

Speaking Out Against Witchcraft; Silversmith's Strike

Acts 19:11-41



New Testament 8
Part 2: ABCs OF ACTS 19-28

SUNDAY MORNING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 19:11-41; Isaiah 44:9-20; Leviticus 19:4,31; Deuteronomy 18:9-14

MEMORY WORK:

YOUNGER CHILDREN: "When they heard this, they were baptized in the name of the Lord Jesus" (Acts 19:5).

OLDER CHILDREN: "Then Paul said, 'John indeed baptized with a baptism of repentance, saying to the people that they should believe on Him who would come after him, that is, on Christ Jesus.' When they heard this, they were baptized in the name of the Lord Jesus" (Acts 19:4-5).

Also help the children memorize the ABCs of Acts.

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["My God is So Big!"](#)
- ["You Are My Father"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 13-26](#) Bible fact cards (provided under "N.T. 8 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- [Map of Palestine](#) (provided in activity sheets)
- [Map of Paul's Evangelistic Trips](#) (provided in activity sheets)
- Betty Lukens' felt pieces



- **Life of Paul (Series 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)**
- ***Paul's Journeys*, by Loyal Kolbrek, Arch books (DISCLAIMER: remove the sentence starting with "He felt the Spirit..." on p. 6)**
- **E-P-H-E-S-U-S Visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=319>)**
- **Paul's Third Missionary Journey Visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=337>)**
- **Picture of ancient amphitheater**
- **To tell the story, the teacher may want to dress as a fortune-teller (or the silversmith Demetrius whose business was ruined).**
- **A small scroll**

PERSONAL APPLICATION:

No one is more powerful or more important than God. He doesn't want us to be superstitious (give examples).

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Have you ever seen a magic trick? (Do a simple trick if you can.) Tricks are fun to watch, but we need to remember that they are only tricks. There were people during Bible times that believed in magic and not God. Let's see what happened when Paul tried to teach them about Jesus.

INTRODUCTION: (OLDER CHILDREN)

Have you ever read a story or watched a movie about witchcraft and wizards—like "The Lion, the Witch and the Wardrobe," "Harry Potter," "The Hobbit," "The Wizard of Oz," or "Snow White"? We need to remember that those stories are fun to read and watch, but they are not real—they are pretend. There were people in Bible times that actually believed in magic, however. While on his second missionary journey, Paul dealt with people who made their living tricking people with magic. Let's see what happened when he tried to teach them about Jesus.

POINTS TO EMPHASIZE:

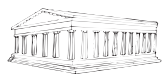
1. Continuing with the ABCs of Acts, chapter 19 goes with "S," which stands for **Speaking Out Against Witchcraft** and the **Silversmith's Strike**.
2. As part of his second missionary journey, Paul went to preach in the prosperous, heavily populated city of Ephesus (in the Roman province of Asia, which is modern-day Turkey, not the continent of Asia, as we know it today). Ephesus was a haven for magicians and **soothsayers**.



Soothsayer: one who tries to predict the future; a fortune-teller

3. Paul finished his second evangelistic trip (in Acts 18:22) at Antioch, where he began it. His third journey begins in verse 23. After going through Galatia and Phrygia, Paul came to Ephesus. He preached to the people of Ephesus for three months; some believed in Jesus but many others

refused to listen. Those who refused to listen tried to stir up trouble for Paul and the rest of the Christians, “speaking evil” against them. Paul also taught in the School of Tyrannus.



HISTORICAL NOTE: The “school of Tyrannus” may have been property that belonged to Tyrannus, or it may have been a school where Tyrannus was the main teacher. Paul may have taught there part of each day like a “guest lecturer.” The Ephesians probably considered Paul some kind of professional public speaker or philosopher—someone with new ideas to share.

4. During Paul’s ministry, just as during the life of Christ, miracles were used to prove that Paul was speaking for God (to confirm the validity of his message and his authority to preach about Jesus—Mark 16:20; Hebrews 2:3-4). In Acts 19:11-12, the “handkerchiefs” of Paul were likely cloths worn around his head to wipe perspiration, and the “aprons” were probably what he would have worn while working with leather as a tent maker. It might seem odd to us that God would have performed miracles through the use of Paul’s “dirty clothes,” but they were great tools to show that God’s power—through Paul—was much more powerful than the tricks of magicians living in Ephesus. God may have used these unusual means of demonstrating His power to show that His power was greater than that of the magicians, fortune-tellers, and those who promised protection from evil spirits.
5. Many of the people of Ephesus were very impressed by the miracles Paul did with God’s help. They understood that Paul was not just another magician, but a messenger of God. Many Jews and Gentiles believed, and as a sign of their repentance (that they had changed their thinking), they burned their books about magic.



HISTORICAL NOTE: These “books” were scrolls of papyri rather than books in the format with which we are familiar. They were probably small papyri rolled up and put into small cylinders or locketts that were worn on necklaces. These scrolls contained incantations or formulas that were thought to have magical powers. They were so common in Ephesus that they are referred to in Greco-Roman literature as *Ephesia grammata*, or Ephesian writings. It has been estimated that the cost of the burned books was “about fifty thousand days’ wages for an average worker” (*Bible Background Commentary*, p. 379)—or 20 years’ salary for 10 workers! (*Nelson Study Bible NKJV*, p. 1857)

6. Paul had planned to go to Jerusalem and then to Rome after he finished his journey through Greece. Instead, he sent two helpers, Timothy and Erastus, to Jerusalem while he continued to preach. Paul’s teachings against idolatry greatly upset those who made the idols of Diana. They made a great deal of money by making and selling both small and large images of Diana. As Paul’s teachings drew people to Christ and away from idol worship, those whose livelihood depended on the idol worship gathered to protest (more like a riot, a mob reaction).



HISTORICAL NOTE: Diana (or Artemis), the fertility goddess of Ephesus, was worshipped in at least 33 other places in the Mediterranean world, but Ephesus was a special center for the cult of Diana. The Ephesian temple built in her honor was considered one of the Seven Wonders of the ancient world.

7. Led by Demetrius, a silversmith, much of the city’s population gathered at the amphitheater (like an outdoor auditorium), which probably could seat 25,000 people. The Jews of the city did not want to be linked to Paul or his teaching, so a man named Alexander was chosen to speak to the crowd to explain their position. But Alexander was not allowed to explain. After the crowd had shouted continuously for two hours, the city clerk (the top city official who was the city’s representative to provincial Roman officials) was able to quiet the crowd. He reminded the crowd that Paul and his friends had done nothing illegal, but that the massive assembly **was** illegal. For fear of Roman soldiers being sent to restore order and fear of losing their privileges as a free city, the crowd finally left the amphitheater.
8. Paul was not afraid to teach anyone about Jesus, and many who heard his lessons were willing to completely leave behind the things they had previously believed in and depended upon. With Jesus, there was (and is) no reason to believe in horoscopes, witchcraft, superstitions, fortune-tellers, etc.
9. Today we think of magicians as entertainers. People, in general (including the magicians, themselves), do not actually believe that the magicians have special powers. But in Bible times, magic was related to the occult, superstitions, fortune-telling, and idol worship. (Remind the kids about the magicians in Pharaoh’s court in Exodus 2.) Throughout the Old Testament, the Jews were warned against having anything to do with magicians (or wizards or sorcerers) (Exodus 22:18; Leviticus 19:26; 20:27; Deuteronomy 18:10,11). God knew that those people and their tricks could lead His people to depend on men and idols instead of Him. We can be pulled away from God just like the people in Bible times. No one and no mysterious power is more powerful than God, nor is anyone other than God in control of the Universe He created!



RECOMMENDED READING FOR TEACHERS: See the article “[Exorcism, Demons, Witchcraft, and Astrology](#)” by Dave Miller on the Apologetics Press Web site for a discussion about God’s view on such matters.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#).

Ages 2-5:

- “[Magic Books Burning Coloring Sheet](#)” (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 19 provided in activity sheets)
- Hop-scotch: Make a hop-scotch grid on the floor with masking tape. Let the children take turns tossing a beanbag into a square on the grid, jumping to that square, and then answering a question about this and previous lessons. The child can continue until a question is missed.
- Review: Write review questions inside large, numbered circles you have drawn on a large vinyl tablecloth, plastic shower curtain, or “Twister” game mat. Write the answers on pieces of cardstock cut into appropriate sizes to fit in the circles. Let the kids take turns matching the answers to correct questions. (For two- and three-year-olds, you can use pictures rather than words to represent the answers to the questions and answers—more like a matching game.) ([N.T. 8 Review Questions](#) provided on curriculum Web site)

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 19 provided in activity sheets)
- Bible Alphabet Soup game: Divide the class into teams of two or three. Give each team identical sets of cut out (and laminated) or magnetic letters. Say key words (one at a time) from the lesson. Ask the kids to spell each answer with the plastic letters as quickly as they can, then tell the significance of that word. The team with the most correct answers wins.
- Review: Write review questions inside large, numbered circles you have drawn on a large vinyl tablecloth, plastic shower curtain, or “Twister” game mat. Write the answers on pieces of cardstock cut into appropriate sizes to fit in the circles. Let the kids take turns matching the answers to correct questions. ([N.T. 8 Review Questions](#) provided on curriculum Web site)

3rd-4th Graders:

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- Review: Write review questions inside large, numbered circles you have drawn on a large vinyl tablecloth, plastic shower curtain, or “Twister” game mat. Write the answers on pieces of cardstock cut into appropriate sizes to fit in the circles. Let the kids take turns matching the answers to correct questions. ([N.T. 8 Review Questions](#) provided on curriculum Web site)
- Miracles Not Magic game: Using index cards, decorate one side with magic hats, black cats, witches, etc. On the other side, write questions about this and other lessons, as well as Scripture references for the kids to look up and read.
- Have the children read Acts 19.

SONGS:

“MY GOD IS SO BIG!”

Author: Ruth Harms Calkin
(See Internet for words and tune)

“YOU ARE MY FATHER” ([Click to Hear](#))

Author: Sarah Richey
(Tune: “You Are My Sunshine”)

You are my Father,
My Heavenly Father.
You are the one and the only God.
And I will worship and always love You,
Because you are the one true God.

You are my Jesus,
My only Jesus.

Because You loved me, You died for me.
And now I love You, and I'll obey you,
So I can live in heaven with You.

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**



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WEDNESDAY EVENING

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PERSONAL APPLICATION:

No one is more powerful or more important than God. He doesn't want us to be superstitious (give examples).

INTRODUCTION:

Review [N.T. 8 Bible Fact Flash Cards](#) (provided under "N.T. 8 Bible Facts" on curriculum Web site)

POINTS TO EMPHASIZE:

Review briefly Sunday morning's lesson. (See [N.T. 8 Review Questions](#) for example questions), as well as other ABCs covered to this point.

[If you believe the OLDER CHILDREN can understand and/or have an interest in the first part of Acts 19 (verses 1-7), discuss it as much as you think they can handle.]

Acts 19:1-7 tells us about 12 men who were baptized into "John's baptism" and did not know that they should follow Jesus instead of John the Baptizer. After they had been taught by Paul about Jesus, they were all baptized "into the name of the Lord Jesus" (vs. 5). They wanted to be identified with Jesus and accept the "ownership" and authority of Jesus over their lives.

John's baptism:

- (1) was to prepare the Jews for the Kingdom/the Church (Matthew 3:1-12; Luke 1:17; John 1:31; 3:3);
- (2) followed repentance which indicated a purposeful change of lifestyle (Matthew 3:1-11; Luke 3:7-14)
- (3) was to lead people to the Christ, i.e., to prepare them for the Messiah (John 1:31)
- (4) was for the "remission of sins" (Mark 1:4)
- (5) did **not** identify one with Christ or make one a part of His Body (hence, the need for the re-baptism of the 12 of Acts 19)
- (6) was invalid after Christ's death because baptism under the New Covenant/the New Testament had taken effect. The new baptism requires faith in His death, burial, and resurrection (Romans 6:1-4, 10:9; 1 Corinthians 15:1-11; 1 Peter 3:21), which obviously would not have been possible prior to Christ's death, burial, and resurrection.



NOTE: There is no biblical indication that the apostles, the 120 disciples of Acts 1:15, or Apollos (Acts 18:24-26) were rebaptized at the establishment of the Church or thereafter. Unlike those examples, however, the individuals who were rebaptized in Acts 19 were apparently baptized with John’s baptism **after** Christ’s death, burial, and resurrection. While John’s baptism was for the remission of sins prior to the cross, after the cross it became null and void, necessitating rebaptism for those who submitted to that baptism after the cross. [Apparently those who had been baptized with John’s baptism prior to the cross (as well as those baptizing for Jesus during His ministry—John 3:22; 4:1ff.), were received into the Church without rebaptism. For more information, see J.W. McGarvey’s discussion of Acts 19 in *A Commentary on Acts of Apostles* (1872).]

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