

# Acts: Paul's Missionary Journeys

## Focus: Third Missionary Journey

### ★ PREPARATION

Fold four pieces of paper in half. On the front write the city name and on the inside write the Scriptures: *Ephesus—Acts 19:24–34*, *Troas—Acts 20:7–12*, *Miletus—Acts 20:31–38*, and *Caesarea—Acts 21:8–14*. Tape the signs in different areas of the classroom. (*Directed Instruction*)

Retrieve the students' partially completed **BLM 10B Paul's Journeys**. (*Directed Instruction*)

### ↻ EXTENSION

**3A** Have students retrieve their completed copy of **BLM 10A Country Information** from Lesson 10.1. Remind students that Paul's life was dedicated to sharing the good news about Jesus. Convey that every student can participate in missions work through praying for missionaries and the people they reach with the gospel. Divide the class into small groups of three or four people. Direct students to take turns praying for their country as they use the facts they wrote. For instance, they could pray for good relationships with the neighboring countries and pray that Bibles would be available in a specific language.

**3B** Display **DM-11 Map: Paul's Missionary Journeys**. Point out the routes taken on Paul's journeys and emphasize the cities he returned to on his second and third journeys.

### Introduction

Ask students to think about a new skill they have learned and to tell who encouraged them to develop it. (**Answers will vary.**) Explain that during his first two missionary journeys, Paul established many churches. Paul then took a third missionary journey to check on the churches' relationship to God and to others. Make the connection that he also strengthened and encouraged these newly established churches, just as someone strengthened and encouraged students in their new skill.

### Directed Instruction ★ ↻

Assign one of the four cities to each student and direct students to take their Bible and chair to the sign labeled with that city. Ask the groups to choose readers and actors to creatively present the Scriptures. Allow a few minutes for groups to prepare their presentation.

Explain that in Ephesus, Paul preached the gospel boldly in the synagogue for three months until problems caused him to teach in a lecture hall for the following two years (Acts 19:8–10). People saw God's power through the miracles Paul did, but when some men tried to imitate the miracles, a demon inside a man attacked them. The Ephesians gave up their idols when they saw that Jesus had more power. Many people who had practiced magic burned their magic books and the number of followers of Jesus grew (Acts 19:11–20). Invite the Ephesus group to read and portray **Acts 19:24–34**. The riot continued until the city clerk wisely pointed out that the apostle Paul and believers had done nothing wrong but that Demetrius and other idol makers could use the courts to bring charges against them. He then dismissed the crowd, and Paul left town (Acts 19:35–20:1).

Note that in the passage about Paul's stop in Troas, the pronoun *us* indicates that Luke accompanied Paul. Have the Troas group read and present **Acts 20:7–12**. Explain that *Eutychus* means *fortunate*. Ask how he was fortunate. (**God's power brought him back to life.**)

Convey that another stop was Miletus. Paul arranged for the Ephesian church leaders to meet with him in Miletus. Paul reminded them of his faithful proclamation of the gospel, even during hardships, and encouraged them to do the same. Paul especially wanted them to be aware of false teachers in the church (Acts 20:17–25). The church leaders had seen Paul's dedication and focus to share the gospel message for three years in Ephesus. Ask the Miletus group to read and present **Acts 20:31–38**. Ask how Paul ended his speech. (**He knelt down and prayed with the people.**)

Invite students to read **Acts 21:8–14** and to present Paul's emotional stop in Caesarea. Ask students what they remember about Philip. (**He evangelized the Samaritans and an Ethiopian eunuch.**) Paul met with the prophet Agabus, likely the same Agabus who had prophesied to the Antioch Church about a coming famine (Acts 11:28–30). Paul submitted to serving God and going to Jerusalem, even though it meant he would suffer. What conclusion did the believers in Caesarea make? (**The will of**

the Lord be done.) Paul maintained a good relationship with the churches and church leaders, who understood Paul's dedication to serve Jesus.

Redistribute the partially completed **BLM 10B Paul's Journeys** and have students complete the section about Paul's third missionary journey. Collect and save BLM 10B for use in Lesson 10.4.

### Student Page 10.3

Have students complete the page individually and then share aloud.

### Review

- What caused the riot in Ephesus? (**The idol makers did not like that people were following Jesus and not wanting their idols.**)
- What unusual thing happened while Paul preached in Troas? (**Eutychus fell asleep, fell from an upper room, and died. After Paul proclaimed that he was not dead, Eutychus came back to life.**)
- Why were the Ephesian church leaders sad? (**They said good-bye to Paul.**)
- Why did Agabus tie his hands and feet with Paul's belt? (**to show what would happen to Paul in Jerusalem**)

### APPLICATION

- Paul strengthened and encouraged church leaders. Who strengthens and encourages you in your spiritual growth? How does the person do that? (**Answers will vary.**)
- The Ephesians gave up their idols when they learned about Jesus. Think about what in your life might be like an idol, which takes your time and focus away from God. Consider choosing God as first place in your life and ask Him for strength to follow Him as you rid yourself of the idol.
- Paul submitted to God and went to Jerusalem. Name something you have done because you are submitted to God. (**Answers will vary.**)

## DAY 3

Name \_\_\_\_\_

### Acts: Paul's Missionary Journeys 10.3

Imagine that you are Paul. Then use first-person pronouns and verbs to fill in each section of Paul's scrapbook page. (This means to write as if you are Paul.)

**PAUL'S TRAVEL SCRAPBOOK**

Here is my description of my conversion experience:  
**Answers will vary.**

My favorite traveling companion was \_\_\_\_\_  
 because **Possible answers: Luke, Barnabas, Silas, Timothy, Priscilla and Aquila; answers will vary.**

One of my best experiences was \_\_\_\_\_  
**Possible answers: telling people about Jesus, watching the people burn their magic books**

I preached the gospel to the people of \_\_\_\_\_  
 and they responded by \_\_\_\_\_  
**Possible answers: Ephesus, rioting; Berea, studying God's Word**

My scariest moment was \_\_\_\_\_  
**Possible answers: when Eutychus fell out of a window and died, when a huge riot started in Ephesus**

My advice about leading others to Christ is \_\_\_\_\_  
**Answers will vary.**

I persisted in preaching the gospel because \_\_\_\_\_  
**Answers will vary.**

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### REINFORCEMENT

During Paul's third missionary journey, he spent over two years in Ephesus. Luke recorded that Paul was in Ephesus for at least two years and three months (Acts 19:1–10). Paul stated that he was there for three years (Acts 20:31). The difference in timing can be attributed to other information that Luke provided—Paul spent additional time preaching in people's homes (Acts 20:20).

The city of Ephesus housed a temple to the Roman goddess Diana, or *Artemis* in Greek that had been known as one of the Seven Wonders of the Ancient World. Christianity was a threat to the income of those who made Artemis idols but also to the patriotic and cultural identity of Ephesus as the home of Artemis worshippers. Paul's time of ministry in Ephesus resulted in all the people who lived in the province of Asia hearing the word of the Lord (Acts 19:10).