

A People of the Book
8-Year Curriculum
Year 6 Quarter 1

A Study of
Selected Texts from

Acts of the Apostles

Neville Buchanan



Acts

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Welcome to Acts

This is the most inspiring story ever told. Over a short span for 30 plus years, 12 men with a few helpers, started the most widely known movement in the world. Perhaps Gamaliel says it best in Acts 5:39

But if it be of God, ye cannot overthrow it; lest haply ye be found even to fight against God.

Acts not only maps the spread of Christianity, no does it merely describe the challenges and courage of Christ's young Bride, it is also the foremost authority on how to obtain eternal life.

By joining this study it is our prayer that you to are entering an arena of the fiery spread of the Gospel of Jesus.

Some authors of commentaries on Acts you might find useful are:

McGarvey; Ash and Oster's Sweet Commentaries; John Stott; Gareth L. Reese.

My favorite is Coffman Commentaries. It is readily available from: <http://www.searchgodsword.org/com/bcc/>

Summary of the book (most maps are from <http://www.ccel.org>):

Luke, the author of the Gospel of Luke, here presents volume two of his record of Christ's life and ministry. In Acts, the central figures become Christ's apostles who carry His Gospel to all people. Acts is structured around a key verse (1:8) where Christ tells the Apostles to go to Jerusalem and Judea (the Jews' home), Samaria (neighboring countries), and even to the ends of the earth (all Gentile peoples). Saul, the converted Jewish scholar, becomes Paul the missionary evangelist who takes Christ to the Gentiles. Peter leads the effort to continue evangelizing Jews both in Palestine and those dispersed in other countries as well. Acts records the spreading of the Gospel, and the building of the Church, throughout

Europe, and as Rome.



Asia, lower
far west as

The Mission, Acts 1

Overview of Acts

- What are the 5 major themes?
 1. The work of the S_____
 2. Jesus is the S_____
 3. Many cases of S_____
 4. How was the early church S_____
 5. How the Gospel was S_____
- What do we hope to accomplish by studying the book?
- What do we already know?
- What is the background to this book?

Lesson Objectives

- Able to provide background and authorship
- Able to explain what Jesus did after his resurrection
- Should be able to connect the command to “go” in Acts 1:8 with us today

Review of the Reading in preparation for this class

Cursory readings

- Identify our five major themes in Acts. Write down the references next to each major theme.
- Identify the following elements (Message from God; fact to believer; command to obey; promise to be received; question to ask or research as you study the lesson).

Theme	Acts	Identify	Answer
Spirit		Message	
Savior		Fact	
Salvation		Command	
Sanctified		Promise	
Spread		Question	

In-depth readings

Now, take your time, and answer as many of the following as possible:

The reassurance from Jesus (1:1–8)

1. (1:1–3) Some background

- • (1:1b) Who wrote the book? _____
 - • (1:1a) Who was it to? _____
 - • (1:2–3) Why did he write? _____
2. (1:4–5) What was the command? _____
 3. (1:6) What did they ask? _____
 4. (1:7) What is the answer? _____
 5. (1:8) To where? _____

The ascension of Jesus (1:9–11)

1. (1:9) What happened? _____
2. (1:10) What scary thing happened? _____
3. (1:11) What was the answer? _____

A prayer meeting (1:12–15): Those present are:

1. _____ (1:12–13)
2. _____ (1:14a)
3. _____ (1:14b)
4. _____ (1:15)

An apostolic selection (1:16–26)

1. *betrayal of* _____ (1:16–20)

- a. (1:18–19) Who murdered who? _____
- b. (1:16–17, 20) What did Scriptures predict? (cf. Psalms 69:25; 109:8). _____

2. *selection of* _____ (1:21–26)

- (1:21–22) List two qualifications -- _____
- b. (1:23) Name the nominees: _____.
- c. (1:24–25) Whose counsel was sought?
- d. (1:26) What was the choice?

Lesson

- Background
- Events following the resurrection
- Adding an Apostle

Thought Questions (Application)

1. The apostles are changed from the night of the betrayal. What can we learn from their confidence?
2. Why is it important to move out of Luke and into Acts if we are to grow in Christ?
3. Challenge: Memorize Acts 1:8. How can we obey this command?
4. Are we an evangelistic church (1 baptism per year for every 20 members)?
5. Read Mark 16:15-16 and Matthew 28:18-20
 - Evaluate the first century Church of Christ in fulfilling this mission.
 - List the 4 areas in Acts 1:8. Now rank our congregation. 0 no improvement & 10 being much improvement needed. Do this for each of the four areas.
 - What are some ways we could become more evangelistic in this community?
 - What are some specific methods we could employ to increase our outreach to our community?
 - What are some specific things that each of us could do to personally increase our evangelistic spirit and our outreach to others?
 - Tom Painter to lead prayer asking God to help us reach out more to our friends and associates.

AREA	JERUSALEM	JUDEA/SAMARIA	THE WORLD
CHAPTERS	1-8:4	8:5-12:25	13:1-28:31
KEY SPEAKERS	PETER STEPHEN	PHILLIP PETER	PAUL
FOCUS GROUP	JEWS	JEWS SAMARITANS GENTILES	GENTILES
TIME	AD 30-33	AD 33-46	AD 46-61

Inspiration and Proclamation, Acts 2

Lesson Objectives

- Disciples are able to identify the two sections of Acts 2 as “inspiration” and “proclamation”.
- Disciples can paraphrase the story of the coming of the Holy Spirit on the Apostles.
- Disciples can give a defense for glossolalia being specific languages from Acts 2:4 & 8
- Disciples can apply Peter’s reasoning to show Jesus as the Christ.

Review of the Reading in preparation for this class

Cursory readings

- Identify our five major themes in Acts. Write down the references next to each major themes.
- Identify the following elements (Message from God; fact to believer; command to obey; promise to be received; question to ask or research as you study the lesson).

Theme	Acts	Identify	Answer
Spirit		Message	
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Salvation		Command	
Sanctified		Promise	
Spread		Question	

In-depth readings

Now, take your time, and answer as many of the following as possible:

Now, take your time, and answer as many of the following as possible:

- (2:1–2) Describe the sound that Pentecost sound produced _____
- (2:3) Describe the site that Pentecost produced _____
- (2:4) Describe the Pentecost “translator” _____
- (2:5) Describe the ethnicity of the Pentecost crowd _____
- (2:6–11) What amazed the Pentecost crowd _____

- (2:12) What question did the confused Pentecost crowd ask _____
- (2:13) What did some say _____
- (2:15) What answer did Peter give _____
- (2:16–18) What did Joel say concerning the Spirit _____
- 2:19–20) What did Joel say concerning the Signs _____
- (2:21) What did he say concerning Salvation _____
- (2:22–23) Who crucified the Messiah _____
- (2:24–28) Who resurrected the Messiah _____
- (2:24) What significant point is stressed _____
- (Ps. 16:8–11) Who predicted this 100s of years ago _____
- (2:29–32) Since David died and was buried, who must he have been thinking of? _____
- (2:33–36) Again, since this is not something David did, who is he referring to? _____ (cf. Ps.110:1)
- (2:37) How is repentance evidenced _____
- (2:38) Break the salvation process down in your own words:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
- (2:39) Who are the people “afar off”? _____
- (2:40) What does Peter urge the people to do? _____
- (2:41) How many people were saved and what did they need to do? _____
- (2:42–47) Was the early church passive, active, or indifferent? _____
- (2:42a) Activity one _____
- (2:42d, 45–46a, 47a) Activity two _____ & three _____
- (2:42b) Activity four _____
- (2:44, 46c, 47b) Activity five _____ & six _____
- (2:42c, 46b) Activity seven L_____ S_____
- (2:43) Activity eight s_____ & w_____

Lesson

1. Inspiration

2. Proclamation
3. Exhortation
4. Sanctification

Thought Questions (Application)

1. What is it like to feel guilt?
 - What are the ways people deal with guilt?
2. What risk did Peter encounter preaching this sermon?
 - How much are you willing to risk preaching Jesus?
3. What to characteristics of the Jerusalem church do you wish Summit had?
4. How is today's tongue speaking different from the 1st Century?
5. If time allows, discuss miracles:
 - From the list to the right, (blueletterbible.org), define a bible miracle _____
 - How are modern "miracles" different?
 - How are they not the same?
 - How are they for the wrong reason?
 - How is the timing wrong?

The Miracles in the Book of Acts		
Miracles	Where Wrought	Recorded In
Peter heals a lame man	Jerusalem	3:1-11
Ananias and Sapphira struck dead	Jerusalem	5:1-10
Apostles perform many wonders	Jerusalem	5:12-16
Peter and John communicate the Holy Spirit	Samaria	8:14-17
Peter heals Eneas of a palsy	Lydda	9:33, 34
Peter raises Tabitha, or Dorcas, to life	Joppa	9:36-41
Peter delivered out of prison by an angel	Jerusalem	12:7-17
God smites Herod, so that he dies	Jerusalem	12:21-23
Elymas, the sorcerer, smitten with blindness	Paphos	13:6-11
Paul converted	Road to Damascus	9:1-9
Paul heals a cripple	Lystra	14:8-10
Paul casts out a spirit of divination	Philippi	16:16-18
Paul and Silas's prison doors opened by an earthquake	Philippi	16:25, 26
Paul communicates the Holy Spirit	Corinth	19:1-6
Paul heals multitudes	Corinth	19:11, 12
Paul restores Eutychus to life	Troas	20:9-12
Paul shakes off a viper	Malta	28:3-6
Paul heals the father of Publius and others	Malta	28:7-9

Persecution Begins, Acts 3 & 4

Lesson Objectives

- Disciples can describe the temple area
- Disciples can describe the lame healing
- Disciples can summarize Peter's sermon
- Disciples can explain the how persecution began
- Disciples can find aspects for Summit's worship from Acts 4:23-30

Review of the Reading in preparation for this class

Cursory readings

- Identify our five major themes in Acts. Write down the references next to each major themes.
- Identify the following elements (Message from God; fact to believer; command to obey; promise to be received; question to ask or research as you study the lesson).

Theme	Acts	Identify	Answer
Spirit		Message	
Savior		Fact	
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Sanctified		Promise	
Spread		Question	

In-depth readings

Now, take your time, and answer as many of the following as possible:

- (3:1–11) Who are involved in the miracle? _____
- (3:12–13a, 16) What did this restoring miracle do for God? _____
- (3:13b–15a) How did Israel reject their God? _____
- (3:15b) What gives the Gospel power? _____
- (3:17, 19) Why did Israel do this? What would happen if they repent? _____

- (3:22–25) Who did God speak through? _____
- (3:18, 20–21, 26) What 4 aspects of Jesus did they cover? _____
- (4:1–2) What angered the Jewish leaders? _____
- (4:3) What happens to Peter and John? _____
- (4:4) How many men are believers? _____

ROUND ONE

- (4:5–7) What is the question? _____
- (4:8–11) What is the answer? Hint: Use power, prophecy, and pardon. _____
- (4:13–15) Describe the dismissal _____
- (4:16) Discuss the dilemma _____
- (4:17) Record the decision _____

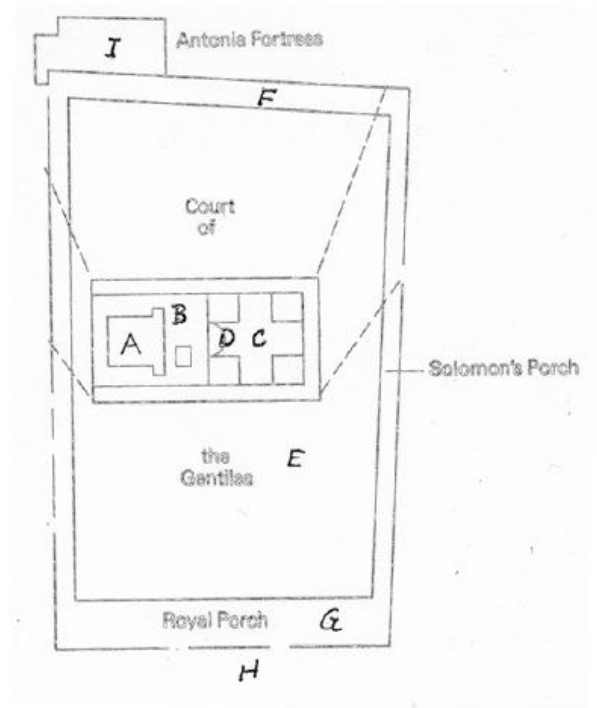
ROUND TWO

- (4:18, 21–22) What was the threat? _____
- (4:19–20) What is the answer to a threat? _____
- (4:25–28) What do believers acknowledge? _____
- (4:27–28) What had they witnessed? _____
- (4:23–24, 29–30) What are they asking for? _____
- (4:31) What was God’s part? _____
- (4:32–35) What do believers do? _____
- (4:36–37) Who is singled out and why?

Lesson

1. Temple Grounds (chart from Stafford North)

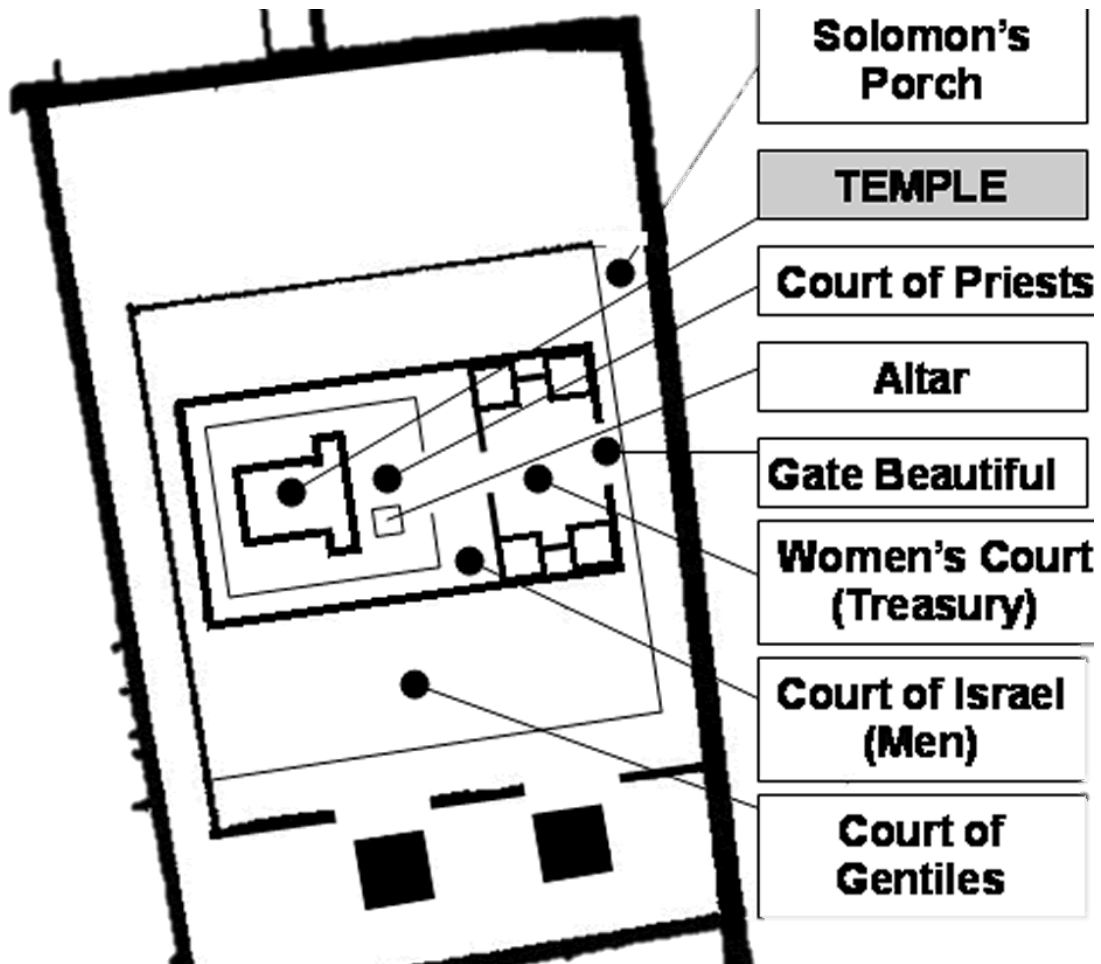
- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____
- H. _____
- I. _____



2. Healing the Lame Man
3. Persecution
4. Prayer Meeting

Thought Questions (Application)

- Who is the beggar in your life? Does Peter act as a “caregiver” or a “rescuer”? What is the difference?
- Give a “for instance” of an ignorant sin today. Give a “for instance” of sins today that we may not be allowing Jesus to cleanse.
- How can bad theology play a role in attacking the church today?
- Do we still make it obvious that Summit is operating under the “authority of Jesus”? What can we do to make it more obvious?
- Do we still astonish the world by our courage?
- Give an example of what the world could say we may not do that conflicts with God’s Word.
- Would/do we respond as Peter did?
- What aspects of Acts 4:23-30 could we incorporate in our Wednesday “Shepherd’s” Prayer?



Lying, Healing, Growing Persecution, Acts 5

Lesson Objectives

- Disciples can explain temptation faced and how similar still exists.
- Disciples can explain why miracles existed in the 1st Century church.
- Disciples can explain the persecution explosion in the early church.

Review of the Reading in preparation for this class

Cursory readings

- Identify our five major themes in Acts. Write down the references next to each major themes.
- Identify the following elements (Message from God; fact to believer; command to obey; promise to be received; question to ask or research as you study the lesson).

Theme	Acts	Identify	Answer
Spirit		Message	
Savior		Fact	
Salvation		Command	
Sanctified		Promise	
Spread		Question	

In-depth readings

Now, take your time, and answer as many of the following as possible:

- (5:1–2) What was the lie? _____
- (5:3–4) What did Peter do once he discovered the lie? _____
- (5:5–11) Who died? _____ & _____
- (5:12–14) Who did the signs?
- (5:15–16) Many sick and _____ people are healed.
- (5:17–18) What were the Sadducees filled with? _____
- (5:19–21) Who releases the Apostles? _____

- (5:22–26) Why the surprise? _____
- (5:27–28) What was the accusation from the Sanhedrin? _____
- (5:29–32) What answer was given? _____
- (5:33–42) What was the lawyer’s advice? _____
- (5:33–37) How many examples did Gamaliel offer? _____
- (5:38–39) What was the conclusion non-Christians were expected to accept? _____
- (5:40) What persecution happened? _____
- (5:41–42) How did the Apostles react to the beating they unfairly incurred? _____

Lesson

1. Ananias and Sapphira
2. Healing
3. Persecution

Thought Questions (Application)

1. What 3 events in Acts 5 shows God’s power?
2. A little gift is better than a big promise never fulfilled. Please relate to Acts 5.
3. What recent Summit events shows God’s power?
4. When last did you hear or tell a “white lie”?
5. When last did you or someone else display courage?
6. What will it take for you to share the Gospel, even if there is an element of risk?



Problems & Persecutions, Acts 6 & 7

Lesson Objectives

1. Disciples can explain the problem & how the Apostles handled it.
2. Disciples can explain the need for conflict resolution between the Jews and Christians.
3. Disciples can explain the basic message of Stephen's speech.
4. Disciples can explain the events following Stephen's speech.

Review of the Reading in preparation for this class

Cursory readings

- Identify our five major themes in Acts. Write down the references next to each major themes.
- Identify the following elements (Message from God; fact to believer; command to obey; promise to be received; question to ask or research as you study the lesson).

Theme	Acts	Identify	Answer
Spirit		Message	
Savior		Fact	
Salvation		Command	
Sanctified		Promise	
Spread		Question	

In-depth readings

Now, take your time, and answer as many of the following as possible:

- (6:1) To whom was the complaint made? _____
- (6:2–4) Explain the dilemma, decision, & resulting duties. _____
- (6:5–7) Describe how the 7 were installed and the result? _____
- (6:8) Why did Stephen attract attention? _____
- (6:9) From whom did he attract attention? _____

- (6:10) Why did they hate Stephen? _____. If confronted with that reason, do you think have admitted it? _____
- (6:11–14) What was he charged with? _____
- (6:15) What is observed about Stephen at the “worst” moment of his life? _____
- Israel was favored by God before possessing either its Tabernacle or two Temples – True or False?
- (7:1–8) From whose life is this truth evident? _____
- (7:9–16) From whose life is this truth evident? _____
- (7:17–38) From whose life is this truth evident? _____
- Israel was faithless to God after possessing both its Tabernacle and two Temples – True or False?
- (7:39–43a, 44–45) During period did they rebel? (tabernacle, 1st temple, or 2nd temple) _____
- (7:43b, 46–50) During what period did they rebel? (tabernacle, 1st temple, or 2nd temple) _____
- (7:51–53) During what period did they rebel? (tabernacle, 1st temple, or 2nd temple) _____
- (7:54, 57–58) Who were the persecutors? _____
- (7:55–56) What did Stephen see? _____
- (7:59–60) What two items were in Stephen’s prayer? _____

Lesson

1. The food fight
2. The Stephen/Sanhedrin fight
3. Stephen’s speech

Thought Questions (Application)

1. Explain how Summit uses the Acts 6 model. From the lesson, what insights do you have that shows how we can do better?
2. What is the one thing you can do to prevent yourself from breaking the ninth commandment?

3. List management principles used by the Apostles in dealing with the Acts 6 problem.

4. List steps in the communication process in dealing with the Acts 6 problem.

5. What insights from courage under fire can we employ at Summit and/or in our personal lives?

6. What lessons can be gleaned, from Stephen, when dealing with "difficult" people.

7. What does Stephen's life teach us concerning our conduct during persecution.



In Judea, Samaria, and Abroad, Acts 8

Lesson Objectives

1. Disciples can explain the connection between the growing persecution and the gospel spreading out of Jerusalem.
2. Disciples can explain Philip's preaching and outcome.
3. Disciples can explain Simon's conversation, sin, and forgiveness.

Review of the Reading in preparation for this class

Cursory readings

- Identify our five major themes in Acts. Write down the references next to each major themes.
- Identify the following elements (Message from God; fact to believer; command to obey; promise to be received; question to ask or research as you study the lesson).

Theme	Acts	Identify	Answer
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Sanctified		Promise	
Spread		Question	

In-depth readings

Now, take your time, and answer as many of the following as possible:

- (8:1–3) Does Saul condemn Stephen's death? _____.
 - What is he trying to do to the church? _____
- (8:4–5) Who does Philip tells the Samaritans about _____.
- (8:6–8) How is power evident in the message? _____
- (8:9–13, 18–25) Peter and John meet S_____ the s_____r.
- (8:9) Who is Simon? He is a s_____er, arr_____nt and boa_____, claiming to be gr_____t.

- (8:10–11) Why did many people believe his claims? Because of his _____.
 - (8:12–13) Why was Simon baptized? _____
 - (8:14–17) Who sent Peter and John? The _____ church.
 - (8:18–19) What did he attempt to purchase? _____
 - (8:20–23) Peter warns Simon that he is being controlled by S_____.
 - (8:24–25) So he begs Peter _____
 - (8:26) Where is Philip is instructed to go _____.
 - (8:27) He was under the charge of C_____, Queen of Ethiopia.
 - (8:28–35) Explain the confusion and clarification. _____
-
- (8:36–37) How many steps to salvation can you identify?
 - (8:38–40) The Holy Spirit immediately catches Philip and brings him to the city of A_____.

Lesson

1. Growing persecution.
2. Philip to Samaria.
3. Philip to Ethiopian.

Thought Questions (Application)

1. By whose hands are Spiritual Gifts given? (Hint: Read Rom.1:11f)
2. Philip shared the Gospel where ever he went. How many opportunities do we have on average per week to do the same?
3. Philip went beyond his culture and race to tell the Gospel. What plans are you making to do the same?



The Conversion of Saul, Acts 9

Lesson Objectives

1. The Disciple can explain Saul's conversion.
2. The Disciple can explain the contrast before and after Saul's conversion.
3. The Disciple can explain the process that converted Saul from #1 persecutor to #1 communicator.
4. The Disciple can explain the role of Barnabas in Saul's early life.

Review of the Reading in preparation for this class

Cursory readings

- Identify our five major themes in Acts. Write down the references next to each major themes.
- Identify the following elements (Message from God; fact to believer; command to obey; promise to be received; question to ask or research as you study the lesson).

Theme	Acts	Identify	Answer
Spirit		Message	
Savior		Fact	
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Sanctified		Promise	
Spread		Question	

In-depth readings

Now, take your time, and answer as many of the following as possible:

- (9:1–2) The J_____ and D_____ Christians were hated.
- (9:3) He sees a brilliant and blinding light from _____.
- (9:4–6) He hears Jesus says, “Why are you _____ me?”
- (9:7–9) Saul's consumes neither food nor water for the next _____ days.
- (9:10–16) God appears to a believer in Damascus named A_____.
- (9:17–19) What two things happen when Ananias lays hands on Saul? He is h_____ and f_____ with the Spirit.

- (9:20–22) He preaches Christ in all the _____.
- (9:23–25) Why did Saul leave for Jerusalem? _____
- (9:26–27) What did Barnabas reassures some fearful Jerusalem about? _____
- (9:28) Saul preaches the gospel in Jerusalem as he did in _____.
- (9:29–31) After an attempt is made on Saul’s life, he departs for his hometown of _____.
- (9:32–33): Aeneas is a paralytic who has been bedridden for _____ years.
- (9:34–35): Peter raises him from his _____.
- (9:36) This godly woman, D_____, performed many wonderful works during her life.
- (9:37) She becomes ill and _____.
- (9:38–43): Peter raises her up during her own _____

Lesson

1. The persecution.
2. The conversion.
3. After the conversion.

Thought Questions (Application)

1. What characteristics of Saul should we follow?
2. What does Saul give up to become a Christian?
3. Following Saul’s conversion steps what will we tell the lost to do to be saved?

The Conversion and Earliest Journeys of Saul (Paul) of Tarsus c AD34-45



The First Gentiles, Acts 10

Lesson Objectives

1. The Disciple can explain the first Gentile conversion.
2. The Disciple can explain the process God used to get Peter to unlock the Kingdom for the Gentiles.
3. The Disciple can explain the part the Holy Spirit played in the salvation of the Gentiles
4. The Disciple can explain the importance of good people needing the Gospel.

Review of the Reading in preparation for this class

Cursory readings

- Identify our five major themes in Acts. Write down the references next to each major themes.
- Identify the following elements (Message from God; fact to believer; command to obey; promise to be received; question to ask or research as you study the lesson).

Theme	Acts	Identify	Answer
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Salvation		Command	
Sanctified		Promise	
Spread		Question	

In-depth readings

Now, take your time, and answer as many of the following as possible:

- (10:1–2) Cornelius does _____ and _____ after God.
- (10:3–8) God sends an _____ to him. Cornelius is told to send men to _____ and fetch _____.
- (10:9–12): He sees a great _____ from heaven, with all kinds of _____ animals.
- (10:13) : “Kill and _____.”
- (10:14) : “Never, Lord ... never ... eaten anything forbidden by our _____ laws.”
- (10:15–16): “If God says something is _____, don’t say it _____.”

- (10:17b–23): Just then the men from _____ arrive and request that _____ accompany them.
 - (10:24–26): Cornelius attempts to _____
 - (10:34–35): Peter understands meaning of vision—namely, that God doesn't _____
 - (10:36–37): Message is the good news of _____ through Jesus Christ.
 - (10:39–42): He and other apostles are _____ of Jesus' crucifixion and resurrection!
- (10:44–48) TTYN & describe the first Gentile baptism.

Lesson

1. Background for conversion.
2. Preparation for conversion.
3. Peter's message.
4. Holy Spirit's confirmation.

Thought Questions (Application)

1. Why was Peter a reluctant evangelist?
 - a. Are we ever reluctant?
 - b. When else must God do to get our attention?
2. What barriers are you reluctant to cross?
3. How can we adapt to the situation without changing the message of salvation?



Paul's 1st Missionary Journey, Acts 13 & 14

Lesson Objectives

- Disciples can identify, on a map, Barnabas and Saul's journey from and to Antioch.
- Disciples can analyze and make application from Saul's sermon in Antioch.
- Disciples can draw lessons for Summit to follow from Saul and Barnabas' example in Acts 14.

Review of the Reading in preparation for this class

Cursory readings

- Identify our five major themes in Acts. Write down the references next to each major themes.
- Identify the following elements (Message from God; fact to believer; command to obey; promise to be received; question to ask or research as you study the lesson).

Theme	Acts	Identify	Answer
Spirit		Message	
Savior		Fact	
Salvation		Command	
Sanctified		Promise	
Spread		Question	

In-depth readings

Now, take your time, and answer as many of the following as possible:

- (13:1–2) What does the Holy Spirit instruct the Antioch leaders to do? _____
- (13:3) Before sending them what happened? _____
- (13:4–12) Who joined the team? _____
- (13:4–7) Which Governor was open to the message? _____
- (13:8) What did Elymas attempt to do? _____
- (13:9–11) What did the judgment of God at the hand of Paul do to him?
- (13:12) Who join's God' team? _____
- (13:13) Who leaves Saul & Barnabus' team? _____

- (13:14–17a) The selection of _____
 - (13:17b) The deliverance from _____
 - (13:18) The _____ experience
 - (13:19) The conquest of _____
 - (13:20–23) The rule of the judges and _____
 - (13:24–25) John the Baptist served as Jesus' _____
 - (13:26–37) Prophetic prep _____ for his coming.
 - (13:26–33) Psalm 2:6–9 predicts God will honor the _____
 - (13:34) Isaiah 55:3 predicts God will fulfill in the Messiah the promises given to D _____.
 - (13:35–37) What does Psalm 16:10 predict? _____
-
- (13:38–41) Messiah's offer is the repenting sinner is _____ and declared _____
 - (13:44–46, 50–52) The 2nd sermon was to Unbelieving _____
 - (13:47–49) And to believing _____
 - (14:1–7) Paul and Barnabas in _____
 - (14:8–20) Paul and Barnabas in _____
 - (14:21) Paul and Barnabas in _____
 - (14:22–25) Paul and Barnabas in Back in _____, _____, & Antioch of _____
 - (14:26–28) Paul and Barnabas in _____ of _____

Lesson

1. Preparation for the journey.
2. The journey.
3. The return.

Thought Questions (Application)

- Thought Questions (Application)
- What does journey teach us about mission work today?
- What do we learn about the character of those who go on missionaries?



The Meeting in Jerusalem, Acts 15

Lesson Objectives

- The Disciple can explain the conflict in Acts 15.
- The Disciple can explain the methods by which they reached a conclusion.
- The Disciple can explain the 4 elements of the letter sent from the meeting.
- The Disciple can explain the consequences of this decision.
- The Disciple can explain how we can use applications from this for Summit.

Review of the Reading in preparation for this class

Cursory readings

- Identify our five major themes in Acts. Write down the references next to each major themes.
- Identify the following elements (Message from God; fact to believer; command to obey; promise to be received; question to ask or research as you study the lesson).

Theme	Acts	Identify	Answer
Spirit		Message	
Savior		Fact	
Salvation		Command	
Sanctified		Promise	
Spread		Question	

In-depth readings

Now, take your time, and answer as many of the following as possible:

- (15:1, 6) What was the disagreement about? _____.
- (15:2–4, 12) Paul & Barnabas review how God saved many _____ even though they had not been _____.
- (15:7–11) Peter discusses Cornelius's _____ and that of his Gentile household.
- (15:13–18) James reminds all that the conversion of Gentiles was predicted by _____.
- (15:19–21) Who announces the decision? _____
- (15:22–34) Silas and _____ are commissioned to carry letters announcing decision.
- (15:35–41) Paul and Barnabas have a _____.

(15:39–41) What was the result of the argument? _____

Lesson

1. Background.
2. The speeches.
3. The letter.

Thought Questions (Application)

1. What did they do that would help us determine our doctrine today?
2. What action did Paul and Barnabas take when they believed some men had come who were not teaching according to the God's Word?
3. How did the Antioch church respond?
4. How did the Jerusalem church respond?
5. When we, individually, have doctrinal questions, how should we seek to find answers?



Paul in Macedonia and Greece, Acts 16-17

Lesson Objectives

1. The Disciple can explain Paul's 2nd journey from a map.
2. The Disciple can explain the hostility to the church during Acts 16-17.
3. The Disciple can explain the nature of Paul's preaching in Thessalonica and Berea.
4. The Disciple can explain the nature of Paul's preaching in Athens.

Review of the Reading in preparation for this class

Cursory readings

- Identify our five major themes in Acts. Write down the references next to each major themes.
- Identify the following elements (Message from God; fact to believer; command to obey; promise to be received; question to ask or research as you study the lesson).

Theme	Acts	Identify	Answer
Spirit		Message	
Savior		Fact	
Salvation		Command	
Sanctified		Promise	
Spread		Question	

In-depth readings

Now, take your time, and answer as many of the following as possible:

- (16:1–5) Explain the recipient, reason, and result of the circumcision.
- (16:6–10) What is the Spirit's negative and positive instruction to Paul?
- (16:11–15) What was the place, person, and requirement for the businesswoman's conversion?
- (16:16–21) What was the negative about the slave girl's demonic life?
 - And who ends up paying for her freedom?
- (16:24–34) Find the following in the text concerning the prison guard:

- *His command* (16:24); *His confusion* (16:25–26); *His consternation* (16:27–31); *His conversion* (16:32–33); *His celebration* (16:34)
- (16:35–40) Why was their consternation at the Jailer’s house?
- (17:1–9) What can learn about faithfulness, fruits, and foes of missionaries from this text?
- (17:10–15) What in Berea indicated that some were open and some were in opposition to God’s Word?
- (17:16–34) On Mars Hill, Paul preaches his most famous sermon, identifying the Lord as the “_____” the Athenians have been worshiping.

Lesson

1. Visiting existing Churches
2. Preaching in Athens

Thought Questions (Application)

- What does the lesson teach you how each one of us can spread the gospel?



End of 2nd and 3rd Journeys, Acts 18-20

Lesson Objectives

1. The Disciple can explain highlights of Paul's time in Corinth.
2. The Disciple can explain can trace Paul's journey on a map.
3. The Disciple can explain highlights of Paul's time in Ephesus.
4. The Disciple can explain the fund raising connection 1 Cor.16 and 2 Cor.8.
5. The Disciple can explain the importance of Acts 20:7.
6. The Disciple can apply Paul's message to the Ephesian elders to our lives today.

Review of the Reading in preparation for this class

Cursory readings

- Identify our five major themes in Acts. Write down the references next to each major themes.
- Identify the following elements (Message from God; fact to believer; command to obey; promise to be received; question to ask or research as you study the lesson).

Theme	Acts	Identify	Answer
Spirit		Message	
Savior		Fact	
Salvation		Command	
Sanctified		Promise	
Spread		Question	

In-depth readings

Now, take your time, and answer as many of the following as possible:

- (18:1–17) Identify Paul's friends, faithfulness, foes, fruit, and Father in Corinth.
- (18:18) In Cencrea Paul _____ and takes a _____.
- (18:19–21) Why did he not stay long in Ephesus? II. THE ACTIVITIES OF APOLLOS (18:24–28)

- (18:24–26) Who is Apollos and what does he know?
- (19:1–7) What did Paul ask them and what was their answer?
- (19:8) Paul preaches the Good News boldly each v in the _____.
- (19:9–10) Due to open hostility, he moves to the public hall of Tyrannus and preaches _____.
- (19:11–12) What strange way were people being healing?
- (19:13–17) What was the presumption and penalty of Sceva’s sons?
- (19:18–20) What showed the dedication of these new believers?
- (19:21–22) The apostle vows to visit _____ in the near future.
- (19:23–41): Identify the following elements of the Ephesian riot: The lecture of Demetrius (19:23–27); The lunacy of the crowd (19:28–34); The logic of the mayor (19:35–41)
- (20:7–12) What was the reason they got together on Sunday?
- (20:7) : Paul preaches until _____ .
- (20:8–9): A young man in attendance named _____ accidentally falls to his death from an upper window.
- (20:17–38) Identify the following in our text: **The participants** (20:17) ; **The perspective** (20:18–35) ; **The prayer** (20:36–38)

Lesson

1. Second Missionary Journey.
2. Third Missionary Journey.

Thought Questions (Application)

- From Acts 20:18-35 write down two lessons you can personally use from this passage.

- How close are the ties the bind in God’s family? _____
- When have you felt especially close to a Christian brother or sister in the past?



To Jerusalem and Rome, Acts 21-28

Lesson Objectives

1. The Disciple can track Paul's final journey on a map.
2. The Disciple can explain the events that led to Paul's arrest.
3. The Disciple can explain the four trials Paul had.
4. The Disciple can explain Paul's defense before Felix.
5. The Disciple can explain sailing events to Rome.
6. The Disciple can explain how Paul used his imprisonment to further the Gospel.

Questions to prepare for class (from Dr. Stafford North):

1. What was the mission Paul was so determined to carry out in Jerusalem?
2. Did Paul get to achieve his mission?
3. In what Jewish custom does Paul participate? Where does he go to do this?
4. Does this violate his stand about the law of Moses?
5. Of what do some accuse Paul?
6. Who rescues Paul from the riot which follows?
7. To what does Paul appeal to avoid a scourging?
8. Why do the Romans give Paul an armed escort to Caesarea?
9. Before what three Roman leaders does Paul appear?
10. Because he thinks he will not get fair treatment, Paul appeals to _____.
11. Have any of the Roman officials found Paul guilty of anything?
12. After a difficult voyage to Rome, Paul is allowed to have his own _____ but is under constant guard.
13. What does Paul do while under arrest in Rome?
14. About what date does the story of Acts end?
15. The answers to Paul's prayer shows how God can work through His _____.

Notes:

Lesson

1. Paul in Jerusalem.
2. Paul in Caesarea.
3. Paul in Rome.

Thought Questions (Application)

1. Read Romans 15:30-32. What were the 4 things Paul prayed for?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
2. How did God answer these?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. Where were these answered miraculously or through God's providential care?
4. Does God use providence to answer prayers today?
5. What practical lessons can we learn from Paul that we can apply to our lives today?



Resources used:

- In-depth second reading: The Outlines Bible on **Acts**²
- Maps: <http://www.ccel.org>
- Objectives & Lesson points: Stafford North's lessons on Acts

² Willmington, H. L. (1999). *The Outline Bible* (Ac 1). Wheaton, Ill.: Tyndale House Publishers.

A People of the Book

8-Year Curriculum

	January - March	April - June	July - September	October - December
2007	<i>Matthew</i>	<i>Genesis</i>	<i>Galatians & Ephesians</i>	<i>Isaiah</i>
2008	<i>Exodus</i>	<i>I & II Timothy, Titus</i>	<i>Hebrews</i>	<i>Minor Prophets I (Hosea-Obadiah)</i>
2009	<i>Mark</i>	<i>Leviticus, Numbers, Deuteronomy</i>	<i>Romans</i>	<i>Jeremiah & Lamentations</i>
2010	<i>I & II Thessalonians</i>	<i>Joshua, Judges, Ruth</i>	<i>James, I & II Peter</i>	<i>Minor Prophets II (Jonah-Habakkuk)</i>
2011	Luke	I & II Samuel	I Corinthians	Daniel
2012	Acts	Ezra, Nehemiah, Esther	II Corinthians	Minor Prophets III (Zephaniah-Malachi)
2013	Gospel of John, I, II & III John	Job	Proverbs, Ecclesiastes, Song of Solomon	Psalms
2014	Philippians, Colossians, Philemon & Jude	Kings & Chronicles	Revelation	Ezekiel

revised 11/2010

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