

# Ephesus

## Lesson Objectives

- The students will state two reactions the people of Ephesus had to Paul's preaching.
- The students will state one reason why some people reject God.
- The students will name a godly response to negative peer pressure.

## Lesson Text

Acts 19

## Scripture Memory Verse

Live such good lives among the pagans that, though they accuse you of doing wrong, they may see your good deeds and glorify God on the day he visits us.

*1 Peter 2:12*

## Lesson Plan

Greeting and Registration

Preclass Activity: Ephesian Bonfire

Welcome and Singing

Centers:

Bible Story: Fired Up in Ephesus

Craft: The Ephesus Report

Scripture Memory: The Audition

NOTE: Allow time for a snack.



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# Ephesus

## Ephesian Bonfire

The students will preview today's lesson as they make items that will be used during the Bible Story.

### Materials

*For each student:*

- construction paper: brown, white, red, yellow, orange
- cardboard tube, about 11"
- glue stick
- tape
- yarn
- crayons or markers

*For the teacher:*

- large, shallow box (suggest box for a case of soda)

### Preparation

Prepare the samples of a log, scroll and flame to show the students.

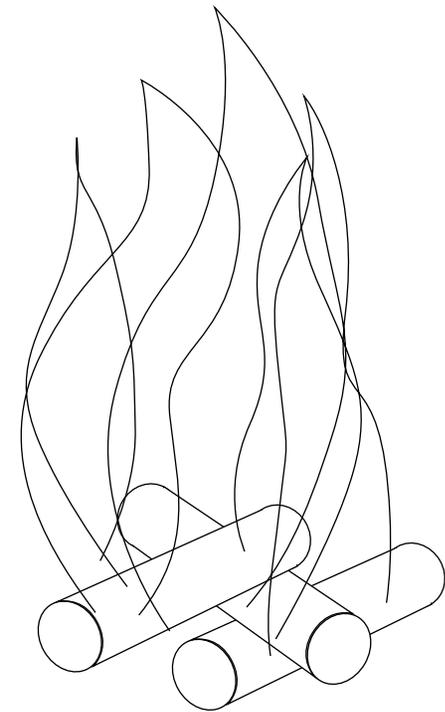
### Instructions

1. Greet the students as they arrive. Explain that in today's lesson they will learn about Paul's missionary journey and exciting adventures in Ephesus. Explain that in this activity they will be making props for a bonfire that will be used in the Bible Story. Show the samples you prepared.
2. Distribute materials to the students. Encourage them to work together to make at least one of each item, using the following instructions:
  - A. To make the log: have the students use black or brown crayon to draw bark on some brown paper. Then have them use the glue stick to cover the cardboard tube with the brown paper "bark."
  - B. To make the scroll: have the students write out "Acts 19:19" on a white piece of paper and roll it up and tie it with a piece of yarn.
  - C. To make the flames: have the students cut out flame shapes from the red, orange and yellow paper.

3. Collect the logs as the students finish and arrange them in the box as for a bonfire. Collect and layer the scrolls and flames to give the effect of a fire.
4. When the bonfire is completed, give it to the Bible Story teacher.

### Teacher Tips

- Encourage each student to make as many of each item as time permits.
- Prepare a few extra logs.



# Ephesus

## Fired Up in Ephesus

The students will participate in the story of Paul in Ephesus.

### Materials

*For each student:*

- 1 envelope

*For the teacher:*

- bonfire from Preclass Activity
- 4 sheets of poster board, 8" x 11"
- marker
- scissors

*Reproducible Pages:*

- Page A, 1 copy for each student

### Preparation

1. Using your copy of Reproducible Page A as a guide, write one of each phrase onto the poster boards. These will be your cue cards for the story.
2. Cut out each phrase from the copies of Reproducible Page A and place in an envelope for each student.
3. Place the bonfire in the middle of your story area.
4. Practice reading the Bible Story with lots of expression, using your cue cards.

### Introducing the Bible Story

Have the students sit in a circle around the bonfire. Have them open their Bibles to Acts 19. Explain that today's Bible Story about Paul's missionary journey to Ephesus is found in Acts 19. Tell the students that throughout today's story, they will hold up cards to show their response to the things that happened to Paul on this journey.

Show the students the cue cards you prepared and the envelopes. Tell the students that as you tell the story, you will stop and let them hold up the words that they think best fit the situation. Then you will hold up the answer and they can compare the words they are holding to yours.

Distribute the envelopes. Hold up each of your papers and have the students hold up each of their matching words with you. Read each one out loud to the group with expression.

### Presenting the Bible Story

The following is taken from Acts 19. Directions have been added for the cue cards.

While Apollos was at Corinth, Paul took the road inland and arrived at Ephesus. There he found some disciples and asked them, "Did you receive the Holy Spirit when you believed?"

They answered, "No, we have not even heard that there is a Holy Spirit."

(Stop for students' response. Show cue card: UH, OH!)

So Paul asked, "Then what baptism did you receive?"

"John's baptism," they replied.

Paul said, "John's baptism was a baptism of repentance. He told the people to believe in the one coming after him, that is, in Jesus." On hearing this, they were baptized into the name of the Lord Jesus. (Stop for students' response. Show cue card: AMEN!)

When Paul placed his hands on them, the Holy Spirit came on them, and they spoke in tongues and prophesied. There were about twelve men in all.

Paul entered the synagogue and taught boldly there for three months, preaching about the kingdom of God. But some of them became stubborn; they refused to believe and publicly spoke against Paul's teachings. (Stop for students' response. Show cue card: WATCH OUT, PAUL!)

So Paul left them. He took the disciples with him and had discussions daily in the lecture hall of Tyrannus. This went on for two years, so that all the Jews and Greeks who lived in the province of Asia heard the word of the Lord. (Stop for students' response. Show cue cards: WOW! and AMEN!)

God did extraordinary miracles through Paul, so that even handkerchiefs and aprons that had touched him were taken to the sick, and their illnesses were cured and the evil spirits left them. (Stop for students' response. Show cue card: WOW!)

Now some other people saw Paul do this and tried it themselves. There were some Jews, called the seven sons of Sceva, who wanted to try and drive out evil spirits in the name of the Lord Jesus. Sceva was a Jewish priest. His sons said, "In the name of Jesus, who Paul preaches, I com-



**3rd and 4th Grades**

# Ephesus

mand you to come out.” One day, the evil spirit answered them, “Jesus I know, and I know about Paul, but who are you?” Then the man who had the evil spirit jumped on them and overpowered them all. He gave them such a beating that they ran out of the house naked and bleeding. (Stop for students’ response. Show cue card: WOW!)

Jews and Greeks who heard of this began to hold the name of the Lord Jesus in high honor. Many of those who believed came forward and confessed and repented of their evil deeds. (Stop for students’ response. Show cue card: AMEN!) A number who had practiced sorcery brought their scrolls together and burned them publicly. When they calculated the value of the scrolls, the total came to fifty thousand drachmas, which would be over 2 million dollars today! (Stop for students’ response. Show cue card: WOW!) It was like a large bonfire. Many scrolls were burned! Many more were burned than our bonfire here. In this way the word of the Lord spread widely and grew in power.

About that time there arose a great disturbance about Paul’s message. (Stop for students’ response. Show cue card: UH, OH!) A silversmith named Demetrius brought in a lot of business for the men who made silver shrines of Artemis, the false goddess of Ephesus. He called the craftsmen together and told them that because of Paul’s message they were in danger of losing all their business. (Stop for students’ response. Show cue card: WATCH OUT, PAUL!)

When they heard this, they were furious and began shouting: “Great is Artemis of the Ephesians!” The whole city was in an uproar. The people seized some disciples and rushed into the theater. Paul wanted to speak to the crowd, but the disciples would not let him for fear that he would be killed. Even some of the government officials who were friends of Paul begged him not to go in. (Stop for students’ response. Show cue card: WATCH OUT, PAUL!)

The assembly was in confusion: Some were shouting one thing, some another. For about two hours the crowd shouted all together, “Great is Artemis of the Ephesians!” (Stop for students’ response. Show cue card: WOW!)

Finally, the city clerk quieted the crowd. He told them not to do anything rash. He reminded them that the disciples did not do anything wrong. (Stop for students’ response. Show cue card: AMEN!) The clerk told them that if Demetrius and the other craftsmen had a problem with Paul, they should settle it in the court. He warned the crowd they were in danger of being charged with rioting. He dis-

missed the assembly and everyone went home. After this, Paul met with the disciples and encouraged them and then set off for Macedonia. (Stop for students’ response. Show cue card: WOW!)

### Sharing with Others

*What do you think was the most amazing event that happened to Paul in Ephesus? What are some of the ways people responded to Paul’s preaching? The time that Paul spent in Ephesus was very exciting. Many people believed even though difficult things happened. Name one person with whom you can share this exciting story. Close with a prayer thanking God for Paul’s great impact in Ephesus.*

### Teacher Tips

- Encourage the students to pray to have a strong faith like Paul’s.
- Allow some flexibility in the students’ responses. More than one answer may be suitable.
- Save the logs and flames to use again for the “campfire” prop in Unit 18 Lesson 7 Bible Story.



**3rd and 4th Grades**

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# Ephesus

## The Ephesus Report

The students will make book reports on what happened in Ephesus.

### Materials

For each student:

- 1 piece of construction paper, 9" x 12"
- markers, crayons or colored pencils
- scissors
- glue stick

Reproducible Pages:

- Page B, 1 copy for each student

### Preparation

Make a sample of the report to show the students.

### Instructions

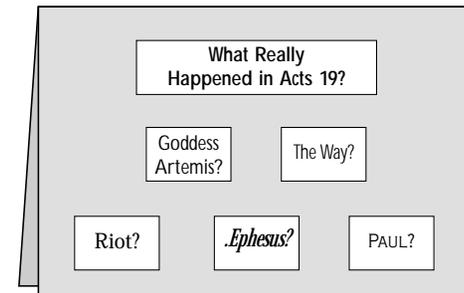
1. Introduce today's activity: *In today's lesson you will be learning about Paul's travels to a city named Ephesus. You will be making a report of what happened there. Show them your report including the cover and the article inside it.*
2. Distribute the construction paper. Have the students fold the paper in half horizontally.
3. Distribute the scissors and the copies of Reproducible Page B. Have the students cut out the article and glue it inside their report. See Figure A.
4. Distribute the crayons. Have the students color in the key words and the main headline. Have them cut these out and glue them to the cover of their reports. See Figure B.
5. Have the students write their names on the back of their covers.

### Conclusion

If time permits, have the students read the article to themselves. Close with a prayer for the students to respond positively to God's word.

### Teacher Tips

- As an added challenge, have the students find the key words in the article and circle them.



# Ephesus

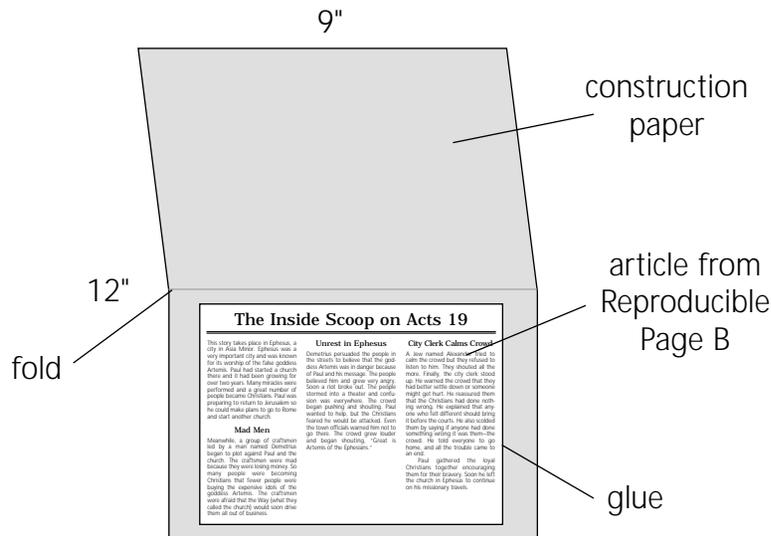


Figure A

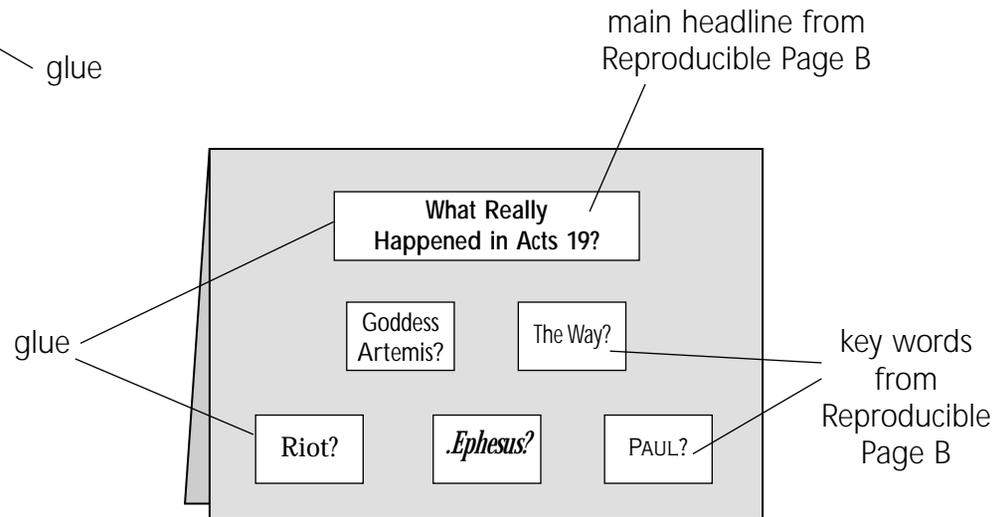


Figure B

# Ephesus

## The Audition

The students will learn and memorize today's Scripture Memory Verse as they "audition" for a preaching position.

### Scripture Memory Verse

Live such good lives among the pagans that, though they accuse you of doing wrong, they may see your good deeds and glorify God on the day he visits us.

1 Peter 2:12

### Materials

For the teacher:

- a container
- scissors

Reproducible Pages:

- Page C, 1 copy for the teacher

### Preparation

1. Cut out the small strips from your copy of Reproducible Page C. Fold them and place them in the container.
2. Practice leading this activity.

### Instructions

1. Introduce today's activity: *In your Bible Story this week, you are learning about Paul's exciting trip to Ephesus. The entire city was in an uproar and rioted for hours—all because of Paul's message about Jesus. But even though the people accused Paul of wrongdoing, the clerk reminded the people that the disciples had done nothing wrong! Today's Scripture Memory Verse says that we should live such good lives, that even though people accuse us of doing wrong, they can still see our godly lives.*
2. Show the students the Scripture Memory Verse on the back of this Lesson Card. Say it to them three times as they follow along. Ask them to say it together with you three more times.
3. Tell the students that Peter wrote this verse in his first letter. Explain that it describes what happened to Paul and also happens to many other disciples even today. Ask the students if they know the meaning of the following words: pagan, accuse, good deeds. Explain these words so that the students will have a better understanding of the verse.

4. Tell the students that they are going to participate in an audition. Explain that an audition is when you try out for a part in a play or a production. Tell the students that they are going to audition to be Paul. They will say today's verse as if they were Paul. Explain that they will audition first as a group, then in pairs, and lastly by themselves. Tell the students that they can use body or facial gestures to add to the feeling and expression of the verse.
5. Show the students the container with the papers you prepared. Explain that each time they will say the verse as described on the paper. Take out one piece of paper and demonstrate it for the students and then return it to the container.
6. Have the students stand in a circle. Standing in the center, pull out a piece of paper and read it to the students. Tell the students to say the Scripture Memory Verse all together as a group in the way described. Do this as a group for three more slips of paper.
7. Divide the students into pairs. Pull out a piece of paper and have each pair take turns coming into the center and saying the Scripture Memory Verse to the group as described on their paper. Do this for two more slips of paper.
8. Now tell the students that they will audition individually. Take out one slip of paper and have each student take a turn coming into the center of the circle and saying the verse as described. Do this for the remaining slips of paper.

### Conclusion

Ask the students how they feel when someone falsely accuses them of doing something wrong. Explain that even when we try to do what is right in God's eyes, some people will accuse us of doing wrong. Encourage them that God is glorified when we do what pleases him. Close with a prayer asking God to help us live godly lives.

### Teacher Tips

- Make sure that the students say the scripture reference as part of the verse.
- Practice saying the verse using all the ways described on your copy of Reproducible Page C.



3rd and 4th Grades

Live such good lives among the pagans that, though they accuse you of doing wrong, they may see your good deeds and glorify God on the day he visits us.

1 Peter 2:12

**Lesson Objectives**

- The students will state two reactions the people of Ephesus had to Paul's preaching.
- The students will state one reason why some people reject God.
- The students will name a godly response to negative peer pressure.

**Lesson Text**

Acts 19

**Scripture Memory Verse**

Live such good lives among the pagans that, though they accuse you of doing wrong, they may see your good deeds and glorify God on the day he visits us.

1 Peter 2:12

**Lesson Plan**

Greeting and Registration

Preclass Activity: Ephesus Crossing

Welcome and Singing

Centers:

Life Application: Stand and Deliver

Game: Adventures in Ephesus

Bible Skills: Places in Time (Part 5)

NOTE: Allow time for a snack.

**Ephesus Crossing**

The students will review this week's lesson as they complete this crossword puzzle.

**Materials**

For each student:

- pencil

Reproducible Pages:

- Page D, 1 copy for each student

**Preparation**

Complete the activity on your copy of Reproducible Page D.

**Instructions**

1. Greet the students as they arrive. Remind them that they are learning about Paul's missionary adventures in Ephesus. Tell them that they will review their Bible Story about Paul in Ephesus as they do a crossword puzzle.
2. Tell the students to find a partner and open their Bibles to Acts 19. Distribute the copies of Reproducible Page D and pencils to the students.
3. Circulate among the students to offer help and encouragement. Check their answers with the Answer Key.

**Answer Key****Across**

1. Ephesus 3. synagogue 4. Tyrannus  
5. miracles 8. idol 11. riot

**Down**

2. Holy Spirit 6. Sceva 7. evil 10. honor  
12. burned

**Teacher Tips**

- Encourage the students who did not hear this week's Bible Story to read Acts 19 first before doing the crossword puzzle. Help these students find a partner who did hear the Bible Story.

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## Stand and Deliver

The students will review Paul's response to negative peer pressure.

### Materials

*For the teacher:*

- large writing surface
- marker
- masking tape

### Preparation

1. Neatly print on the large writing surface:  $2 + 2 = \underline{\hspace{2cm}}$ .
2. Read Acts 19 to review the events of this week's Bible Story.
3. Practice presenting this activity.

### Reviewing the Bible Story

Open your Bibles to Acts 19. *This week you learned about Paul's adventures in Ephesus. When he first arrived there he taught the twelve men who only knew about John the Baptist's baptism, and not about being baptized into the name of the Lord Jesus. When the Jews there refused to believe and publicly criticized Paul's teachings, Paul did not give up. He went to teach the Gentiles—the people who were not Jews. Many Gentiles listened and believed. After a while, some of the craftsman who made shrines for the false goddess Artemis became upset with Paul because more and more people were turning away from Artemis to become Christians.*

*Demetrius pressured the craftsmen to riot. Paul could have felt pressured to stop preaching but he did not. He continued preaching! Paul was faced with an entire city who was angry with him.*

- *How do you think you would feel if everyone in your class plotted against you because of your faith in God? Would you still tell people about Jesus?*
- *How do you think you would feel if everyone in your school got together to have an assembly against you because of your faith in God? Would you still tell people about Jesus?*

### Life Application

Explain that today they will be having a short math lesson. Tell them that you will be presenting the results of some new research. Tell them that two plus two no longer equals four. Researchers say that that they believe that two plus two now equals five! Write "5" on

the large writing surface in the space after the equation. Ask the students if they agree with you. If not, ask them why? Try to persuade the students to accept this new finding, saying:

- *Researchers are very smart, so they must be right.*
- *What do you know? You're only in third or fourth grade.*
- *Well, I won't be your friend if you don't agree to this.*
- *Oh! It makes me feel so sad that you cannot see this!*
- *If you don't say "Two plus two equals five" then I'm going to tell everyone that you don't understand math.*

After each "pressure statement" let the students respond. After the pressure statements and the students' response, explain that you did this to demonstrate what happens with peer pressure. Assure them that you know that two plus two is four and change the equation on the large writing surface.

*How did you feel when I tried to put pressure on you to believe the answer was five?* (Take responses.)

Ask the students what are some situations where they are pressured to do something that they know is wrong. (lie, exclude others, steal, disobey, etc.) Ask them what are some godly responses they can have to resist peer pressure? (pray, leave the situation, tell their parents, talk with their teachers, come to Bible class to learn, study the Bible about what it says on the subject, etc.)

### Conclusion

Ask the students if they can think of any other people in the Bible who faced peer pressure and did not give in. (Daniel, Jeremiah, Ezekiel, etc.) Encourage the students to talk to their parents about how they can overcome peer pressure. Close with prayer asking God to give them strength to resist peer pressure and do what Jesus would want them to do.

### Teaching Tips

- Talk about how "peer pressure" from their friends in church can be positive if they are trying to help them do what would honor and please God.



**3rd and 4th Grades**



## Adventures in Ephesus

The students will review key words from this week's Bible Story as they play this variation of Bingo.

### Materials

*For each student:*

- 9 small, flat objects (e.g., pennies, buttons, etc.)
- pencil

*For the teacher:*

- large writing surface

*Reproducible Pages:*

- Page E, 1 copy for each student



### Preparation

Neatly print the following words on the large writing surface: Ephesus, shrines, fear of losing business, riot, synagogue, miracles, seven sons of Sceva, beat them, honor.



### Instructions

1. Introduce today's activity: *In your Bible Story this week, you learned about the adventures of Paul while he was at Ephesus. Paul taught the good news of Jesus to many people and he received many different responses. Some people were very eager to learn and become disciples. Others were amazed by the powerful miracles that he did. And others were even afraid when they saw that the demons even knew who Paul was. But there were some who did not like Paul's message. One man named Demetrius spoke against Paul and upset the entire city—and a riot began! But God protected Paul, and in the end it was announced that Paul had done nothing wrong to deserve such treatment. Today we will play a game like Bingo to review the main ideas and events of this exciting story.*
2. Distribute the copies of Reproducible Page E and pencils to the students. Show the students the words on the large writing surface. Tell them to write each word or phrase in one of the spaces on their game card. They can put them in any space they wish. Point out that no two game cards should be alike.



3. When the students have finished writing, distribute the game pieces to each student. Explain that you will read nine questions from the back of this Lesson Card. They will place a marker on the square that has the correct answer to the question. The first student to get three in a row says "Amen!" and is the winner of that round.
4. Play as many rounds as time permits. Repeat the questions, changing the order in which you ask them. Suggest that the students trade their game cards with another student for even more variety.

### Conclusion

Ask the students how it makes them feel to know that an entire city was in a riotous uproar because of Paul's faith in God. Encourage them that God wants to use disciples to make a great impact on entire cities. Close with a prayer thanking God for the powerful message of Jesus.

### Teacher Tips

- Encourage the students not to make identical cards.
- If possible, provide small, simple prizes for the winners.

**Adventures in Ephesus**

## Questions and Answers

1. *In this week's lesson, Paul preached the gospel in this city. (Ephesus)*
2. *These are places where Paul often preached. (synagogues)*
3. *These are what God did through Paul. (miracles)*
4. *These men tried to cast out demons in Jesus' name, like Paul did. (seven sons of Sceva)*
5. *This is what the demon-possessed man did to the seven sons of Sceva? (beat them)*
6. *After seeing God's power, the people held the name of Jesus in high \_\_\_\_\_ . (honor)*
7. *The silversmiths and craftsmen made these so that the Ephesians could worship the goddess called Artemis. (shrines)*
8. *This is what Demetrius, the silversmith, caused among the entire city of Ephesus. (riot)*
9. *This is why Demetrius and the craftsman caused the riot. (fear of losing business)*

## Places in Time (Part 5)

The students will continue to work on a timeline of Paul's missionary journeys.

### Materials

*For each student:*

- colored pens or pencils

*For the teacher:*

- timelines from Unit 18 Lessons 1-4
- tape

*Reproducible Pages:*

- Page F, 1 copy for each student

### Preparation

1. Complete the activity on your copy of Reproducible Page F.
2. Tape your copy of Reproducible Page F to your existing timeline.

### Instructions

1. Introduce today's activity: *In this week's lesson you learned about Paul's travels to Ephesus. Paul stayed there for a while. He preached in the synagogue and in the lecture hall of Tyrannus. God worked many great miracles there through Paul. There was so much opposition to Paul's message that Demetrius, a silver-smith, caused a riot in the city! But God was with Paul and the disciples through all of it and in the end they were released and found innocent. In today's activity we are going to add some of these events to our timeline.*
2. Distribute the copies of Reproducible F and pencils to the students. Tell the students to open their Bible to Acts 19.
3. Ask the students to work in pairs to look up the first scripture reference on their timelines and raise their hands when they have found it.
4. Tell the students to find the phrase in the box that best fits the scripture reference and write it in the blank provided. Remind them to circle the two phrases that do not belong.

5. Continue until all the blanks are filled in. Use the Answer Key on the back of this Lesson Card to check the students' work. When the students have filled in all the blanks on their pages, have them color the pictures.
6. Distribute the previous timelines to the students. Have them tape today's timeline next to the one from the last lesson (Unit 18 Lesson 4). Then have the students review the events from the previous timelines.
7. Collect the folders to bring back for the next class.

### Conclusion

Ask the students what their favorite adventure of Paul has been and why. Point out that Paul's missionary journeys were filled with exciting people, places and events—as well as some difficult and painful persecution. Encourage the students that God wants disciples to be like Paul and stand strong in the good and exciting times as well as in times of opposition and persecution. Close with a prayer for the students to trust God in all circumstances.

### Teacher Tips

- If a student misses a class during this unit, save that week's timeline sheet for them and tape it to their timeline.
- Think of additional ways to make this activity interactive and fun for the students.

# Places in Time Answer Key

B  
I  
B  
L  
E  
S  
K  
I  
L  
S



Paul teaches about baptism.

**Acts 19:1-5**

Seven sons of Sceva are beaten up.

**Acts 19:16**

Demetrius causes a riot.

**Acts 19:23-29,40**

Paul teaches about baptism.  
 Three girls beat up Sceva.  
 Seven sons of Sceva are beaten up.

Paul studies with Demetrius.  
 Demetrius causes a riot.

Watch out,  
Paul!

Wow!

Amen!

Uh, oh!

# The Inside Scoop on Acts 19

This story takes place in Ephesus, a city in Asia Minor. Ephesus was a very important city and was known for its worship of the false goddess Artemis. Paul had started a church there and it had been growing for over two years. Many miracles were performed and a great number of people became Christians. Paul was preparing to return to Jerusalem so he could make plans to go to Rome and start another church.

## Mad Men

Meanwhile, a group of craftsmen led by a man named Demetrius began to plot against Paul and the church. The craftsmen were mad because they were losing money. So many people were becoming Christians that fewer people were buying the expensive idols of the goddess Artemis. The craftsmen were afraid that the Way (what they called the church) would soon drive them all out of business.

## Unrest in Ephesus

Demetrius persuaded the people in the streets to believe that the goddess Artemis was in danger because of Paul and his message. The people believed him and grew very angry. Soon a riot broke out. The people stormed into a theater and confusion was everywhere. The crowd began pushing and shouting. Paul wanted to help, but the Christians feared he would be attacked. Even the town officials warned him not to go there. The crowd grew louder and began shouting, "Great is Artemis of the Ephesians."

## City Clerk Calms Crowd

A Jew named Alexander tried to calm the crowd but they refused to listen to him. They shouted all the more. Finally, the city clerk stood up. He warned the crowd that they had better settle down or someone might get hurt. He reassured them that the Christians had done nothing wrong. He explained that anyone who felt different should bring it before the courts. He also scolded them by saying if anyone had done something wrong it was them—the crowd. He told everyone to go home, and all the trouble came to an end.

Paul gathered the loyal Christians together encouraging them for their bravery. Soon he left the church in Ephesus to continue on his missionary travels.

# What Really Happened in Acts 19?

main headline

key words

Goddess Artemis?

The Way?

Riot?

*Ephesus?*

PAUL?



3rd and 4th Grades

Say the verse as if teaching a class.



Say the verse as if preaching to a large crowd.



Say the verse boldly.



Say the verse as if giving a lecture.



Say the verse as if trying to persuade a crowd.



Say the verse as if speaking secretly.



Say the verse as if in a crowded room with lots of noise.



Say the verse as if defending yourself before a judge.



Say the verse as if facing your accuser.



Say the verse as if begging.



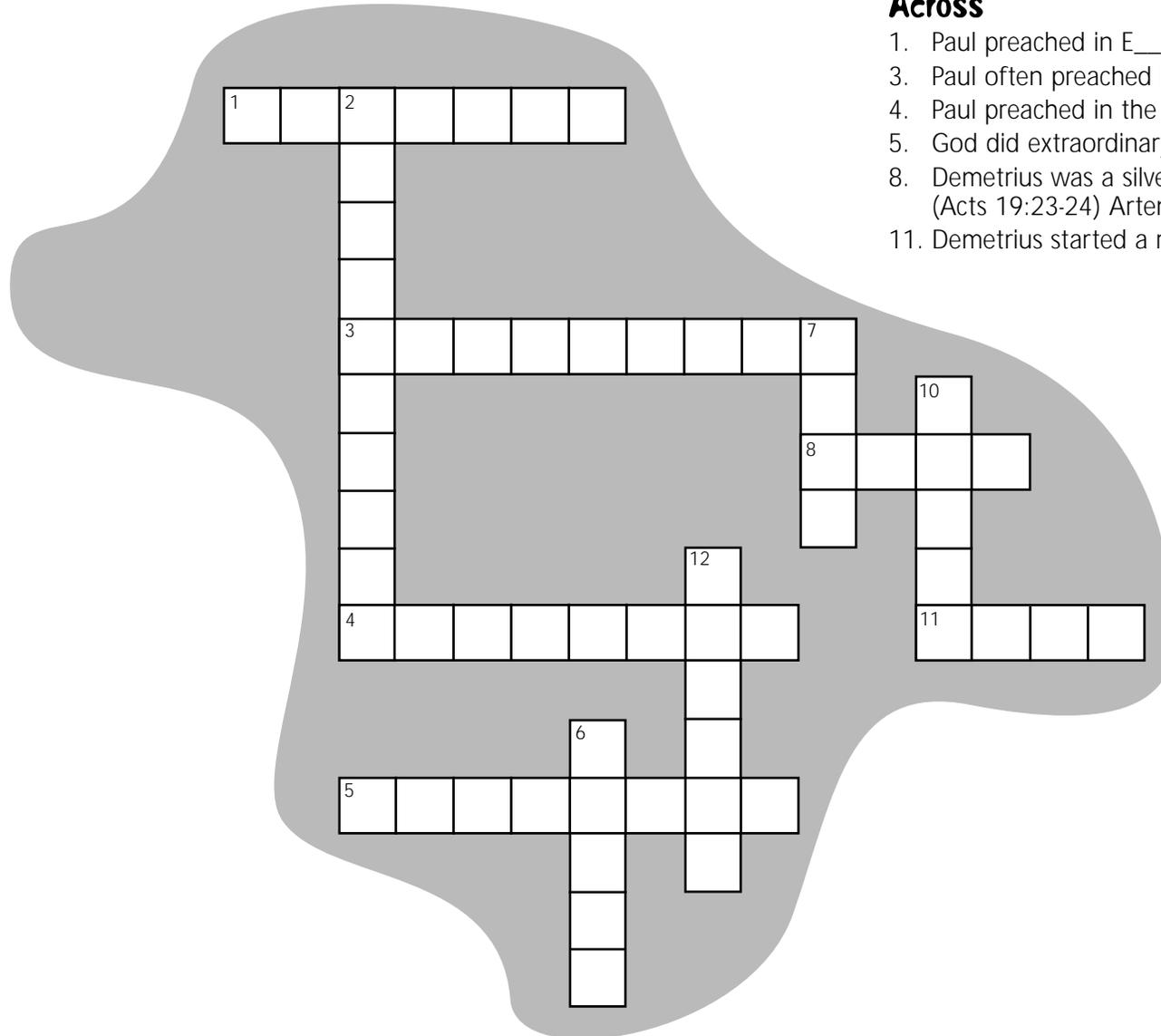
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***3rd and 4th Grades***

**Ephesus Crossing**

Name \_\_\_\_\_



**Across**

1. Paul preached in E\_\_\_\_\_. (Acts 19:1)
3. Paul often preached in the s\_\_\_\_\_. (Acts 19:8)
4. Paul preached in the hall of T\_\_\_\_\_. (Acts 19:9)
5. God did extraordinary m\_\_\_\_\_ through Paul. (Acts 19:11)
8. Demetrius was a silversmith who made shrines for Artemis. (Acts 19:23-24) Artemis was a false goddess—or an i\_\_\_\_\_.
11. Demetrius started a r\_\_\_\_\_ against Paul. (Acts 19:23-29,40)

**Down**

2. Some disciples did not know about the H\_\_\_\_\_ S\_\_\_\_\_. (Acts 19:2)
6. The seven sons of S\_\_\_\_\_ tried to cast out demons like Paul. (Acts 19:13-14)
7. A man with an e\_\_\_\_\_ spirit beat up the seven sons of Sceva. (Acts 19:16)
10. People saw the power of God and held the name of Jesus in high h\_\_\_\_\_. (Acts 19:17)
12. Many people repented and b\_\_\_\_\_ their scrolls of sorcery. (Acts 19:19)

# Adventures in Ephesus



3rd and 4th Grades

**Supplement/Bible Skills**

1 copy for each student

**Places in Time (Part 5)**

Directions: Look up the verse references below and select the phrases from the box that best describe the verses. Write them on the appropriate blanks on the timeline. Circle the phrases that do not belong.

Name \_\_\_\_\_



P

**Acts 19:1-5**

S

**Acts 19:16**

D

**Acts 19:23-29,40**

Paul teaches about baptism.  
Three girls beat up Sceva.  
Seven sons of Sceva are beaten up.

Paul studies with Demetrius.  
Demetrius causes a riot.