



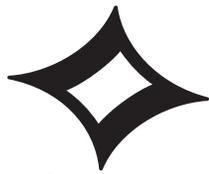
# New Testament 3

## Teacher's Guide

### Paul's First Two Journeys and Letters

This set contains . . .

- ◆ Student Lesson  
Copy Masters
- ◆ Teacher's Guide
- ◆ CD with Student Lesson  
Copy Masters and Teacher's  
Guide in PDF and RTF files



#### **Unit 14: The Radical Truth That Leads to Mission Work**

Theme: The gospel is not just for the Jews but for all people.

- Lesson 1: Learning a Radical Truth
- Lesson 2: Confessing a Radical Truth
- Lesson 3: "Too Small a Thing"



#### **Unit 15: Faithful Proclamation of the Gospel: Paul's First Mission Journey**

Theme: The joy and sorrows of mission work.

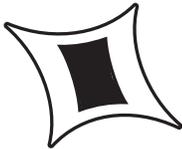
- Lesson 1: Faithful Proclamation Produces Great Blessings
- Lesson 2: Faithful Proclamation Brings Many Hardships
- Lesson 3: Faithful Proclamation Is the Product of God-Reliance



#### **Unit 16: Justified by Faith Alone: Paul's Letter to the Galatians**

Theme: The only thing that counts is faith expressing itself through love.

- Lesson 1: No Other Gospel
- Lesson 2: By Faith Alone
- Lesson 3: Faith Expresses Itself through Love



#### **Unit 17: All Things Work for Good: Paul's Second Mission Journey**

Theme: God brings blessings out of problems.

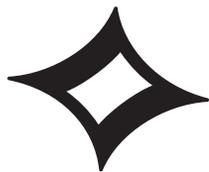
- Lesson 1: God Turns Problems into Blessings
- Lesson 2: God Frustrates His Enemies' Plans
- Lesson 3: God Preserves His Messengers in Times of Trouble



#### **Unit 18: A Model Congregation: Paul's Letters to the Thessalonians**

Theme: A model Christian congregation.

- Lesson 1: A Model in Christian Attitude
- Lesson 2: A Model in Christian Living
- Lesson 3: A Model in Christian Perseverance



Suggested for Grade 11

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# Introductory Pages for New Testament Books

## UNIT FORMAT

Each unit contains 12 to 16 copy masters for use with the students. These student copy masters may be reproduced. The teacher's guide contains copy master text, answers, and other instructions. Each student should have a three-ring binder to store and organize all the student lesson pages.

## Overview

This page contains the information the teacher needs to understand the unit.

- **Unit title**
- **Bible references**
- **Unit theme**
- **Spiritual goals:** We pray that the Holy Spirit would help the students learn these spiritual truths and adopt these spiritual attitudes and habits.
- **Suggested memory treasures:** Assign these as you see fit. Be sure to discuss their relationship to the truths in the unit. The students will have learned almost all the suggested memory treasures in their Christ-Light lessons at Lutheran elementary school or Sunday school. One asterisk designates those memory treasures that are part of the Sunday school core. Two asterisks designate what is additional core for Lutheran elementary schools.
- **Suggested commentary readings:** Read these to review Scripture or to add depth to your instruction.
- **Introduction ideas:** Use these to interest the students and to help them see their need for what they will learn in the unit.

## Copy Masters

- The **Bible lessons** guide the students in their study of specific portions of the Bible. They begin with an Aim question and end with a Truth that answers that question. Key Points are emphasized along the way. You may hand these out and have the students fill them in as you teach the lesson, or you may have the students work in small groups to complete a portion of them before you discuss them. Please note that the student pages will lose their effectiveness if assigned as homework before class. *The first Bible lesson is the primary one in the unit. It should always be used. Using the remaining two or three is strongly suggested.*
- Each **Consider This** page contains questions related to the Bible lesson directly preceding it. Each option is designated to the specific Key Point to which it is most closely connected. The discussion options require a variety of learning skills, such as analysis, synthesis, evaluation, and application. *At least some of these questions should always be used because they help the students apply the lesson to their lives.* Plan in advance which questions you will use and where the questions fit best. Then vary your use of these questions:
  - ~ Discuss some questions as a class.
  - ~ Have students write answers first before discussing the questions as a class.
  - ~ Have students discuss the questions in pairs or small groups before discussing them as a class.
  - ~ Assign some questions as homework.
- The remaining pages contain **activities** to help the students learn the Bible lessons and apply them. The pages include additional Bible studies of many kinds, real-life situations, skits and roleplays, simple doctrinal studies, hymn and memory treasure studies, illustrations, writing activities, simple art activities, and so on. They may be done in class or outside of class, independently or in small groups. *Select those activities best suited to your class, and limit the number of activities to fit the time allotted. Plan in advance at what point in the lesson you can most appropriately and effectively use the selected activities.*

## Sample Lesson Plan

The following lesson plan is for Lesson 1 of Unit 14: The Radical Truth That Leads to Mission Work.

1. Introduce the first lesson with the first Introduction option (*Let's say that you know a bomb has been planted . . .*).
2. Hand out **Copy Master 1** (*Learning a Radical Truth*). Read and discuss the first section, concluding with Key Point 1.
3. To apply this Key Point, hand out **Copy Master 2** (*Learning a Radical Truth*), the **Consider This** page, and discuss applications 1 and 2.
4. Return to the lesson on **Copy Master 1**. Put the students into small groups to read and discuss the second section, concluding with Key Point 2, before discussing the section together as a class.
5. To apply Key Point 2, use applications 3 and 4 on **Copy Master 2**.
6. Return to the lesson on **Copy Master 1**. Read and discuss the third section, concluding with Key Point 3. Then answer the Aim question with the Truth of the lesson.
7. To apply Key Point 3, use applications 6 and 7 on **Copy Master 2**.
8. To further apply the lesson, use **Copy Master 3** (*All Nations, All Neighborhoods*). Pair up the students, and have each pair read a different passage.
9. To further apply the lesson, assign **Copy Master 4** (*Does God Really Want Him?*) as homework.

## Characteristics of Eleventh-Grade Students

### Spiritual Development

- They think more deeply about spiritual truths they have already learned.
- They can understand the interrelatedness of Bible events.
- They want to know how to apply spiritual truths to their lives.
- They may need additional guidance if they do not come from homes that model Christian living.

## Emotional and Volitional Development

- They are quite independent in their attitudes and habits.
- They are still greatly influenced by the actions and opinions of their peers.
- They are often governed by role models they have consciously or unconsciously chosen to follow.
- They are greatly influenced by television, movies, music, and magazines.

## Sexual Development

- Their sexuality is an important aspect of their lives.

## Relationships with Parents

- They are in the process of leaving their parents in order to develop independent lives.
- They share fewer of their experiences with their parents.
- They are still influenced by their parents, especially if their parents respect their growing independence.

## Learning Style

- They can study one topic in depth over a number of class periods.
- They still enjoy a variety of learning experiences:
  - ~ working independently and in peer groups
  - ~ learning by listening and by doing
  - ~ learning by reading and by writing
  - ~ learning by answering questions and by asking questions
  - ~ analyzing, synthesizing, evaluating, and creating
- They question things they have previously accepted without question.

## Some Teaching Strategies

- **Meet the students where they are and then stretch them:** Recognize that your students have different levels of Bible knowledge and spiritual development, even when they might have received similar spiritual training in elementary school and the early high school years. Do not make assumptions about their previous learning. Start with the simple. Review the basics. Then move on to more complex concepts, deeper understandings, and applications of Bible truths relevant to their teenage years.
- **Create an open, responsive environment:** Recognize that as your students develop independent thinking skills, they may question things they previously accepted without question. Maintain a classroom in which it's good to ask

questions, even spiritual questions. You are a spiritual leader. If they have questions, you want to give them truthful and appropriate answers. Encourage them to search the Scriptures, not look to worldly “experts” for answers.

- **Allow them to work together on some exercises:** Occasional cooperative-learning activities yield many positive results. Your students may enjoy their work more when they do it with their peers. They may become accustomed to discussing spiritual issues with their peers—a skill we hope they take with them outside the classroom. And when they have already tried out their ideas on a small group of their peers, they may feel more confident discussing an issue in front of the whole class. To keep “chatty” students focused on the task at hand, give the students definite and fairly short time limits.



# THE RADICAL TRUTH THAT LEADS TO MISSION WORK

Isaiah 49,53,55,60,65; Acts 10,11,15

## Unit Theme

The gospel is not just for the Jews but for all people.

## Goals

We pray that the student

### knows these spiritual truths:

- God wants all people to be saved.
- Salvation is by grace, not by works.
- The church confesses the radical truth of the gospel.

### develops these spiritual attitudes and habits:

- I desire to preach the gospel to all neighborhoods and all nations.
- I confess the radical truth of the gospel.
- I cherish my life in Christ now, and I look forward to the life to come.

## To Memorize

- \* Matthew 28:19  
Mark 16:15
- \*\* John 1:29b
- \* John 3:16
- \* 1 Timothy 2:3,4  
1 John 2:2
- \* The Second Article of the Apostles' Creed  
Hymn 390:1

## Suggested Commentary Readings

- Pages 168-174,221-231,248-253,314-321,385-389 in Braun, *Isaiah 40-66*, The People's Bible series
- Pages 110-122,162-173 in Balge, *Acts*, The People's Bible series

## Introduction Ideas

- **Suggested use with Copy Master 1:** Let's say that you know a bomb has been planted in an office building. You don't know exactly when it's going to detonate, but you know that it will. You're the only person, besides the one who planted it, who knows about the bomb. What would you do?

Why? *You would call 9-1-1 and then help to warn the people in the building. Such action would preserve lives.* The point is that what you know to be true impacts what you do. What we know to be true from God's Word also has an impact on what we do. In this lesson we will focus on the radical truth that God wants us to learn and how that truth affects what we do.

- **Suggested use with Copy Master 5:** In 1521, at a meeting of German princes and Roman Catholic officials in Worms, Germany, Emperor Charles demanded that Martin Luther admit that his teachings were wrong. Luther had been warned that if he didn't retract his teachings, he would be excommunicated and branded an outlaw whom anyone could kill. Luther responded: "Unless you can prove from the Bible that I am wrong, I cannot and will not take back anything I have taught. My conscience is bound by the Word of God. Here I stand. I cannot do otherwise. God help me." Why would Luther make such a confession? *His love for the Word and his love for souls: First, Luther was convinced that what he taught was what the Bible taught. He couldn't go against what God had said in his Word. Second, he didn't want the work-righteousness that filled the church to continue, because it provided no comfort to souls and led many on the road to hell.* In Acts chapter 15, we'll learn about a similar controversy in the church. We'll see how the Spirit led strong men to stand up for the truth of the gospel.

- **Suggested use with Copy Master 9:** Can you imagine asking the president of the United States to paint your house? How about asking your pastor to tie your shoes? As a joke, we might ask our pastor to tie our shoes, but we'd never insult him by seriously asking him to do such a small thing. In a similar way, God the Father sent his Son into the world for a high purpose. His will was that Jesus do big things. About seven hundred years before Jesus was born, Isaiah wrote about the big things that the Lord intended to accomplish through his Son—big things for all people, Jew and Gentile alike.

# LEARNING A RADICAL TRUTH

Acts 10:1-28,34-11:18



**What radical truth does God want us to believe?**

Have you ever known someone who was extremely intelligent but didn't seem to grasp the most fundamental things of life? When we meet people like this, we're almost shocked that though they seem to understand many deep matters, they don't grasp the basics. Peter, as we meet him in Acts chapter 10, was a bit like that. Peter was an intelligent man. He knew his Old Testament Scriptures. He had learned at the feet of the Lord Jesus himself. By this time Peter was a leader of the church and had preached the Word of God boldly to thousands of people. But Peter still didn't understand completely a basic truth of Scripture. In this lesson God teaches him that truth. Step 1: Show Peter the faultiness of his thinking.

## Ac 10:1-28

- Luke describes Cornelius and his family as devout and “God-fearing,” a term that indicates Cornelius and his household believed in God and submitted to the Jewish law, with the exception of circumcision. How does Cornelius demonstrate his faith in God? *He gave generously to those in need and prayed regularly. He immediately obeyed God's command to send servants and a soldier to Joppa to bring back Peter. He invited relatives and close friends to hear the message God would bring through Peter. And he held the Lord's messenger in reverence.*
- Peter was a God-fearing man. Why would he refuse to obey the Lord's command to eat the four-footed animals he saw in the vision? *The ceremonial law God had given the Israelites through Moses forbade them from eating four-footed animals. Peter knew the rules and had been carefully observing them. The command came as a shock to Peter. It demanded that he look at these regulations—which up to now had helped to separate the Jews from the Gentiles—in a whole new way.*
- God repeated the vision three times for emphasis. What flaw in Peter's thinking did this vision from God reveal? *The vision applied not only to food but to people as well. Peter mistakenly thought that some people were impure simply by virtue of the fact that they weren't Jews. The Old Testament ceremonial law had ingrained in him that he was to avoid all non-Jews. Therefore, he thought that God*

*had in mind only to save the Jews, who submitted to the ceremonial law, not the world of sinners, who didn't observe the law. God needed him to know this important truth: “Do not call anything impure that God has made clean” (verse 15).*

- Although they may never say it aloud, some Christians hold a similar thought in their hearts: that God will save only a select few—or that he loves a select few more than others. What are some of their man-made criteria? **Goodness:** “God saves people who are decent.” **Denomination:** “Only WELS and ELS Lutherans will be saved.” **Family:** “God especially loves my family because my father, uncles, and grandfather are all pastors.” **Race or nationality:** “God loves Europeans best. Those Christians in Africa and South America and Asia just don't have the whole truth.” **Social or economic class:** “God prefers rich people to poor. Their wealth is an indication of his blessing.” OR “God prefers the lower and middle classes. The upper classes just don't appreciate God like the rest of us do.”

## KEY POINT I

**What faulty thought sometimes occupies our hearts?** *Our sinful hearts sometimes think that God will save only a select few on the basis of something external, such as their outward obedience or background.*

Having revealed the flaw in Peter's thinking, the Lord replaced it with a scriptural truth.

## Ac 10:34-43

- How does Peter explain the central truth of Scripture in the opening line of his sermon at the house of Cornelius? *God doesn't show favoritism. His love is not directed toward just one nation or people. He wants all people to be saved (1 Timothy 2:3,4), not just the chosen people of the Old Testament, those God had selected to be the cradle of the Savior and the caretakers of his Word.*
- What evidence shows that the Lord had radically changed Peter's thinking? *Peter had already applied this newfound truth in earlier verses:*

*He had received the “unclean” gentile messengers into his house as guests, traveled with them, and then entered Cornelius’ house. In these verses Peter preached the gospel to Gentiles. He told them about Jesus’ life, death, and resurrection, assuring them that Jesus had entered the world for the sake of their redemption.*

- c. As a God-fearing Gentile, Cornelius was waiting for the Messiah. What did Peter tell Cornelius about the Messiah? *The Messiah (the Christ, the Anointed One) had come. Cornelius didn’t have to wait any longer. Jesus was the Messiah, who had been anointed with the Holy Spirit to carry out the work that the Old Testament prophets had prophesied. Jesus was killed, but he rose from the dead in triumph and will come again to judge the world.*
- d. What was the central message of the Old Testament prophets? *The prophets all testified that the forgiveness of sins comes through faith in Jesus’ substitutionary life, death, and resurrection. This forgiveness is for “everyone who believes in him”—not just for the Jews who believe but for everyone in the world who believes.*

### KEY POINT 2

**What radical scriptural truth belongs on the center stage of our hearts?** *The radical truth that belongs on the center stage of our hearts is that everyone who believes in Jesus receives the forgiveness of sins.*

It was a defining moment for Peter. The Scripture’s central truth would lead him to act differently than he had before.

### Ac 10:44-48

- a. Why were the men who were with Peter so amazed at what they saw and heard in Caesarea? *They were amazed that the Holy Spirit had been given to the Gentiles. They had to conclude that the Gentiles had equal status before God through faith in Jesus as their Savior. This was a shock to their systems because they had thought that the Jews had a special place with God and that the Gentiles couldn’t possibly be their equals.*

- b. Peter realized that these Gentiles were part of God’s family. What did that realization lead him to do? *He ordered that they be baptized. He regarded them as members of the Lord’s family and brothers and sisters with the Jews who believed in Jesus. Peter also accepted their hospitality as brothers in the faith. (Note that later Peter lapsed in his application of this truth. Paul had to publicly correct him, as Paul relates in Galatians 2:11-14.)*

### Ac 11:1-18

- c. How did the Jews in Jerusalem respond to Peter’s report of all that happened? Do you think this may have been difficult for them? Explain. *Although they first criticized Peter after they heard his report, they praised God for granting repentance to the Gentiles. This may have been difficult for some of them. Generations of avoiding Gentiles as “unclean” had instilled in them a revulsion of the race and a clear feeling of superiority before God, and yet, by the power of the Spirit, they could now accept the Gentiles as brothers and sisters in Jesus.*
- d. When we put aside our prejudices about people and our pride in our own religious heritage, what are we led to do? *We are led to spread the gospel to all people with even more enthusiasm and to rejoice when they believe the gospel message.*

### KEY POINT 3

**What difference does the Scriptures’ radical truth make in our lives?** *The Scriptures’ radical truth leads us to reach out to all people and to praise God when they come to faith.*



**What radical truth does God want us to believe?** *God wants us to believe that his forgiveness and salvation is for all people, a truth we are inspired and compelled to proclaim to everyone.*

# LEARNING A RADICAL TRUTH

Consider This

1. **KEY POINT 1**: The apostle Paul called himself the worst of sinners (1 Timothy 1:15). The apostle Paul was also a great missionary. What's the connection?  
*Those who recognize that they do not deserve forgiveness and life deeply appreciate those gifts. Paul was staring hell straight in the face because of his sin. But God, through Jesus, had forgiven Paul's sins and given him eternal life. Paul was thankful that he would go to heaven instead of hell. In great joy Paul couldn't help but tell others about Jesus.*

2. **KEY POINT 1**: Agree/disagree: Some people don't deserve to hear the good news of Jesus' death and resurrection.  
*Agree: In one sense no one deserves to hear the good news. All people, because of their sin, deserve nothing from God—not even life and breath, much less the message that God in love has paid for their sins.*  
*Disagree: God wants all to hear the message. He has commanded us to preach it to all nations, not only to those whom we deem worthy of hearing it. Since Jesus died for all, we proclaim that news to all.*

3. **KEY POINT 2**: One of your friends says, "If God doesn't show favoritism, then why do so many people have more money, friends, and talents than I do?" How would you respond?  
*When the Bible says that God doesn't show favoritism, it refers specifically to salvation. God doesn't favor Jews over Gentiles or Gentiles over Jews. He sent his Son into this world as a human being to die for all human beings. All who believe in Jesus, regardless of their background, are God's children and precious in God's sight. He loves all equally. Your friend accurately notes, however, that God does give different blessings to different people. Those who have more money, friends, or talents are not necessarily happier. The most important blessing we have is the forgiveness of sins through faith in Christ Jesus. Material blessings, while important, are not as important as that most precious treasure.*

4. **KEY POINT 2**: "Hate groups," which target people of different races or nationalities, seem to be everywhere. Some of those groups even claim to be Christian. What points would you make from Scripture to a member of such a group?

*Jesus died for the sins of all people. The apostle John, in his first epistle, notes that Jesus "is the atoning sacrifice for our sins, and not only for ours but also for the sins of the whole world" (1 John 2:2). God does not pick favorites. Jews, for example, are sometimes the target of hate groups. Yet God honored the Jews by sending a Savior through them. Since God loves the world (John 3:16), which includes every nation and people, we do the same.*

5. **KEY POINT 2**: When a missionary visits Kimberly's church and praises God for the great numbers of people who have come to faith in his mission field, Kimberly thinks to herself: "Big deal. That's what's supposed to happen." Is she right?

*In one sense we have good reason to expect that people will come to faith. God has given great power to his gospel. We know that power from our own experiences. It brought us to faith, convincing us that Jesus' death and resurrection for the world was done for us personally. But Kimberly is perhaps forgetting that any conversion is not just "expected" success; it is a miracle! The heart of natural man is hostile to God. It wants nothing to do with God. That such people ultimately believe in Jesus is a miracle, and we thank God for it.*

6. **KEY POINT 3**: God gave the apostle John the privilege of seeing a vision of heaven. In that vision he saw "a great multitude that no one could count, from every nation, tribe, people and language, standing before the throne and in front of the Lamb" (Revelation 7:9). What lesson does that vision hold for us 21st-century Christians?

*The true Israel of God, those who believe in Jesus as their Savior and praise God forever in heaven, will consist of people from every nation and color. Knowing what we will see in heaven directs our activities in this world. Because we know that God will have people from all nations live with him forever and because God has ordained that faith come from hearing the gospel, we want to bring the gospel to all nations.*  
*Possible project: Have interested students pick a mission field in which our church is working today and report on what is happening there.*