Also Available for Bible Grades 9–10
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Welcome to Connecting with God

All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work.

— 2 Timothy 3:16–17

Connecting with God is a New Testament survey course. It’s not an in-depth study of a Bible book or books. Instead, it prepares students for in-depth Bible study by helping them grasp the big picture of the New Testament (NT).

Class Schedules

As you’ll notice in the table of contents, every NT book is covered, and the books are presented in the order they occur in the NT. For some alternative groupings, see the class schedule charts on this page.

The first class schedule divides the course into 18 weeks. To accommodate different school calendars, we have provided a schedule chart for a 15-week course as well.

Your school may teach Bible five days a week, or you may have Bible classes four days and chapel on the fifth day. Feel free to adjust your course schedule accordingly. If your school requires all students to take a course on a specific NT book or books, you may wish to reduce the time you devote to that book during this course. But don’t skip the book entirely; students will still benefit from a survey of the book.

Course Structure

In this Teacher Guide (TG) we’ve presented each lesson in predictable steps: Introducing, Connecting, and Exploring. These steps are designed to help you see the outline clearly, present the content completely, and lead the discussion smoothly.

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** Alternate 18-Week Schedule

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<thead>
<tr>
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<tbody>
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<td>1</td>
<td>Intro to the course</td>
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<td>12</td>
<td>1, 2 Timothy; Titus</td>
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<td>13</td>
<td>Hebrews</td>
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<td>14</td>
<td>James</td>
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<td>15</td>
<td>**1, 2 Peter; Jude</td>
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<td>16</td>
<td>1, 2, 3 John</td>
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<td>17</td>
<td>Revelation</td>
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<tr>
<td>18</td>
<td>Review, Final Exam</td>
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* Ephesians can be studied with Colossians and Philemon because all three epistles were written at the same time and were delivered by the same people.

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** Alternate 15-Week Schedule

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<td>1, 2 Timothy, Titus</td>
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<td>12</td>
<td>Hebrews</td>
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<td>13</td>
<td>James, **1, 2 Peter; Jude; 1, 2, 3 John</td>
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<td>14</td>
<td>Revelation</td>
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<td>15</td>
<td>Final Exam</td>
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** Jude can be studied with 2 Peter because they share a number of similarities; many scholars think the similarities are evidence that one borrowed material from the other.
**Introducing**

The Introducing step consists of a presentation of basic information through a PowerPoint presentation (PPT) or lecture. The PPT presents concise information for students and additional notes for the teacher. This TG provides reductions of the PPT slides that may be useful for crafting a lecture. The Student workbook presents basic PPT information, along with sidebars giving interesting facts (from the notes section of the PPT). The PPTs can also be made available to students for special projects or learning activities. (See the Exploring sections of the lessons.)

**Connecting**

The Connecting step consists of questions that enable the students to gain a deeper understanding of the book beyond the basic outline. (The questions are grouped according to the outline of the book.) You may have students work on the questions in class (individually or in groups); you may also assign them as homework. Answers are provided in this TG. If you wish to have students check their answers in class, the answer key is provided on the Resources CD and can be projected for class use.

**Exploring**

The Exploring step consists of a variety of learning activities that extend the Introducing and Connecting steps. The learning activities in this step may be done in groups or as individuals. Many of the activities require students to use reference sources beyond their Bibles and Student Workbooks. Activities may be done in class or assigned as homework.

*Hot Topic:* The Hot Topic tag indicates an Exploring activity that deals with a controversial topic. Some topics involve disagreements among sincere Christians; others represent significant differences between Christians and society at large. Because Exploring activities are found only in the TG, you have complete discretion in deciding which activities to assign.

**Unit Checkups**

A quiz is provided at the end of each unit to reinforce the basic information about the topics and books covered in the unit. The quizzes are provided on the Teaching Resources CD; answer keys are provided in this TG. Answer keys are also provided on the CD; this gives you the option of projecting the answers while students check their work if you prefer.

**Review Tests**

In order to reinforce the content of the course and to help students prepare for the final exam, three review tests are provided on the Teaching Resources CD. Answer keys are provided in this TG. Answer keys are also provided on the CD; this gives you the option of projecting the answers while students check their work if you prefer. The first test (covering the Gospels and Acts) comes after Unit 3; the second (letters from Paul) comes after Unit 4; the third (general letters and Revelation) comes after Unit 6.

**Course Components**

*Teacher Guide.* This Teacher Guide is a flexible tool to help you navigate the course. It provides presentation content, suggested activities, answers to quizzes and tests, and supplemental materials. It is structured to help you customize the course according to your own objectives and preferences.

*Student Workbook.* The Student Workbook helps students grasp basic content, manage their learning activities, and track their progress.

*Teaching Resources CD.* The Teaching Resources CD contains PowerPoint presentations, quizzes, and tests. You may print out copies of the materials or project them for student use. The CD also contains four teacher-training PPTs. (See References and Resources below.)
New Testament Reading Plan

A regular reading program can give students a deeper awareness of the contents of the New Testament than they will get from merely learning about it. Therefore, we suggest that students be required to read the entire New Testament.

Two NT reading plans are provided here. Notice that both plans have students read the books before they are studied.

Have students document their reading by filling out a Bible Reading Notes sheet. Here are some general instructions for using the sheets, which you’ll find on the Teaching Resources CD.

- Duplicate copies of Bible Reading Notes—one per student per assignment.
- The NT Reading Plan presents weekly assignments. If you wish, they can be broken down into daily assignments.
- Whenever students complete a reading assignment, have them fill out and hand in a notes sheet on their reading.
- These note sheets have two main purposes: helping ensure that students have actually read the passage and enabling you to get an impression of the students’ developing perspective on the New Testament.
- Have students identify the passage they read and the date they read it.
- Have them make random notes about the passage.
- A list of prompts is provided on the note sheet, but students don’t need to limit themselves to those ideas; they’re intended to jump-start student thinking.
- Student notes don’t need to be complete sentences. This is a collection of notes, not a report.

### New Testament Reading Plan: 18 Weeks

<table>
<thead>
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<th>Week</th>
<th>Passage</th>
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Unit 1: The Big Picture of the New Testament
Introducing the Big Picture of the New Testament (NT)

*Connecting with God* is a New Testament survey course. It’s not an in-depth study of a Bible book or books. Instead, it prepares students for in-depth Bible study by helping them grasp the big picture of the NT.

Our Bible is divided into two parts: the Old Testament and the New Testament. Testament is another word for covenant. In the Bible, a covenant is a binding agreement between God and His people. God established covenants with Abraham, Moses, and David. Those covenants were fulfilled by the coming of Jesus Christ; therefore, the Bible talks about the new covenant that was established by Jesus. For example, at the last supper, Jesus says, “This cup is the new covenant in my blood, which is poured out for you” (Luke 22:20).

Jesus: The Central Figure of the NT

Jesus is at the center of every part of the NT. In order for us to read the NT with understanding, we need to keep in mind that it’s all about Him. God is beyond time and space. But the eternal, infinite God became a human being, limited by time and space. Jesus lived in a specific place in the world and in a specific time in history.

PowerPoint (PPT) 1.1 gives a brief introduction of the “big picture” of the NT, with the emphasis on the uniqueness of Jesus. It also sketches the overall structure of the NT. Play the presentation—interrupting it for comments if you wish—and then discuss it. If you do not wish to show the PPT, view it yourself and use the slides to create a lecture.

NT Structure

The New Testament is not a single book but a library of 27 books. The books are arranged in categories according to the type of book rather than in the order they were written. The first 4 books are Gospels. The next book is Acts, the single book of history in the NT. There are 21 epistles or letters; apostles wrote them to first-century churches. The NT ends with a book of prophecy: Revelation.
The New Testament Canon

These 27 books were arranged according to book type, but they were not written in the order that they appear in the NT.

- Gospels (3)
- Acts
- History (1)
- Epistles (letters) (21)
- Prophecy (1)

The Gospels

Four accounts of Jesus’ life were written by four authors—Matthew, Mark, Luke, and John. These Gospels were written to convince people that Jesus is the promised Messiah, Savior, and Lord.

The word gospel means “good news.”

History


Prophecy

Revelation was written by the apostle John around AD 95. It comforts Christians who are being persecuted for their faith, and looks forward to the second coming of Jesus Christ.

Epistles

Epistle means “letter.” Apostles wrote letters to deal with specific issues, questions, and problems that had come up in the churches. They contain explanations, advice, and directions to help believers live the Christian life.

Letters from Paul

Paul wrote thirteen letters:
- Nine were written to churches: Romans, 1 and 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 and 2 Thessalonians
- Four were written to individuals: 1 and 2 Timothy, Titus, and Philemon.

General Letters

This name is given to letters that were not written by Paul.
- Hebrews: author unknown
- James: and Jude: written by Jesus’ half brothers
- 1 and 2 Peter: written by the apostle Peter
- 1, 2, and 3 John: written by the apostle John

When were these books written?

Because the content of the Gospels and Acts is foundational to the rest of the New Testament, and because they are the first five books in the New Testament, many readers assume that these books were written first.
Seven epistles were written before the first Gospel was written. In chronological order they are Galatians and James (AD 49), 1 and 2 Thessalonians (51/52), 1 and 2 Corinthians (55), and Romans (57).

The first Gospel written was Mark, in AD 58 or 60.

Four of Paul’s epistles were written immediately after Mark: Ephesians (AD 60), Colossians (60), Philemon (60), and Philippians (61).

The Gospels of Matthew and Luke were written in AD 61 or 64.

Eight more books were written between AD 64 and 70: 1 Timothy (AD 64), Titus (64), 1 Peter (64/65), Jude (65), Acts (66/68), 2 Timothy (66/67), 2 Peter (66/68), and Hebrews (68/70).

The destruction of the Jerusalem temple in AD 70 caused a huge upheaval in Palestine. There was a 15-year gap until the next books were written—the Gospel of John (AD 85); 1, 2, and 3 John (85/90); and Revelation (95) (from Tyndale Handbook of Bible Charts and Maps).

<table>
<thead>
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<tr>
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<td>95</td>
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<tr>
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<td><strong>Matthew, Luke</strong></td>
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<td><strong>1 Peter</strong></td>
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<td><strong>Jude</strong></td>
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<td>Hebrews</td>
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<td>John</td>
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<td>1, 2, and 3 John</td>
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<td>Revelation</td>
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*Approximate dates are from Tyndale Handbook of Bible Charts and Maps.
Connecting with the Big Picture of the New Testament (NT)

1. Read John 1:1–3, 14. What do these verses tell you about Jesus? What are some of the big-picture facts about Him?

Answers will vary. Jesus is God. He is “with God” (a member of the Trinity). He has existed from the beginning. He created everything. He became human. He reveals God’s glory. He is full of grace and truth.

How do these verses help us understand the rest of the New Testament?

Answers will vary. The Jesus we read about in the Gospels is always more than He seemed to those around Him. He is God.

2. Read Hebrews 1:1–3. How has God communicated throughout history?

Answers will vary. God communicated through the prophets at many times and in many ways. How does the Son (Jesus) communicate God’s words today?

Answers will vary. Jesus perfectly communicates God’s glory and His being; He sustains all things through His word; He provided purification from sins; He has a position of authority, sitting at the right hand of God.

3. Read Luke 24:27, 44. Why did Jesus say that Moses and the prophets talked about Him?

Answers will vary. Jesus fulfills all the promises and prophecies of the Old Testament.

How does this information help us understand the New Testament?

Answers will vary. We will gain a better understanding of the New Testament by increasing our knowledge of the Old Testament. There is continuity throughout the Bible.

4. Read Matthew 1:1. This verse tells us that Matthew is going to provide a genealogy of Jesus, tracing Him back through David and Abraham. And that’s what Matthew does in the first 17 verses of this chapter. Why does Matthew think it’s important for his readers to know about this big-picture view of Jesus?

Answers will vary. Matthew’s readers had been waiting for the Messiah, the one who would fulfill the covenants with Abraham and David. Matthew’s purpose is to show that Jesus is that fulfillment.

Why doesn’t Matthew just mention Mary and Joseph? Why did he list all those other people?

Answers will vary. Mary and Joseph were members of the family line of the Messiah.

5. Read Philippians 2:5–11. What do these verses tell us about Jesus?

Answers will vary. He is God. He took the position of a servant and became a human being. He submitted to death on the cross. He now occupies His rightful exalted place again. One day, everything in heaven and earth will worship Him and declare that He is Lord.

How does this information help us understand the New Testament?

Answers will vary. The central theme is this eternal plan of God for salvation through Jesus Christ, who is both God and man.

6. Read Colossians 1:15–20. What do these verses tell us about Jesus?

Answers will vary. He is God. He created everything, and He holds all things together. He is the head of the church. He is supreme over all. All the fullness of God dwells in Him. All things will be reconciled through Him through His blood that was shed on the cross.

How does this information help us understand the New Testament?

Answers will vary. Everything in the New Testament points to who Jesus is and what He has done. He is the eternal God, and He carried out an eternal plan.
7. Read 1 Peter 1:10–12. What do these verses tell us about Jesus?

*Answers will vary. His coming and His work on the cross were predicted centuries ago by the Old Testament prophets. These prophets spoke of things that had not yet happened in their lifetime but have been preached to us today. Even angels are amazed at the plan that Jesus has fulfilled.*

How does this information help us understand the New Testament?

*Answers will vary. The New Testament has many references to the Old Testament. Our understanding of the New Testament is enhanced by our knowledge of the Old Testament.*

8. Write the names of the New Testament books that belong in each category.

<table>
<thead>
<tr>
<th>Category</th>
<th>Books</th>
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<tbody>
<tr>
<td>History (1 book)</td>
<td>Acts</td>
</tr>
<tr>
<td>Letters from Paul (13 books)</td>
<td>Romans, 1 Corinthians, 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 Thessalonians, 2 Thessalonians, 1 Timothy, 2 Timothy, Titus, Philemon</td>
</tr>
<tr>
<td>General letters (8 books)</td>
<td>Hebrews, James, 1 Peter, 2 Peter, 1 John, 2 John, 3 John, Jude</td>
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<tr>
<td>Prophecy (1 book)</td>
<td>Revelation</td>
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**Exploring the Big Picture of the NT**

Choose from among the following enrichment activities. Give students a variety of individual and group activities to choose from. Some are suggested here. You may choose from these, or these activities may spark ideas of your own. Some activities may go beyond the scope of this week.

- Explain the significance of John 1:1. Consult commentaries and theology books and summarize why this verse has been a key source of doctrine about who Jesus is.
- Research the major church councils in the first four centuries of church history, with special emphasis on the heresies about the nature and work of Jesus. Determine whether those heresies have any counterparts today.
- Trace the process that was used to decide which books to include in the NT.
- Document the history of Bible translations. How early was the NT translated from Greek? Into which languages was it translated? Develop a set of translation questions; present the questions and answers to the rest of the class.
- Call students’ attention to the design motif on the back of the student book. Ask students to come up with their own diagram to show NT connections—between individual books and the whole NT, between books and groups of books, or between the NT and us. Perhaps have them create a plan for teaching the organization of the New Testament to younger students.

**Unit 1.1 Checkup**

Duplicate Unit 1.1 Checkup from the Teaching Resources CD. The quiz can be done in class or taken home as homework. The Checkup may be printed and distributed to students or projected as an in-class activity. The answers to the quiz questions are presented on the Teaching Resources CD. Students may check their own work or hand in their quizzes for you to grade, whichever you prefer.
Connecting with the Gospels

Matt  Mark  Luke  John

Unit 2: The Gospels
If you assigned Unit 1.1 Checkup as homework, have students take out the completed quizzes now. Students may check their own work or may trade quizzes with a partner and check one another’s work; project the answer key, found on the Teaching Resource CD. If you want to grade the quizzes yourself, have students hand them in.

**Introducing the Gospels**

As we learned in Unit 1, the New Testament books are arranged according to type of book rather than in the order they were written. The first four books—Matthew, Mark, Luke, and John—are called Gospels.

Lead students to see that the Gospels provide a needed transition from the Old Testament to the New. They show how Jesus fulfilled Old Testament promises about the Messiah. For Gentile readers, the Gospels show that Jesus lived in a particular time and place. He was a real person who really lived as a human being. He’s not just a symbol or an idea.

PowerPoint 2.0 gives a brief overview of the Gospels. Play the presentation—interrupting it for comments if you wish—and then discuss it. (Questions related to this presentation will be included in Unit 2.1 Checkup.)

- For Jews, show Jesus as the fulfillment of the Old Testament promises.
- For Gentiles, give information and answer questions about this Jewish man, Jesus.

- Variety of lengths
- Found in the Old Testament
- Found in other parts of the New Testament
Connecting with the Gospels

1. How would you explain the difference between a Gospel and a biography?
   A Gospel is a type of literature that chronicles events and discourses from the life of Jesus. A biography focuses on details of the life of any individual.

2. Why were the Gospels written?
   To provide an accurate account of the life and ministry of Jesus Christ.

3. Why were the Gospels placed at the beginning of the New Testament?
   They provided a transition from the Old Testament to the New; they gave an eyewitness account of the life, teachings and ministry of Jesus Christ as a backdrop of the early church.

4. What is a parable?
   A parable is a type of story that has dual meanings.

Exploring the Gospels

Give students a variety of individual and group activities to choose from. Some are suggested here. You may choose from these, or these activities may spark ideas of your own. Some activities may go beyond the scope of this week.

• Make a chart showing which events are recorded in which Gospel. The final result should be a chart that shows which events are recorded only once and which ones more than once.

• Catalog the parables of Jesus, along with where they are recorded. The final result should be a chart that shows which parables are recorded only once and which ones more than once.
Unit 2.1: The Gospel of Matthew
Introducing the Gospel of Matthew

PowerPoint 2.1 gives a brief overview of the Gospel of Matthew. Play the presentation—interrupting it for comments if you wish—and then discuss it.

• Matthew was one of the original 12 disciples.
• He refers to himself as Matthew (9:9), and he is called Levi in Mark 2:15 and Luke 5:27.

• Shows continuity between the covenant promises of the Old Testament and the Church
• Was placed first in the New Testament because it “bridges” the Old and New Testaments

• According to Irenaeus (c. AD 175), it was written while Peter and Paul were living.
Connecting with God

1. The only Gospel that mentions the Magi and Herod’s murder of Bethlehem children
2. The only Gospel that describes the announcement to Joseph of Jesus’ birth
3. The Gospel where you will find the Sermon on the Mount and the Beatitudes (chapters 5–7)
4. The only Gospel that mentions the word church
5. Contains the Great Commission (28:18–20)

Connecting with the Gospel of Matthew

Jesus’ genealogy and birth (1–2)

1. Who is the key figure in Matthew’s genealogy of Jesus (1:1–17), and why is that fact important?

David is the key figure. Jesus is called “son of David” in verse 1; “King David” is listed in verse 6; and Jesus’ human ancestors are grouped in fourteeners in verse 17, from Abraham to David to Babylon to Jesus. The Jews, to whom Matthew was writing, knew the coming Messiah would be a “son of David.” (See Matthew 9:27 and 21:9.)

2. What is the significance of the Magi’s visit to Jesus (2:1–12)? How does their visit relate to the universal nature of Matthew’s message?

The Magi’s visit is the Messiah’s first revelation to the Gentiles. Thus it is the first event signifying that the gospel is for all people.

Jesus’ baptism and temptation (3:1–4:11)

3. What parallels do you find between Satan’s temptation of Jesus (4:1–11) and that of Eve (Genesis 3)?

In both instances, Satan used desire to try to get someone to short-circuit God’s plan.

Jesus’ Galilean ministry (4:12–18:35)

4. How could we personally be the “salt of the earth” (5:13)?

Salt is a flavoring. As believers we “flavor” the world with godliness and point people to God.

5. How does Matthew 7:1–6 relate to Paul’s teaching in 1 Corinthians 5:12–13?

Jesus does not say we should never speak out against such evils as immorality and hypocrisy; He does so Himself. Paul says we are to hold one another accountable, so in that sense we are to “judge” one another. But our judgment is to be for things done, not motives.

6. What is Jesus showing the teachers of the law by healing the paralytic (9:1–8)?

He is showing that He has the authority both to heal and to forgive sin: that is, He is God.

7. How do the four types of soil in the parable of the sower relate to people today (13:1–23)?

The hard path represents those who are hardened to the Word of God; the rocky soil, those whose faith is shallow and superficial; and the thorny soil, those who try to love both God and the world. Finally, the good soil stands for those who receive the Word and obey it, and the crop that results is the fruit of the Word in the lives of those believers (not souls won for Christ).

8. According to Jesus, what makes the difference between clean and unclean (15:1–20)?

A person’s heart makes the difference, since what comes out of a person reflects what is inside.
9. What is the “yeast of the Pharisees and Sadducees,” and why is it bad (16:5–12)?

It is their teaching, in which they are focusing on outward forms and not on matters of the heart.

10. Why does Jesus tell Peter, James, and John not to tell anyone about His transfiguration until after He has been raised from the dead (17:9)?

Perhaps because Jesus knows that knowledge of that event would create a premature popularity, or because He knows that the transfiguration will make a lot more sense to people after His resurrection.

11. According to the parable of the unmerciful servant (18:21–35), how will God treat us if we are not willing to forgive others?

He will judge us. In other words, He will not forgive us if we do not forgive others.

12. In what way does Jesus’ promise in 19:29 apply to your life?

Answers will vary.

13. How does Jesus’ prediction of His death (20:17–19) prove He was not a martyr?

(Compare John 10:17–18.)

Jesus is never at the mercy of forces beyond His control. He knows He is going to die and be raised again. Not only is He prepared for these events but He orchestrates them.

14. What is the significance of Jesus’ triumphal entry (21:1–11)? Why does Jesus make His entry at this stage in His ministry?

This event signifies Jesus’ announcement that He is the Messiah. He does it now as the first and most public of a series of events that will lead up to and bring about His crucifixion.

15. List a tangible expression in your life for each of the two greatest commandments (22:34–40).

Answers will vary.

16. How does Jesus’ teaching in the parable of the talents (25:14–30) apply to those who feel they don’t have that much to give to God?

God’s gifts should never be questioned, ignored, or neglected. They are to be used for His purpose, not ours, and we will be judged according to how faithful we are with the gifts we have received.

17. According to Jesus, what are we to do about the fact that “the spirit is willing, but the body is weak” (26:41)?

We are to watch and pray so that we do not fall into temptation.

18. What is the difference between Judas’ betraying Jesus (26:48–49) and Peter’s denying Him (26:69–75)? How does this difference relate to Jesus’ teaching in 10:32–33?

Judas’ betrayal was premeditated and carried out with intent to harm. Peter’s denial was not premeditated and was done to protect himself, not to hurt Jesus. Judas’ remorse led to suicide. Peter’s repentance led to forgiveness and restoration. (Compare 2 Corinthians 7:10.)

19. What is the significance of the fact that the temple curtain was torn in two at Jesus’ death (27:51)?

The tearing of the curtain symbolizes the fulfillment of the old covenant and the beginning of the new. It also means that humans, through Christ, now have free access to God. (Compare Hebrews 10:19–22.)

20. What was the reaction of the women to their first sight of Jesus after His resurrection (28:8–10)?

They felt fear and joy, and they worshipped Him.
21. According to Jesus, what are two things we should do when we go and “make disciples” (28:19–20)? Why is each one important?

We are to baptize in “the name” those who come to faith. In baptism, believers identify and unite with the Trinity. We are not to just share the gospel and move on; instead, we are to teach new believers to obey God and walk with Him. This process is the essence of discipleship.

Exploring the Gospel of Matthew

Give students a variety of individual and group activities to choose from. Some are suggested here. You may choose from these, or these activities may spark ideas of your own. Some activities may go beyond the scope of this week, and some students may need to keep working on other ongoing projects.

- Identify and chart the Old Testament quotations and allusions (indirect references) in Matthew. In addition to the chart, provide several summary statements about the significance of what you found.
- Research the subject of tax collectors in Jesus’ time—who they were, how they made their money, why Jews didn’t like them, and so on. Include references to other tax collectors besides Matthew.
- Focus on a specific section of the Sermon on the Mount. Quote the passage from Matthew, paraphrase it, and illustrate it through media—drawings, photos, videos, news reports, music, video games, etc.—including negative examples. (Note: If this activity is done by a large number of students, you could have a full-fledged presentation of the whole sermon.)
- Focus on one of the Beatitudes. Quote the Beatitude, paraphrase it, and illustrate it through media—drawings, photos, videos, news reports, music, video games, etc.—including negative examples. (Note: If this activity is done by a large number of students, you will have a full-fledged presentation of all the Beatitudes.)
- Use several Bible reference works to research the meaning of the word kingdom or kingdom of heaven in Matthew. Find differing interpretations, and give the reasons for each.
- Write a script and act out a scene from the Gospel of Matthew. Record it on video or present it live to the class.
- The drawing at the beginning of this Matthew unit is a visual summary of the book. Identify key details in the drawing; then create your own visual representation of the book.

Hot Topic:

Baptism. It is very likely that you have students in your class who hold varying views about baptism. Explore with them these varying perspectives, being careful not to bias the discussion one way or another. Draw conclusions from your discussion that center on the importance of baptism rather than its being an issue for division and disagreement. Help your students highlight passages of Scripture that emphasize the significance of baptism in the life of Christians.

Unit 2.1 Checkup

Duplicate Unit 2.1 Checkup from the Teaching Resources CD. The quiz can be done in class or taken home as homework. The answers to the quiz questions are presented in this teacher guide and on the Teaching Resources CD. Students can check their own work or hand in their quizzes for you to grade.
Unit 3.1: The book of Acts
If you assigned Unit 2.4 Checkup as homework, have students take out the completed quizzes now. Students may check their own work or may trade quizzes with a partner and check one another’s work; project the answer key, found on the Teaching Resource CD. If you want to grade the quizzes yourself, have students hand them in.

**Introducing Acts**

PowerPoint 3.1 gives a brief overview of the book of Acts. Play the presentation, and then discuss it.

- Luke’s literary skills indicate that he was well-educated, and he maintained detailed accounts of events.
Connecting with Acts

Introduction (1:1–11)

1. How does the dialogue between Jesus and His disciples show us where our priorities ought to be (1:6–8)?

Our priority ought to be evangelism and not speculation about end times, so that people everywhere will hear the gospel.

The gospel in Jerusalem (1:12–8:1a)

2. Describe the miracle on the day of Pentecost (2:1–12). How can this miracle be seen as a reversal of God's judgment at the tower of Babel (Genesis 11:9)?

The sin nature, as manifested at the tower of Babel, caused the division of humanity into ethnic groups, cultures, and languages. Now the Holy Spirit provides believers with a unifying identity in Christ so that the old divisions are no longer desirable or necessary.

3. What is the significance of the fulfillment of Joel's prophecy (2:17–21)?

Peter shows that what has happened at Pentecost is a fulfillment of Joel's prophecy. Because of Pentecost, the Holy Spirit is now available to anyone who calls on the name of the Lord. Pentecost is also a sign that the last days have begun.

4. What is the main point of Peter's sermon (2:14–41)?

Jesus of Nazareth, who died and rose again, is “both Lord and Christ.”

5. How did the first Christians spend their time (2:42–47)?

They devoted themselves to the apostles’ teaching, to the fellowship, to the breaking of bread (communion), and to prayer.

6. Why did the Sanhedrin arrest Peter and John (4:1–22)? How did their reaction affirm what Peter and John were claiming?

The Sanhedrin arrested Peter and John because they were claiming that resurrection (and thus salvation) is found through Jesus. The Sanhedrin was essentially silent about Peter’s and John’s claims. They could have put an end to the whole thing by producing Jesus’ body.

7. Why did God judge Ananias and Sapphira so harshly (5:1–11)?

The Lord wanted to establish early, as the church was beginning, that He couldn’t be lied to, mocked, or manipulated for personal gain.

8. How does the choosing of the Seven relate to the responsibilities of the church today (6:1–7)?

Early in church history we see a division of leadership between those whose main responsibility is teaching and those whose main responsibility is serving. Those who taught and those who served were later called elders and deacons respectively. Some even categorize the gifts of the Spirit in the same way, as teaching gifts and serving gifts.

The gospel in Judea and Samaria (8:1b–12:25)

9. How did persecution help the church (8:1–4)?

The persecution scattered the believers; wherever they went, they told people about Jesus, both Jews and Gentiles. Many believed.

10. What was Simon the sorcerer’s sin (8:18–23)?

He thought he could buy God’s power.

11. How did the church first respond to Saul’s conversion (9:13–14, 21, 26)?

Paul was infamous as a persecutor of the church, so the people were afraid of him.
12. What was the purpose of the vision that Peter saw before his visit to Cornelius (10:11–15, 28)?
God showed Peter that no one He had made was unclean, including the Gentiles.

13. Why is Cornelius' conversion significant for the young church (10:1–48)?
Cornelius' conversion shows the church that salvation is not just for the Jews but is now open to the Gentiles as well.

14. Why should the believers have believed Rhoda when she insisted that Peter was really at the door (12:5, 14–15)?
They had been praying for Peter's release.

15. Why do Paul and Barnabas turn the focus of their ministry to Gentiles (13:44–48)?
Because the Jews have rejected the gospel.

16. Why was the Jerusalem Council so important (15:1–35)?
The church leaders established that Gentiles need not follow the law of Moses to be saved.

17. Where were Paul and Silas, and what were they doing when the earthquake struck Philippi (16:22–26)?
They were in prison, held in shackles, and they were praying and singing hymns of praise to God.

18. Why did God determine the times and places where people should live (17:26–28)?
Verse 27 says, "God did this so that men would seek him and perhaps reach out for him and find him, though he is not far from each one of us." In other words, in natural revelation God has provided ample opportunity for people to know Him. (Compare Romans 1:18–20.)

19. What caused the riot in Ephesus (19:23–41)? What does this episode tell us about obstacles to evangelism?
The conversion of worshipers of Artemis to Christianity was destroying the idol-making trade. This event tells us that opposition to Christianity is often a matter of money rather than belief. Pornography, abortion, and drugs are good examples of businesses to which Christianity poses a threat today.

20. Can you identify personally with Eutychus in this episode? Why or why not (20:7–12)?
Answers will vary.

21. In what ways did God use Paul's appeal to Caesar to advance His kingdom (25:11)?
Paul had the opportunity to share the gospel with people of greater authority (such as King Agrippa) and then sail to Rome to meet Caesar.

Answers will vary.

Exploring Acts
Give students a variety of individual and group activities to choose from. Some are suggested here. You may choose from these, or these ideas may spark ideas of your own. Some activities may go beyond the scope of this week. (Note: Some students may need to keep working on ongoing projects.)

• Research one of the places or people groups mentioned in Acts 2:9–11. (If this is done as a group activity, each member can focus on a different people group.) Draw a map of the ancient Mediterranean region, identify the place on the map, present some significant facts about the people group, and trace the possible travel route from the home country to Jerusalem. The findings can be presented physically (on a wall map) or digitally.
• Why is the ascension of Jesus important to His followers? Look up the subject in Bible reference books, interview a pastor or Bible teacher, and poll other students. Present your findings in a display or a presentation.

• Present a travel guide to one of the major cities mentioned in the book of Acts. Research the history of the city, and describe how it would have looked to a person in the first century AD. Find photos showing the city as it looks today, and describe the major changes that have occurred since the first century.

• Choose several events from the book of Acts and “report” them as if you were on a TV news broadcast. Write the script, record the report on video, and show it to the class.

• The drawing at the beginning of this Acts unit is a visual summary of the book. Identify key details in the drawing; then create your own visual representation of the book.

**Hot Topic:**

**Apparent contradictions in the Bible.**

Some have noted that the Bible seems to contradict itself. An event referred to in one book is not identical to the same event as recorded in another book. This is especially evident in the four Gospels. For example, the accounts of Jesus’ resurrection vary in the who, what, when, and where of certain events. How can you explain these variations? Another example is the account of what finally happened to Judas. Read Matthew 27:5 and Acts 1:18 and discuss this seeming contradiction with your students. Is it important to your students that the seeming contradictions be resolved? Young people today seem to have fewer problems with contradictions.

**Unit 3.1 Checkup**

Duplicate Unit 3.1 Checkup from the Teaching Resources CD. The quiz can be done in class or taken home as homework. The answers to the quiz questions are presented in this teacher guide and on the Teaching Resources CD. Students can check their own work or hand in their quizzes for you to grade.

**Review Test 1**

Duplicate Review Test 1 from the Teaching Resources CD. The test, which covers the course introduction, the Gospels, and Acts, can be done in class or taken home as homework. The answers to the test questions are presented in this teacher guide and on the Teaching Resources CD. Students can check their own work or hand in their tests for you to grade.
If you assigned Unit 3.1 Checkup as homework, have students take out the completed quizzes now. Students may check their own work or may trade quizzes with a partner and check one another’s work; project the answer key, found on the Teaching Resource CD. If you want to grade the quizzes yourself, have students hand them in.

If you assigned Review Test 1 as homework, have students take out the completed tests now. Students may check their own work or may trade tests with a partner and check one another’s work; project the answer key, found on the Teaching Resource CD. If you want to grade the tests yourself, have students hand them in.

Introducing the Epistles

As we have learned, the New Testament books are arranged according to type of book rather than in the order they were written. The first four books—Matthew, Mark, Luke, and John—are called Gospels. Last week we studied a book of history: Acts. This week we begin to study the epistles.

PowerPoint 4.0 introduces the concept of epistle and gives a brief overview of the epistles. Play the presentation, and then discuss it. (Questions related to this presentation will be included in Unit 4.1 Checkup.)

• All the writers of the epistles were Jewish; however, letters were not a typical method of religious instruction among Jews.

• With the rapid spread of Christianity, church leaders needed the most efficient way to communicate with a widespread, mobile Christian community.

• Another reason for writing letters is that they provided a way for the writers to have highly personal contact with people from a distance. Traveling missionaries like Paul stayed only a limited time with various churches; letters enabled him to maintain those personal relationships.

Exploring the Epistles

Give students a variety of individual and group activities to choose from. Some are suggested here. You may choose from these, or these ideas may spark ideas of your own. Some activities may go beyond the scope of this week.

• Make a chart showing the names of the epistles, who wrote each one, why it was written, and why it should be included in the New Testament. The students will need to research the last question, and in some cases they may need to speculate on the reasons for including it in the NT canon. (Note: The graphics on the cover of the student book could spark ideas for a nontraditional chart.)

• Create an annotated map that shows where each letter was written with where the letter was first sent.
Unit 4.4: Paul’s letter to the churches in Galatia
If you assigned Unit 4.3 Checkup as homework, have students take out the completed quizzes now. Students may check their own work or may trade quizzes with a partner and check one another’s work; project the answer key, found on the Teaching Resource CD. If you want to grade the quizzes yourself, have students hand them in.

**Introducing Galatians**

PowerPoint 4.4 gives a brief overview of Galatians. Play the presentation, and then discuss it.

- Galatians is the earliest letter Paul wrote, and one of the two oldest books in the New Testament. (Mark was written about the same time.)
- Galatians was written close to the time of the Jerusalem council (Acts 15). Since the council addressed the same issue as the letter, some scholars think that Paul would have referred to the decision of the council if it had already met.

**Connecting with Galatians**

Paul’s apostolic authority (1:1–2:21)

1. What does Paul say about why his preaching should be believed (1:11–12)?

   Paul says he received the gospel from Jesus Christ and not from men.
2. Paul sees that believers must choose between Christ and the law. How does he say we are justified (2:16)?
   By faith in Christ.

Doctrines of justification by faith (3:1–4:31)

3. What does Paul tell the Galatians he would like to learn (3:2)?
   Whether they have received the Spirit by works of the law or by believing what they heard.

4. What is the obvious answer to his question?
   The implied and most obvious answer to Paul’s question is that they have received the Spirit by faith.

5. Who does Paul consider to be Abraham’s children, and why (3:6–7)?
   Paul considers believers to be the children of Abraham because their righteousness, like that of Abraham, comes by faith.

6. If the law could not justify a person, what was its purpose (3:24)?
   The law was given because of people’s transgressions and in order to lead them to Christ, who was to come later.

7. What do we learn from this letter about Paul’s health (4:13–15)?
   Paul was ill when he was in Galatia, and the people there cared for him. Verse 15 has led some to think his illness had to do with his eyes.

8. What is the meaning of the metaphor about reaping and sowing (6:7–10)?
   Those who attempt to please their “sinful nature” will be destroyed, while those who do good and please God will be rewarded.

Exploring Galatians

Give students a variety of individual and group activities to choose from. Some are suggested here. You may choose from these, or these ideas may spark ideas of your own. Some activities may go beyond the scope of this week.

- Construct a timeline of the events following Paul’s conversion by comparing Galatians 1 and 2 with Acts 9.
- What were the main issues that divided Paul and Peter in Galatians 2? Explain why those issues matter to us today.
- In 1:6–9, Paul condemns those who preach a “different” gospel. List the elements of the true gospel, and identify instances of “different” gospels in church history.
- Create a visual presentation contrasting the actions of the sinful nature (flesh) and the fruit of the Spirit in 5:16–26.
- The drawing at the beginning of this Galatians unit is a visual summary of the book. Identify key details in the drawing; then create your own visual representation of the book.

Hot Topic:

Divorce. No doubt a number of your students have been touched by the effects of divorce. Guide them through a brief study of what the Bible, the New Testament in particular, teaches about divorce. Consider as well the prominent passages on marriage as you lead the discussion. What practical conclusions can be drawn from the discussion to provide encouragement and help for your students?

Unit 4.4 Checkup

Duplicate Unit 4.4 Checkup from the Teaching Resources CD. The quiz can be done in class or taken home as homework. The answers to the quiz questions are presented in this teacher guide and on the Teaching Resources CD. Students can check their own work or hand in their quizzes for you to grade.
Unit 6.1: Revelation
If you assigned Unit 5.8 Checkup as homework, have students take out the completed quizzes now. Students may check their own work or may trade quizzes with a partner and check one another’s work; project the answer key, found on the Teaching Resource CD. If you want to grade the quizzes yourself, have students hand them in.

**Introducing Revelation**

PowerPoint 6.1 gives a brief overview of Revelation. Play the presentation, then discuss it.

- John, James, and Peter were the inner circle—Jesus’ closest disciples.
- In his Gospel, John refers to himself as “the disciple whom Jesus loved” (John 21:20).
- These churches were located in Asia Minor—modern-day Turkey.
- In a series of visions, Jesus revealed to John “what is now and what will take place later” (1:19).
• Some Christians see the seven churches as representative of the church in various historical eras.
• Other examples of apocalyptic literature can be found in Exodus, Psalms, Isaiah, Ezekiel, Daniel, and Zechariah.

Connecting with Revelation

Past: things that you have seen (1:1–18)
1. How should we as believers respond to the prophecies in the book of Revelation (1:3)?
   *We should read them and take them to heart, realizing that the time of their fulfillment is near.*

2. What makes John fall down “as though dead” (1:17)?
   *He sees that Jesus is speaking to him, so he falls down in worship and fear. (Jesus says, “Do not be afraid.”)*

Present: things that are now (1:19—3:22)
3. What is God’s rebuke to the church at Ephesus, and how does He want them to change (2:4)?
   *He rebukes them for forsaking their first love, and He wants them to repent and “do the things you did at first.”*

4. What figure of speech is used about the church in Sardis, and what does it mean (3:4)?
   *The metaphor “have not soiled their clothes” means they have overcome sin and have remained pure and faithful. The phrase “will walk with me, dressed in white” continues the metaphor.*

5. Think about Jesus’ warnings to and reproofs of the seven churches (chapters 2 and 3). Which ones might apply to the church today, or even to the specific church that you attend?
   *Answers will vary.*

Future: things that will be later (4:1–22:5)
6. Ezekiel 1 describes the throne of God in terms similar to those used in Revelation 4. Read these two chapters and tell how they are similar.
   Some general parallels may be seen in the descriptions using images of fire, light, and lightning. They both make references to gemstones, a rainbow, four living creatures, and many eyes.

7. Who alone was found worthy to open the scroll (5:1–12)?
   *The Lamb, Jesus Christ*

8. Some parts of the book of Revelation are difficult and require closer study than you can do in a survey course, but other parts are wonderfully clear. What will the New Jerusalem be like (21:1–4)?
   *It will be a beautiful place where God will make His dwelling with humans. There will be no death or mourning or crying or pain.*

Conclusion (22:6–21)
9. What does the angel tell John he should not do, and why (22:8–9)?
   *John is not to fall down and worship the angel, who is a “fellow servant”; like us, John was to worship God, who alone is worthy of worship.*

10. What final warning does John give to readers of this book (22:18–19)?
    *Do not add to or subtract from this book.*
Exploring Revelation

Give students a variety of individual and group activities to choose from. Some are suggested here. You may choose from these, or these ideas may spark ideas of your own. Some activities may go beyond the scope of this week.

• The book of Revelation provides descriptions of Jesus. (Some of the descriptions take the form of names given to Him.) What do these descriptions tell us about Jesus? How are these descriptions different from what is presented in the Gospels? Why do we need to take into account all the descriptions in order to get an accurate picture of Him? Present your data and explore the significance of that information through a video or PowerPoint presentation.

• Gather the passages in the book that describe experiences of worship. Look for other Bible passages (there are many in the Psalms) that deal with the subject of worship. Combine this information and communicate it to the others in your class.

• Research the seven churches that are mentioned in chapters 2 and 3. Describe what they were like when John wrote this book and now. Use a chart or another visual medium to present your findings.

• Visually portray a number of people, things, and events from Revelation. Display individual images or combine them to create a mural.

• How would the book of Revelation provide comfort to people going through persecution and suffering? Where are people suffering for their faith today? Using information from the book, write a series of notes or e-mails to someone from that area.

• The drawing at the beginning of this Revelation unit is a visual summary of the book. Identify key details in the drawing; then create your own visual representation of the book.

Hot Topic:

Eternal security. Have your students investigate the position of the church they attend regarding the issue of eternal security. Because of the emotionally charged nature of this topic, you will need to establish very clear guidelines for this discussion. Select students to make brief presentations to the class on this issue. Encourage them to stay “factual” in their presentations without being judgmental about the opposing position. How is it that Christians can have such different perspectives on the same issue? Is one right and another wrong? Conclude the discussion with a summary of each position.

Unit 6.1 Checkup Revelation

Duplicate Unit 6.1 Checkup from the Teaching Resources CD. The quiz can be done in class or taken home as homework. The answers to the quiz questions are presented in this teacher guide and on the Teaching Resources CD. Students can check their own work or hand in their quizzes for you to grade.

Review Test 3

Duplicate Review Test 3 from the Teaching Resources CD. The test, which covers the Pauline epistles, can be done in class or taken home as homework. The answers to the test questions are presented in this teacher guide and on the Teaching Resources CD. Students can check their own work or hand in their tests for you to grade.
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**Bible** (Preschool–Grade 6)  
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**Literature** (Grades 3–12)  
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