers of this Bible Study Series, we have seen the seed sown, the tree grow, lovingly pruned and cared for by the farmer. Now we see the fruit ready for plucking. This recalls to our memory the words of Jesus to His disciples: "I am the vine, ye are the branches: He that abideth in me, and I in him, the same beareth much fruit: for apart from me ye can do nothing." John 15:5

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# Teacher's Supplement to Volume in Book 6 By Pat Franklin ROMANS: PART II

## LESSON ONE

**Lesson Objective:** To show that God did not fail the Jews in turning to the Gentiles, but was consistent with what He had taught from the beginning.

### Lesson Goals:

1. To show how God's promise to Abraham was fulfilled.
2. To study the doctrine of election and the Jews' objections to it.
3. To thank God for His sovereign mercy in our lives and renew the "joy of our salvation."

### Teacher Preparation:

1. Begin with prayer for the Holy Spirit's guidance as you prepare this week's lesson. Pray for a clear understanding of Romans 9 for both you and your students.
2. Read Romans 9 several times in at least two different translations.
3. Write down what you feel to be the main point of this passage. What is Paul trying to get across to his readers?
4. Make notes of any questions you have concerning this passage.
5. Read through Dr. Scott's notes.
6. Go over your list of questions with Dr. Scott's notes.
7. If you still have unanswered questions you might consult a commentary such as *MATTHEW HENRY'S COMMENTARY ON THE BIBLE*. You may find it helpful to consult with your pastor or an elder.
8. Answer the questions for meditation and application.
9. It is very important to consider your students' needs as you prepare the lesson plan.
1. Many young Christians have a lot of questions and misunderstandings concerning the doctrine of election.
10. Read over the lesson goals. With your students in mind, decide whether you will use these or formulate your own.
11. With the Scripture, your notes and Dr. Scott's notes before you, organize an outline of the lesson content you wish to teach.
12. Check over your outline to be sure it includes that which will help you accomplish your goals.
13. Decide how you will present the lesson.
14. Plan visual aids or object lessons or other ways to

involve your students.

15. Be sure any equipment needed will be properly located and ready for use at class time.

### Class Procedure:

1. Open with prayer for the Holy Spirit's leading in each heart in this week's lesson.
2. Ask the class if any have ever experienced someone making a promise to them and then breaking it. Some may not feel free to recall their experiences aloud, but you can encourage class members to share their feelings after such experiences.
3. Take this discussion a step further by asking if anyone has ever felt that God has failed them. Suggest that the Jews felt that God had failed them as a chosen people when the Gospel was made available to the Gentiles. This week's lesson will show that God's Word did not fail.
4. Review why Paul had such concern for the Jews and their salvation.
5. You might use a chalkboard or overhead projector to record answers to discussion questions or key points in the lesson.
6. Discuss God's promise to Abraham.
7. Why was Ishmael not included in the blessing? Why does Paul say that all Israelites are not true Israelites (v. 6)?
8. Move on to recall the example of Jacob and Esau. (These verses may raise some serious questions for some class members but it would be better to discuss these later in the lesson.)
  1. The point to emphasize is that all of the Jews have never been saved! (Compare this with the visible church today. Not all who have been baptized and joined the church are true believers.)
  9. How were the Jews mistaken in their reasoning that God's promise to Abraham had failed?
  10. The next segment of this lesson will be to study the doctrine of election-Many people have serious questions concerning this doctrine. Although taught clearly in Scripture, it is not always easy to understand. You will need to be patient and firm. A clear understanding of this doctrine takes much prayer, time and study.
11. Ask the class to list the Jews' objections to the doctrine of election. Record these on the chalkboard or

overhead projector.

12. You might take these objections one by one, and point out how, in the remainder of Romans 9, Paul answered these objections.
13. You will want to encourage discussion here, but you may need to point out that because we are but human, we can't always understand perfectly the ways of God. But we can take Him at His Word and apply these matters to our hearts.
14. If class members still have unresolved questions, encourage them to consult the pastor or an elder, or invite them to meet with you during the week for further study.
15. Ask what our response should be to this doctrine of election. (Praise, joy, thanksgiving for God's mercy in our lives; new zeal to spread the Gospel so that all might hear and God might bring His own to Himself.)
16. Close with a time of conversational prayer, thanking God for His marvelous work.

**Assignment:**

Read Romans 10, study chapter two in Dr. Scott's notes and answer the application questions.

## LESSON TWO

**Lesson Objective:** To show that God's plan of salvation offered to the Gentiles was the same as that offered to His people in the Old Testament.

**Lesson Goals:**

1. To show that God would always save any who would call upon Him.
2. To understand that Jewish rejection of the Gospel was not unique to Paul's day.
3. To understand that the Gospel message was made known to the Jews in the Old Testament as well as those in the New Testament.

**4. Teacher Preparation:**

1. Pray for God's guidance as you prepare this week's lesson.
2. Read Romans 10 several times in at least two different translations.
3. Make notes on what you consider to be the key points of this passage.
4. Write down any questions you have concerning this passage.
5. Read over the lesson objective and goals.
6. Considering your students' needs, decide whether you will use the suggested goals or formulate your own.
7. Study Dr. Scott's notes.

8. With your goals in mind, highlight or make notes of key points you will want to bring out in your lesson.
9. Answer the questions for meditation and application.
10. Organize your notes into an outline of the lesson content you wish to teach.
11. Decide how you will present this lesson. Plan ways to involve your students: discussion questions, visuals, and illustrations. Remember that the more your students are involved, the more they will learn.
12. Be sure that all materials needed will be in your classroom and ready for use at class time.

**Class Procedure:**

- a. Open with prayer for God's blessing upon this class time.
- b. Begin the lesson by asking if any have heard anyone say that people in the Old Testament were saved by their works (keeping God's laws) and people in the New Testament were saved by grace.
- c. Share the lesson objective with the class.
- d. If class size permits, divide into two groups to complete this week's study.

Give the groups the following assignments:

**Group One:**

- a. Read Romans 10:2-15.
- b. What is the main focal point of this passage? (What is Paul trying to get across to his readers?)
- c. How does Joel 2:32 (see v. 13) relate to Paul's message to the Jews?
- d. How were people in the Old Testament saved since Jesus had not yet come? Use Scripture to support your answer.
- e. What was the Jews' major problem in coming to salvation?
- f. Comment on the importance of "confessing with the mouth" and "believing in the heart."
- g. Discuss the relationship between zeal and knowledge and why both are important.

**Group Two:**

- a. Read Romans 10:14-21.
- b. Why did Paul feel such an urgency to spread the Gospel? How does his quote from Isaiah relate to this?
- c. Did any Jews in Old Testament times reject God's Word? (Give a Scripture reference.)
- d. Why were the Jews angry with Paul?
- e. Why does Paul quote from the Old Testament in this passage?
- f. Why can't the Jews excuse themselves with innocence or ignorance?

5. Allow at least 20 minutes for group study.
6. Come back together for a time of sharing the answers to these questions.
7. Allow for other questions and discussion.
8. Summarize by asking why it is important for us to have a correct understanding of Paul's message here. How does this affect our understanding of God's nature and the way we present the Gospel?
9. Close with a time of conversational prayer. Thank God for His unchanging nature, His constant love and His Word.

**Assignment:**

Read Romans 11:1-24. Study chapter three in Dr. Scott's notes and answer the questions.

**LESSON THREE**

**Lesson Objective:** To show that the Gentile church today must learn from the mistakes of the Jews if the church is not to fail.

**Lesson Goals:**

1. To understand who the people of God really are.
2. To understand the nature of the Jewish failure and how this affected their nation and the spread of the Gospel.
3. To be challenged as a church and as individuals, to avoid the mistakes of the Jews and to 'persevere to the end.'

**Teacher Preparation:**

1. Ask God's Spirit to speak to your heart as you study Romans 11.
2. Pray for each student in your class by name. Pray for spiritual growth and maturity in Christ to be accomplished in their lives through this Scripture study.
3. Read Romans 11:1 -24 at least twice in a modern translation (New American Standard Version or New International Version).
4. Read over the lesson objective and goals.
5. With the Scripture and the goals before you make notes of what you will want to include in your lesson.
6. Write down key verses to emphasize and comments or questions you have as you study the passage.
7. Formulate discussion questions or object lessons.
8. Study Dr. Scott's notes.
9. Carefully and honestly answer the questions for meditation and application.
10. With the Scripture, Dr. Scott's notes, and your notes before you, organize an outline of the lesson content you wish to teach.
11. Formulate your lesson plan; how will I teach this

material in a way that will be most meaningful to my students?

12. You could print your outline on a flip chart or overhead projector transparency and fill it in as you go along. You could use discussion and small group study. Consider your students' needs.
13. Be sure all materials needed are properly located and ready for use at class time.

**Class Procedure**

1. Open with prayer for God's blessings on this class time and for willing and obedient hearts.
2. Hold up a traffic warning sign. (This can be made out of posterboard.) Ask the class:
  - a. What does this sign mean?
  - b. What is the purpose of this sign?
  - c. Is it important to heed this sign? (Why or why not?)
  - d. What would be the consequences of not heeding this warning?
3. Show the class that in somewhat the same way this traffic sign warns us, God's Word gives us warnings as well. "Today we will study a warning from Paul to the Gentile church which we must pay careful attention to today."
4. Share the lesson goals with the class, or you may wish to simply display your outline and go over the main points to give an overview of the lesson.
5. Ask the class to read Romans 11:1-10 silently.
6. Bring up the questions: Are the Jews completely cut off from the Gospel? Are they still God's chosen people? This should be review and you may choose to spend less time on this section, but let your students' needs dictate here.
7. Discuss who are the people of God.
8. Ask the class to cite two examples of Old Testament Jews who did not believe.
9. Ask the class what Paul means when he speaks of the remnant. You could use the illustration here of the ladies going to a remnant sale at a fabric shop. You might ask one of the ladies in your class to describe a remnant, its size, what it is worth, its uses, and so forth. Is it the largest piece on the bolt of material? In the same way, the remnant of God is not the majority of those in the church. (You can draw other parallels here.)
10. Ask why the remnant factor is important.
11. Ask how does the remnant factor affect my view of my salvation.
12. Review the concept of "hardened" and the erroneous conclusions that some may draw from these verses.
13. Ask someone to read verses 11 and 12 aloud.
14. Discuss how the nation of Israel failed.
15. Discuss how this failure applies to the visible church

of today.

16. Discuss what the effect of this failure was on the nation. Did all Jews fail?
17. Discuss how this failure affected the spread of the Gospel.
18. Have the class read verses 13 through 21 silently.
19. Bring up the questions: "Why does Paul feel compelled to warn the Gentiles in these verses?" "What effect does he hope this will have on the Jews?"
20. Ask someone to read verses 21 through 24 aloud.
21. Ask the class to summarize the Jewish hope.
22. Ask the class to list at least three applications from this lesson to use as a church and individually (use your overhead projector or flip chart).
23. This would be a good time to discuss some of the application questions.
24. Close with a time of conversational prayer for your church and the Church.

**Assignment:**

Read Romans 11:25-36. Study Dr. Scott's notes and answer the application questions.

## LESSON FOUR

**Lesson Objective:** To show what the term "Israel" means and how all Israel is truly saved.

**Lesson Goals:**

1. To understand the meaning of the mystery of Israel.
2. To study God's election of Israel.
3. To gain a deeper understanding and knowledge of the mind of God.

**Teacher Preparation:**

1. Pray for the Holy Spirit's wisdom and insight as you prepare this week's lesson.
2. Ask God to prepare the hearts of your students to receive His Word.
3. Read Romans 11:25-36 in a modern translation (ESV or NIV).
4. Re-read the passage and make notes of key thoughts that impress you as you read.
5. Read over the lesson objective and goals.
6. Use these goals and the Scripture passage to construct an outline of Paul's message in this passage.
7. Study Dr. Scott's notes.
8. Use Dr. Scott's notes to supplement your own and fill in your outline.
9. Answer the questions for meditation and application.
10. Go over your notes and outline. Think about your students' backgrounds and needs. Make any necessary

changes in your outline.

11. Formulate your lesson plan and decide how you will involve your students.
12. Prepare any visuals, discussion questions or object lessons ahead of time.
13. Be sure all materials and equipment needed are properly located and ready for use at class time.

**Class Procedure:**

1. Open with prayer for greater understanding of God and His Word through this class time.
2. Have the class read Romans 11:26-35 aloud, each person taking a different verse.
3. Share the lesson objective and Dr. Scott's introduction with the class. This will help your students understand the main points of the lesson and get an overall view of the study.
4. You might begin by holding up a couple of mystery books. Ask the class what comes to mind when they hear the word "mystery." Hardy Boys, Nancy Drew? Agatha Christie or Alfred Hitchcock? "Who Dunnit?" Point out that the term "mystery" in the Bible is used in a somewhat different sense.
5. Consider with the class what Paul's concern is in verse 25.
6. Discuss how Jesus used the term "mystery." (If class members have trouble remembering, have several people look up the references Dr. Scott lists.)
7. Also discuss how Paul uses the term "mystery."
8. Ask the class to sum up the mystery in one sentence. Record the answer on the chalkboard or overhead projector.
9. Review quickly how those in the Old Testament could be saved since Christ had not yet accomplished His work on earth.
10. Let the class think about what Paul means in verse 26 by "Israel." (Just Jews?)
11. Look at verse 32. What do all Jews and Gentiles have in common?
12. Look at verses 30 and 31 and examine Paul's message to the Gentiles.
13. What is Paul saying about the Gentiles' attitude toward the Jews? You might point out here that we often rejoice in others' downfalls. Don't we like to say, "I told you so?" You might bring out a specific example here.
14. Consider how verses 30 and 31 are the basis for verses 28 and 29.
15. Look at verses 33 through 36.
16. Ask each person to think of a circumstance in their life when they wanted to question God. It could be beneficial to share aloud some of these situations.
17. Take up the subject of what Paul tells us about questioning God.

18. Ask about how Paul approaches the subject of the mind of God. How can this knowledge be a comfort to us when we are going through difficult times?
19. Discuss the application questions.
20. If class size permits, divide into small groups for prayer time. Have a period of conversational prayer in which class members praise God for the depth of His wisdom and power and His absolute sovereignty in our lives. Pray for willing hearts for God to have his way in our lives.

**Assignment:**

Read Romans 12:1-8. Study chapter 5 in Dr. Scott's notes and answer the application questions.

## LESSON FIVE

**Lesson Objective:** To study God's plan for the unity of the church in Christ and what threats to that unity we must guard against.

**Lesson Goals:**

1. To study the place of unity and diversity within the church.
2. To identify some spiritual gifts and how they are to be used within the church for God's glory.
3. To study a common threat to unity in the church.
4. To be challenged to commit ourselves to Christ in such a way that His church may be built up and His Name glorified.

**Teacher Preparation:**

1. Pray for God's guidance and wisdom as you prepare this study. Ask God to speak to your heart from this Scripture passage.
2. Read Romans 13:1-8 several times in at least two different translations.
3. Think about your students' backgrounds and needs. What does this Scripture passage say that will particularly challenge them and meet their needs?
4. Read over the lesson objective and goals. Decide whether you will use these or formulate your own.
5. Go back through the Scripture passage and make notes of what particularly speaks to you.
6. Carefully study Dr. Scott's notes.
7. Answer the application questions.
8. Think about how you have been challenged to take action as a result of this study? Are you aware of your gifts and are you using them effectively? Perhaps a talk with your pastor is in order if you are unsure on some of these points.
9. With the Scripture, Dr. Scott's notes, your goals and notes before you, construct a basic outline of the

material you will want to cover in class.

10. Formulate your lesson plan; that is, how you will approach this study.
11. Prepare any visuals or object lessons you will need.
12. Be sure all materials and equipment needed are properly located and ready for use at class time.

**Class Procedure:**

1. Open with prayer for the Scripture to be made clear and for the building up of Christ's church.
2. Display a picture of the human body. (You could use an overhead transparency, a World Book Encyclopedia or a model showing the body parts.)
3. Invite class members to comment on the human body and how it works; its complexity, its intricacy, how each part has a different function, what happens when something goes wrong with one part. (E.g., how do you feel when your nose is stopped? You feel miserable all over!)
4. When sufficient discussion has taken place, point out that the church functions in much the same way.
5. Ask a class member to read aloud Romans 12:1-8.
6. Ask another class member to read aloud Dr. Scott's introduction.
7. Bring their attention to Paul's analogy in verses 4 and 5.
8. Discuss "gifts" in the Old Testament. What is the purpose of God giving gifts to individuals?
9. Take time to examine each of the gifts which Paul names.
10. Examine what is meant by spiritual gifts. As you go over the gifts, encourage class members to examine themselves and see if they can identify any in their lives.
11. Look at verse 3 and discuss what Paul gives as a threat to unity in the church. Why was this such a threat?
12. Move on to verses 1 and 2. Be sure to emphasize the fact of the unity in the church and God's mercy as the basis for these two verses.
13. Discuss the meaning of verse 1: presenting our bodies to God.
14. Talk about how it is possible to achieve verse 2.
15. Before the closing prayer time, if your class members are familiar with each other, divide into small groups and let people point out strengths (gifts) they see in each other. This can be a very uplifting time.
16. Have the closing prayer time in the small groups and pray for each other and thank God for the gifts He has bestowed on us.

**Assignment:**

Read Romans 12:9-21. Read Dr. Scott's notes and answer the application questions.

## LESSON SIX

**Lesson Objective:** To consider the demonstration of love among Christians in the church and in the world.

### Lesson Goals:

1. To understand the place and basis of love in the Christian life.
2. To study Paul's description of Christian love in both the positive and negative aspects.
3. To understand how Christians may exercise love among their enemies.

### Teacher Preparation:

1. Pray for God's leading as you prepare this week's lesson.
2. Pray for your students by name. Ask God to help them mature in Christ through this lesson.
3. Read Romans 12:9-21 at least twice in a modern translation (NAS V or NIV).
4. Answer the questions for meditation and application.
5. Make notes on what you find to be particularly applicable to your life in light of the questions you just answered.
6. Study Dr. Scott's notes. Mark key points as you read.
7. Decide what you will want to focus on in this lesson.
8. Read over the lesson objective and goals. Decide whether you will use these or formulate your own.
9. Organize an outline of the lesson content you plan to teach.
10. Plan how you will present the study - with visual aids? With small group discussions?
11. Be sure that all materials and equipment needed will be ready for use at class time, of Israel.
12. To study God's election of Israel.
13. To gain a deeper understanding and knowledge of the mind of God.

### Class Procedure:

1. Open with prayer for God's blessing on this class time.
2. Have the class read Romans 12:9-21 aloud, each person taking a different verse.
3. Discuss the application questions.
4. Point out that today's lesson will give us some answers to these questions.
5. If class size permits, divide into two small groups to complete this study. Give the groups the following questions to discuss:

#### Group One:

- a. What does it mean to have unhyprocritical love?
- b. What is our love for others to be based on? Give

- two Old Testament examples of this.
- c. What is the basis of God's love for us?
- d. How important is concrete action in love?
- e. Define "natural" love. f. How is it possible to love as Christ loves us?

#### Group Two:

- a. List the four negative aspects in Paul's description of love (vs.9b-16).
  - b. List the positive aspects of the Christian's attitude and behavior in regard to love. Comment on each.
  - c. c. What is our natural tendency when someone wrongs us? What does Paul say?
  - d. What is the objective of showing love to enemies?
  - e. How can we "overcome evil with good"? Does this mean we are to let others "walk all over us?"
6. Come back together as a class to share the answers to these questions. Allow for additional discussion and questions.
  7. Close with a time of prayer for increased love for others (both Christians and unbelievers) in our lives. Pray for an increased commitment to live for Christ.

### Assignment:

Read Romans 13. Study Dr. Scott's notes and answer the questions.

## LESSON SEVEN

**Lesson Objective:** To see how, by our conduct, we as believers testify of our faith to the world.

### Lesson Goals:

1. To study the historical setting for the writing of this letter.
2. To understand God's sovereignty over worldly kingdoms.
3. To understand the Christian's proper response to those in authority over him.
4. To be challenged to use every available opportunity to serve Christ.

### Teacher Preparation:

1. Pray for the Holy Spirit's wisdom and insight as you prepare this week's lesson.
2. Read Romans 13 several times in at least two different translations.
3. Answer the questions for meditation and application.
4. In light of these questions, go back through the chapter and make notes.
5. Read over the lesson objective and goals.
6. Decide what you want your students to know and do



as a result of this lesson.

7. Study Dr. Scott's notes.
8. Consider your students' backgrounds and needs.
9. Construct an outline of the lesson content you wish to teach.
10. Plan ways to involve your students. This study lends itself to discussion — plan discussion questions. Decide how you will incorporate visual aids.
11. Be sure all materials and equipment needed are gathered and ready for use at class time.

#### **Class Procedure:**

1. Open with prayer for willing and obedient hearts to respond to God's Word through what is learned in Romans 13.
2. You might begin the lesson by asking class members to share their feelings as April 15th approaches each year. Today's lesson will focus on our conduct as Christians in our response to those in authority over us.
3. Ask a class member to review the historical situation in which Romans was written.
4. Discuss what Paul's perspective on living was in a worldly kingdom.
5. Ask class members to cite examples from the Old Testament that show that all powers are from God. List these on a chalkboard or flip chart.
6. Discuss the concept of rulers being God's servants. (Dr. Scott goes into some detail here.) Talk about his stand on civil disobedience.
7. Record answers on the chalkboard or flip chart as to what it means to owe the government tribute, custom, and fear.
8. Ask how Romans 12 is the basis for this chapter, especially verses 8 through 14.
9. Discuss why Paul writes with such urgency. In our day of leisure and self-fulfillment, what is our natural response to Paul's urgency?
10. Ask the class about what temptations Christians face today to fall into apathy and lethargy? How does Romans 13 challenge Christians?
11. Review each exhortation of Paul and Dr. Scott's comments on them.
12. Discuss any of the application questions that were particularly thought-provoking for class members.
13. Close the lesson by challenging class members to examine their hearts, attitudes, uses of time and resources.
14. Have a time of conversational prayer for our nation and leaders and for Christians to be salt and light in our world.

#### **Assignment:**

Read Romans 14. Study Dr. Scott's notes and answer

the application questions.

## **LESSON EIGHT**

**Lesson Objective:** To understand the meaning of "Christian liberty" and how it is to be properly exercised.

#### **Lesson Goals:**

1. To understand what it means to be "weak in the faith."
2. To define "Christian liberty."
3. To understand the relationship between "Christian liberty" and accountability and responsibility.
4. To be challenged to live in a way that will cause others to be strengthened in their faith and become mature in Christ.

#### **Teacher Preparation:**

1. This week's study covers some concepts that many Christians have been misguided about. Pray for special wisdom and insight as you prepare.
2. Pray for each student by name. Ask God to open their hearts and minds to receive His Word to them this week.
3. Read Romans 14 in several different translations.
4. Write down any thoughts you have concerning Christian liberty.
5. Make notes of any thoughts you have concerning Christian liberty.
6. Answer the questions for meditation and application.
7. Study Dr. Scott's notes.
8. Examine your notes — did you have any misconceptions about Christian liberty? Are your questions now answered?
9. Write down any new insights you have gained on this subject.
10. Read over the lesson goals. What do you want to accomplish through this lesson? Consider your students' needs.
11. Use your notes and Dr. Scott's outline to organize the lesson content you wish to teach.
12. This lesson naturally lends itself to discussion but you will need to plan your questions and how you will guide the discussion.
13. Prepare any visual aids and be sure you have all the necessary materials and equipment.

#### **Class Procedure:**

1. Open with prayer for the leading of the Holy Spirit in this class time.
2. Ask the class to read Romans 14 silently.
3. Open the discussion by asking the class to define "Christian liberty." Record the answers on a

chalkboard or flip chart.

4. Discuss Dr. Scott's definition of the "weak in faith." Often we mistakenly think of those who adhere to a strict behavioral code as being more "spiritual."
5. How is verse 9 the foundation for this passage?
6. Let your class discuss what they are really doing when they impose their human standards on others.
7. Discuss the problems of eating meats sacrificed to idols and of observing the Lord's Day.
8. Ask about the subject of Christian liberty and why it is often such a divisive force in the church.
9. Discuss how the fact of our accountability to God affects our judgment of others.
10. Relate verse 17 to Romans 12:9-21.
11. Let the class think about what the main concern is in Christian liberty. Should we flaunt our liberty? (That would be stooping to the level of those who flaunt their "strict behavior.") What is our responsibility to our Christian brothers in this regard?
12. Discuss what it means to make someone stumble.
13. Have your class share how it is possible to enjoy Christian liberty without taking advantage of it.
14. Share Dr. Scott's conclusion. This is a very positive note to end the lesson on.
15. Close with prayer for increased faith and the building up of the church.

**Assignment:**

Read Romans 15:1-13. Study Dr. Scott's notes and answer the application questions.

## LESSON NINE

**Lesson Objective:** To consider ways in which our Christian unity is maintained.

**Lesson Goals:**

1. To understand the responsibility of the stronger in faith to strive for unity in the church.
2. To understand the work of the Holy Spirit in establishing and preserving unity in the church.
3. To be challenged to be led by God's Word in every area of life so as to build up His Kingdom.

**Teacher Preparation:**

1. Pray for God's guidance as you prepare this week's lesson.
2. Answer the questions for meditation and application.
3. Think about these questions as you read Romans 15:1-13.
4. Read the Scripture passage at least twice in a modern translation (ESV or NIV).
5. Write down what you understand to be the key in

maintaining Christian unity.

6. Study Dr. Scott's notes. Highlight or write down particularly significant points or new insights.
7. Look over the lesson goals and decide how you will accomplish them.
8. Organize an outline of the lesson material you will want to cover in class.
9. Decide upon a lesson plan. How will you communicate this material to your students?
10. How will you involve your students? Plan ways to help them respond in obedience to God's Word.
11. Have all materials and equipment ready for use at class time.

**Class Procedure:**

1. Open with prayer for God's leading in this class time.
2. Begin the lesson with an illustration of a sports team. (Use your geographical location, students' interests and time of year to determine which team you will use.) What does the team concept imply? (All working together for a common goal.) Talk about what happens when one team member becomes weak or injured. What happens when a team member becomes disgruntled or angry? What happens when a team member "drops the ball?" (You might have pictures or cartoons here to illustrate these points.)
3. Point out that many of the principles for maintaining unity on an athletic team can be seen in the church.
4. Have the class read Romans 15:1-13 silently.
5. Ask the class what a distinguishing mark of a person who is strong in faith would be. (His ability to strengthen the weak.)
6. Review the purpose of gifts and strengths. How does the principle of humility apply here?
7. Let the class determine what Paul's exhortation is to us (v. 2). What are his reasons for this (vs. 3-4)?
8. Discuss what the basis is for our unity in the church.
9. Discuss what it means to "receive one another." Relate this to the example we have in Christ.
10. Discuss what our hope is in achieving unity in the church.
11. Go over any of the application questions which class members found to be particularly meaningful or thought-provoking?
12. Close with a time of prayer for your church.

**Assignment:**

Read Romans 15:14-33. Study Dr. Scott's notes and answer the application questions.

## LESSON TEN

**Lesson Objective:** To gain insight into the person and

work of Paul.

**Lesson Goals:**

1. To understand Paul's view of his calling in Christ.
2. To understand Paul's strategy in his mission work.
3. To study the situation in Jerusalem and Paul's obligation to the Christians there.
4. To see God's sovereignty in Paul's life and our lives.

**Teacher Preparation:**

1. Pray for wisdom as you prepare this week's lesson.
2. Read Romans 15:14-33 in a modern translation (NASV or NIV).
3. Study the lesson objective and goals. Use these as your focus points for this lesson.
4. In view of your goals, go back through the Scripture passage and make notes on these topics.
5. Study Dr. Scott's notes.
6. Answer the application questions carefully and honestly.
7. Construct an outline of the lesson material you wish to teach.
8. Plan your visual aids or other methods of involving your students.
9. You will want to have a large map to point out the directions in which God led Paul. (You could use an overhead projector transparency.)
10. Be sure all materials and equipment needed are in order and ready for use at class time.

**Class Procedure:**

1. Open with prayer that all might be built up in the faith as a result of this lesson.
2. Have the class read Romans 15:14-33 silently.
3. Share Dr. Scott's introduction with the class.
4. For the first part of the lesson focus on verses 14 through 21. From these verses discuss how Paul thought the Romans might react to his letter. Having never even seen them, why did Paul write such a long letter to the Romans?
5. Ask the class how Paul viewed his calling in Christ.
6. Discuss Paul's first priority in his mission work (i.e. his strategy).
7. Cover with the class why Paul hadn't been to Rome as a minister to the Gentiles.
8. See if the class can name the two main goals of Paul's ministry.
9. Spend the second half of the lesson time in small group study if class size permits. Assign the groups the following.

**Group One:**

- a. Take a large map (or overhead transparency) of the world as it was in Paul's day.

- b. Go through Dr. Scott's notes and plot out in one color, all the places mentioned that Paul visited.
- c. Mark in another color the places Paul hoped to go, but either the Lord led him elsewhere, or in a different way and time.
- d. What do we learn about God from this exercise?
- e. What do we learn about Paul?
- f. What can we apply to our lives?

**Group Two:**

- a. Focus on verses 25 through 27.
  - b. What was Paul's prior commitment to the Christians in Jerusalem?
  - c. Why were the Christians there under such persecution?
  - d. Why was a collection taken up?
  - e. What important principle of Christ does this illustrate?
10. Bring the groups back together to share their findings.
  11. Discuss Paul's prayer request and the importance of it. How often do we promise to pray for someone and then forget about it?
  12. Go over Paul's brief closing.
  13. Close with prayer for the missionaries your church supports. Pray for each one by name and in depth.

**Assignment:**

Read Romans 16. Study Dr. Scott's notes and answer the questions.

**LESSON ELEVEN**

**Lesson Objective:** To learn more about the Christians of Rome and those with Paul as he wrote the letter, to see their importance in the church.

**Lesson Goals:**

1. To study each individual which Paul mentions in order to gain appreciation for the makeup of the church.
2. To study Paul's warnings against division in the church.

**Teacher Preparation:**

1. Pray for guidance as you prepare this week's lesson.
2. Read Romans 16 in a modern translation (ESV or NIV).
3. Answer the questions for meditation and application.
4. Study Dr. Scott's notes.
5. Think of an original way to present the material on the people to whom Paul refers:  
Perhaps you could give an open book matching quiz:

**Example:**

1. \_\_\_ Priscilla & Aquila      a. "my beloved"
  2. \_\_\_ Epaenetus              b. preeminent among Paul's relatives in Rome
  3. \_\_\_ Andronicus & Junias      c. fellow tentmakers in Corinth
- a. You might prefer to play "The Match Game" where the game host gives the clues and contestants match the names. Contestants should be able to have "open book."
6. Study the last section of Paul's letter.
  7. What, particularly, do you want your students to get out of this part of the lesson? Think of your students' current needs and situations in your church.
  8. Prepare all materials — if quizzes need to be xeroxed, be sure to make plenty of copies and you may also wish to provide extra pencils.

**Class Procedure:**

1. Open with prayer. Thank God for each class member and all He has brought to your church.
2. Ask class members to read Romans 16 silently.
3. Go over how easy it is to just skim over lists of names. Why are such lists recorded in Scripture?
4. Introduce these names by giving your quiz or playing the game, or whatever approach you have chosen. Allow plenty of time to complete this activity.
5. Now that class members have more insight into these people, you might remind them of what was said about skimming names just prior to the exercise.
6. Move on to the last part of Paul's letter. Discuss why he felt compelled to warn them of division when there were no known problems at that time. What, specifically, was he warning against?
7. Get the classes' ideas as to why Paul ended his letter as he did.
8. Go over the application questions.
9. Close with a time of conversational prayer.

**LESSON TWELVE**

**Lesson Objective:** To review and make practical use of Paul's letter to the Romans.

**Teacher Preparation:**

1. Pray for spiritual growth and renewed zeal for the Gospel as a result of this review.
2. Read Dr. Scott's notes.
3. Plan to do the actual review in small groups or pairs, if class size will allow.
4. Plan to leave plenty of time for Dr. Scott's suggestions for using his final outline.

5. Reflect on your study of Romans and come prepared to share what the study has meant to you personally.

**Class Procedure:**

1. Open with prayer. Thank God for His Word and ask Him to make it effective in our lives.
2. Ask a class member to read Dr. Scott's introduction to Romans.
3. Dr. Scott accomplishes his review under six basic headings. Divide these among small groups, pairs, or individuals, as class size permits. Allow each group 15 minutes to prepare their review of their assigned section(s).
4. Ask each group to share their review. Encourage personal comments.
5. Review Dr. Scott's five-point Gospel presentation. Make time to let each person copy the outline into their Bible. You may want to provide 3x5 index cards for any who may not want to write directly into their Bible.
6. Let two class members role play a witnessing situation in which one shares the five-point outline.
7. Close the lesson with a time of sharing other personal gains from this study.
8. Have a time of conversational prayer thanking God for Romans and praying that we might be more effective witnesses for Him.

**LESSON THIRTEEN****Part One: What Do You Remember?**

Below, we have given the answers to the questions with reasons for our answers, where necessary.

1. True
2. False, it means, "cursed."
3. True
4. False, he explicitly taught that the historic Israel was not saved.
5. False, he did not feel anyone deserved God's mercy.
6. False, he believed that man turned evil.
7. True
8. True
9. True
10. False, Paul taught one way of salvation from the beginning.
11. True
12. False
13. True, according to Romans 10:9-10.
14. False
15. True
16. True, according to Romans 10:17.

17. False, it is Muslim.
18. False, he did not cast off those who had believed.
19. True, they thought of anyone born an Israelite as "God's people."
20. True
21. False, they simply behaved according to their sinful nature in refusing to believe.
22. True
23. True
24. True
25. True
26. True
27. False, but it could only be understood through the gospel Christ proclaimed.
28. False, only those who were elect would be saved.
29. True
30. False, God is still calling some Jews to salvation through Christ.
31. False, we cannot ever know the mind of God fully.
32. False
33. True
34. True
35. True
36. True
37. False, it simply means a spiritual gift.
38. False
39. True
40. False, all receive some gift or gifts.
41. True (Rom. 12:1-2)
42. True
43. True
44. True
45. True
46. False
47. True
48. False, sometimes we have to disagree for their own good, which is the concern of love.
49. False
50. True
51. True
52. False, he taught that we ought to be subject to all earthly powers, so long as they do not command what God has forbidden.
53. True
54. True
55. False, they were corrupt church leaders and ought not to be obeyed.
56. True
57. False, as we submit to those God puts over us, we honor Him.
58. False, they owe them to love them.
59. True
60. True
61. False, God's Laws cannot be set aside by anyone.
62. False, we need the rule of Christ.
63. False, it means not to have to have regulations of men to lean upon.
64. False, it means those who are not at liberty to do something which is not a matter of God's Law.
65. True
66. False, it means to condemn him where God's Word does not condemn him.
67. True
68. True
69. True
70. False, we gain steadfastness by learning and applying God's Word to our lives.
71. True
72. True
73. True
74. False, because the true unity is in Christ, not in men's organizations.
75. False, they were missionaries to Moravia.
76. False
77. True
78. True
79. False, it was enriched by his letter to the Romans.
80. This cannot be said to be either true or false. We simply do not know.
81. False
82. False, but he did wish to do all he could to reconcile them to God in Christ.
83. True
84. True
85. False, the term simply means a female servant.
86. True
87. True
88. False, they may have been twin sisters.
89. True
90. True
91. True, see 16:22.
92. True, in about A.D. 911.
93. True
94. True
95. False
96. False, he showed that it is much more; it is a quality of life which we who believe enjoy now.
97. False, he was very concerned and grieved over their unbelief.
98. False, he taught the importance of good works, but in their proper place, after we are saved.
99. False, we have sought to show how basic Paul's letter is to any witness for Christ.
100. False, to do so is to rebel against God's own will.

**Part II**

We suggest that this part of the lesson can be read by all and then discussed as time allows.