

ACTS through REVELATION

TEACHER'S MANUAL

The
ACTS
THROUGH
REVELATION
Teacher's Manual

by Emily Fischer

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ACTS THROUGH REVELATION

How to use this Manual

We hope this guide will be helpful as you study Acts through Revelation this year. You are about to take a journey through the past where you can see God's providence on a daily basis. Imagine being one of those in the Upper Room when the power of God blew through, or the readers of John's Revelation as they learned of God's plans for the end. God was faithful to His people through the years just as He is today. What a joy it is for young children to come to realize God's faithfulness as they learn from the past.

The *Veritas Press Bible Curriculum* was designed to be used as a tool for understanding the Scriptures and cannot be used apart from the Bible. The cards are meant to give students a smaller body of information that they can more easily assimilate. The answers to questions on the worksheets and tests can all be found on the cards, but we strongly recommend that each account is read in the Bible sometime during the week. The *Bible Reading* project is the first project for each card to encourage time spent directly in the Bible. This project reinforces the information on the card and also asks about details and facts that are not listed on the card. Teachers should encourage students to look for new information as they read from the Bible.

There are 32 events/people featured in the cards in this series. That is approximately one per week. A few of the cards have extra projects which may spread into the following week. The projects are only suggestions, so use your imagination and have fun with your group. You will note that the projects vary to appeal to different ages. You may choose the ones you think are appropriate for your group. If you are using this series for second grade or below, you may need to read some of it orally for the first six weeks; after that three times a week is usually enough. You will also want to sing the song daily for the first few weeks until it is memorized. Remember, the reason for the song is to help memorize the chronology of the events. It is also good to have the children recite events in proper order, rather than singing it after the song has been memorized. A sample school week might be planned as follows:

MONDAY: Sing the song (you may want to have a student come to the front of the room and hold up a flashcard as the class sings.) Present the new card. Read what it says on the back and discuss it. Allow different students to read it out loud if you can. Then allow the students to answer questions on the worksheet. The questions are based on information on the cards. If you are working with second grade or below, they may be asked to do this orally for the first part of the year.

TUESDAY: Sing the song. Return the graded worksheet and go over it allowing students to correct their answers. Read the account in the Bible and then complete the Bible Reading project.

WEDNESDAY: Sing the song. Orally review questions from the worksheet. Do one of the projects.

THURSDAY: Sing the song. Orally review questions from this card's worksheet and from previous events. Obviously you cannot review every question every day, so do a sampling. Assign different children different sources from the resource list on the card and allow them to look up the information and share it with the class.

FRIDAY: Give test. Use remaining time for class instruction and drill.

Having fun makes it easy to learn. Using the cards for games is one way. Ask the children to shuffle them and then see who can get their cards in order the fastest. Or have four to six students mix up their cards and then play Go Fish. This allows them to get familiar with the titles. Or you can go to a large room and see who can make their own timeline the fastest. A good way to drill questions in a classroom is to divide the children into two teams and ask questions in order. Teams receive a point for each right answer.

We have found one of the best ways to file and protect the cards is to laminate them, punch a hole in the top right corner, and keep them on a large ring. The children can add the newest card and also have the previous cards handy. Another idea is to laminate them, put Velcro strips on the card and on the wall, and start a timeline that children can put up and

ACTS THROUGH REVELATION

How to use this Manual

take down over and over again. An extra set of cards mounted at the end of the room for a reference timeline is a good idea, too.

Each worksheet, test, or writing assignment should receive three grades: one each for Content, Grammar and Linguistics (Spelling).

CONTENT: On a scale of 1 to 15, a grade is given for completeness of the answer to a question. This grade is applied to their Bible grade. If your grading scale is different from 1 to 15, use yours.

GRAMMAR: The child should answer the questions in a complete sentence in which they first restate the question. For example: *What is the Scripture reference for Othniel and Ehud? The Scripture reference for Othniel and Ehud is Judges 3.* Initially in third grade the teacher may want to write a portion of the sentence on the board for the students to copy until they learn to do this correctly on their own. For example: *The Scripture reference for Othniel and Ehud is* __. The students would then fill in the rest. As the weeks go by gradually wean them until they are able to do this on their own. Third graders adjust to this in about six weeks. Sentences should begin with a capital letter and end with an appropriate punctuation mark. As the year progresses you can grade more strictly for grammar. This grade should be applied to an application grade in grammar, but should not affect Bible content grades. We suggest application at twenty percent of the overall grade.

LINGUISTICS: The children should spell all words correctly. You should deduct for misspelled words once the rule for spelling a particular word has been mastered. For example: *I before e except after c.* Once this has been covered, a child's grade would be reduced if they spelled *priest* as *preist*. If they are using a Bible card to do their worksheet they should be taught that those words should be spelled correctly. This grade would be applied towards a linguistics application grade. Again we suggest twenty percent, but not to affect their Bible grade.

When you look at the tests you will see that there

are not the same number of questions on each test or worksheet. We assign five points per question, with the listings of the chronology receiving two points per item listed. Partial credit may be counted because the questions are essay, and they may have portions correct.

Some students may ask why they are receiving three grades on each paper. We believe that it is important for a student to realize that grammar and linguistics matter in Bible class as well as in grammar class. All three contribute to help make students understood by others, and are thus intertwined.

CHURCHES: We have provided pages in the back of the manual to use with this program in a Sunday school setting. These pages should be photocopied for each student and folded horizontally to create small booklets. There is more material in these booklets than can be completed during an average Sunday school time period. This calls for flexibility and creativity on the part of the Teacher. Some may even want to spread the study of a card over several weeks to cover the event in sufficient detail. Projects in the body of this manual can be used to supplement or even replace what is contained in the booklets depending on the needs of the class. Teachers should encourage parents to have their children complete the booklets, listen to the Bible song and use the flashcards to review the information during the week to reinforce learning.

Finally we welcome your feedback and comments. We hope that this resource will enrich the education of those children entrusted to you and will help them understand the comprehensive responsibility that God requires of them.

ACTS THROUGH REVELATION

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PENTECOST

Worksheet

1. What is the scripture reference for this card?

2. What is the date for Pentecost?

3. What happened on the seventh Sunday after Easter?

4. What surprised the people visiting Jerusalem from other countries?

5. How many people were added to the church on Pentecost?

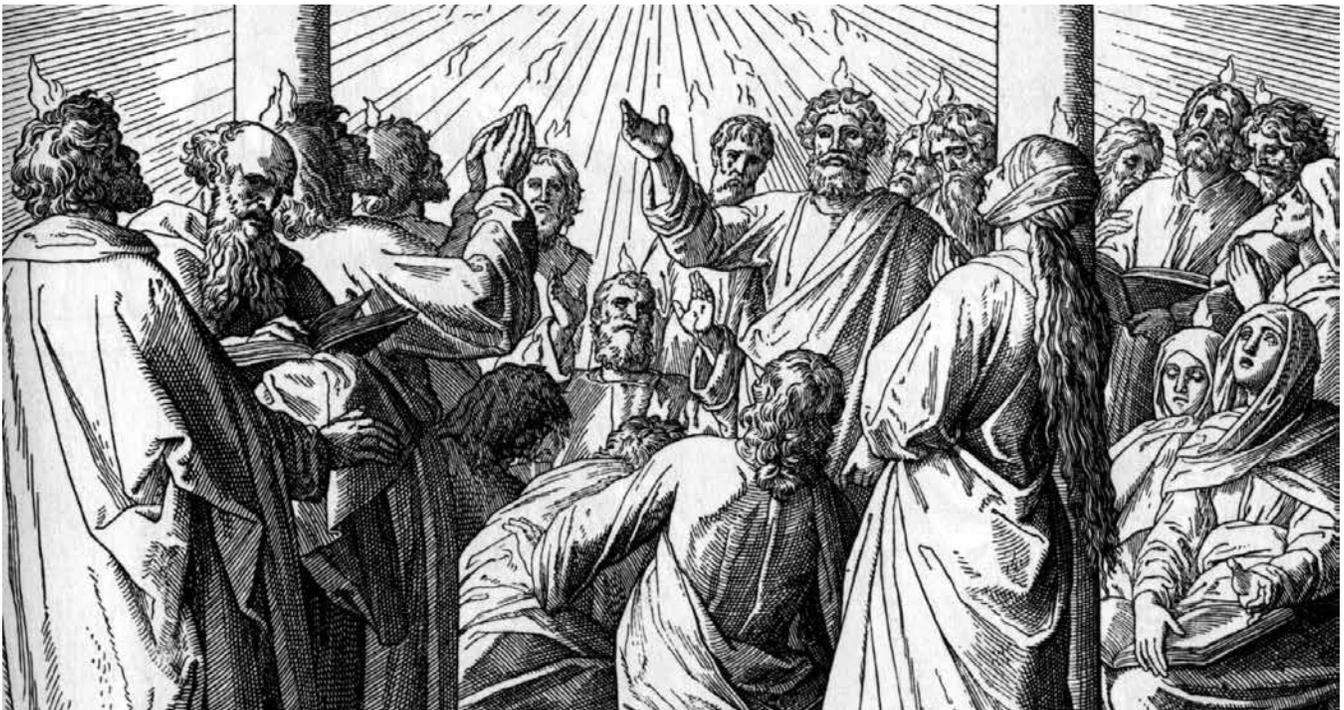
6. Did people in the Old Testament have the Holy Spirit?

PENTECOST

Worksheet, Page 2

7. Who has the Holy Spirit?

8. What did the speaking in other languages at Pentecost show?



PENTECOST

Project 1—Bible Reading

1. How many different tongues were identified and listed in Acts 2:8-11?

2. What did some people say was wrong with the men that were speaking in tongues?

3. Which apostle explained what was going on and preached a sermon?

4. What Old Testament prophet was quoted as having prophesied that the Spirit would be poured out, making many prophesy?

5. What other Old Testament saint is quoted in the sermon explaining Christ's death and resurrection?

6. When the people were asking what they should do in Acts 2:37, what were they told?

PENTECOST

Project 2—Map of Languages

At Pentecost, there were many people visiting Jerusalem from far away places. When the Holy Spirit came upon the disciples with the sound of a rushing wind and tongues of fire settling on their heads, these visitors were amazed to hear the disciples speaking to them in their own languages.

Below is a map of the region. *Read in Acts 2:5–12 about the fifteen different languages spoken by the disciples. Locate these areas on the map and color in the regions in different colors. Mark Jerusalem in an eye-catching way such as a gold star sticker.* At this time, Jerusalem was in a sense the center of the world. The disciples there had a message that would go out to the nations as Jesus had said in Acts 1:8. “But you shall receive power when the Holy Spirit comes upon you; and you shall be witnesses to me in Jerusalem, and in all Judea and Samaria, and to the end of the earth.”



PENTECOST

Project 3—Whitsunday

Below is a prayer for Whitsunday, that is, Pentecost.

O God, who at this time didst teach the hearts of thy faithful people, by sending to them the light of thy Holy Spirit; Grant us by the same Spirit to have a right judgment in all things, and evermore to rejoice in his holy comfort; through the merits of Christ Jesus our Saviour, who liveth and reigneth with thee, in the unity of the same Spirit, one God, world without end. Amen.

Look at the picture of the Upper Room on the flashcard for Pentecost and locate symbols for the following:

Christ

The Holy Spirit

The number of Disciples

God the Father

Baptism

Incorporate those elements into your own drawing of the Upper Room.



PENTECOST

Test

1. What is the scripture reference for this card?

2. What is the date for Pentecost?

3. Describe what happened at Pentecost.

4. Why were the people visiting Jerusalem from other countries surprised?

5. Which apostle preached the Gospel to the crowd that gathered?

PENTECOST

Test, Page 2

6. What is one wrong teaching concerning the events of Pentecost?

7. Who has the Holy Spirit?

8. What occurrence during Pentecost did God use to show that He would work among the Jews and people from every language and ethnicity?

THE EARLY CHURCH

Worksheet

1. What is the scripture reference for this card?

2. What is the date for the Early Church?

3. Name one thing that God used to convince people of the truthfulness of the apostles' teachings.

4. What two things did the success of the Church stir up?

5. What was one godly characteristic of many early believers?

THE EARLY CHURCH

Worksheet, Page 2

6. Why did God kill Ananias and Sapphira?

7. What two groups of people disputed over the daily allotment of food?

8. What was formed because of disputes over the daily allotment of food?



THE EARLY CHURCH

Project 1—Bible Reading

Read about the early church in Acts 3-6. Then sort the phrases below under the heading to which they belong.

*complaint against the Hebrews
Beautiful Gate of the temple
test the Spirit of the Lord
“Silver and gold I do not have”
neglected in the daily distribution
sold a possession
seven men
Begging alms
kept back part of the proceeds
feet and ankle bones received strength
breathed his last
should not leave the word of God to serve tables*

LAME MAN HEALED

ANANIAS AND SAPPHIRA

FORMING OF THE DIACONATE

THE EARLY CHURCH

Project 2—Mosaic Icthus

Early Christians often faced opposition from Roman authorities, such as Nero, and many were put to death. Because of this, they developed a secret symbol to communicate their faith to one another. They used the shape of a fish because the Greek word for fish is “ichthus” and ichthus formed an acrostic for Jesus Christ, God’s Son, Saviour. *Follow the directions below to create a mosaic ictus.*



Supplies

Cardboard box (or sheet of cardboard)

Paint chips from the decorating store

Decoupage medium

Gesso

Glue

Instructions

Coat the board (or if using a box, the inside and outside of both the top and bottom) with one coat of gesso. While the gesso is drying cut small (approximately 1/2”) squares from the paint chips. Place the tiles into position using a small dab of glue. When you get to the edges, let them hang over and trim with sharp scissors once the box is covered.

Paint on the decoupage glue as a sealer.

THE EARLY CHURCH

Test

1. What is the scripture reference for this card?

2. What is the date for the Early Church?

3. Why did God use healings along with the teaching of the apostles?

4. What did the success of the Church stir up?

5. Describe the early church.

THE EARLY CHURCH

Test, Page 2

6. Which two members of the church were killed because they lied about property which they had sold?

7. Describe the dispute between the Greek and Hebrew widows.

8. What was formed because of disputes between the Greek and Hebrew widows?

STEPHEN, THE FIRST MARTYR

Worksheet

1. What is the scripture reference for this card?

2. What is the date for the martyrdom of Stephen?

3. What is a martyr?

4. Why did the apostles ask the congregation to choose men to oversee the food distribution?

5. What did Stephen do that angered many Jews?

STEPHEN, THE FIRST MARTYR

Worksheet, Page 2

6. Describe Stephen's defense.

7. How did Stephen die?

8. What famous man from the Bible was present when Stephen was killed?



STEPHEN, THE FIRST MARTYR

Project 1—Bible Reading

Read about Stephen in Acts 6, 7. Then complete the word find below. Be sure that you know how each word relates to the story.

Blasphemy
Moses
Angel
Just One
Jesus

Stopped their ears
Stoned
Clothes
Saul

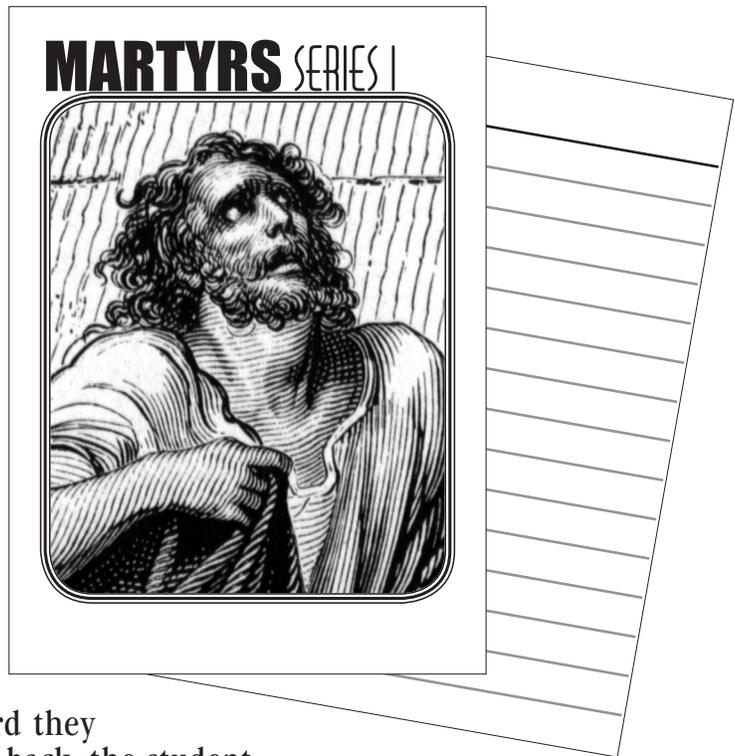
S Z E R P S A T I R E V Q Z X J
T N B V C X A D C F G H J K L U
O L A S P H E Q W L E R T U I S
P T O P P E T H E R O E A T S T
P U S E S R M S A W L T N E D O
E Y I L Y F O S C H E R H B Y N
D L O T H L S A R C H A N E S E
T S T O P P E D B I B L E O S A
H Z C X V B S T E R K J U S T R
E Q W E R T Y H J G Q E A E O D
I B L A S P H E M Y X S R I N E
R H G N N A E I O S B U M O E V
E A D F H G S R E A R S F B D E
A L O U D S E W R U T Y U I O P
R T O N E S D L F L G H J K L D
S T E P H E N A C T S S I X A N

STEPHEN, THE FIRST MARTYR

Project 2—Martyr Trading Cards

It has been said that the blood of the martyrs is the seed of the church. The persecutions faced by the early Christians did not have the desired effect of stamping out the followers of Christ. In fact, it seemed to have the opposite effect. The witness of the martyrs to the unbelieving world was so faithful and courageous, that their stories deserve to be told. The martyrs are examples to us all of true faith.

In this project students will research martyrs and make trading cards (similar to sports trading cards) as these people are worthy of admiration and their stories are worth telling. Cut 3 1/2" x 5" blank notecards in half to make the trading cards. Students will research Christian martyrs and make a trading card for each one. On the front of the card they will draw a picture of the person. On the back, the student will list the information he learned about that person. Students should have a card for all of the apostles that were martyred. They can build as big a collection as they wish and even trade them with friends. *Foxe's Christian Martyrs of the World* is a good resource to begin researching. It is advised that this research is closely monitored by parents, especially if the internet is used.



STEPHEN, THE FIRST MARTYR

Test

1. What is the scripture reference for this card?

2. What is the date for the martyrdom of Stephen?

3. Define martyr.

4. What did the Apostles ask the congregation to choose men to do, so that the apostles could be free to preach, teach, and pray?

5. Describe Stephen's ministry.

STEPHEN, THE FIRST MARTYR

Test, Page 2

6. What false charge did the Jews make against Stephen in the Jewish court?

7. What happened when Stephen defended himself?

8. What role did Saul play in the death of Stephen?

THE CONVERSION OF PAUL

Worksheet

1. What is the scripture reference for this card?

2. What is the date for the conversion of Saul?

3. Who earned a reputation for his persecution of the Christian Church?

4. Describe Saul's strategy for destroying the Church.

5. What happened to Saul on the road to Damascus?

THE CONVERSION OF PAUL

Worksheet, Page 2

6. How long did Saul wait in Damascus?

7. How did Ananias know he was to go and pray for Saul?

8. What happened to Saul when Ananias prayed for him?



THE CONVERSION OF PAUL

Project 1—Bible Reading

Read about Paul's conversion and how people reacted to it in Acts 9:1–30. Then answer the following questions.

1. What does it mean that Saul was “breathing threats and murder?”

2. What were some calling Christianity at that time (verse 2)?

3. How was Ananias told to go to Saul?

4. Where was Saul staying in Damascus?

5. What fell from Saul's eyes when he received his sight?

THE CONVERSION OF PAUL

Project 1, Page 2

6. Once Saul began to preach Christ, how did the Jews (not Christians) treat him? How did he escape?

7. How did the disciples treat Saul?

THE CONVERSION OF PAUL

Project 2—Diorama

Supplies

shoebox
clay
construction paper
popsicle sticks
yarn
grass
twigs
stones
dirt
sand

Instructions

Make a diorama illustrating the conversion of Paul. Challenge your students to include a light shining on Paul.



THE CONVERSION OF PAUL

Project 3—Biblical Art Study

Michelangelo Merisi (1571–1610), an Italian painter, was named for the town he grew up in—Caravaggio. He was trained in Milan, then in 1593 he was in Rome working for other painters and getting in trouble with the police. Around 1596 things changed for Caravaggio when he was commissioned to paint a series of large paintings for a chapel.

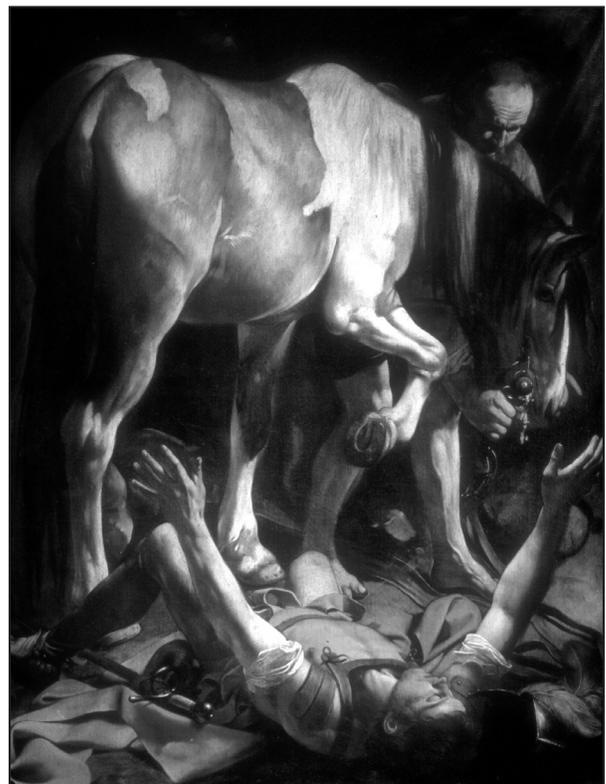
Caravaggio was a talented artist but had difficulties staying out of trouble. His artwork was often violently criticized by the clergy, and he continued getting into fights.

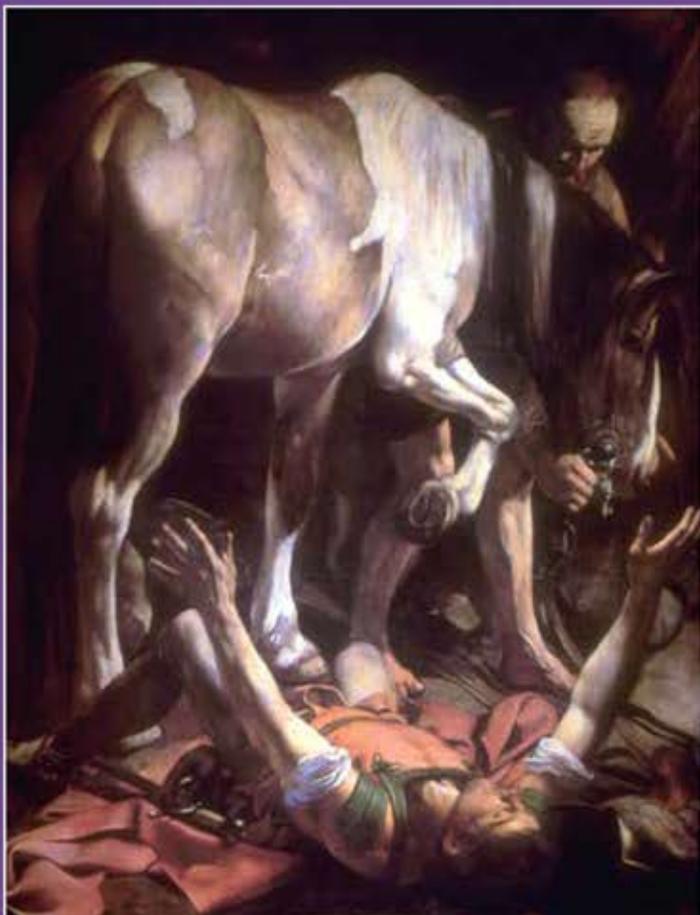
Using the artwork on the cover of this manual and your flashcard (or the images on this sheet), compare and contrast Caravaggio’s “Conversion of St. Paul” and “Conversion on the Way to Damascus.”

1. What does Caravaggio do to lead your eye through the paintings?

2. Both paintings represent one of the most famous spiritual events in history—what devices does Caravaggio use to show where Christ is in the paintings?

3. Contrast how Saul’s companions react to the event.





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