

WALKING IN TRUTH



SAMPLER

LESSONS 1 AND 17

TEACHER MANUAL | STUDENT WORKBOOK | STUDENT TEXT



The Christian Worldview

6

WALKING IN TRUTH



The Christian Worldview

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CURRICULUM OVERVIEW

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Introduction

Children’s beliefs and values develop early in life, and students bring these into the classroom. Foundational beliefs and values influence how students interpret the world and guide their actions. Walking in Truth is a unique curriculum designed to help students in sixth through eighth grades build foundational beliefs and values from a biblical perspective. In an age of competing worldviews, this curriculum will help middle school students formulate a biblical perspective of the world and then live accordingly. Walking in Truth incorporates worldview and Bible survey curricula in a way that cohesively presents and affirms the biblical truths of creation, the fall, and redemption. It also addresses three worldviews that compete with Christianity—Islam, naturalism, and new spirituality—so students may engage in evaluative and comparative studies of biblical and unbiblical worldviews.

Christian schools have a unique opportunity to model educational excellence, preparing students to enter society with a distinctly biblical worldview in which they integrate their faith with their academic knowledge. From this integrated approach, students are enabled to not only remain firm in their Christian faith but are also encouraged to make valuable contributions to society.

Summit Ministries

Established in 1962, Summit Ministries exists to train future Christian leaders to understand our times, faith, and culture and to know what it means to think and act like a Christian in every area of life. Summit Ministries is committed to developing curricula that will help students articulate and apply the biblical worldview. Key strategies in this battle for the mind are Building on the Rock (for elementary students); Walking in Truth (for middle-school students); and *Understanding the Times*, *Understanding the Faith*, and *Understanding the Culture* (for high school students and adults). The latter three texts examine 10 academic disciplines within a framework of six worldviews, including Marxism, secularism, postmodernism, new spirituality, Islam, and Christianity.

Design of Walking in Truth

The design and goals for Walking in Truth are based on the premise that no worldview curriculum can, or should, provide an exact model for Christian thinking and action. Rather, a worldview curriculum must present a framework of biblical truth and values, encourage students to reflect upon it, and provide opportunities for students to apply what they have learned. Ultimately, it is up to students to individually embrace biblical truth and to act upon it as they are enabled by the Holy Spirit. The goal of Walking in Truth is to prepare students to answer the big questions about God, the universe, people, truth, and right and wrong. Walking in Truth also equips students to identify the inherent contradictions and false ideas of unbiblical worldviews.

A common concern among many Christian school teachers is that after years of religious education, students neither understand the relationships between the Bible facts they have memorized, nor link those facts with a clearly defined worldview. Bible stories, such as Noah and the Ark, David and Goliath, and Daniel in the Lions’ Den, remain unrelated to the real-life issues students face. This situation creates a disjointed perspective, reinforcing a sacred-versus-secular dichotomy of thought. Walking in Truth is a correlated worldview and Bible survey course that examines the major themes and truths of Christianity within the framework of the Bible. The worldview component of the curriculum is designed to be taught during the first part of the school year, which is then followed by the Bible survey. The biblical truths and character traits presented in the Building on the Rock K–5 series are reviewed in the worldview section of Walking in Truth Grade 6, and are woven into the Bible survey sections of the Grade 6–8 curriculum.

From its founding in 1962, Summit Ministries has focused on applying Christianity’s essential doctrines to guide students to understand the times and know what our society ought to do.¹ Summit’s board of directors, employees, and volunteers seek to clearly state our faith as well as the convictions that flow from it.

Statement of Faith

As a Statement of Faith, **Summit** agrees with and holds to the Apostles’ Creed, an ancient profession affirmed by Jesus-followers for more than 1,500 years:

[We] **believe** in God, the Father almighty, creator of heaven and earth.

[We] **believe** in Jesus Christ, God’s only Son, our Lord, who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried; he descended to the dead. On the third day he rose again; he ascended into heaven, he is seated at the right hand of the Father, and he will come again to judge the living and the dead.

[We] **believe** in the Holy Spirit, the holy catholic [universal] church, the communion of saints, the forgiveness of sins, the resurrection of the body, and the life everlasting. AMEN.

Summit's Faith and Convictions

Statement of Convictions

As an outworking of this Statement of Faith, Summit agrees with and holds to certain convictions describing what we know to be true about the world:

God. *God, existing eternally in three persons, Father, Son, and Holy Spirit, is the source of all truth and he expresses his nature relationally.*ⁱⁱ God has revealed himself both in nature and through the Bible, the only inerrant, inspired, authoritative word of God.ⁱⁱⁱ This has implications for the institutions of church, family, commerce and government.^{iv}

Humanity. *All human beings bear God's image and are thus inherently valuable—beginning at conception—whether or not society regards them as healthy, productive, or useful.* As God's image-bearers, men and women of all races and nationalities have the capacity and the calling to steward creation, create economic and social value, pursue justice, stand against evil, and act in a transforming way in culture.^{vi}

Salvation. *Through sin humanity has departed from God's way, but through our Lord Jesus Christ God has made a way for us to be reconciled to him, to be transformed to understand and do his will, and to be ambassadors of his gospel.*^{vii} Further, God has instituted the church as a vital means by which his gospel would be proclaimed and practiced.

Society. *Citizens of the kingdom of heaven will always be the best citizens of the kingdom of man, because obeying God above all earthly powers is what best secures the blessings of liberty.* Government is God-ordained to punish evil and protect the good. When it oversteps its bounds by failing to recognize the value of each person, or by constraining conscience, or by calling good what God calls evil and calling evil what God calls good, we must call it to account.^{viii}

Marriage. *God made human beings male and female, equal in value but complementary in their relationship to one another (Genesis 1:26-27). Gender is not a mere social construction, but part of a loving Creator's design that is lived out in singlehood as well as in marriage, which we believe to have been created by God and intended for one man and one woman, for life (Genesis 2:18-25).*^{ix} Man/woman marriage is the only proper place for intimate sexual relationship, and it is the proper place in which to welcome children—by birth or adoption—as a blessing from God.^x As valuable as marriage is, though, we believe that only God can ultimately meet our need for intimacy, and that our identity is properly placed in Christ rather than in our marital status or our assessment of our feelings of sexual attraction.^{xi}

Stewardship. *Human beings were given charge over God's creation, and we take seriously our calling to care for it.*^{xii} We are called to bear God's image through creativity and industriousness.^{xiii} We support the principles of free exchange, respect for private property, and honesty as being means by which we best care for our planet, serve one another, and alleviate poverty and its effects.^{xiv}

We see these convictions as based on justified true beliefs describing the world as it actually is, not on mere opinion or upbringing. Thus, out of gratitude and commitment to our Lord, we will believe them, act upon them, and seek to persuade others.^{xv}

The following endnotes reference various chapters from the Understanding the Times book series to further illustrate and explain our convictions.

ⁱUnderstanding the Times, chapters 1 and 2.

ⁱⁱUnderstanding the Faith, chapter 4.

ⁱⁱⁱUnderstanding the Faith, chapter 3.

^{iv}Understanding the Times, chapter 15, and Understanding the Culture, chapter 12.

^vUnderstanding the Faith, chapters 5, 8, and 9, and Understanding the Culture, chapter 8.

^{vi}Understanding the Culture, chapters 15 and 16.

^{vii}Understanding the Faith, chapters 6 and 17.

^{viii}Understanding the Culture, chapter 13.

^{ix}Understanding the Culture, chapter 10.

^xUnderstanding the Times, chapter 13, and Understanding the Culture, chapter 10.

^{xi}Understanding the Culture, chapter 9.

^{xii}Understanding the Culture, chapter 11.

^{xiii}Understanding the Times, chapter 16, and Understanding the Culture, chapters 14.

^{xiv}Understanding the Times, chapter 16, and Understanding the Culture, chapters 17.

^{xv}Understanding the Culture, chapter 1.

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Scope and Sequence

Walking in Truth is built on the strong foundation of the worldview component from Summit’s elementary Bible series, Building on the Rock. The Walking in Truth series explores the big worldview questions about God, the universe, people, truth, and right and wrong. Students will first seek the answers to these questions through a biblical perspective. Then they will evaluate and critique how three competing worldviews—Islam, naturalism, and new spirituality—interpret these questions in relation to the Christian worldview. The Walking in Truth series culminates with a comprehensive Christian approach toward the disciplines of theology, philosophy, ethics, psychology, sociology, and biology. Students will be able to apply biblical principles to all aspects of their lives as they learn what it means to think, make decisions, and act in ways that glorify God and align to his Word.

	Grade 6 The Christian Worldview	Grade 7 Competing Worldviews	Grade 8 Christianity in Action
Worldview Focus	Christian answers to worldview questions about God, the universe, people, truth, and right and wrong	Evaluation, analysis, and critique of Islam, naturalism, and new spirituality in comparison with Christianity	Cultural engagement and life application of the Christian worldview within the disciplines of theology, philosophy, ethics, psychology, sociology, and biology
Bible Survey Themes	<p>The Acts of the Apostles</p> <ul style="list-style-type: none"> • The birth, early growth, and persecution of the church • Peter takes the gospel to the Gentiles • The spread of the gospel to Judea and Samaria • The spread of the gospel to Syria, Greece, and Turkey • The spread of the gospel to the ends of the earth • Paul’s arrest, trial, and journey to Rome 	<p>Romans, 1 and 2 Corinthians</p> <ul style="list-style-type: none"> • Sin, faith, and salvation • Free from sin, alive in Christ • Moral issues in the church • Worship, the Lord’s Supper, and spiritual gifts • The certainty of the resurrection • God’s ambassadors 	<p style="text-align: center;">Epistles</p> <ul style="list-style-type: none"> • Paul’s counsel to the churches • Mentoring a young pastor • The superiority of Christ • Faith lived out • Humility and hope • Love, faith, and the last days

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Using Walking in Truth

Materials and Components

Walking in Truth is created to guide students to the understanding that there is no difference between the secular and sacred—all truth is God’s truth. Its unique cross-curricular design integrates multiple subjects including mathematics, science, social studies, ethics, psychology, sociology, theology, art, and language arts. This enables students to practice critical thinking and collaborative skills as well as to gain the understanding that knowledge is interdependent and connected rather than a set of individual, isolated subjects.

Each grade level of Walking in Truth includes a teacher manual, student textbook, full-color student workbook, blackline masters and presentation slides. The House of Truth model that was constructed in Building on the Rock is not used in Walking in Truth. However, the 20 biblical truths and 20 character traits that make up the House of Truth are reviewed in Grade 6.

The Teacher Manual (TM) is divided into two sections—Worldview and Bible Survey. The number and length of the Worldview and Bible Survey lessons vary within each grade level, however, there is always a total of 136 daily lessons. This format accommodates those schools that hold weekly chapel services in lieu of Bible class. Enrichment activities are provided to enhance student learning, provide additional content, or extra lessons. The Worldview section builds on the foundational truths from Summit’s elementary series called *Building on the Rock*.

The Bible Survey section covers specific books of the New Testament with different themes each year. Both Worldview and Bible Survey sections are divided into units, each beginning with a unit divider page, followed by a lesson preparation page, which includes an overview of the lesson, a complete list of the supplemental materials required for the lesson, the lesson objectives, and a planning ahead sidebar, which lists the materials to be obtained in advance.

The subsequent pages for each lesson include sidebars for the memory verse, key terms, preparation, enrichment activities, and pertinent topic comments. Each lesson is divided into daily teaching, which can be identified by an orange rectangle with the number of each day (e.g. Day 1), and the student textbook and student workbook pages to be covered on that day. Each lesson begins with a section called *Getting Started*, followed by several Topics that flesh out the lesson content. Lesson backgrounds are provided for each topic, as well as instructional cues for the teacher and suggested discussion questions that you can choose from to create engaging dialogue. The last day of each lesson allows for reviewing the material and administering the student performance assessment. Student Workbook answers are shown on reduced-size images at the back of each main lesson in the Teacher Manual.

The Student Textbook (ST) is a hardbound book which provides the course content for students. The Student Textbook can be read aloud in class or you can assign the reading the night before. Unless otherwise specified, all Scripture is taken from the New Living Translation® (NLT®) version. A list of the 20 Biblical Truths is found at the back of the textbook.

The Student Workbook (SW) is a full-color workbook with perforated pages designed for students to complete and turn in for assessment. Daily lessons have a corresponding two-page student workbook assignment. Students will often have to use their Student Textbook or read from their Bible to complete the exercises.

Blackline masters (BLMs) are available online (see the back cover of this manual for the web address, username, and password). These materials serve a variety of purposes; some have cooperative-learning activities and games, such as debates, plays, or a mock trial; while others are enriched student learning and assessment tools. Tests are provided at the end of each lesson. Presentation slides (PSs) are also available on the Summit website. Presentation slides are full-color visual aids used to enhance instruction and can be displayed using a computer, an LCD projector, or on an overhead projector.

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How to Teach a Lesson

1 The number 5 tells you that this is Lesson 5.

2 The memory verse is shown on the first day of the lesson, but it may be introduced on a different day. You can use the Bible version approved by your school for the memory verse.

3 Key terms are listed on the first day of the lesson, but may be introduced in later lessons.

4 Preparation **P** identifies what you need in order to prepare for class. A **P** icon will be located by the Instruction section whenever preparation is needed.

5 The orange horizontal bar tells you that it is Day 1 and you will be using Student Textbook pages 48–51 and Student Workbook pages 35–36.

5

1 The Biblical View of Truth

5

Day 1

Student Text pp. 48–51 Student Workbook pp. 35–36

Getting Started—The House of Truth as a Worldview Model

6 Lesson Background

In Lesson 4, we discussed the House of Truth as a visual model of God’s great story. In Lesson 5 we will see how the parts of the model—the Rock of Truth, the Foundation of Wisdom, the four walls of relationships, and the Roof of Character—represent the major categories of beliefs inherent in all worldviews. The foundation includes essential beliefs related to God and truth (God is Truth). The four walls include beliefs related to God, the universe, and people. The roof represents beliefs about right and wrong—values or behaviors that people manifest in response to their deeply held beliefs about truth, God, the universe, and people. The House of Truth represents the biblical worldview. This discussion will also provide the framework for future lessons exploring, contrasting, and evaluating the worldviews of Islam, naturalism, and new spirituality.

7 Instruction

- 1** Display **PS 5.1A What Is a Worldview?** Ask students which picture best represents the concept of a worldview and why. Note that a virtual reality headset depicts a world, but one that is wholly imaginary. A view of the earth from space is a view of the world, but this is not equivalent to a worldview. A view of a world in miniature does not depict the real world. The picture that best represents the concept of a worldview, the set of beliefs through which you view and interpret life and the world, is the one with the tinted glasses. However, tinted glasses still do not represent the truth about the real world.
- 2** Read *What You Learned So Far* in *Getting Started* (ST page 48).

Discussion Questions

- What is a monotheistic worldview? A naturalistic worldview? The new spirituality worldview?
- What do we mean when we say our lives are like a book?
- What determines how we write the stories of our lives?
- Within whose great story do we live and write the stories of our lives?
- What does God’s great story tell us about truth? About God?

- 3** Read *The House of Truth as a Model of the Biblical Worldview* (ST pages 48–49).

Discussion Questions

- What five categories of beliefs are part of all worldviews?
- As we begin to examine the biblical worldview, where must we begin? Why?
- What beliefs does the foundation of the House of Truth represent?
- What beliefs do the four walls represent?
- What beliefs does the roof represent?

2 MEMORY VERSE

Psalm 86:11

3 KEY TERMS

- truth
- revelation
- inspiration
- illumination

4 PREPARATION **P**

- **Day 1:** Obtain a number cube for each group of four or five students. (*Topic 1: Instruction 5*)
- **Day 2:** Print a copy of **BLM 5.2A Comparing Scriptures** for each student. (*Topic 2: Instruction 4*)
- **Day 3:** Obtain items related to astronomy, such as a telescope, star charts, and images taken from the Hubble Space Telescope. (*Topic 3: Instruction 1*)
- **Days 3 and 5:** Obtain several pieces of artwork for display from a local artist who can visit your class on Day 5. Alternatively, obtain pictures of artwork and biographical information on an artist your students are not likely to know. Keep the list that students develop on Day 3 for use on Day 5. (*Topic 4: Instruction 2; Topic 5: Instruction 2*)
- **Day 6:** Write “Eight days later” on poster board. Select students to play the parts of the disciples, Jesus, Thomas, and a stagehand. Print **BLM 5.6A Thomas and Jesus** for each actor. (*Topic 6: Instruction 1*)

6 The Lesson Background offers a summary of each section students will read in the Student Textbook.

7 Instruction provides a systematic plan to present the lesson content. Discussion Questions are provided to create meaningful dialogue and assess students’ understanding.

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- 4 Explain that since worldviews are developed or built on what people believe is true, the study of each worldview in *Walking in Truth* begins with an examination of what people who hold that worldview believe about truth—what it is like, where it comes from, and how it can be known. Explain that each category of beliefs (about truth, God, the universe, people, and values) for each worldview will be compared with the truths of the Christian worldview represented by the House of Truth.

Topic 1—What Is Truth?

Lesson Background

Truth is that which agrees with and accurately describes and explains reality. We don't invent truth; rather, we discover it. We can discover much truth empirically through observation using our senses. That which we can repeatedly observe, measure, and calculate we esteem to be true. But our senses are not a foolproof method of knowing truth. They can deceive us, or we might not see all there is to see and thus come to untruthful conclusions.

We also discover much truth through reason. As rational creatures, we have the capacity to analyze, hypothesize, and learn truth that is not knowable through empirical evidence alone. But our reasoning does not always lead us to truth. As fallen creatures, we often construct concepts we think are true, but which in reality are only human constructs, not truth itself.

Truth known to us only through God's revelation of himself is explored in *Topic 2*.

Instruction

- 1 Write the following phrases on the board: *truth or dare, two truths and a lie, the moment of truth, truth serum, the whole truth*. Discuss their meanings. Allow students to share their thoughts about what they believe truth is.

Read the definition of *truth* (ST page 49). Discuss how it compares with students' previous answers. Then read *What Is Truth?* in *Topic 1*.

Discussion Questions

- Why is the statement about a blizzard occurring on a day when the temperature reaches 100°F not true?
 - Why is $2 + 2 = 5$ not true?
 - Why is it true that a shape cannot be both square and round at the same time?
 - Why is a shampoo advertisement promising a life of happiness for those who use it not true?
 - What makes a statement true? What makes a statement false?
- 2 Read the first two paragraphs of *How Do We Know Something Is True?* (ST page 50). Then make two statements that students can verify as true or false through their senses (hearing, seeing, tasting, smelling, touching). After each statement, call on a student to explain whether a statement is true or false and how he or she knows.

8

ENRICHMENT

- Take a short nature walk. Have students identify one or two aspects of nature they particularly enjoy. Have them share what these aspects of nature tell them about God.
- Obtain a copy of the Quran, a copy of the Hebrew Scriptures, and a copy of the Bible containing the Apocrypha. Have students compare these items to their own Bible.
- Have students research methods for making papyrus and parchment; have them experiment with papermaking techniques.
- Have students research major Old Testament messianic prophecies and their fulfillment in Jesus. Have them prepare a 3-column chart: Prophecy—OT References—NT Fulfillment References. Direct students to Bible reference materials in print or online.
- Show selected clips from *The Jesus Film* produced by Cru. Select scenes where Christ reveals and demonstrates God's truth and love.
- Read selected stories from the life of Christ that illustrate how Jesus revealed God's truth through his ministry and responded to people's needs. Have students select a class project that will allow them to demonstrate the truth of Christ's love to others.

8

Enrichment offers a variety of extra activities to enhance students' learning. All enrichment ideas are optional.

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9

On the third page of the lesson (not shown here) the Comments C sidebar offers additional information on certain Topics. A C icon will be located next to Topics with coordinating comments. On the remaining pages of the lesson you may use the Notes sidebars to write additional questions or helpful teaching hints of your own.

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Characteristics of a Worldview

Lesson 1

Overview

All people observe, interpret, and respond to life and the world based on deeply held beliefs or presuppositions. These beliefs are so internalized they are seldom thought about, much less analyzed. They are like eyeglasses in that they are seldom, if ever, thought about by those who wear them, yet they bring visual objects in the world into focus. In the same sense, our presuppositions interpret or bring the world into a particular focus. How we see or perceive the world in turn gives rise to our values and ultimately to our choices and actions.

The set of complex, deeply held (and diverse) beliefs by which people interpret life and the world and that in turn determines their behavior is called *a worldview*. When we observe cultures and human behaviors around the world we see that people do not all embrace the same worldview. People do not see the world and the various aspects of reality in the same way. People see life and the world differently because their deeply held beliefs or presuppositions are not all the same. Throughout the span of history, divergent and deeply held worldviews have led not only to diverse cultures, but also to cultural conflict between individuals and within and between nations.

Lesson 1 introduces students to the concept of worldview and the powerful role worldviews play in their lives. They will learn the essential questions all worldviews address and why truthful answers to these questions are of such vital importance. Throughout the lessons of Walking in Truth, students will explore the diversity of beliefs among the major and most influential worldviews. They will see that worldviews shape individual behaviors as well as the corporate behaviors of nations. In essence, they will come to understand that worldviews matter a great deal and that ideas do, indeed, have consequences.

Objectives

Students will be able to

- analyze how people’s visual perceptions differ in relation to the ways people perceive the meaning of life and the world.
- identify five major categories of questions people ask and the beliefs they hold in relation to those questions.
- discuss the major ways in which people acquire their worldviews.
- explain why worldviews are difficult to articulate and difficult to change.
- identify four major influences that consciously and unconsciously affect our worldview and give examples of each.

PLANNING AHEAD

For **Day 1**, you will need several pairs of plastic sunglasses with different colored lenses.

For **Day 3**, you will need 6 medium-sized bowls, 3 measuring cups, 3 sets of measuring spoons, 3 forks, plastic wrap, napkins, all-purpose flour, butter, brown sugar, vanilla, white sugar, baking soda, eggs, salt, and chocolate chips. Check **BLM 1.3A Recipes** for amounts of ingredients needed.

For **Day 4**, you will need the premade cookies, and a yellow pound cake or miniature cupcakes.

NOTES

See the inside back cover of this manual for instructions to download supplemental materials.

SUPPLEMENTAL MATERIALS

Blackline Masters

BLM 1.2A Seeing the World
BLM 1.2B Interpretations
BLM 1.3A Recipes
BLM Test 1

Student Workbook

SW 1.1 Getting Started
SW 1.2 Topics 1 and 2
SW 1.3 Topic 3
SW 1.4 Topics 4 and 5
SW 1.5 Topic 6

Presentation Slides

PS 1.1A Optical Illusions
PS 1.5A Influences

1 Characteristics of a Worldview

Day 1

Student Text pp. 1–4 Student Workbook pp. 1–2

MEMORY VERSE

Colossians 2:8

KEY TERMS

• worldview

PREPARATION P

- **Day 1:** Have several pairs of plastic sunglasses with different colored lenses ready to use. (*Getting Started: Instruction 5*)
- **Day 2:** Make four copies each of **BLMs 1.2A–B Seeing the World and Interpretations**. (*Topic 1: Instruction 2*)
- **Day 3:** Obtain 6 bowls, 3 measuring cups, 3 sets of measuring spoons, 3 forks, plastic wrap, napkins, all-purpose flour, butter, brown sugar, vanilla, white sugar, baking soda, eggs, salt, and chocolate chips. Check **BLM 1.3A Recipes** for amounts of ingredients. Make one copy of BLM 1.3A. Cut along the dotted lines. Keep the baking directions for yourself. The recipes will be given to student groups. (*Topic 3: Instruction 3*)
- **Day 4:** Bring the yellow pound cake or miniature cupcakes to class. (*Topic 4: Instruction 1*)
- **Day 4:** Have the baked cookies ready. (*Topic 4: Instruction 3*)

Getting Started—Looking at the World

Lesson Background

A common analogy for a worldview is a pair of glasses. People’s beliefs and presuppositions are like a pair of glasses through which they see life and the world. Their “belief glasses” help them make sense of life and the world and determine their behavior. Just as a correct lens prescription is essential to seeing the physical world clearly and navigating safely through it, so, too, correct beliefs about all aspects of reality are essential for understanding life and the world and responding correctly. Although people who wear only rose-colored glasses may insist on and defend their belief that everything in the world has a rosy tint, their perception of the colorful diversity of the world would be incorrect. And while people with less than 20/20 vision may insist on and defend their belief that the world is actually fuzzy, they, too, would be incorrect. In order to see the shapes and colors of the world correctly, people must have 20/20 vision and remove their tinted glasses.

Most people in all cultures see the physical world correctly. There is little argument that a banana is a banana and that its peel changes color when ripe. But people striving to make sense of the world and their lives probe more abstract questions about reality than what a banana looks like. They probe for answers to questions about God, the cosmos, humanity, truth, and moral and aesthetic values. They strive to understand how all dimensions of life and the cosmos and God (if they believe in God) interrelate. The core beliefs and presuppositions they come to hold deeply and usually unconsciously become the pair of glasses through which they interpret life and the world around them. How they interpret life and the world around them in turn determines their choices and resulting behaviors.

Instruction P

- 1 Direct students to turn to the Unit 1 divider page (ST page 1). Ascertain students’ understanding of the title by discussing the questions below.

Discussion Questions

- What kind of view of the world might the person in the picture have?
- Could another person standing on the same rock and looking in the same direction get a different view of the world? How?
- What kind of view might a person standing at the bottom of the rock and looking in the same direction have?
- Why can people looking in the same direction at the same world see it differently?
- What do you think a worldview is?

- 2 Explain that Unit 1 explores the answer to the last question. Have students turn to *Getting Started* (ST page 2) and read the first paragraph of *Optical Illusions*. Direct students to write down what they saw first.

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- 3 Read the second paragraph. Tally the class' responses to the first picture. Did everyone see a tree first? Or did everyone see the two faces first? Can students now see both? What had to happen before students could see both a tree and the two faces? Did someone have to help them see both?
- 4 Have students identify what they see first in Picture 2. Tally the class' responses. Finish reading *Optical Illusions* and discuss as needed. Display **PS 1.1A Optical Illusions** and challenge students to identify the different ways of seeing the images. The first image looks like a tree with an identical root system, but there are also two faces in it. In the second image, it is harder to see the two different views. In one view, the red squares look as if they are on the top of the cubes. But if you blink a few times and then start looking from the bottom of the image slowly toward the top, the red squares appear to be on the bottom of the cubes.
- 5 Read *A World of a Different Color*. Display the pairs of sunglasses with colored lenses. Allow students to try on different pairs and observe things inside the room and outside through the windows.

Discussion Questions

- Through which pair of glasses did you see things inside the room and outside as they really are?
- Which do you prefer—seeing the world through colored glasses or with clear glasses? Why?
- If a friend wore dark green sunglasses all the time, do you think you could convince him or her that the world was full of different colors? Why or why not?

- 6 Read *A World Out of Focus* (ST page 3).

Discussion Questions

- Would anyone who wears glasses like to share how you saw the world before you began wearing glasses or contacts and afterward?
- Do all people see everything in the world clearly in focus? Why not?
- What would have to happen so that all people in the world could see everything in it as clearly as it really is?

- 7 Read *Making Sense of Life and the World*. Before discussing the questions in each category, lead a discussion related to the five major categories of questions.

Discussion Questions

- Do you think most people agree or disagree about what they see when they look at the physical world? Why or why not?
- What five major categories of questions do all people ask as they try to make sense of life and the world?

ENRICHMENT

- Display several advertisements that promote various products. Have students identify what each ad is appealing to in order to sell the product. Have students identify values and attitudes portrayed in the ads. Have them give reasons for agreeing or disagreeing with the values and attitudes portrayed.
- Have students discuss the impact that television, films, websites, music, and various kinds of printed materials can have on their lives. Have them identify specific influences, such as sports teams, music groups, movies, and books, and share whether these influences have been positive or negative.
- Review and discuss the major categories of questions related to all worldviews. Have students identify how they have come to acquire the beliefs they hold in each category.

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COMMENTS **C**

- **Topic 2:** Cows roam the streets and villages of India because they are considered sinless and sacred. The highest Hindu god, Shiva, is believed to be present “spiritually” within cows. They are worshipped as a means to achieving human perfection and because they provide essential products (excluding meat) for life.
- **Topic 4:** Consider school policy and possible dietary restrictions of some students before using this demonstration. You might wish to find a gluten-free product.

- Do you think all people answer the questions in these five categories in the same way? Why or why not?

Choose and discuss as many questions from each of the five categories of questions as time allows. Have students listen to the responses of classmates in order to identify the spectrum of beliefs and understanding among them. Encourage students to raise other questions related to each category.

Explain that biblical and unbiblical answers to these questions will be explored throughout the units of study in *Walking in Truth*.

- 8 Read *Different Ways of Viewing the World*. Have them think about how they would answer the questions raised in the reading.

Discussion Questions

- What do we mean when we say that all people try to make sense of the world by looking at it through a pair of belief glasses?
- Do all people wear the same kind of belief glasses?
- If someone’s beliefs include the idea that God does not exist, how might they answer the questions “Where did the earth come from?”, “Where did I come from?”, and “Why am I here?”
- How would your answers to these three questions differ from those of someone who does not believe in God?
- How do you think the man in the picture on page 3 sees and understands life and the world?
- Do you think the way you see and interpret life and the world is correct? Why or why not?

- 9 Read *Exploring the World of Beliefs* (ST page 4). Discuss briefly.
- 10 Introduce **Colossians 2:8** as the memory verse and have students read and recite it.
- 11 Assign **SW 1.1 Getting Started** to be completed by students.

Day 2

Student Text pp. 4–5 Student Workbook pp. 3–4

Topic 1—What Is a Worldview?

Lesson Background

Beliefs give birth to behaviors. People’s beliefs are expressed in their individual choices and actions, which are collectively expressed as diverse global cultures and subcultures. Stated simply, beliefs have consequences. What and how people think determine how they perceive, develop, and live in the world around them. These are some of the things that make up a

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person's *worldview*, which is the term commonly used today to denote the set of beliefs that affect a person's behavior.

A worldview serves two primary functions in our life. First, our worldview provides the framework through which we interpret and describe the world around us. Second, based on our interpretation of life and the world, our worldview prescribes or determines our system of values and subsequently our behaviors. For example, if a person does not believe in God as Creator, he or she will necessarily have to conclude that the universe is essentially eternal or it is a cosmic accident. This latter belief, if adhered to honestly, must lead to the conclusion that people, likewise, are part of the cosmic accident. And because accidents have neither purpose nor value, the person (again, if he or she is honest) must reach the conclusion that neither people nor the world around them has value. Thus, without a belief in the value of life or the earth, this person may show little respect for either and may adopt a nihilistic view of all life, including his or her own. Interestingly, few people, including atheists, follow their presuppositions to such an ultimate conclusion. Nonetheless, ideas have consequences. Our worldview allows us to both interpret and assign value to life and the world and in turn prescribe our choices and behavior toward both.

Instruction P

- 1 Remind students of the optical illusion activity they completed in the *Getting Started* section. Invite students to share their thoughts about what a worldview is. Write their answers on the board. Have students create a concise definition and write it on the board.
- 2 Divide the class into four groups. Distribute one copy of **BLMs 1.2A–B Seeing the World and Interpretations** to each group. Direct students to observe the pictures and interpret how the people in each picture might view the world. Students should write their thoughts on BLM 1.2B. Have each group share what they wrote for each picture.
- 3 Have students turn to *Topic 1* (ST page 4) and read *Beliefs and Behavior*. Lead a discussion to help students understand that people's beliefs about the origin and nature of human life determine how they behave toward others.

Discussion Questions

- If the universe and human life on earth began from an accidental explosion, can there be a design and purpose for life? Why or why not?
- If human life resulted from an accident, can it have real value? Why or why not?
- If human life has no value, how might people behave toward others? Why?
- Do people sometimes value certain kinds of people more than others? If so, give examples.
- If everything in the universe was designed and created by God, do you think it has a purpose?
- If human life is created by God and has a purpose, do you think it has value? Why or why not?
- If human life has value, do you think all humans are equally valuable? Why?
- If all human life is valuable, how should people behave toward others?

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- In the picture, why do you think one person is helping the other person climb up the tree?
- How are this person's beliefs determining his behavior?
- Why do you think the four teens in the picture are whispering about the girl on the left?
- How are these people's beliefs determining their behavior?

- 4 Have students revise their definition of *worldview* based on the preceding discussion. Read *Defining a Worldview*. Have students compare their definition with the definition in the Student Textbook—the *set of beliefs people use to interpret life and the world and which guide their choices and behaviors*. The definition is displayed again after Topic 3.

Topic 2—What Kinds of Beliefs Are Included in a Worldview?

Lesson Background

It is essential to understand that by its very definition a worldview is an all-inclusive set of beliefs. It is a view toward every dimension of reality, including God, the universe, humanity, truth, and values. People who wear glasses never wear a different prescription to view the world differently on different days. Their lenses are ground to allow a clear and consistent perception of reality every day and for each event. However, just as some lenses, especially tinted ones, do not reveal a true view of the physical world, neither do all worldviews truthfully interpret the meaning of reality as evidenced by the diverse behaviors of individuals and cultures. Nevertheless, whether Hindu, atheist, or Christian, every worldview includes core beliefs related to God, the universe, humanity, truth, and values, and these beliefs prescribe choices and actions.

Instruction

- 1 Read *Topic 2* (ST pages 4–5). Ascertain students' understanding of the categories of beliefs common to all worldviews.

Discussion Questions

- What do we mean when we say worldviews are inclusive?
 - What five categories of beliefs do all worldviews include?
 - Would an atheist's worldview include beliefs in all five categories?
 - Would a Muslim's worldview include beliefs in all five categories?
- 2 Continue the discussion by asking students to share some of the diverse beliefs people with different worldviews hold in each of the five categories. Encourage students to recall behaviors or customs they have observed or are aware of through media in cultures, subcultures, and individuals. Examples include dress, worship, art, government, laws, festivals, and holidays. Have students identify specific worldview beliefs they think may contribute to, or influence, these diverse behaviors and customs.
- 3 Assign **SW 1.2 Topics 1 and 2** for students to complete.

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Day 3

Student Text pp. 5–6 Student Workbook pp. 5–6

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Topic 3—How Do We Develop or Acquire Our Worldview?

Lesson Background

Worldviews are formed unconsciously. Though they may be refined and even changed through deliberate study at some point in life, we acquire our beliefs beginning at birth by absorbing the culture into which we are born. This cultural absorption or enculturation occurs through observing the traditions and behaviors of our culture. It occurs through direct and indirect teaching of cultural norms and values by others we perceive to be authorities in our lives. As we grow older, our perceptions or beliefs about our culture may be shaped by personal study and exploration as we delve into the riches of literature, history, the arts, the sciences, philosophy, religion, and other fields of knowledge. And with mental maturity, our way of viewing and understanding life and the world is shaped through reason and even imagination as we consciously process the vast amounts of information we have absorbed over time. However, we're not consciously aware that we even have a worldview, much less of how we acquired it, until we systematically process and categorize what we believe about life and the world. In fact, we seldom think about what we believe is true and valuable until we encounter a different culture with different values and behaviors. When this happens, we may exhibit cultural pride or ethnocentrism, believing that our way of viewing life and the world is the most logical, and, therefore, the best.

Instruction **P**

- 1 Ask students how they think people develop their worldview. Write their responses on the board. Read *Topic 3* (ST pages 5–6) and compare their answers to what was just read.

Discussion Questions

- Do you remember your parents or someone close to you announcing, “Today you’re going to have your first worldview lesson”? Why not?
- How did you acquire your basic beliefs about God, the universe, people, truth, and right and wrong?
- What is an example of how someone might acquire a belief through observation? Through teaching? Through personal study? Through reasoning and imagination?

- 2 Challenge students to think about and share some of the beliefs they have come to hold through observation, teaching, personal study, and reasoning and imagination. Have them share why they think their beliefs are true. Use the discussion to ascertain the similarities and differences in students’ beliefs.

Explain that Unit 2, *The Biblical Christian Worldview*, will help them determine whether the core beliefs they have acquired are in harmony with the truths of God’s Word as revealed in Scripture.

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- 3 To set the stage for the topics discussed in Lesson 1.4, have students make cookies from a recipe that you will give to them. Have the utensils and ingredients displayed on a table. Divide the class into three groups. Give each group one of the recipes from **BLM 1.3A Recipes**. Have one student from each group collect the utensils and ingredients that are needed for their recipe. Then have students make the cookie recipe and cover the bowl with plastic wrap. Label the bowls *Recipe 1*, *Recipe 2*, or *Recipe 3*. Refrigerate the cookie mixture. Take the three cookie mixtures home and bake them on separate cookie sheets according to the instructions on BLM 1.3A. Each recipe will make only 12 cookies, which can be cut into halves or fourths, depending on the number of students in your class. Make sure to keep the cookies in labeled containers.
- 4 Assign **SW 1.3 Topic 3** for students to complete.

Day 4

Student Text pp. 6–9 Student Workbook pp. 7–8

Topic 4—Are We Aware of Our Worldview?

Lesson Background

Because worldviews are not systematically or formally developed, the beliefs through which we interpret life and the world and that determine our behaviors are not easily identifiable. The beliefs of a worldview are like the ingredients in a cake that are blended together so that none of them is individually distinguishable in the end product. We don't know what goes into a cake unless we read a recipe that lists the individual ingredients. Similarly, we don't know the specific ingredients in our worldview until we read a "worldview recipe." Not until we construct a framework of worldview thinking are we able to systematize or categorize what we believe. Even then probing into what we believe is not easy.

As we will see later, we seldom think about what we believe until we are confronted with a new situation or a choice we must make. Then in response to the new set of circumstances, we draw from our unconscious beliefs as we act, or in some cases, react. To illustrate how unconscious we are of our worldview, imagine you were born into and have always lived in a clean air environment in a remote mountain region of the planet. In this environment, you never think about the air being clean. It's just the way air is. It's not until you travel to a crowded city with air pollution that you realize the difference. Suddenly, what you took for granted and never thought about comes to the forefront of your thinking. You now know the difference between clean and dirty air, and you appreciate and want to return to and preserve your mountain-air environment. Of course, the opposite would also be true of any city dwellers who travel to the mountains for the first time. Suddenly, they are aware of a different environmental reality, one in which they most likely would prefer to live if they would be honest with themselves.

Instruction **P** **C**

- 1 Display the yellow pound cake or miniature cupcakes. Cut the cake and give each student a small sample or one cupcake. Lead a whimsical discussion about what each ingredient tastes like.

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Discussion Questions

- What ingredients do you think went into this cake?
- How did you enjoy each individual ingredient?
- Why is that a silly question?
- Why can't you taste each individual ingredient in a cake?
- What would you need first if you wanted to bake a cake just like this one?

- 2 Direct students to turn to *Topic 4* (ST pages 6–7) and discuss the extent of students' awareness of their worldview. Then have them read the first three paragraphs. Ask students to name the five ingredients in the picture. Have students continue reading the rest of *Topic 4* to find out how their worldview is like a cake.

Discussion Questions

- Why do you think you might get a puzzled look from someone if you asked, “Do you have a worldview?” or “Can you tell me about your worldview?”
- How is your worldview like a cake?
- What are the “ingredients” in everyone's worldview?
- Why do you think it might be helpful to have a worldview recipe?
- Do you think you could give someone your worldview recipe?

- 3 Inform students they are going to taste one cookie from each of the three recipes. Distribute the cookies, informing students which recipe each cookie is from. Allow them to taste each cookie. Lead a discussion about how each tasted. Explain that only Recipe 1 had all the correct ingredients. Remark how important it is to have the right ingredients.
- 4 Encourage students to share one belief in each category of “ingredients” in their worldview. (Review the “ingredients” discussed in Topic 2—God, people, the universe, truth, and right and wrong.) In Unit 2, *The Biblical Christian Worldview*, students will see how the ingredients of their worldview align with Scripture.

Topic 5—Does Our Worldview Ever Change?

Lesson Background

Worldviews are difficult to relinquish or change, indicating their almost innate nature. Formed unconsciously over years by observation, teaching, personal study, reasoning, and imagination, worldviews are deeply rooted within both individuals and cultures. However, when or if we find our worldview inadequate in explaining perceived or experienced realities of life, or when the values and beliefs that seem to hold our world together are suddenly or over time proven to be invalid, we may experience a deep and disturbing tearing of our emotions. When this happens, we must make a choice. One choice is to dig our heels in deeper and hold on to all facets of our worldview even against reason and our experience. Or we can choose to begin to release those aspects of our worldview that have proved invalid

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and allow them to change in accord with the truth of the reality we have encountered. Either choice is emotionally traumatic, confirming the powerful influence worldviews have in our lives.

The fact that our worldview is developed in an imperfect world by imperfect people does not mean that it cannot give meaning to life. Nor does it mean that truth is relative. Rather, the fallibility of our worldview reveals that our capacity to interpret even revealed truth is not perfect. In fact, it would be erroneous, if not presumptuous, for even the most devout Christian who believes in the truthfulness of biblical revelation to declare that he or she has a perfect and complete grasp of all truth. Beliefs change even within the Christian worldview. Some who at one time thought they had a “corner on truth” have subsequently experienced painful upheavals as their unbiblical ideas were exposed and then relinquished when a more biblical understanding came to light through the illuminating work and grace of the Holy Spirit.

Instruction

- 1 Have students turn to *Topic 5* (ST pages 8–9) and read *Changes*. Allow students to discuss the changes in each set of pictures. Then read the rest of *Topic 5*.

Discussion Questions

- What kinds of things change in the world?
- What changes have you seen in the world during your lifetime?
- What changes, if any, have you experienced in your beliefs?
- Does a person’s worldview ever change? Why?
- Is it easy for a person to change his or her worldview? Why or why not?
- Give an example of something that could happen that would cause a person to begin to change his or her worldview.
- Do you think everyone’s worldview changes sometime during his or her lifetime, either a little or a lot? Why or why not?
- If we believe that truth never changes, why must we admit that our worldview changes, sometimes a little and sometimes a lot?

- 2 Assign **SW 1.4 Topics 4 and 5** for students to complete.

Day 5

Student Text pp. 9–11 Student Workbook pp. 9–10

Topic 6—Does Our Worldview Really Matter?

Lesson Background

A discussion about worldviews would probably not be a popular topic among young people or even adults in a social setting. Most people simply live their lives, acting and reacting to life’s events based upon beliefs they seldom if ever think about, much less analyze. In fact, the term *worldview* is quite foreign to most people, even to those who think that what they

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believe really matters in their life. Everyone has a worldview, even if they don't know they do. And everyone's worldview matters, even if they don't know it does. So why is it so important to know what a worldview is, and why is it so important to understand the differences in the major worldviews we will encounter throughout our lives?

First, not all worldviews explain the meaning of life and the world truthfully. An atheist's worldview gives quite a different perspective or meaning to life in contrast to a biblical Christian worldview. For the atheist, death is the end of life. For the Christian, death is not the end of life. These opposing beliefs are not inconsequential to either adherent. One provides a false view of life and eternity, the other a true view.

Second, not all worldviews lead to right choices and actions. A person who does not believe in the sanctity of life from conception may choose abortion if the conceived child is unwanted. Of course, the rightness or wrongness of such an action can only be determined by weighing it against the truth of Ultimate Reality, God and his Word. People who do not believe in God and his Word as ultimate truth and authority may not believe their behavior is wrong, but their belief does not make their choice right. The history of the world is filled with the painful consequences of people holding worldviews that do not align with truth. Whether these negative consequences are personal or corporate (as in the Holocaust), they are the result of people holding a worldview that led them to wrong choices and behaviors. In other words, all worldviews have consequences. Worldviews matter!

Third, worldviews matter because we are susceptible to the influence of other worldviews, even to the point of being captured by them. We are impacted by behaviors and events just by observing the everyday world around us. Without carefully analyzing what we observe, we may be influenced by what we see as success, happiness, and fulfillment in others. We may consciously or unconsciously try to emulate the lifestyles or behaviors of others in an effort to achieve what we perceive are these good things for ourselves.

What we observe and read influences our worldview. Television, movies, and the various music and communication technologies including websites loudly proclaim the worldviews of those who create them. Advertising communicated through hi-tech media formats also influences our worldview.

In this age of competing worldviews vying to control our hearts and minds, it is important to realize the extent to which the worldview we embrace matters. Only by heeding the words of Scripture that admonish us not to allow anyone to "capture you with empty philosophies and high-sounding nonsense that come from human thinking and from the spiritual powers of this world, rather than from Christ" (Colossians 2:8), can we hope to understand life and our world and act in the right way. Our beliefs and actions have consequences. Worldviews matter!

Instruction

- 1 Have students turn to *Topic 6* (ST page 9). Discuss to ascertain how important students think their worldview is in their life. Have them read or role-play the conversation between Joshua and Amanda. Then read the next three paragraphs following the conversation.

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Discussion Questions

- What does this conversation reveal about Amanda’s worldview?
- In what ways does Amanda’s worldview lead her to think and act?
- What does this conversation reveal about Joshua’s worldview?
- In what ways does Joshua’s worldview lead him to think and act?
- After reading this conversation, do you have any new insights about why your worldview matters?

2 Read Sections 1–2 of *Topic 6* (ST page 10).

Discussion Questions

- Do all worldviews explain or interpret life and the world in the same way?
- How would the worldview of an atheist and the worldview of a Christian differ in the meaning of death?
- Would both the atheist’s and Christian’s worldview about the meaning of death be equally true? Why or why not?
- What must you understand about each worldview’s interpretations or beliefs about God, people, the universe, truth, and right and wrong?
- Does it really matter what worldview you have? Why or why not?
- What determines our choices and actions?
- Why is it important for your worldview to be in harmony with the truth about God, people, the universe, truth, and right and wrong?
- Do our beliefs have consequences? Why?

3 Finish reading *Topic 6* (ST pages 10–11).

Discussion Questions

- Can another person’s worldview influence your worldview?
- How much influence do you think famous people, such as movie stars, sports heroes, and musicians, have on our beliefs and actions?
- How much influence do people we observe in our everyday lives such as, parents, teachers, pastors, and friends have on our beliefs and actions?
- Is everything you read true?
- What kinds of messages are communicated through television, movies, music, and the internet? Are these kinds of communication evil in themselves? Why or why not?
- What do advertisements try to get you to do?
- What are some of the methods advertisers use to get your attention and to get you to buy their products?
- What warning and command does God give us in Colossians 2:8 to help us know how to respond to the many worldview messages bombarding us every day in so many ways?
- How can we guard our hearts and minds against the false worldviews of the world?

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- 4 Display **PS 1.5A Influences** on a whiteboard. Explain to students that for each of the four categories, you are going to ask a question. Allow student volunteers to go up to the whiteboard and write their answers.

Observation: Can you think of any way your worldview has been shaped by a particular person or a particular group of people you have observed?

Reading Material: How has what you read influenced your beliefs?

Media: How has your worldview been influenced by what you watch and listen to?

Advertising: What kinds of worldview messages have been communicated to you through advertisements?

- 5 Assign **SW 1.5 Topic 6** for students to complete.

Day 6

Test

Review Lesson 1. Use **BLM Test 1** as a student performance assessment. Have students begin reading Lesson 2.

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Name _____ Date _____

Getting Started 1.1

1. Write the words to Colossians 2:8. **Answer will vary according to Bible version used.**

2. Jorge, Sandy, Antoinette, and Theo are looking at the picture to the left. Jorge, Sandy, and Antoinette all see the tree. Theo sees two profiles of people. Does this mean that Theo is wrong? **No.**

3. Is Theo seeing the picture correctly? **Yes.**

4. Are Jorge, Sandy, and Antoinette seeing the picture correctly? **Yes.**

5. Explain why Jorge and his friends are all seeing the picture correctly. **Jorge and his friends' eyes are focusing on the picture one way, and Theo's eyes are focusing on the picture in a different way.**

Nelson and Latasha are looking at a field of beautiful wildflowers. Nelson is wearing green glasses. Latasha is wearing clear glasses. Both of them are looking at the same field.

6. Does Nelson see the flowers as they really are? **No.**

7. Does Latasha see the flowers as they really are? **Yes.**

8. Explain how Nelson sees the field of flowers and why. **Nelson sees the field of flowers with a green tint because he is looking at it through green-tinted glasses.**

9. Explain how Latasha sees the field of flowers and why. **Latasha sees the field of flowers clearly as it really is because she is looking at it through clear glasses without anything to distort it.**

10. Explain what Nelson has to do in order to see the field of flowers as it really is. **If Nelson were to take off the green-tinted glasses, he would see the field of flowers as it really is.**

© Walking in Truth Grade 6

1.1 Getting Started, continued



11. Zach, Emelia, and Enrique are all trying to make sense of life and the world. What do the glasses they are wearing represent? **The glasses represent "belief glasses" through which they see life and the world, but not all of their belief glasses will give the true picture.**

12. What five categories of questions do Zach, Emelia, and Enrique need to answer as they seek to make sense of their world?

a. **questions about God** b. **questions about the universe**
 c. **questions about people** d. **questions about truth**
 e. **questions about right and wrong**

13. Think of one question from each of the five question categories that you would like to ask.

<small>Question Categories</small> God	<small>My Questions</small> Questions will vary.
the universe	_____
people	_____
truth	_____
right and wrong	_____

14. Choose one of your questions from above. Place a star by the question. Choose someone in your school whom you think would answer the question accurately. Explain why you chose that person to answer your question. Finally, explain how that person might answer your question.

Answers will vary.

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Name _____ Date _____

Topics 1 and 2 1.2

1. What is a worldview? **the set of beliefs people use to interpret life and the world and which guide their choices and behaviors**




A.  B. 

2. What do you think the person helping the other person in Picture A believes about people?
Possible answers: Our purpose is to serve others; all people have equal value and worth; all people are God's image-bearers.

3. How would you expect the person in Picture A to act toward others?
Possible answers: People like this treat others with respect; they see their needs and try to meet them; they try to follow Jesus' example.

4. What do you think the group of four teens in Picture B believes about people?
Possible answers: Some people are better than others; some people don't deserve kindness, love, or respect.

5. How would you expect the people in Picture B to act toward others?
Possible answers: unkind, unloving, disrespectful, or uncaring to people who are different from me; kind and loving to those who are like me

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1.2 Topics 1 and 2, continued

All worldviews include five groups or categories of beliefs. First, write the category of worldview belief each picture represents. Next, identify two different, or opposing, beliefs that people hold for each category. Finally, write a belief you hold for each category. **Students' answers about beliefs will vary.**

6. All worldviews include beliefs about **God**

One belief _____
 An opposing belief _____
 A belief I hold _____

7. All worldviews include beliefs about **people**

One belief _____
 An opposing belief _____
 A belief I hold _____

8. All worldviews include beliefs about **the universe**

One belief _____
 An opposing belief _____
 A belief I hold _____

9. All worldviews include beliefs about **truth**

One belief _____
 An opposing belief _____
 A belief I hold _____

10. All worldviews include beliefs about **right and wrong**

One belief _____
 An opposing belief _____
 A belief I hold _____

I Believe...

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Teacher Manual

LESSON 1

Name _____ Date _____

Topic 3 1.3

- List the four ways in which we acquire our beliefs.
 - through observation
 - through teaching from others
 - through personal study
 - through reasoning and imagination
- Read the scenarios below. Identify which of the four ways the individual acquired his or her belief.
 - Derek's parents always encourage him to tell the truth. Derek believes that telling the truth is the right thing to do. He also believes that lying is wrong. Derek acquired this belief through teaching from others.
 - Sonya reads her Bible every day. She believes that God's Word is the Truth. She also believes that God is the Creator of the universe and everything in it. Sonya acquired this belief through personal study.
 - Jamil was eating lunch with a group of people he didn't know very well. As he listened to the conversations, he discovered that not all people believe in heaven and hell, and he began to think that they might be right. Jamil acquired this belief through observation.
 - Maya's best friend loves to make up fictional stories. One day, she told Maya that there are hundreds of gods that rule the universe. Each god has a job. If you want it to rain, you have to pray to the rain god. If someone was sick, he or she would have to request healing from the medicine god. Maya thought about this for a long time and decided that her friend was right. Maya believes that there are many gods that we need to pray to. Maya acquired this belief through reasoning and imagination.




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1.3 Topic 3, continued

There are four ways in which people acquire their worldview. Write about two beliefs you have come to hold through each of these four ways.

- Beliefs I have acquired by observation: Answers will vary.
- Beliefs I have acquired through teaching: Answers will vary.
- Beliefs I have acquired through personal study: Answers will vary.
- Beliefs I have acquired through reasoning and imagination: Answers will vary.

6 © Walking in Truth Grade 6

Name _____ Date _____

Topics 4 and 5 1.4

- What are the five "ingredients" that make up a person's worldview?
 - God
 - people
 - the universe
 - truth
 - right and wrong
- Read the statements. Write T for true and F for false.
 - T a. Having a worldview helps a person make choices.
 - F b. People deliberately develop their worldview.
 - T c. A person's worldview helps him or her understand life and the world.
 - T d. A worldview influences how a person acts or behaves.
- Your friend is having a difficult time trying to make sense of the world. She believes many things, but she's having trouble sorting, or categorizing, her beliefs. You decide to use the illustration of a cake to help her think more clearly about what she believes. What would you say to your friend?

Possible answer: When baking a cake, you blend all the ingredients together and bake it. When you taste the cake, you don't taste all the individual ingredients. The ingredients have been blended together and baked to produce a cake with its own unique taste. Just like a cake, all the beliefs of a worldview are blended together to produce a particular view of the world. People don't think about the different categories of their worldview just like they don't think about the different ingredients that went into the cake.






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1.4 Topics 4 and 5, continued

- Describe the changes you see in each picture.




The banana on the left is yellow. The shoe on the left is brand new. The banana on the right is ripe and shiny, while the shoe on the right is old, dirty, and dull.
- Now think about some of the changes in your life. List three ways you have changed since you were born. Answers will vary.
- Think about some of your beliefs about life and the world. Have any of them changed from when you were very young? List two beliefs that have changed. Answers will vary.
- What worldview beliefs about people do you think these students hold? Possible answers: They don't think everyone is of equal value or made in the image of God. Some people are better than others. It is okay to hurt other people's feelings.
- What worldview beliefs about people do you think the boys in the picture have? Possible answers: Everyone is made in God's image and has equal value. All people are important. Be kind to everyone.




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Teacher Manual

LESSON 1

Name _____ Date _____

Topic 6 1.5

1. List three reasons why your worldview matters. Give an example of each reason.

Reason 1: **Not all worldviews explain the meaning of life and the world truthfully.**

Example: **Answers will vary.**

Reason 2: **Not all worldviews lead to right choices and actions.**

Example: **Answers will vary.**

Reason 3: **We can be influenced or captured by other worldviews.**

Example: **Answers will vary.**

2. List four powerful influences in your everyday life that can affect your worldview and take your thoughts captive.

- what we observe**
- what we read**
- all types of media**
- advertisements**



3. Identify one of those four influences that you know has affected your worldview or what you believe. Give an example.

My worldview has been influenced by: **Answers will vary.**

Example: _____

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1.5 Topic 6, continued

Much of what we see, read, and hear influences our worldview. Read the two scenarios below. Then explain some of the worldview beliefs the advertisement and the health book are communicating. Explain why you agree or disagree. Be careful—often truthful and untruthful messages are mixed together in what we see, read, and hear.

4. The first scene of a television commercial shows an unhappy person driving an older, brown model car. The second scene shows the same person smiling while sitting in a brand-new silver sports car. Many people are gathered around him, admiring the car and asking for a ride. The commercial ends with this slogan: "Bored with your ordinary life? Buy a Sportaratti and start living an exciting life today!"



Worldview beliefs communicated in this commercial: **Possible answers: You will be happy if you buy this car. You will have lots of friends and be popular if you own this car. Your life will always be exciting when you have a Sportaratti. Having material things will make you happy.**

Why I agree or disagree: **Answers will vary.**

5. You read in your health book that it's important to develop a healthy mind and self-image. To do this, the book says you must decide what you want to become. Then you must put your mind to it and think positively. You have the strength within yourself to do and become anything you wish. Most importantly, you must never let other people tell you what is best for you.



Worldview beliefs communicated in the health book: **Possible answers: You are your own god. You are in control of your own destiny. You have the power to do anything you want. The advice of wise people is not important.**

Why I agree or disagree: **Answers will vary.**

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Teacher Manual
LESSON 1

WALKING IN TRUTH



The Christian Worldview

STUDENT WORKBOOK

6

Samples reduced; not actual size

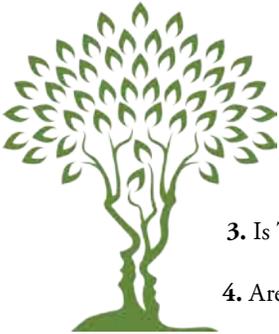
Student Workbook

LESSON 1

Name _____ Date _____

Getting Started 1.1

1. Write the words to Colossians 2:8. _____



2. Jorge, Sandy, Antoinette, and Theo are looking at the picture to the left. Jorge, Sandy, and Antoinette all see the tree. Theo sees two profiles of people. Does this mean that Theo is wrong? _____

3. Is Theo seeing the picture correctly? _____

4. Are Jorge, Sandy, and Antoinette seeing the picture correctly? _____

5. Explain why Jorge and his friends are all seeing the picture correctly. _____



Nelson and Latasha are looking at a field of beautiful wildflowers. Nelson is wearing green glasses. Latasha is wearing clear glasses. Both of them are looking at the same field.



6. Does Nelson see the flowers as they really are? _____

7. Does Latasha see the flowers as they really are? _____

8. Explain how Nelson sees the field of flowers and why. _____

9. Explain how Latasha sees the field of flowers and why. _____

10. Explain what Nelson has to do in order to see the field of flowers as it really is. _____

Student Workbook

LESSON 1

1.1 Getting Started, continued



11. Zach, Emelia, and Enrique are all trying to make sense of life and the world. What do the glasses they are wearing represent? _____

12. What five categories of questions do Zach, Emelia, and Enrique need to answer as they seek to make sense of their world?

a. _____ b. _____
c. _____ d. _____
e. _____

13. Think of one question from each of the five question categories that you would like to ask.

Question Categories

My Questions

_____	_____
_____	_____
_____	_____
_____	_____

14. Choose one of your questions from above. Place a star by the question. Choose someone in your school whom you think would answer the question accurately. Explain why you chose that person to answer your question. Finally, explain how that person might answer your question.

Student Workbook

LESSON 1

Name _____ Date _____

Topics 1 and 2 **1.2**



1. What is a worldview? _____



2. What do you think the person helping the other person in Picture A believes about people?

3. How would you expect the person in Picture A to act toward others?

4. What do you think the group of four teens in Picture B believes about people?

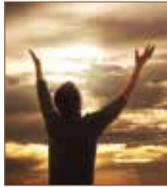
5. How would you expect the people in Picture B to act toward others?

Student Workbook

LESSON 1

1.2 Topics 1 and 2, continued

All worldviews include five groups or categories of beliefs. First, write the category of worldview belief each picture represents. Next, identify two different, or opposing, beliefs that people hold for each category. Finally, write a belief you hold for each category.



6. All worldviews include beliefs about _____
One belief _____
An opposing belief _____
A belief I hold _____



7. All worldviews include beliefs about _____
One belief _____
An opposing belief _____
A belief I hold _____



8. All worldviews include beliefs about _____
One belief _____
An opposing belief _____
A belief I hold _____



9. All worldviews include beliefs about _____
One belief _____
An opposing belief _____
A belief I hold _____



10. All worldviews include beliefs about _____
One belief _____
An opposing belief _____
A belief I hold _____

I Believe...

Student Workbook

LESSON 1

Name _____ Date _____

Topic 3 **1.3**

1. List the four ways in which we acquire our beliefs.

a. _____

b. _____

c. _____

d. _____

2. Read the scenarios below. Identify which of the four ways the individual acquired his or her belief.

a. Derek's parents always encourage him to tell the truth. Derek believes that telling the truth is the right thing to do. He also believes that lying is wrong. Derek acquired this belief through _____

b. Sonya reads her Bible every day. She believes that God's Word is the Truth. She also believes that God is the Creator of the universe and everything in it. Sonya acquired this belief through _____

c. Jamil was eating lunch with a group of people he didn't know very well. As he listened to the conversations, he discovered that not all people believe in heaven and hell, and he began to think that they might be right. Jamil acquired this belief through _____

d. Maya's best friend loves to make up fictional stories. One day, she told Maya that there are hundreds of gods that rule the universe. Each god has a job. If you want it to rain, you have to pray to the rain god. If someone was sick, he or she would have to request healing from the medicine god. Maya thought about this for a long time and decided that her friend was right. Maya believes that there are many gods that we need to pray to. Maya acquired this belief through _____




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1.3 **Topic 3, continued**

There are four ways in which people acquire their worldview. Write about two beliefs you have come to hold through each of these four ways.

3. Beliefs I have acquired by observation: _____

4. Beliefs I have acquired through teaching: _____

5. Beliefs I have acquired through personal study: _____

6. Beliefs I have acquired through reasoning and imagination: _____

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Name _____ Date _____

Topics 4 and 5 **1.4**

1. What are the five "ingredients" that make up a person's worldview?

a. _____

b. _____

c. _____

d. _____

e. _____

2. Read the statements. Write **T** for true and **F** for false.

____ a. Having a worldview helps a person make choices.

____ b. People deliberately develop their worldview.

____ c. A person's worldview helps him or her understand life and the world.

____ d. A worldview influences how a person acts or behaves.

3. Your friend is having a difficult time trying to make sense of the world. She believes many things, but she's having trouble sorting, or categorizing, her beliefs. You decide to use the illustration of a cake to help her think more clearly about what she believes. What would you say to your friend?







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Student Workbook

LESSON 1

1.4 Topics 4 and 5, continued

4. Describe the changes you see in each picture.



5. Now think about some of the changes in your life. List three ways you have changed since you were born.

6. Think about some of your beliefs about life and the world. Have any of them changed from when you were very young? List two beliefs that have changed.

7. What worldview beliefs about people do you think these students hold?



8. What worldview beliefs about people do you think the boys in the picture have?



8

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Name _____ Date _____

Topic 6 1.5

1. List three reasons why your worldview matters. Give an example of each reason.

Reason 1: _____

Example: _____

Reason 2: _____

Example: _____

Reason 3: _____

Example: _____

2. List four powerful influences in your everyday life that can affect your worldview and take your thoughts captive.

a. _____

b. _____

c. _____

d. _____

3. Identify one of those four influences that you know has affected your worldview or what you believe. Give an example.

My worldview has been influenced by: _____

Example: _____



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1.5 Topic 6, continued

Much of what we see, read, and hear influences our worldview. Read the two scenarios below. Then explain some of the worldview beliefs the advertisement and the health book are communicating. Explain why you agree or disagree. Be careful—often truthful and untruthful messages are mixed together in what we see, read, and hear.

4. The first scene of a television commercial shows an unhappy person driving an older, brown model car. The second scene shows the same person smiling while sitting in a brand-new silver sports car. Many people are gathered around him, admiring the car and asking for a ride. The commercial ends with this slogan: "Bored with your ordinary life? Buy a Sportaratti and start living an exciting life today!"



Worldview beliefs communicated in this commercial: _____

Why I agree or disagree: _____

5. You read in your health book that it's important to develop a healthy mind and self-image. To do this, the book says you must decide what you want to become. Then you must put your mind to it and think positively. You have the strength within yourself to do and become anything you wish. Most importantly, you must never let other people tell you what is best for you.



Worldview beliefs communicated in the health book: _____

Why I agree or disagree: _____

10

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WALKING IN TRUTH



The Christian Worldview

STUDENT TEXT



6

Samples reduced; not actual size

Lesson 1

Characteristics of a Worldview

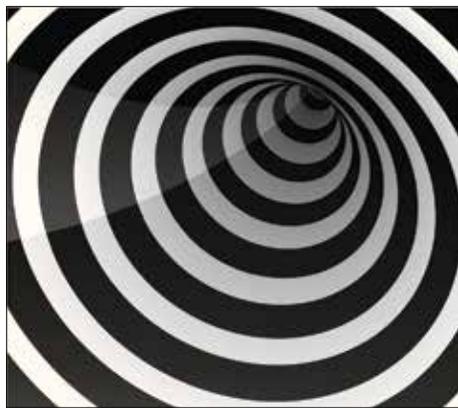
Getting Started—Looking at the World

Optical Illusions: People often don't see or understand things the same way others do. Even when two people are looking at exactly the same thing, each one may see it differently. For example, take a look at Picture 1 below. What is the first thing you see?



Discuss the picture to find out what your classmates saw first. Did everyone see a tree first? Or did everyone see the two faces first? Can you now see both? What had to happen before you could see both a tree and the two faces? Did someone have to help you see both?

Repeat this activity by looking at Picture 2 below.



What was the first thing you saw the circles doing? What did your classmates see first? Were you able to see the circles going inward and popping outward?

As you can see from this activity, our eyes often play tricks on us. Pictures like the ones to the left are called *optical illusions*. We can see them in more than one way, depending on how our eyes focus on the picture. In the case of optical illusions, the object one person sees is just as right as the object another person sees.

A World of a Different Color: Optical illusions are fun to look at. Even though some see one thing and others see something else, everyone can agree to disagree since what each person sees is right. However, people may see things differently even when no optical illusion is involved. In these cases, how a person sees and describes something may be right, or it may be completely wrong.

Imagine, for example, people who always wear only green, yellow, or purple sunglasses. Do they see the world the same way you see it? If so, how do they describe it?



Now think about people who wear clear eye glasses or who have perfect vision and don't wear glasses at all. Do they see the world the same way you see it? If so, how do they describe it?



Whose description of the real world is correct—the one given by the people wearing colored glasses, or the one given by the people wearing clear glasses, or no glasses? Why?

Even though the people wearing colored glasses see the same world as the people wearing clear glasses or no glasses, they don't see the world with all of its true colors. They see the world and everything in it as green, yellow, or purple. Not until they take off their colored glasses will they see the truth about the real world—the truth that the world is filled with many beautiful colors.

Student Text

LESSON 1

A World Out of Focus: Have you ever had an eye exam? Were you able to read all the letters on the eye chart, or were some blurry or out of focus? Did your eye exam reveal that you needed glasses? If so, do your glasses now bring everything you see into focus?

Until people who need glasses wear them, they don't realize they're seeing the world out of focus. But after they get their first pair, they are likely to exclaim, "Wow! I didn't know everything in the world was so sharp and clear. Now I'm seeing the beautiful world as God created it!"



Making Sense of Life and the World: Most people see the physical world correctly. Without colored glasses and with good vision, they see and distinguish clearly between people and horses, mountains and prairies, trees and flowers, and rivers and lakes. And they can accurately describe the colors of a rainbow. But making sense of life and the world we live in involves much more than being able to see and describe everything correctly. Making sense of life and the world requires finding answers to questions much more difficult and important than "What color is a pine tree? What does one look like?" To make sense of life and the world, people want and need to know answers to many questions like the ones listed below. As you read each question, think about what you believe is the true answer.

Questions about God

Does God exist?
If God exists, what is he like?
Can I have a relationship with God?
Do I have a responsibility to God?

Questions about the Universe

Has the universe always existed?
Where did the universe come from?
Will the universe always exist?
Where did our planet Earth come from?
Why does Earth experience natural disasters?

Questions about People

Where did we come from?
Why are we here?

Why do we have to die?
What happens to us after we die?
What is our responsibility and relationship to the earth?

Questions about Truth

Is there such a thing as truth?
How can I know if something is true or not?

Questions about Right and Wrong

Are there such things as right and wrong?
What is right? What is wrong?
Why is there so much evil in the world?
Are there solutions to all the problems and evil in the world?

Different Ways of Viewing the World: Imagine that people's beliefs about the correct answers to questions about life and the world are like a pair of glasses. We could call these glasses "belief glasses." People look at their lives and the universe through their "belief glasses," trying to bring everything into focus to make sense of it. For example, suppose some people's belief glasses include the idea that God does not exist. How do you think they would answer the question: *Where did the universe come from?* How might they answer the questions: *Where did I come from?* and *Why am I here?* Would their answers be the same as your answers? How would your belief glasses differ from theirs? How would your answers to these questions differ from theirs?

All people wear a pair of belief glasses to help them make sense of their lives, the world, and the universe. If their beliefs are true, then the glasses they wear are like clear glasses that provide a focused or



true view of life and the world. But if their beliefs are not true or only partly true, the glasses they wear are like colored or broken glasses that give people only a blurry or untrue view of life and the world.

What kind of belief glasses are you wearing? Are your lenses perfectly clear? Or are you wearing colored glasses or even broken ones? Are the beliefs you hold about life and the world true? Do you see the world in focus as it truly is?

Student Text

LESSON 1

Exploring the World of Beliefs: This year you will explore some of the beliefs that people hold about life, the world, and the universe. You will study how people's beliefs and views differ. And you will find out why different beliefs lead people to behave and make choices about life in different ways. Most importantly, you will learn what the truth is by studying the biblical Christian worldview; for it is God's truth as he reveals it to us in his Word, the Bible. God's Word provides us with the perfect pair of belief glasses for rightly viewing, understanding, and living in the world.

Topic 1—What Is a Worldview?

Beliefs and Behavior: As you just learned, all people have beliefs about God, the universe, people, truth, and right and wrong. Our beliefs are important because they guide us in doing two things.



First, our beliefs help us to interpret, explain, and define life and the world. In other words, we try to make sense of the world around us through what we believe about God, the universe, people, truth, and right and wrong.

Second, what we believe about life and the world influences our actions or behavior. We make choices and behave in certain ways because of what we believe. For example, suppose someone believes that not all people are created equal as God's image-bearers. He or she believes that some races or nationalities of people are better than others. How might that person choose to behave toward someone of another race or from another country? Now suppose someone else believes that all people are created equal as God's image-bearers. How might that person choose to behave toward someone of another race or from another country?

Look at the picture with the two boys. What is happening? What beliefs about life and the world do you think the boy sitting on the tree might have? Why might he be helping the other boy climb the tree?



Now look at the picture below. What is happening? What beliefs about life and the world do you think the four students huddled in the group might have? Why might they be rejecting the girl on the left?



As you can see from these two examples, people's beliefs influence how they see the world and live their lives. Their beliefs will influence them to do good or to do wrong.

Defining a Worldview: The set of beliefs people use to interpret life and the world and which guide their choices and behaviors is called a **worldview**. You will explore more fully the definition, characteristics, and main functions of a worldview in the topics of this lesson.

Topic 2—What Kinds of Beliefs Are Included in a Worldview?

You know what it means to include or exclude someone from a group. If your group of friends is exclusive, that means it rejects or excludes certain people from being a part of it. However, if your group is inclusive, it includes everyone who would like to be a part of it.

Student Text

LESSON 1

When we say that worldviews are inclusive, we mean that all worldviews include certain categories or types of beliefs. Whether people are Christians, atheists, Muslims, or Hindus, each of their worldviews includes five categories of beliefs about the world that affect their behaviors.

God: All people have beliefs about God. They may believe that there is only one true God, that there are many gods, or that no God or any gods exist at all. If they believe that God or gods do exist, then they also have specific beliefs about what God or the gods are like. And if they believe in God or many gods, then they have beliefs about what kind of relationship they may or may not have with them.



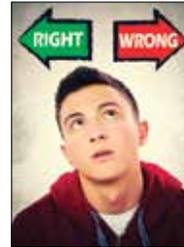
People: All people have beliefs about human beings. They have beliefs about where people come from and why they even exist at all. They have beliefs about how they should live their lives and whether all people are equal. And perhaps most importantly, people have beliefs about what happens to them after they die. If they believe in heaven or hell after death, their worldview may include beliefs about how to be saved.

The Universe: All people have beliefs about the universe. They have beliefs about where the universe came from, how old it is, and how long it will exist. They have beliefs about why the earth often experiences natural disasters. And they have beliefs about their relationship with and responsibility to the earth.



Truth: All people have beliefs about truth. They have beliefs about what is true and what is not. They have beliefs about where truth can be found and how or if they can even know truth at all. Some people believe that what is true for one person may not be true for another and that people can create their own truth.

Right and Wrong: All people have beliefs about what is right and what is wrong. They have beliefs about what is good and what is evil. They hold beliefs about why evil exists in the world and what can be done to solve the problem of evil.



As you already know, all people do not have the same beliefs about God, the universe, people, truth, and right and wrong. For this reason, people do not behave or act in the same way. But regardless of what people believe or how they behave, their worldviews always include the five categories discussed.

Topic 3—How Do We Develop or Acquire Our Worldview?

What if someone were to ask you, “So tell me, when did you develop your worldview? You do have one, don’t you?” How would you respond? If you are like most people, you might stammer and stutter a bit, not quite sure what to say. Most people never had a “worldview lesson” while sitting on their parents’ or grandparents’ laps. Your mother never said, “Now sit down and listen. Today, I’m going to teach you your first worldview lesson.” This raises another question: Just how do people acquire or develop a worldview—their beliefs about God, the universe, people, truth, and right and wrong? Let’s look at four primary ways.



Through Observation: Infants don’t ask questions, but they’re still very interested in learning about their new world. They are very observant, taking in colors, sounds, shapes, smells, and textures. They hear language being spoken. They see laughter, joy, anger, and fear in those around them. They begin

Student Text

LESSON 1

learning that some things are good or right because they are praised for doing them. And, of course, they begin to learn that some things are wrong or harmful because they experience discipline or painful consequences for doing them.

As you grew older, you were (and still are) like a sponge. You absorb many things about your world just by living in it. This happens without any official worldview lessons. You may see your parents pray or listen to them read the Bible. Slowly, you begin to understand and form beliefs about God. You may see arguments and fights and come to understand that these behaviors are harmful to everyone, even without anyone telling you they are. In today's technological world, you learn worldview lessons by watching television and movies, by listening to music, and by surfing the web—even though you may never hear anyone say the word “worldview.” In Topic 5, you will explore further how what you observe and hear through technology influences the development of your worldview.

Through Teaching:

Although you acquire much of your worldview just by living and observing life and the world, you also learn it by being taught. Your parents, pastors, and teachers have taught you many things about understanding life and the world. They have taught that some things are always right and that some are always wrong. While they may never have spoken the word “worldview,” much of what they taught has become part of your worldview. Can you think of some of the things you have been taught that are now a part of your worldview?



Through Personal Study: You have developed or acquired many of your worldview beliefs simply by reading and studying on your own. Of course, it's important to know whether the things you read are true or not. This is why it's important to compare what you read and hear with what

God's Word says or to ask trusted authorities if what you have read or heard is really true. What is a book you have read that influenced your view of life and world?

Through Reasoning and Imagination:

When God created people as his image-bearers, he gave them a mind capable of thinking, reasoning, and creating. If you've ever looked up at the stars on a very dark night, what thoughts went through your mind? Did seeing the majesty of the universe prompt your mind to ask difficult questions? If so, what did you think and ask? Did this experience shape your beliefs about the creation or God or even yourself?



Everyone acquires worldview beliefs through reasoning and imagining. Like other beliefs, they need to be compared to the truth of God's Word. Sometimes our imaginations lead us to beliefs that are only fantasy. Still, reasoning and imagining are important ways people develop their worldviews.

Worldview

The set of beliefs people use to interpret life and the world and which guide their choices and behaviors

Topic 4—Are We Aware of Our Worldview?

All people have a worldview—a set of beliefs that helps them understand life and the world and that influences how they act or behave. But if you were to ask someone, “Do you have a worldview?” or “Can you tell me about your worldview?” he or she would probably just stare at you with a puzzled look. And if someone had asked you these questions before you began studying this lesson, you probably would have responded the same way. But why?

As you learned earlier, you don't develop your worldview deliberately. You absorb your basic beliefs about life and the world by observing your family, your community, and the world around you. You develop

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your worldview from the teaching of others and by your own studying, reasoning, and imagining. But as your worldview is being shaped, you never stop and think, “Now, let’s see. This belief goes with my beliefs about God. And this belief goes with my beliefs about people. And this new belief goes with my beliefs about the universe. And all of these beliefs are part of my worldview!” In other words, although you have a worldview, you don’t consciously think about it as you go about your daily activities. Just as people who wear glasses or contacts don’t think or say, “I’m looking at the sunset through my glasses,” people don’t think or say, “I’m looking at the world through my worldview, and I’m making choices each day because of my beliefs about God, the universe, people, truth, and right and wrong.”

Another way of illustrating the idea that you don’t consciously think about your worldview is to compare a worldview with a cake. People in many countries bake cakes. Most cakes contain at least five basic ingredients. Look at the picture of ingredients to the right. What are they?



After you gather the ingredients, do you know how to make a cake? First you need to measure each of the ingredients according to a recipe. Then you mix the ingredients to make a batter. Next, you

pour the batter into a baking pan and put it in the oven to bake. When the cake is done, you let it cool, slice it, and enjoy!

Now suppose you give slices of your freshly baked cake to some friends. As they take their first bite, would you expect them to say, “Wow! This is delicious. I just love the



flour. The eggs, well, they’re just fantastic. I really like the taste of the milk. And what kind of butter and sugar did you use? I’ve never tasted anything like them!” Of course, no one ever responds this way when eating a piece of cake. Why not? It’s because they don’t taste each ingredient by itself. All the ingredients have been blended together into a batter that, when baked, produces the cake with its own unique taste and texture.

Now, if your friends want to bake a cake like yours for themselves, what would they need? They would need the recipe that would tell them how much of each ingredient to use, how to mix the batter, and at what temperature and for how long the cake needs to bake.

Can you see how a worldview is somewhat like a cake? All the beliefs of a worldview blend together to produce a particular view of the world. People don’t think about their beliefs every time they look at something or before they act in a certain way any more than they think about the ingredients that make up the cake they are eating.

But if you take time to analyze what goes into your worldview, you’ll find that it’s also made up of ingredients—ingredients of beliefs. And like the cakes that we make with flour, sugar, butter, milk, and eggs, your worldview includes the ingredients of beliefs about God, the universe, people, truth, and right and wrong.

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Topic 5—Does Our Worldview Ever Change?

Changes: Think about some things that change. What do you see changing in the sets of pictures below?



Now think about changes in your life. How have you changed since you were born? Think about some of the changes you've seen in the world during your life. What are some of the ways the world has changed since you were born?

Next, think about some of your beliefs about life and the world. Have you ever believed something that you now no longer believe? Has your understanding changed from when you were very young? Why did your beliefs or understanding change? Do you think they'll ever change again? Why?

Changing Worldviews: We learn new things throughout our lives. Through observing, being taught, studying, reasoning, and imagining, our worldview changes over time. This does not mean that truth changes. It means that our understanding of what is true and what is not true changes over time. All Christians grow in their understanding of God's truth, and as they grow, their Christian worldview changes. As you study the subject of worldviews, you will find your own worldview changing—perhaps a little or perhaps a lot.

We do not change our worldviews easily. We hold them deep within our hearts, even if we don't think about them very often, if at all. For example, how easy would it be for you to change your beliefs about the existence of God or the truth that all people bear God's image equally? How easy would it be for you to change your mind about the need to love and care for others? Would you accept as part of your worldview the belief that stealing and cheating are good behaviors? Why not?

For people to change their worldview, they have to realize that what they believe about life and the world

is not true. For example, if people from one race or nationality are taught that another race or nationality is inferior, they may treat people from the other race or nationality with little respect or even ignore them altogether.

But suppose one day at work or school a prejudiced man meets someone of the race or nationality he has learned to disrespect. Day after day, he



observes the other person. He discovers that this person is intelligent. He has feelings and laughs and cries just like all people do. This person is friendly and does his work well. This person is part of a loving family with parents who love him and strive to teach him and provide for him. What do you think may begin to happen to the prejudiced person's worldview? Why might it begin to change?

When we realize that what we believe about life and the world does not really line up or agree with what we observe or know, we have to make one of two choices. Do you know what these choices are? In the example of prejudice against others, one choice we can make is to hold on to our prejudiced beliefs. We can

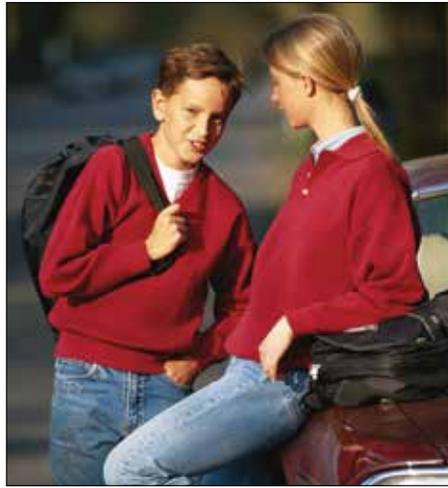


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LESSON 1

choose to do this even though our worldview beliefs don't agree with the truth we have come to know about people of other races. Another choice we can make is to admit that what we believe is wrong and change our beliefs. This is not an easy choice. It requires humility and a willingness to make changes in our worldview. Making changes in our worldview should lead to changes in our actions and behaviors.

People want and need a worldview that lines up with or agrees with the truth they see about people and the world around them. Of course, some people choose not to accept the truth even when they see and understand it. This choice usually leads to disharmony in their minds and hearts.



Topic 6—Does Our Worldview Really Matter?

Read or role-play the conversation below between Joshua and Amanda.

Joshua: “I believe it’s important to think about and know what you believe about life and the world.”

Amanda: “Oh, I just sort of accept the way the world is. I don’t really need to think about it all that much.”

Joshua: “Really? Don’t you think it’s important to know what you believe about God, the universe, people, truth, and what’s right and wrong?”

Amanda: “What difference does it make what you believe? You can believe what you want to, and I can believe what I want to. Besides, who knows what’s really right?”

Joshua: “I think what you believe makes a big difference. What you believe affects all the choices you make—you know, the way you live your life.”

Amanda: “I think it’s boring to think about life and the world and all that kind of stuff. I just do what I like to do. Hey, are you going to the party at Roger’s house tonight?”

All the popular kids will be there—good music—great food—just lots of fun. Lots more fun than thinking about life and the world! And I’m wearing my new jeans. They’re really in. I think everyone will be jealous!”

Joshua: “Matt and I and some other friends said we’d help our coach with the track meet this afternoon. There’s an awards ceremony and picnic afterwards. It’s lots of fun, and you get to meet new kids.”

Amanda: “Whatever! See you later!”

Do both Joshua and Amanda have a worldview? How do you know? How do their worldviews differ? Do their worldviews influence their actions and attitudes? In what ways?

As you can see in this conversation, both Joshua and Amanda have a worldview, even though Amanda seems never to have considered that her view of life and the world affects her behavior. After thinking about Joshua’s and Amanda’s worldviews and choices, ask yourself these questions: 1) Does it matter what worldview I have? 2) If it matters, why?

Next, you will explore three important reasons why a person’s worldview matters.

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1. Not All Worldviews Explain the Meaning of Life and the World Truthfully: All people try to explain the meaning of life and the world through their worldview (or belief) glasses. But not all worldviews provide a truthful or focused view.

For example, what would death mean to someone who does not believe in God? An atheist would say that death means the end of life forever.



Now, what would death mean to someone whose worldview includes a belief in God and the Bible as God's Word? This person would say that death is not the end of life. But it also means the beginning of eternal life separated from God for all who reject Jesus as God's Son and their Savior.

If we don't have a correct or truthful worldview, the meaning we give to events such as death will be false. And an untruthful understanding of death, life, and the world leads not only to separation from God, but also to problems in our present life on Earth.

Does your worldview matter? Absolutely!

2. Not All Worldviews Lead to Right Choices and Actions: As you saw in the conversation between Joshua and Amanda, worldviews influence a person's choices and actions. If we don't understand the true meaning of life and the world, we will not make right choices. Wrong choices and behaviors often lead to painful consequences. People who don't accept or believe they have to obey the law suffer the consequences of arrest and imprisonment. Similarly, atheists who don't believe in God or eternal life make the choice to reject Jesus as their Savior. This choice results in the painful consequence of eternal separation from God.



Does your worldview matter? Absolutely!

Does your worldview matter? Absolutely!

3. We Can Be Influenced or Captured by Other Worldviews: You will learn throughout this study that there are many kinds of worldviews. People hold all kinds of beliefs about God, the universe, people, truth, and right and wrong. How can we know which beliefs and which worldview provide the true or focused view of life and the world?

Most people believe that the worldview glasses they are wearing give them the true view of the world around them. They believe in their worldview and may consciously or unconsciously influence others to accept or believe it as they do. But how can this happen? Can we be influenced to believe in another person's worldview even if it is not true? Can we be influenced by more than one worldview? If so, how?

Observation: As you learned earlier in this lesson, you can learn a lot about a person's worldview by just watching his or her behavior. Not only that,



your own worldview can be greatly influenced by the worldview and actions of those you observe. You may like and envy how others live, especially if their lives seem to be filled with fun and excitement. Then deliberately or even without thinking, you may begin to adopt their attitudes and behaviors. All or

part of their worldview becomes a part of yours.

Reading Material: In Topic 3, you learned that your worldview is influenced through study and reading. Whether you're reading a textbook, a magazine, a book of fiction, a newspaper, or a website, you're reading words written by someone who has a worldview. What

people write always reflects their worldview, even if they never use the word "worldview" in their writing. The pages they write are always filled with events or comments



that reflect their own personal beliefs about God, the universe, people, truth, and right and wrong. Unfortunately, some people believe that everything they see in writing must be true. What you read can and does influence your worldview!

Student Text

LESSON 1

Television Programs, Movies, Music, Internet: Television shows, movies, music, and internet are produced by people with worldviews. Media is a very powerful tool that can shape what you believe to be true about life and the world. Without even thinking about it, you can begin to absorb the values and beliefs that you see and hear the media portray day after day.



were true then, and they're true today. Read Colossians 2:8. Memorize it and hide the words in your heart. Let them guide you as you begin to study and think about the amazing world of worldviews.

People sometimes say, "Oh, it doesn't matter what I watch or listen to. It's just a movie, or it's just music!" But whether you realize it or not, your worldview is being influenced and developed by the sights and sounds you absorb into your mind and heart.

Advertising: Do you believe everything you see or hear in advertisements? Can you identify the hidden messages in advertisements that try to persuade you to buy the product? Ads often contain images and words that reveal what their creators believe to be true about life and the world. Just as you can absorb ideas from television programs, movies, and other media, you can also unconsciously absorb into your mind and heart worldview messages from advertising. Soon these messages become part of your own worldview.



Does your worldview matter? Absolutely!

What Does God Say about Worldviews? With so many worldview messages bombarding your heart and mind and influencing your actions every second of every day, it's important that you understand which messages are true and which are false. You must be careful not to allow false worldview beliefs to keep you from seeing the world in focus. Remember, what you believe to be true will determine your choices and actions. And all choices and all actions have consequences, either for good or for evil.

God warns us about the powerful influence the worldviews of others can have on us. He warns us that false beliefs can capture our hearts and minds. The apostle Paul wrote a letter to an early Christian church in the city of Colossae. His words

Black Line Masters

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Recipes 1.3A

Recipe 1

- ¾ cup all-purpose flour
- ¼ stick softened butter
- ½ cup brown sugar
- ½ teaspoon vanilla
- ½ cup chocolate chips
- ¾ teaspoon baking soda
- ½ cup sugar
- ½ teaspoon salt
- 1 egg

In a small bowl, mix together the flour and baking soda; set aside. In another bowl, use a fork to combine the butter with both sugars. Beat the ingredients until well mixed. Add the salt, vanilla, and eggs. Beat until well mixed, about one minute. Add flour mixture; mix until just combined. Stir in the chocolate chips.

Recipe 2

- ¾ cup all-purpose flour
- ¼ stick softened butter
- ½ cup chocolate chips
- ¾ teaspoon baking soda
- ½ teaspoon vanilla
- ½ teaspoon salt
- 1 egg

In a small bowl, mix together the flour and baking soda; set aside. In another bowl, use a fork to combine the butter with both sugars. Beat the ingredients until well mixed. Add the salt, vanilla, and eggs. Beat until well mixed, about one minute. Add flour mixture; mix until just combined. Stir in the chocolate chips.

Recipe 3

- ¾ cup all-purpose flour
- ¼ stick softened butter
- ½ cup brown sugar
- ½ cup chocolate chips
- ½ cup sugar
- ½ teaspoon salt
- 1 egg

Place the flour and baking soda in a small bowl; set aside. In another bowl, use a fork to combine the butter with both sugars. Beat the ingredients until well mixed. Add the salt, vanilla, and eggs. Beat until well mixed, about one minute. Add flour mixture; mix until just combined. Stir in the chocolate chips.

Baking Directions

Use three separate baking sheets, one for each recipe. Line the sheets with parchment paper, spaced 2 inches apart on the baking sheets lined with parchment paper.

Bake until cookies are golden around the edges. Let cool on baking sheet 1–2 minutes. Transfer cookies to a wire rack to cool completely. Divide the cookies into quarters depending on the number of students. Each student will receive one cookie from each container with either *Recipe 1*, *Recipe 2*, or *Recipe 3*.

Name _____

Test 1

1. Memory Verse: Write the words and reference. _____

2. Fill in the circle of the correct definition of worldview.

- The truth of God's Word that you learn from the Bible and at church
- The set of beliefs people use to interpret life and the world and which guide their choices and behaviors
- The set of morals and values that you acquire while growing to adulthood

3. List the five categories of beliefs about the world.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Choose two of the categories you listed above and explain your beliefs about those categories.

4. _____

5. _____

6. What are the four primary ways that people acquire a worldview? Give an example of a belief that you have acquired in each of the four ways.

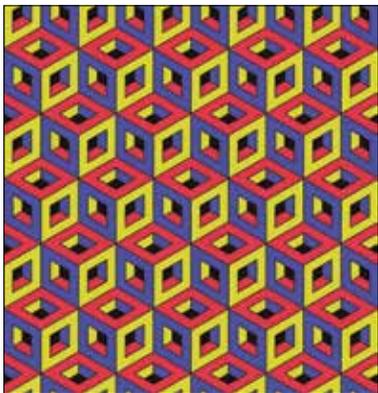
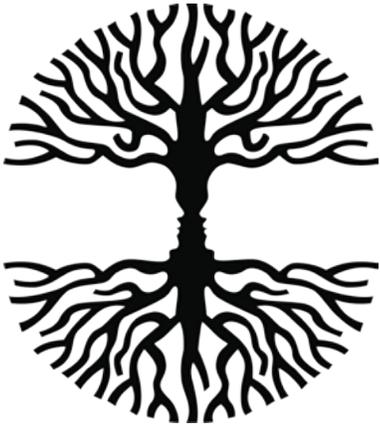
- a. _____
- b. _____
- c. _____
- d. _____

7. There are four primary ways that people acquire a worldview. List the four ways and provide an example of a belief that you have acquired in each of the four ways.

Presentation Slides

LESSON 1

Optical Illusions PS 1.1A



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Samples reduced; not actual size

Influences PS 1.5A

Observation	Reading Material
Media	Advertising

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The Christian Worldview

TEACHER MANUAL

6

Samples reduced; not actual size

An Introduction to Acts

Lesson 17

Overview

Lesson 17 serves as an introduction to the New Testament book of Acts. It provides information on the first century context in which it was written, giving students a glimpse at the place of Palestine and Israel in the wider setting of the Roman Empire.

The book of Acts was written by Luke as a sequel to his Gospel. It provides a history of the early church from its birth and early growth in Jerusalem around AD 30 to its spread as far as modern-day Syria, Turkey, Greece, the Balkans, Italy, and North Africa. Luke was a physician; his education and careful approach are evident throughout his narrative of the church and its expansion. Luke traveled with the apostle Paul on parts of his second and third missionary journeys and his journey to Rome.

Luke develops his narrative first on the ministry of the apostle Peter to the Jews (Acts 1–12), and second on the ministry of the apostle Paul to the Gentiles (Acts 13–28). Luke also describes the ministry of other apostles and the outreach and influence of Spirit-filled church leaders, such as Barnabas, Stephen, and Philip. Luke includes 23 abbreviated sermons and speeches in the book of Acts. He also describes opposition to the church, including persecution of the apostles in the form of martyrdom, imprisonments, and beatings instigated by the Jewish leaders. Luke reports on the acceptance of the gospel by the Gentiles as well as their opposition to it in places like Ephesus and Athens.

Lesson 17 includes a brief description of who Luke was and the unique contributions he made to the kingdom of God. Luke's works not only illuminate who Jesus was, but provide the first history of the church, documenting how the gospel of Jesus spread far and wide.

PLANNING AHEAD

For **Day 1**, you will need a timer, a multi-tool knife, and four small prizes.

NOTES

Objectives

Students will be able to

- describe the setting of the first century church and list the purposes of the book of Acts.
- explain who Luke was and how his profession and personality influenced what he wrote.

SUPPLEMENTAL MATERIALS

Blackline Masters

BLM 17.2A New Testament Authors
BLM Test 17

Student Workbook

SW 17.1 Getting Started and Topics 1 and 2
SW 17.2 Topic 3

Presentation Slides

PS 17.1A Churches
PS 17.1B More Churches

17 An Introduction to Acts

Day 1

Student Text pp. 199–202 Student Workbook pp. 153–154

MEMORY VERSE

Acts 1:8

KEY TERMS

- witness
- testify

PREPARATION P

- **Day 1:** Obtain a timer, a multi-tool knife, and four small prizes. (*Topic 2: Instruction 1*)
- **Day 2:** Make one copy of **BLM 17.2A New Testament Authors** for each group of three students. (*Topic 3: Instruction 1*)

Getting Started—The Main Ideas

Lesson Background

The word *church* comes from the Greek word *ekklesia*, meaning a *called-out assembly*. The *ekklesia* never refers to a building, as people today often use the word. In fact, for several generations Christians did not construct buildings specifically as a place to hold church meetings. The church includes and refers to both the local congregation as well as the catholic or universal body of Christ throughout the world. Its people are those who have professed faith in Christ under the new covenant, as well as the saints of the old covenant who lived by faith, were justified by it, and who surround believers today as a crowd of witnesses (Romans 4:1–3, Hebrews 12:1).

Instruction

- 1 Display **PS 17.1A Churches** and **PS 17.1B More Churches**. Inform students that PS 17.1A depicts an ordinary church made out of bricks. It also depicts a mission-style church in Ventura, California; the Air Force Academy Chapel in Colorado Springs, Colorado; St. Paul's Cathedral in London, United Kingdom; and the painted ceiling of St. Isaac's Cathedral in St. Petersburg, Russia. Add that PS 17.1B depicts St. Nicholas Russian Orthodox Cathedral in Nice, France; churches in rural Tanzania and Ethiopia; and the interiors of three different churches. Invite students to comment on the similarities and differences of the churches shown and how they do or do not resemble the churches they attend. Write the words *church*, *mission*, *chapel*, and *cathedral* on the board. Have students add other synonyms for church, such as temple, tabernacle, assembly, and congregation, and then discuss the meanings of the terms listed.
- 2 Read *Getting Started* (ST page 200).

Discussion Questions

- How do you know that the white building shown on the first page of this lesson is a church? How is it the same or different than the church buildings on PS 17.1A–B?
- What did Jesus mean when said that he would build his church?
- Which picture in *Getting Started* shows the biblical meaning of the word *church*?
- Where would the people in Jesus' church come from?

Topic 1—The World of the First Century

Lesson Background

God planned Jesus' entry into history to coincide with the Roman Empire and its rule of Palestine. The apostle Paul described it this way in his letter to the Galatian believers: "when the right time came, God sent his Son, born of a woman . . . to buy freedom for us . . . so

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that he could adopt us as his very own children” (Galatians 4:4–5). The Roman Empire provided the setting that would enable the gospel to spread rapidly from the Middle East to Europe and North Africa.

For nearly 500 years, from 27 BC to AD 476, the rule of Rome prevailed. This time of relative tranquility in the ancient Western world is now known as the *Pax Romana*—literally, *Roman peace*. It facilitated the growth of travel and trade throughout the region and the use of a common language, Greek. (While Latin was the official language of Rome, Greek was already in use in many of the places the Romans conquered.) Increased safety, trade, travel, and communication also contributed to a mingling of cultures and religions. The good news of Jesus Christ would soon provide a great contrast to the multiplicity of gods found in the Greek and Roman pantheons.

Instruction P

- 1 Read *Topic 1* (ST pages 200–201).

Discussion Questions

- What languages did people in Palestine speak?
- What kinds of items might you find at an archaeological site in Bible lands? How do such items help us know how people lived in the past?
- How is your life different from the life of the typical 11- or 12-year-old in the first century?
- If an archaeologist, many centuries from now, unearthed your room, what would your possessions tell them about what your life is like today?

Topic 2—The Book of Acts

Lesson Background

God’s inspired Word includes a variety of different genres. The book of Acts, written in Greek perhaps 30 years after Jesus’ death and resurrection, is the only volume of church history in the Bible. While the epistles of the New Testament provide insights into the life of believers in the early church, Acts provides information on their historical and geographical context. Acts gives a vivid picture of how the gospel grew and spread from place to place.

Written by Luke, a physician, Acts is properly known as *the Acts of the Apostles*. Chapters 1–15 focus on the apostle Peter and other leaders who arose in the church in Jerusalem, such as Stephen and Philip. In chapters 15–28, the focus of the narrative changes to the apostle Paul, whose conversion was told in chapter 9. Luke describes the missionary journeys Paul undertook with Barnabas and others to proclaim the gospel to both Jews and Gentiles.

Acts fulfills four purposes. First, it is a historical record, and its accuracy is a testament of the inspiration of the Scripture. Second, it emphasizes the universality of faith in Christ, showing how the inclusion of Gentiles into the nation of God was envisioned in the Hebrew Scriptures. Third, some scholars believe the book of Acts may have been written to help in Paul’s defense at his trial in Rome. It describes how Christians were perceived by various Roman officials that Paul encountered on his way to the capital. A fourth and final purpose

ENRICHMENT

- Assign students to research and report on a specific aspect of life in the first century.
- Visit www.thatheworldmayknow.com and consider showing clips from Ray Vander Laan’s series to help students understand the places and cultures in the book of Acts.
- Share news items detailing recent archaeological discoveries with your students.
- Discuss the fact that God gave his people four different accounts of Jesus’ life through Matthew, Mark, Luke, and John. Why are multiple perspectives on what Jesus was like helpful?
- Bring a harmony of the Gospels to class for students to peruse.
- Invite a police officer, judge, or lawyer to discuss what it means to be a witness and to testify in a court of law.
- Challenge students to use phone directories or online resources to identify as many ministries as they can that are named after Luke.
- Display artwork depicting Luke. Point out that many images include an ox or bull. Explain that the prophet Ezekiel had a vision of winged creatures around God’s throne, and the creatures’ faces were like those of a man, a lion, an ox, and an eagle (Ezekiel 1). Because there were four creatures, people connected them with the four Gospels. The ox, an animal of sacrifice, was chosen for Luke because he emphasized the atonement made by Jesus’ sacrifice on the cross.

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COMMENTS

- **Topic 2:** The book of Acts was cited by church fathers as early as the middle of the second century, including Irenaeus, Clement of Alexandria, Tertullian, and Origen.
- **Topic 3:** Because Luke is not identified as one of the Jewish believers who worked with Paul, many believe he was a Gentile (Colossians 4:10–11, 14). Scholars are not sure where Luke came from. Tradition says Luke was from Antioch in Pisidia, in modern-day Turkey. He might also have lived in Philippi of Macedonia, in modern-day Greece. Philippi was a town known as a center of ancient medicine.

of Acts is as an encouragement to believers—Luke’s contemporaries and, by the grace of God, everyone today who calls on the name of Jesus Christ.

Instruction

- 1 Display a multi-tool knife. Have students work in pairs to list as many uses as they can for the tool. Set the timer for three minutes. When time is up, lead the class in comparing their lists. Award prizes to the team with the most uses and to the team with the most creative or surprising use of the tool. Explain that the book of Acts is like a multipurpose tool. When Luke wrote the book, it accomplished more than one purpose.
- 2 Read *Topic 2* (ST pages 201–202). Draw students’ attention to the definitions of *witness* and *testify*.

Discussion Questions

- When and where was Acts written?
- What is the content of Acts?
- What makes someone a witness?
- After what event, and where, did Jesus say his disciples would become his witnesses?
- If you are asked to testify, what are you being asked to do?
- What are some ways to testify about Jesus?
- What are four purposes accomplished by the book of Acts?
- Which purpose do you think is most important? Why?

- 3 Read **Acts 1:8** and introduce it as the memory verse. Note that it includes the word *witnesses*.
- 4 Assign **SW 17.1 Getting Started and Topics 1 and 2** to be completed by students.
- 5 Assign students to write a paragraph describing their church. Emphasize that it should focus on the biblical meaning of the word *church* (i.e., people, not a building) so students should include the name of their church, its denomination (if any), its ministries (such as youth group or missions), and other details that will give listeners a good portrait of what their church is like. Inform students that this paragraph is due and will be read on the first day of Lesson 18.

Day 2

Student Text pp. 202–203 Student Workbook pp. 155–156

Topic 3—Who Was Luke?

Lesson Background

The stories of the birth, life, ministry, death, and resurrection of Jesus were captured by four writers who were inspired by the Holy Spirit—Matthew, Mark, Luke, and John. Matthew

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LESSON 17

and John were two of Jesus' 12 disciples. Mark was a young man who probably met Jesus and wrote with the authorization of the apostles, who communicated their direct knowledge of Jesus and his teachings to him. Luke was a Gentile, a Greek physician, who wrote his Gospel based on investigative interviews of those who had actually witnessed Jesus' life.

Luke wrote the fifth book in the New Testament as a sequel to his first book. As before, Luke based Acts on eyewitness accounts. He took part in several of the events he wrote about (Acts 16:10, 20:6, 21:1, and 27:1). As a physician, historian, disciple of Jesus, and companion to Paul on parts of his second and third missionary journeys and his journey to Rome, Luke was well qualified to record the earliest history and growth of the church. Luke even included numerous abbreviated sermons and speeches in his work.

Instruction P C

- 1 Have students work in groups of three. Distribute a copy of **BLM 17.2A New Testament Authors** to each group. Direct students to fill in the blanks by using their Bibles to compare the number of pages written by Matthew, Mark, Luke, John, Paul, Peter, James, Jude, and the author of Hebrews. Discuss the results. Note that the number of pages of each book will vary according to the Bible version used. Inform students that today's lesson will focus on Luke.
- 2 Read *Topic 3* (ST pages 202–203).

Discussion Questions

- How did Luke know enough about Jesus to write about him? Was he an apostle?
- What places did Luke visit? Why?
- What was Luke's profession?
- What was Luke's character like? How do you know?
- Is Luke a good role model for believers? Why or why not?

- 3 Divide the class into three groups and name them *Group 1*, *Group 2*, and *Group 3*. Explain that each group will compare one or more passages written by Luke with one or more passages from another Gospel. Assign Matthew 1:18–25 and Luke 1:26–38 to Group 1; Mark 9:2–9 and Luke 9:28–36 to Group 2, and Luke 19:28–44 and John 12:12–19 to Group 3. Their goal is to determine what Luke was like and how he was different from the other gospel writers. Encourage students to use the knowledge they already have about Luke to guide their analysis. After a few minutes, have each group present its findings to the class.
- 4 **WORLDVIEW LINKS:** Link Biblical Truths 1, 5, and 14 with the main ideas presented in Lesson 17. Through God's sovereign power, the Roman Empire served to establish the perfect setting for the good news of Jesus Christ to spread throughout the ancient Western world (BT 14). The book of Acts tells how this happened and shows how Jesus' promise to build his church was fulfilled (BT 1) for the praise of his glory (BT 5).
- 5 Assign **SW 17.2 Topic 3** for students to complete.

NOTES

Teacher Manual

LESSON 17

NOTES

Day 3 Test

Review Lesson 17. Use **BLM Test 17** as a student performance assessment. Have students begin reading Lesson 18.

Remind students to bring the paragraphs they wrote about their own church to the next class. These paragraphs will be read as an introduction to Lesson 18.

Teacher Manual

LESSON 17

Name _____ Date _____

Getting Started and Topics 1 and 2 17.1

1. According to your memory verse, whom did Jesus say would help his followers to be his witnesses?
The Holy Spirit

2. Where would they tell others about him? Possible answers: Jerusalem, Judea, Samaria and the ends of the earth; everywhere

Match the term to its meaning.

C 3. Church A. Someone with personal knowledge about a specific matter
A 4. Witness B. To share personal knowledge or belief or provide evidence or proof
B 5. Testify C. People who profess faith in Christ

Mark the statements below with a T if they are true or with an F if they are false.

T 6. The Roman Empire extended from Europe to the Middle East and North Africa.
F 7. Jerusalem was the capital of the Roman Empire.
F 8. The people of the Roman Empire only spoke Romanian.
T 9. In the first century, most boys and girls were taught by their parents at home.
F 10. Children were not allowed to work on farms, in gardens, or in their parents' places of business.
T 11. Most people lived in small villages and in the countryside.
T 12. The Romans built roads to help soldiers and tradespeople travel throughout the empire.
T 13. Many gods and goddesses were worshipped in the Roman Empire.
T 14. Archeology helps us discover how people lived in Bible times.

15. Rewrite the false sentences so that they are true.
Rome was the capital of the Roman Empire.
The people of the Roman Empire spoke many different languages.
When they were old enough, most children had to work and do chores.



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17.1 Getting Started and Topics 1 and 2, continued

Circle the correct word(s) or number to complete each statement below.



16. The Bible is a collection of (66/ 27) books by many different writers inspired by God.
17. Acts was written about (100/ 30) years after Jesus' death on the cross.
18. Acts is the shortened title of The Acts of the (Hebrews / Apostles/ Romans).
19. Acts is a (historical/ fictional) record that tells how the church began.
20. The good news the disciples shared was for (Israelites only / everyone).
21. Some people thought that the followers of Jesus were (crazy about crosses / criminals).
22. Acts reminded believers in the first century of all (Peter / Paul / the Holy Spirit) had done among them.

23. Write about a time that someone shared their personal knowledge of Jesus with you. Answers will vary but may include learning about Jesus from parents, at church or Sunday School, or at Christian school.



24. Write about a time when you shared your faith with someone else.
Answers will vary.



25. What might help you share about Jesus more often? Possible answers: praying to God for help, practicing how to share and speak in public, becoming more confident about the good news by reading and studying the Bible

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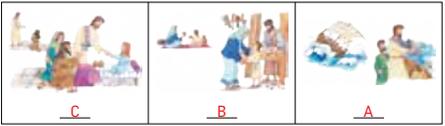
Name _____ Date _____

Topic 3 17.2

Fill in the circle(s) to answer each question.



1. What was Luke's profession? soldier doctor carpenter
2. What was Luke known for in the first century church?
 He was Jesus' cousin. He traveled with Paul telling others about Jesus.
 He was the first person arrested for praying in public.
 He had been raised from the dead. He was Jesus' brother.
3. What did Luke write? poetry history biography
4. Which books did Luke write?
 Luke and Philippians Luke and Revelation Luke and Acts Luke and Romans
5. How did Luke go about writing his books?
 He had visions and wrote down what he saw. He took dictation from Paul in prison.
 He did research and interviewed eyewitnesses. He made them up.
6. Why did Luke write?
 to tell people about Jesus and how the church grew to pass the time in prison
 to show that Jesus' followers were not troublemakers to encourage those who trust in Christ
7. What kind of writer was Luke?
 He only wrote about important events. He paid attention to details.
 He only wrote about himself or other men. He was humble and focused on others.
8. What cities did Luke visit?
 Antioch, Philippi, Ephesus, and Rome Bethlehem, Nazareth, and Jerusalem
9. Read the Bible verses from the gospel of Luke. Match them to the illustration.
A. Luke 8:22-25 B. Luke 2:39-40 C. Luke 8:40-42, 49-56



C B A

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17.2 Topic 3, continued

10. Each letter in Luke's name can stand for something about who he was. Write a sentence to explain how you know that Luke showed at least one of the qualities listed after each letter.



L - loving, loyal, listener: Possible answer: Luke was a loyal friend who stayed with Paul when other friends had to leave or had deserted him.
U - understanding, upbeat: Possible answer: Luke was a person who had great understanding of what was going on around him, so much so that he could even write a history book about it.
K - knowledgeable, kind: Possible answer: Luke thought kindness was important. He is the only gospel writer who told about the parable of the Good Samaritan.
E - evangelist, educated, expressive: Possible answer: Luke was an evangelist who traveled with Paul to spread the good news about Jesus.

11. Which of the above qualities would you like people to think of when they think about you? Why?
Answers will vary.

12. Write your name or initials. Choose words that begin with those letters to tell who you are.
Answers will vary.

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WALKING IN TRUTH



The Christian Worldview

STUDENT WORKBOOK



6

Samples reduced; not actual size

Student Workbook

LESSON 17

Name _____ Date _____

Getting Started and Topics 1 and 2

17.1

1. According to your memory verse, whom did Jesus say would help his followers to be his witnesses?

2. Where would they tell others about him? _____

Match the term to its meaning.

- | | |
|----------------|---|
| ___ 3. Church | A. Someone with personal knowledge about a specific matter |
| ___ 4. Witness | B. To share personal knowledge or belief or provide evidence or proof |
| ___ 5. Testify | C. People who profess faith in Christ |

Mark the statements below with a **T** if they are true or with an **F** if they are false.

- ___ 6. The Roman Empire extended from Europe to the Middle East and North Africa.
- ___ 7. Jerusalem was the capital of the Roman Empire.
- ___ 8. The people of the Roman Empire only spoke Romanian.
- ___ 9. In the first century, most boys and girls were taught by their parents at home.
- ___ 10. Children were not allowed to work on farms, in gardens, or in their parents' places of business.
- ___ 11. Most people lived in small villages and in the countryside.
- ___ 12. The Romans built roads to help soldiers and tradespeople travel throughout the empire.
- ___ 13. Many gods and goddesses were worshipped in the Roman Empire.
- ___ 14. Archeology helps us discover how people lived in Bible times.



15. Rewrite the false sentences so that they are true.

17.1 Getting Started and Topics 1 and 2, continued

Circle the correct word(s) or number to complete each statement below.



- 16. The Bible is a collection of (66 / 27) books by many different writers inspired by God.
- 17. Acts was written about (100 / 30 / 2) years after Jesus' death on the cross.
- 18. Acts is the shortened title of The Acts of the (Hebrews / Apostles / Romans).

- 19. Acts is a (historical / fictional) record that tells how the church began.
- 20. The good news the disciples shared was for (Israelites only / everyone).
- 21. Some people thought that the followers of Jesus were (crazy about crosses / criminals).
- 22. Acts reminded believers in the first century of all (Peter / Paul / the Holy Spirit) had done among them.

23. Write about a time that someone shared their personal knowledge of Jesus with you. _____



24. Write about a time when you shared your faith with someone else.

25. What might help you share about Jesus more often? _____

Student Workbook

LESSON 17

Name _____ Date _____

Topic 3 17.2

Fill in the circle(s) to answer each question.



1. What was Luke's profession? soldier doctor carpenter
2. What was Luke known for in the first century church?
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 - He was the first person arrested for praying in public.
 - He had been raised from the dead. He was Jesus' brother.
3. What did Luke write? poetry history biography
4. Which books did Luke write?
 - Luke and Philippians Luke and Revelation Luke and Acts Luke and Romans
5. How did Luke go about writing his books?
 - He had visions and wrote down what he saw. He took dictation from Paul in prison.
 - He did research and interviewed eyewitnesses. He made them up.
6. Why did Luke write?
 - to tell people about Jesus and how the church grew to pass the time in prison
 - to show that Jesus' followers were not troublemakers to encourage those who trust in Christ
7. What kind of writer was Luke?
 - He only wrote about important events. He paid attention to details.
 - He only wrote about himself or other men. He was humble and focused on others.
8. What cities did Luke visit?
 - Antioch, Philippi, Ephesus, and Rome Bethlehem, Nazareth, and Jerusalem
9. Read the Bible verses from the gospel of Luke. Match them to the illustration.
 - A. Luke 8:22–25 B. Luke 2:39–40 C. Luke 8:40–42, 49–56





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17.2 Topic 3, continued

10. Each letter in Luke's name can stand for something about who he was. Write a sentence to explain how you know that Luke showed at least one of the qualities listed after each letter.



L – loving, loyal, listener: _____

U – understanding, upbeat: _____

K – knowledgeable, kind: _____

E – evangelist, educated, expressive: _____

11. Which of the above qualities would you like people to think of when they think about you? Why?

12. Write your name or initials. Choose words that begin with those letters to tell who you are.

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Lesson 17 An Introduction to Acts

Getting Started—The Main Ideas

When you hear the word *church*, what comes to mind? Do you think of a building with a cross on top? Do you think of a place where people go on a Sunday morning? If this is what you think, you're not entirely wrong, but you're not entirely right either. People say things like, "Oh, that's such a beautiful church," or "The church is just two blocks down the street." When people make statements like these, they're talking about church buildings.



But there is a biblical meaning for the word *church* that does not refer to a building at all. When Jesus told his disciples, "I will build my church" (Matthew 16:18), he was not talking about buildings constructed out of wood, brick, steel, and glass. He was talking about building his kingdom made up of people he had come to redeem from the fall. This church includes Old Testament people who trusted God's promises that one day a Savior would be born who would die for the sins of the world (John 1:29). And it includes people from every nation and race who professed faith in Christ since that time. It includes believers in Jesus who have already died and believers who are still living today.



How did people all over the world learn about Jesus? The world of the first century was very different from what the world is like today. There was no internet, no television, no radio, and no newspapers. The book of Acts tells how the good news about the Savior, Jesus, spread from Jerusalem throughout the Roman empire and even to the capital, Rome. In this lesson you will learn more about life in the first century. You will also learn more about the book of Acts and its author, Luke.

Topic 1—The World of the First Century

By 2020, the world's population is expected to grow to 7.6 billion people. But in the first century, there were only about 300 million people on the whole earth. The world today is a lot more crowded than it used to be!

In the first century, about 15 percent of the world's people, or 45 million, lived in the Roman Empire. It extended from its capital, Rome, in Italy, as far away as present-day Iran (Mesopotamia) on the east and Spain on the west. Palestine and present-day Israel, where Jesus lived and where the church began, was just a small province on the outskirts of the Empire.



Many languages were spoken through the whole empire, just as many languages are spoken in Europe today. The languages used in Jerusalem included

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LESSON 17

Aramaic, Hebrew, Greek, and Latin. Most people could not speak all four languages; their knowledge depended on their education and what they did for a living. And most people could not read. Boys were more likely to be taught how to read and write than girls were. There were no formal schools like we have today; parents taught their children at home.

People usually worked at home. Families grew their own food and kept animals. If they lived by the shore, they fished. Everyone had chores to do, including children.

Even though the majority of the population did not live in big cities, but in small villages and in the countryside, there was the trading of goods throughout the Roman Empire. People traveled on foot, on a horse or donkey, as part of a caravan, or by boat. Part of what the Roman Empire had done as it expanded was to create a network of paved roads to facilitate conquest, communication, and trade.

The book of Acts mentions the names of many cities and towns. Today, scholars study the ruins of ancient cities, such as Philippi in Greece, or Ephesus and Antioch in Turkey. Their findings help prove the accuracy of the Bible. Archaeological findings include buildings such as temples and shrines dedicated to Greek, Roman, and other gods and goddesses; monuments; parchment; coins; and many items used in daily life.

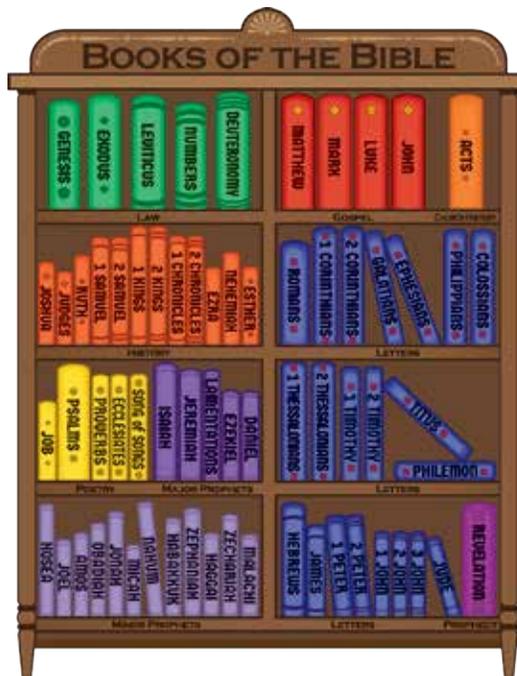


RUINS AT
EPHESUS
AND PHILIPPI

In this world of many gods, many languages, and many roads, the good news about Jesus would change lives and the course of history. A spiritual revolution was about to begin.

Topic 2—The Book of Acts

In a previous lesson you learned that the Bible is a collection of 66 books composed by about 40 different writers over the span of 1,600 years. It has two parts: the Old Testament, written before Jesus was born, and the New Testament, written after his death, resurrection, and ascension into heaven. God used the writers of Scripture to communicate truth to us.



The New Testament, which has 27 books, was the work of at least eight different people. (The author of the book of Hebrews is unknown.) Four people wrote the biographies of Jesus that we know now as *the Gospels of Matthew, Mark, Luke, and John*. The book that follows the Gospels is called *the Acts of the Apostles*, often shortened to *Acts*. It was written in Greek at least three decades after Jesus' death, perhaps between AD 62 and 70, probably in the city of Rome.

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LESSON 17

The first part of Acts focuses mainly on Peter, the leader of the apostles in Jerusalem, and how the church began. The second part of the book of Acts focuses on Paul, who traveled far and wide proclaiming the gospel.

Acts looks at the lives of the apostles who were witnesses to Jesus' life and ministry. A **witness** is someone who has personal knowledge about a specific matter. The apostles had personal knowledge of Jesus. They had been with him for three years; they heard him teach, preach, and perform miracles; they saw when he was killed; and they saw Jesus alive again, not just once but many times over a period of 40 days. He told them:

“You will receive power when the Holy Spirit has come upon you, and you will be my witnesses in Jerusalem and in all Judea and Samaria, and to the end of the earth.”
Acts 1:8

What is the purpose of Acts? First, it is a historical record. It tells what happened after Jesus died and rose again. It continues the story of the disciples and how the church began. Second, Acts fulfills a theological purpose: it makes a statement about our faith. It tells how, through the work of the Holy Spirit, the good news about Jesus spread and the disciples came to understand that the good news was not just for Jesus' family, friends, and acquaintances, nor just for the Jewish people, but for everyone.

When the Holy Spirit came upon them, Jesus' disciples did become his witnesses: they shared their personal knowledge and belief in Jesus with others. Do you know Jesus personally? Have you shared your knowledge with others? The Holy Spirit is the Power that prompts you, and every believer, to share about Jesus (1 Corinthians 12:3).



To **testify** is to share personal knowledge or belief or provide evidence or proof. The disciples' testimony is part of the evidence that Christians rely on today to tell others that Jesus is God's Son and our Savior.

Witness

Someone who has personal knowledge about a specific matter

Testify

To share personal knowledge or belief or provide evidence or proof

The book of Acts shows how personal knowledge about Jesus was shared with others. And the growth of the church was amazing! But not everyone was excited about it. Some people looked at the followers of Jesus and wondered if they were dangerous criminals. So, a third purpose of Acts was to offer a defense of the newly formed church, describing how the first believers lived together in peace and were unjustly accused of stirring up trouble. A fourth purpose was to encourage them to continue following Jesus. By telling the story of the church, Luke reminded the saints of all that God had already accomplished, and of what the Holy Spirit was continuing to do.

The four purposes of Acts—as a historical record, a statement about the faith, a defense of the church, and an encouragement to believers—are intertwined through the whole book.

Topic 3—Who Was Luke?

Do you remember who Jesus' apostles were?

¹⁶ These are the twelve he chose: Simon (whom he named Peter), ¹⁷ James and John (the sons of Zebedee, but Jesus nicknamed them “Sons of Thunder”), ¹⁸ Andrew, Philip, Bartholomew, Matthew, Thomas, James (son of Alphaeus), Thaddaeus, Simon (the zealot), ¹⁹ Judas Iscariot (who later betrayed him).

Mark 3:16–19



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LESSON 17

Luke's name is not on the list of apostles. So who was he? How did he come to know so much about Jesus that he could write one of the four Gospels in the New Testament?

Before Luke began to write his account, he did research. Have you ever had to do research to write a report for school? Did you have to visit the library or go online to find all the facts you needed? Today we have many resources available to do research, but in ancient times it was much harder to do this.



However, Luke wanted to make sure that what he wrote was true and trustworthy. Luke was a careful historian.

In addition to reading what others had written, Luke interviewed eyewitnesses to learn what Jesus had done and taught. And Luke himself was an eyewitness to much of what he wrote about in Acts. In four different passages in the book of Acts, Luke switches pronouns. Instead of talking about what the apostle Paul and his companions did using the word *they*, Luke says *we* (Acts 16:10, 20:6, 21:1, and 27:1). This says that Luke was with them. The cities that Luke visited included Antioch, Philippi, Ephesus, and Rome, among others. Luke visited many different places as he worked, along with Paul, to spread the gospel. He was an evangelist, telling people the good news about Jesus.

Luke met new people wherever he went. His profession probably helped him to do this. Luke was a doctor. In writing to the brothers and sisters at the church in Colossae, Paul said:

Luke, the beloved doctor, sends his greetings.

Colossians 4:14

Luke was a person who wanted others to be healed and well. He wrote about many healings that were also reported by Matthew and Mark in their Gospels, such as those of Peter's mother-in-law, the paralyzed man, and the man with the deformed hand. But, inspired by the Holy Spirit, Luke also reported on healings that no one else wrote about, such as the healing of the woman who was bent over for 18 years (Luke 13:11–13) and the healing of the 10 lepers (Luke 17:11–19).

As a doctor, Luke paid attention to many little details. Mark and Luke both told about Jesus healing many sick and demon-possessed people around sunset (Mark 1:32–34, Luke 4:40–41), but only Luke reported that healing came at the touch of Jesus' hand. Matthew, Mark, and Luke all told about the healing of a man with leprosy (Matthew 8:2–4, Mark 1:40–45, Luke 5:12–16), but only Luke wrote that it was an advanced case of the disease. The three writers all described the incident with Jairus' daughter, but only Luke reported that she was about 12 years old (Luke 8:42).



Luke told more stories about women and girls than the other gospel writers. For example, while Matthew told us Joseph's side of the story of when Jesus was born, Luke told us Mary's side. He is the one who told us what the angel Gabriel said to Mary and how she responded.



Luke was a compassionate person. Some important stories that only Luke wrote about are Jesus' parable of the two debtors, the parable of the Good Samaritan, and the parable of the Prodigal Son.

Luke's compassion wasn't just a matter of his line of work or his skill as a writer. He lived it out. This is what Paul wrote when he was in prison in Rome:

⁶As for me, my life has already been poured out as an offering to God. The time of my death is near. . . .

⁹Timothy, please come as soon as you can. ¹⁰Demas has deserted me . . . Crescens has gone to Galatia, and Titus has gone to Dalmatia. ¹¹Only Luke is with me. Bring Mark with you when you come, for he will be helpful to me in my ministry. ² Timothy 4:6, 9–11

If you were in prison, facing death, and your friends had abandoned you or been called away, how would you feel about the one friend who stayed behind and helped you? Paul was surely grateful for Luke's company. Many scholars think that this is when Luke started writing the book of Acts and telling the story of the church. In the next lesson, you will begin reading this exciting story!

Black Line Masters

LESSON 17

Name _____

Test 17

1. Memory Verse: Write the words and reference. _____

Read the sentences. Mark them **T** for true or **F** for false.

- ___ 2. The church includes people who believed in Jesus but are now dead.
- ___ 3. Ancient ruins show the Bible is accurate in describing life in ancient times.
- ___ 4. Luke was one of the 12 apostles.
- ___ 5. Luke personally interviewed people who knew Christ.
- ___ 6. Luke was a doctor, evangelist, and historian.
- ___ 7. There are some stories and teachings of Jesus that we only learn from Luke.
- ___ 8. When Paul was in prison, Luke deserted him.

9. Rewrite the false sentences so they are true.

10. Name two of the four purposes of the book of Acts.
 a. _____
 b. _____

11. What is a witness? _____

12. If you testify, what are you doing? _____

13. Was Luke a witness? How do you know? _____

14. Did Luke testify? How do you know? _____

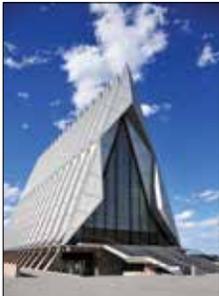
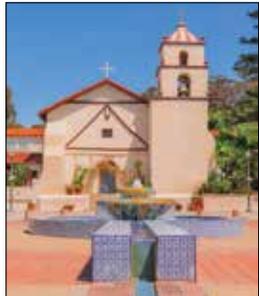
New Testament Authors 17.2A

James James: _____ pages	Luke Luke: _____ pages Acts: _____ pages Total: _____ pages	Paul Romans-Philemon: _____ pages
Jude Jude: _____ pages	Matthew Matthew: _____ pages	Peter 1 Peter-2 Peter: _____ pages
John John: _____ pages 1 John-3 John: _____ pages Revelation: _____ pages Total: _____ pages	Mark Mark: _____ pages	Unknown Author Hebrews: _____ pages

Presentation Slides

LESSON 17

Churches PS 17.1A



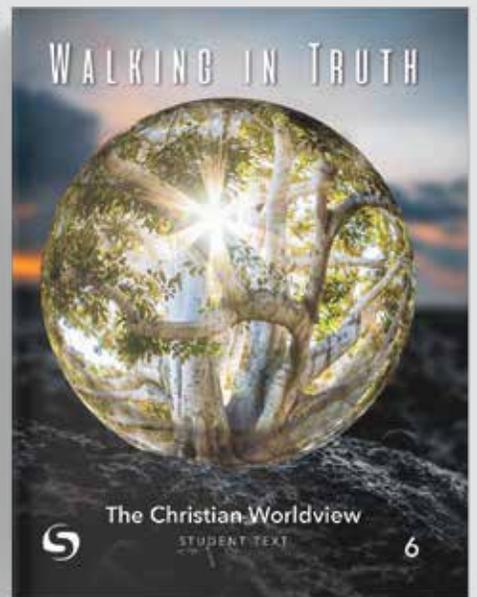
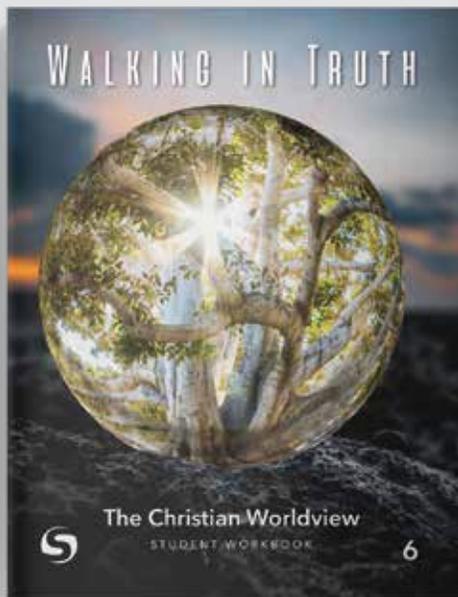
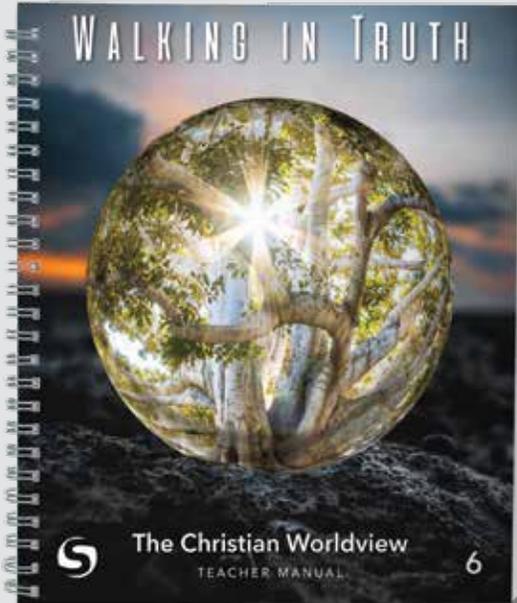
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More Churches PS 17.1B



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