

Uproar in Jerusalem

Valiant Defense; Valuable Citizenship

Acts 21:27-22:29



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 21:27-22:29

MEMORY WORK:

YOUNGER CHILDREN: "You see, brother, how many myriads of Jews there are who have believed, and they are all zealous for the law" (Acts 21:20b).

OLDER CHILDREN: "And when they heard it, they glorified the Lord. And they said to him, 'You see, brother, how many myriads of Jews there are who have believed, and they are all zealous for the law'" (Acts 21:20).

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.

- ["Angry Words"](#)
- ["Paul Went Out to Spread the Gospel"](#)
- ["I Have Decided to Follow Jesus"](#)
- ["Jesus Called Them One by One"](#)

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.]
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- **Betty Lukens' felt pieces**
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PERSONAL APPLICATION:

We should be thankful that we can come to Bible class, worship God, read our Bibles, and tell others about Jesus—and never take those blessings for granted.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we talked about a Terrible Fall and Turmoil (Trouble) in Troas. Do you remember who had the terrible fall and what happened to him? We also talked about the importance of the Lord's Supper and worshipping God. What day did the early Christians meet to worship and to take the Lord's Supper? Why is the Lord's Supper important? Today we're going to talk about another time that Paul had problems with people who didn't want to believe in Jesus.

INTRODUCTION: (OLDER CHILDREN)

Last week we talked about a Terrible Fall and Turmoil (Trouble) in Troas. Do you remember who had the terrible fall and what happened to him? We also talked about the importance of the Lord's Supper and worshipping God. What day did the early Christians meet to worship and to take the Lord's Supper? Why is the Lord's Supper important? Today we're going to talk about another time that Paul had problems with people who didn't want to believe in Jesus.

POINTS TO EMPHASIZE:

1. Continuing with our ABCs of Acts, chapter 21 goes with "U" and stands for **UPROAR in Jerusalem**. Do you know what an "uproar" is? An uproar is when people get really upset about something; there is a lot of angry shouting—sometimes pushing and shoving. This time, in Acts 21, the uproar was caused by a large crowd of Jews in Jerusalem who wanted to kill Paul and try, once again, to stop him from teaching about Jesus.
2. Paul and some friends went to Jerusalem at the end of his third missionary journey, even though friends warned him not to go back because it would be so dangerous. But Paul was determined to preach the Good News again in the city where the Church began, no matter the dangers or problems that might be awaiting him. The Christians in Jerusalem welcomed Paul back. The day he arrived, he met with the apostle James and the elders of the church to tell them about all the Gentiles who had decided to follow Christ.
3. They were very happy to hear that so many people so far away from Jerusalem had become Christians!
4. The Christians in Jerusalem were very glad to see Paul, to hear him preach, and to spend time with such a godly man. But some Jews who had followed him from far away started telling lies

about him to other Jews. They were stirring up trouble and hoping that the Jews in Jerusalem would help them get rid of Paul. When Paul went to the Temple, an angry mob decided to drag him out of the Temple. They started beating Paul (vs. 32), hoping to kill him (vs. 31). Fortunately, a Roman captain came with some of his soldiers and rescued Paul from the mob. They tried to take him to a safe place, not knowing or understanding why the crowd was so upset. The captain even put two chains on Paul, as if he were a criminal, because he didn't know what Paul had done to make the crowd so angry. The crowd became even more angry and tried to take Paul away from the soldiers. It became such a terribly dangerous situation that the soldiers had to pick him up and carry him to the top of the stairs! Can you imagine?

5. Then Paul did something remarkable. He spoke to the Roman captain in Greek and asked if he could speak to the angry crowd. The captain was very surprised that Paul spoke Greek in the first place, and surprised that he wanted to talk to the mob trying to kill him in the second place. He gave Paul permission to speak, and the great apostle began to speak in yet another language: Hebrew, the language of the Jews.
6. Chapter 22 corresponds to “V” and stands for **Valiant Defense and Valuable Citizenship**. Acts 22 begins with the words of Paul, in the language all the Jews would understand, telling how he became a Christian. Remember that we have already studied Acts 9 and talked about Paul seeing a great light on the road to Damascus, and being blind for three days until Ananias told him to be baptized. Now, in Acts 22, Paul tells the angry mob how he became a Christian, then described how God sent him to faraway places to teach Jews as well as non-Jews (Gentiles) about the same Jesus he met on the road to Damascus. As long as Paul talked about the Jews, and God's promise to them that a Savior/Messiah would come for them, the crowd listened. But when he said he had been teaching Gentiles, whom they hated, the same Jews became very angry and demanded that the Romans put Paul to death.
7. The Roman captain thought that the only way to find out why the huge crowd was so angry with Paul was to beat (scourge) him. The soldiers had tied Paul to a pole and were about to beat him when he asked if it was lawful for them to beat a Roman citizen. Right away the soldiers asked him if he really was a Roman, and when he said “yes,” they became very afraid. They untied him, and the captain who had saved Paul's life decided to let the Jewish council handle the problem. We will talk more about that next week.
8. Can you imagine living in a country where it is against the law to come to worship and Bible class? Where you could go to jail just for owning a Bible, or for giving a Bible to someone else? There are still places in the world today like that. We need to pray every day for those people and for the missionaries who try to help them—and thank God every day that we don't have to live with that fear. [Talk about missionaries your congregation supports in countries where laws are really strict and harmful for Christians, like China, Muslim, and some African countries.]
9. Even more important than being citizens of this great country, we should thank God every day that we can be citizens of heaven when we die. No matter how much he suffered, Paul knew that heaven would be worth it all. He wrote, “But our citizenship is in heaven, and we are waiting for our Savior, the Lord Jesus Christ” (Philippians 3:20). No matter what happens, if we stay faithful to God, as Paul did, we can look forward to being in heaven with God!



NOTE: Concerning Roman citizenship—“When it suited his needs, Paul used his status as a Roman citizen to frustrate his adversaries. His citizenship made kings and governors, soldiers and priests, and Romans and Jews all think twice about their intended actions toward him. But what did it mean to be a citizen of Rome? [Continued on next page]

NOTE (cont.): The Roman Empire was the reigning power of its day. Being a citizen of the empire carried certain rights, responsibilities, and status. A citizen was liable for Roman property taxes and municipal taxes, but also had the right to vote in Roman elections (although during Paul’s time, different social classes had different right). A Roman citizen was guaranteed a fair trial and was protected against certain forms of harsh punishment. A Roman citizen could not be executed without a trial and could not be crucified except by order of the emperor. A citizen could even appeal to Caesar in order to be tried in Rome.”



Paul was born a Roman citizen, but how his family gained that citizenship is unknown. There were several ways to become a Roman citizen. Being born to a Roman parent was one way. Retiring from the Roman army was another. Citizenship could be granted to an individual or to an entire group, by an emperor or a Roman general. Finally, a person could purchase citizenship.

The empire of Rome was so powerful that few wished to incur its wrath by breaking its laws. Paul was intelligent enough to know all of his rights, and savvy enough to know how to use them to his, and especially God’s, advantage. Not only did his rights as a Roman citizen often save his life in dangerous situations, they also allowed him to carry the gospel message to jailers, shipmates, kings, and to the emperor in Rome.” [from *Nelson Study Bible NKJV*, p. 1868]



RECOMMENDED READING FOR TEACHERS: See the articles “[What is Apologetics?](#)” by Kyle Butt and “[Apologetics and the Growth of the Early Church](#)” by Eric Lyons on the Apologetics Press Web site for discussions about Paul’s defense of the Gospel, and the importance of that objective for Christians.

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](#) and [Answer Key](#).

Ages 2-5:

- “[Uproar In Jerusalem Coloring Sheet](#)” (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 21 provided in activity sheets)
- Provide each child with a “shield” cutout of cardboard or poster board. Write (or help the kids write) 2 Samuel 22:31 on their shields: “God...is a shield for all those who take refuge in Him.” (Put a handle on the back of each shield, held on with heavy duct tape and/or hot glue.) (“[Shield Cutout](#)” provided in activity sheets)

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 21 provided in activity sheets)
- Hang Man: Play Hang Man with key words from this lesson.
- Set Paul Free game: Before playing this game, practice saying either Philippians 3:20 or 2

Samuel 22:31 several times with the children. Then, if possible, take the kids outside (or into a larger room) and ask them to stand around a flat double sheet. Let one of the kids get beneath the sheet, in the middle. Ask the rest of the class to hold onto the sheet and raise and lower it until “Paul” (the student under the sheet) can get free. The student under the sheet needs to say one of the above verses and then try to get out from under the sheet.

- Set Paul Free relay: Before playing this game, practice saying either Philippians 3:20 or 2 Samuel 22:31 several times with the children. If possible, take the kids outside (or into a larger room). Divide the class into two teams. Set a plastic cone several feet away from each team. Beforehand, pick one of the memory verses from the quarter and write one or two words from the verse on separate index cards. Mix up the cards on the floor near each cone. The game starts with the first student rushing to the cone and trying to find the first word of the verse. After doing that—and touching the cone—he rushes back to the second student, who then goes to look for the second word in the verse, etc., until the verse is finished. [If you think this might be too frustrating or hard for the younger ones, let them work in pairs.]
- “[Acts Word Scramble](#)”—Let the children unscramble key words from this and previous lessons from this quarter. (provided in activity sheets)

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 21 provided in activity sheets)
- Set Paul Free relay: Before playing this game, practice saying either Philippians 3:20 or 2 Samuel 22:31 several times with the children. If possible, take the kids outside (or into a larger room). Divide the class into two teams. Set a plastic cone several feet away from each team. Beforehand, pick one of the memory verses from the quarter and write one or two words from the verse on separate index cards. Mix up the cards on the floor near each cone. The game starts with the first student rushing to the cone and trying to find the first word of the verse. After doing that—and touching the cone—he rushes back to the second student, who then goes to look for the second word in the verse, etc., until the verse is finished.
- “[Acts Word Scramble](#)”—Let the children unscramble key words from this and previous lessons from this quarter. (provided in activity sheets)
- Have the children read Acts 21 (and 22, if they did not do so in NT6).

SONGS:

“ANGRY WORDS” ([Click to Hear](#))

Author: H.R. Palmer

(Tune: See church song book)

VERSE 1:

Angry words! O let them never,
From the tongue unbridled slip,
May the heart’s best impulse ever,
Check them ere they soil the lip.

CHORUS:

Love one another, thus saith the Savior,
Children obey the Father’s blest command,
Love one another, thus saith the Savior,
Children obey the blest command.

VERSE 2:

Love is much too pure and holy,
Friendship is too sacred far,
For a moment's reckless folly,
Thus to desolate and mar.

(CHORUS)

VERSE 3:

Angry words are lightly spoken,
Bitterest thoughts are rashly stirred,
Brightest links of life are broken,
By a single angry word.

(CHORUS)

“PAUL WENT OUT TO SPREAD THE GOSPEL”

Author: Jerri Fusch

(Tune: See http://dltk-bible.com/paul_went_out.html)

“I HAVE DECIDED TO FOLLOW JESUS” ([Click to Hear](#))

Author: Indian Folk Hymn

(Tune: See church song book)

I have decided to follow Jesus. (3X)
No turning back, no turning back.

My cross I'll carry, 'till I see Jesus (3X)
No turning back, I'll follow Him.

“JESUS CALLED THEM ONE BY ONE” ([Click to Hear](#))

Author: Unknown*

(Tune: “Jesus Loves Me”)

Jesus called them one by one,
Peter, Andrew, James and John,
Next came Philip, Thomas, too,
Matthew and Bartholomew.

CHORUS:

Yes, Jesus called them, (3X)
And they all followed Him.

James the one they called the Less,
Simon, also Thaddeus;
Twelve apostles Judas made;
Jesus was by him betrayed.

(CHORUS)

Matthias then took Judas' place,
To preach to men of every race.
Paul three preaching trips did make,
And went to Rome for Jesus' sake.

(CHORUS)

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** 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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PERSONAL APPLICATION:

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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.

Spend more time talking about what "citizenship" means, its value and its responsibilities, the soldiers who work so hard to make sure we can keep our citizenship, etc. Discuss the rights that Christians will have as citizens of heaven, as opposed to the rights that will be taken from those in hell.

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