

Waiting to Kill Paul; Waiting for Trial

Acts 22:30-23:35



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 22:30-23:35

MEMORY WORK:

YOUNGER CHILDREN: "I have lived in all good conscience before God until this day" (Acts 23:1b).

OLDER CHILDREN: "Then Paul, looking earnestly at the council, said, 'Men and brethren, I have lived in all good conscience before God until this day'" (Acts 23:1).

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.

- ["Be Strong and Courageous"](#)
- ["Do Not Fear"](#)

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 map section of curriculum site)
- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- Betty Lukens' felt pieces
- Life of Paul (Series 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)



- **Trials of Paul Visual** (<http://store.bibleclassworkshop.com/shopexd.asp?id=340>)

PERSONAL APPLICATION:

YOUNGER CHILDREN: I can be a helper like Paul's nephew.

OLDER CHILDREN: I should be willing to do whatever I can to help others so that others will see my love for the Lord by my actions.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we talked about Paul speaking to the Jews who wanted to hurt him and make him stop telling everyone about Jesus. Roman soldiers rescued Paul from the crowd of hateful people, but then decided to beat him. When they discovered that Paul was a Roman, they tried to protect him instead. Today we're going to talk about what happened next.

INTRODUCTION: (OLDER CHILDREN)

Last week we talked about Paul speaking to a rowdy mob of Jews who wanted to kill him because he was teaching people about Jesus. Roman soldiers came to his rescue, but then they decided to beat him—even though he had not done anything illegal. When they discovered that Paul was a Roman citizen, they changed their minds and tried to protect him. In today's lesson, we will talk about what happened next.

POINTS TO EMPHASIZE:

1. Continuing our ABCs of Acts, chapter 23 corresponds with “W,” which stands for **Waiting to Kill Paul** and **Waiting for Trial**. [Preschool teachers should focus mainly on the actions of Paul's nephew, i.e., his willingness to help his uncle even though it meant going into a prison by himself—choosing to do right even when it was hard.]
2. In Acts 22 Paul was about to be beaten by Roman soldiers when he told them that he had been born a Roman citizen. The soldiers were suddenly afraid because it was against the law to beat (or imprison) a Roman citizen without a trial. Paul had not broken any law; he had not done anything illegal. He had only said something that made the Jews really angry. So, the Roman soldier in charge decided to let the Jews solve their own problem; he turned Paul over to the Jewish court/council called the Sanhedrin. Acts 23 begins with Paul speaking to this Jewish council, which included the high priest, Ananias.
3. Paul tried to explain why he was not living according to the Old Law (and traditions the Jews had added to the Law), but was instead living for Jesus Christ, the Messiah the Jews had been waiting on for centuries. He told them that he had “lived in all good conscience before God.” That statement made the Jews very angry because it meant he believed everything he had done had been right and to the glory of God, whether it was what the Jewish leaders expected him to do or not. The high priest, Ananias, ordered the men standing near Paul to slap him on the face for making such a statement. [Remember that when Jesus stood before the Sanhedrin, before His crucifixion, he was also slapped and accused of disrespecting the high priest.] Paul's immediate reaction was to call the high priest a “**whitewashed** wall,” indicating that the high priest might appear to others to be a good man, but he was really an ungodly man who did not

keep the Law but tried to **appear** holy. [Jesus also accused Jewish leaders of being whitewashed in Matthew 23:27.]



Whitewashing is the process of covering walls with a very thin white paint/water mixture. It was commonly used to hide unsightly and/or deteriorating sections of buildings—without making permanent changes.



HISTORICAL NOTE: Ananias served as high priest, appointed by the Roman emperor, from A.D. 47-52 and again from about A.D. 53-59. Ananias was known for his greed (even stealing tithes meant for priests in lower positions and accepting bribes) and for his violent temper. He was pro-Roman, which made Jewish nationalists (zealots) hate him. In A.D. 66, after the start of the rebellion against Rome, he was killed by Jewish zealots near the palace of Herod the Great where he had gone to hide—about eight years after this encounter with Paul.



RECOMMENDED READING FOR TEACHERS: See the article “[Truth and Feelings](#)” by Kyle Butt on the Apologetics Press Web site for discussion about how Paul’s sincerity did not save him prior to obeying God.

4. The members of the council who were Sadducees became angry with Paul when he tried to talk about the resurrection; their anger had nothing to do with the original charge against him (Acts 21:28). The Pharisees, who believed in the resurrection and life after death, decided Paul had done nothing wrong after all, and a violent argument began between the two groups. The Roman commander became afraid for Paul’s life and told his soldiers to take him into the barracks (some versions say “castle,” some say “fortress”) for protection.



NOTE: One commentator noted that Greeks reading this account would have regarded it as a comedy, “laughing at the ludicrous character of the situations. Disputes in courtrooms chaired by high officials rarely came to blows” in Greek courts. (*Bible Background* commentary, p. 392).

5. God spoke to Paul during the night to encourage him to “be of good cheer.” [“Be of good cheer” comes from the Greek verb meaning “to be courageous.”] God wanted Paul to know that he would not be harmed, but would be able to go on to Rome to continue preaching about Jesus. Meanwhile, 40 of the Jews who hated Paul had other ideas. They made plans to kill him. Paul’s nephew heard about their plans and went to warn his uncle in jail. Paul sent the **young man** to the commander of the soldiers guarding him, whose name was Claudius Lysias. He immediately started making preparations to take Paul from Jerusalem to Caesarea—“at the third hour of the night” (9:00 PM). The commander took the threat seriously enough to commit almost half of the soldiers assigned to the Fortress of Antonia to escort Paul on the 40-mile journey to Antipatris. The foot soldiers returned to Jerusalem, leaving Paul under the protection of 70 cavalymen for the remaining 20 miles to Caesarea, the capital of Judea.



NOTE: A centurion calls Paul’s nephew a “young man” according to virtually all translations (vs. 17). The underlying Greek word, *neanias*, means “youth, young man” from “about the 24th to the 40th year” (*A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, William F. Arndt and F. Wilbur Gingrich, 2nd edition, p. 534).

6. To explain why he was sending Paul to Caesarea, Claudius Lysias wrote a letter to the Roman governor there, Felix. When Paul finally arrived in Caesarea, Felix told Paul he would not hear his case until the Jewish leaders in Jerusalem had come to explain why they wanted Paul imprisoned and/or killed, i.e., to give their side of the story. He ordered that Paul be kept in “Herod’s Praetorium,” which was part of the palace in which Felix lived. [The palace had been built by Herod the Great but contained cells for prisoners. See also John 18:28 and Philippians 1:13.]
7. God had promised to protect Paul, and he used a young man in this case to do it. If Paul’s nephew had decided that he would do nothing, God would have kept His promise and protected Paul another way. But just think how awful the nephew would have felt if he knew his uncle Paul’s life was in danger and he did nothing to help!



HISTORICAL NOTE: Tiberius Antonius Felix, governor of Judea from A.D. 52-59/60, had once been a slave. His brother, a freed slave who was a friend of Emperor Claudius, helped Felix to also gain his freedom and to become a friend of the Emperor as well. Felix was not liked or respected by the Jews; both Jewish and Roman historians of that era recorded examples of his immoral and corrupt lifestyle. He was not from an aristocratic family, but all three of his wives were, including Drusilla, who was a Jewess.

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:

- “[Waiting to Kill Paul Coloring Sheet](#)” (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 22 provided in activity sheets)
- Play Bible Bowling to review this and previous lessons. Use plastic bowling pins purchased at a store or make your own using empty, plastic ½ gallon milk containers or coffee creamer containers. Spray paint them different colors, or put strips of different colored duct tape on each container. Line up the pins or bottles in a row, and let each child knock over one at a time. With each pin or bottle knocked over, each child is asked a question about this and previous lessons. If he/she answers the question correctly, he gets a sticker, etc. (See [N.T. 8 Review Questions](#) for example questions)
- Memory Game: Make pairs of cards using stickers, simple drawings (related to this lesson), lesson characters, or important words from this lesson on index cards or cards you have cut from card stock. Turn the cards over, making sure identical cards are not beside each other. [See DLTK-cards.com/memory/memory4.asp for suggestions and tips on memory games.]

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 22 provided in activity sheets)
- Play Bible Bowling to review this and previous lessons. Use plastic bowling pins purchased at a store or make your own using empty, plastic ½ gallon milk containers or coffee creamer containers. Spray paint them different colors, or put strips of different colored duct tape on each container. Line up the pins or bottles in a row, and let each child knock over one at a time. With each pin or bottle knocked over, each child is asked a question about this and previous lessons. If he/she answers the question correctly, he gets the number of points written on the pin/bottle. (See [N.T. 8 Review Questions](#) for example questions)
- Bible Bingo: Using words and names from Acts 23 and 24, make Bingo cards with four or five squares across and four or five squares down, depending on your class and how much time you have to play the game. The words in the blocks should be answers to review questions you have prepared.
- “[Waiting to Kill Paul Word Search](#)” (provided in activity sheets)

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 22 provided in activity sheets)
- Play Bible Bowling to review this and previous lessons. Use plastic bowling pins purchased at a store or make your own using empty, plastic ½ gallon milk containers or coffee creamer containers. Spray paint them different colors, or put strips of different colored duct tape on each container. Line up the pins or bottles in a row, and let each child knock over one at a time. With each pin or bottle knocked over, each child is asked a question about this and previous lessons. If he/she answers the question correctly, he gets the number of points written on the pin/bottle. (See [N.T. 8 Review Questions](#) for example questions)
- Bible Bingo: Using words and names from Acts 23 and 24, make Bingo cards with four or five squares across and four or five squares down, depending on your class and how much time you have to play the game. The words in the blocks should be answers to review questions you have prepared.
- “[Waiting to Kill Paul Word Search](#)” (provided in activity sheets)
- Have the children read Acts 23-24 (and 21-22 if they did not do so this quarter or in NT6). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Acts 21-24 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.

SONGS:

“BE STRONG AND COURAGEOUS”

Author: Keith Lancaster

(Tune: See Internet)

“DO NOT FEAR” ([Click to Hear](#))

Author: Lora Laycook

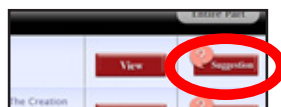
(Tune: “What a Friend We Have in Jesus”)

Do not fear for God is near us.
All the twinkling stars do say.

Do not fear for God is near us,
All the night and all the day.

He will ever be our Father,
And He'll care for us, we know;
If we'll do as He commands us,
He'll go with us where we go.

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



X-treme Charges Against Paul; X-cuses from Felix

Acts 24



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

WEDNESDAY EVENING

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 24

MEMORY WORK:

YOUNGER CHILDREN: "I have lived in all good conscience before God until this day" (Acts 23:1b).

OLDER CHILDREN: "Then Paul, looking earnestly at the council, said, 'Men and brethren, I have lived in all good conscience before God until this day'" (Acts 23:1).

Also help the children memorize the ABCs of Acts.

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

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PERSONAL APPLICATION:

YOUNGER CHILDREN: I can be a helper like Paul's nephew.

OLDER CHILDREN: I should be willing to do whatever I can to help others so that others will see my love for the Lord by my actions.

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.

YOUNGER CHILDREN: Review Paul's nephew's courageous actions, but also tell them a little about Felix—a powerful man who wanted to have his power, money, and position more than he wanted to do what was right. In our ABCs of Acts, chapter 24 corresponds with "X" which stands for X-treme charges against Paul and X-cuses from Felix.

OLDER CHILDREN: Review Sunday morning's lesson. Talk more about the kind of man Felix was (according to the New Testament and historical accounts), as well as what Felix could have, and should have, done. Acts 24 tells us that X is for X-treme charges against Paul and X-cuses from Felix.

POINTS TO EMPHASIZE:

1. Paul was in jail for five days before the high priest, Ananias, and other Jewish leaders came to Caesarea from Jerusalem. A well-known orator named Tertullus came with them to try to convince Felix that Paul needed to be locked up for good or killed. (Tertullus was acting somewhat like a prosecuting attorney).
2. Tertullus was allowed to explain the charges against Paul first. There were three basic charges: treason against the Roman government (supposedly causing riots throughout the empire), religious heresy (supposedly speaking against the Law of Moses), and desecrating (polluting, abusing) the Temple by bringing a Gentile into the outer courts of the Temple. Tertullus called Paul a leader of "the sect of the Nazarenes," a term meant to insult Paul and make Felix think of him as a rebel and a troublemaker.
3. After Tertullus spoke, Governor Felix gave Paul an opportunity to speak for himself. Paul explained what he had actually done and gave the reasons for his actions. What he had done (teaching about Jesus) was not a crime, but was simply irritating to the Jewish leaders. Nor were his actions contrary to the Law of Moses. He told Felix that he had not caused the riot; the Jewish leaders who did not agree with what Paul said about the resurrection had caused the riot! There were no eyewitnesses to verify either Tertullus' speech or Paul's, so Felix said that he could not make a decision on Paul's case until the Roman commander Lysias came to Caesarea to tell what he saw.

4. Felix knew enough about “the Way” (another name for those who followed the teachings of Jesus Christ) that he undoubtedly realized that Paul and other Christians were not just another branch of Judaism—nor were they a group of people who would actually cause trouble for the Roman government. He allowed Paul to have some freedom, as well as to have visitors. “Some days” later, Felix sent for Paul. He and his wife Drusilla listened to Paul’s message about Jesus and the life changes required to follow Him (repentance). When Felix realized the many changes he would have to make in his life, he sent the apostle away until he had a “more convenient time [season]” (vs. 25). Felix was very disturbed by Paul’s message, but he also hoped he would receive bribes from Paul’s friends who wanted him released from jail. For two long years, he kept Paul in custody “to do the Jews a favor” (Acts 24:27).



HISTORICAL NOTE: Drusilla was probably only about 20 years old at this time. She was the sister of Herod Agrippa II and the youngest daughter of Herod Agrippa I. She had married the king of a small region of Syria, but Felix convinced her to marry him and divorce the king when she was only 16 years old. Drusilla knew about Christianity because (1) she was the great granddaughter of Herod the Great who tried to kill baby Jesus; (2) she was the great-niece of Herod who killed John the Baptizer; and (3) her father ordered the apostle James killed.

5. Felix made excuses for not being willing to accept Paul’s teachings. He would have to give up too many things in his life (including his wife) if he decided to become a Christian. “Felix wanted to talk about a payoff; Paul wanted to talk about righteousness” (*Nelson Study Bible*, p. 1868). Paul’s nephew was brave enough to tell the Roman soldiers about the plot on Paul’s life; his actions saved Paul. But Felix, a grown man who had made many mistakes in his life, was not brave enough to do what was right and change his life. (Discuss examples of athletes, actors, etc., who “have everything” but are not willing to do what is right.)

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):

- See Sunday morning’s lesson.

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