



# Jerusalem

to

# Rome

*Witnesses to All Nations*

**Acts of the Apostles**

*English Language Curriculum*

*Gail Tiessen*



# Jerusalem to Rome

*Witnesses to All Nations*



*Acts of the Apostles*

by  
Gail Tiessen

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***Jerusalem to Rome*** includes:

- Teacher's instructions for each unit, approx. 3 hours of on task time
- Complete texts and scripts
- Learner worksheets
- PowerPoint Slides for each Unit with embedded Video/Audio
- Manipulative Pages

**The Visual Bible: Acts: A Dramatic Presentation of the Birth of Christianity, Part One and Two**

- Scripture quotations are taken from *The Holy Bible, New International Version*, Copyright 2010. Used by permission.

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**Unit 1: Jesus' Ascension & Apostles' Commission**

≈ - approx.

pg. 1 ≈180 min

<b>1. The Sequel</b> pg. 2≈30 min	<b>2. The Day He Was Taken Up</b> pg. 4≈30 min	<b>3. Mount of Olives</b> pg. 6≈30 min	<b>4. Take a Breath</b> pg. 8≈30 min	<b>5. Jerusalem Times</b> pg. 12≈60 min
<ul style="list-style-type: none"> <li>- to <b>activate</b> prior knowledge about sequels, past events and the book of Acts</li> <li>- to <b>review</b> events from the previous curriculum</li> <li>- to <b>share</b> ideas and experiences with one another</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>listen</b> for main ideas, events, people and places</li> <li>- to <b>sequence</b> summary statements</li> <li>- to <b>retell</b> the story</li> </ul>	<ul style="list-style-type: none"> <li>- to understand the geographic location of events in a text</li> </ul>	<ul style="list-style-type: none"> <li>-to <b>understand</b> the importance of pauses in speech</li> <li>- to <b>understand</b> where pauses are not permitted</li> <li>- to <b>use</b> appropriate pauses in a choral reading</li> <li>- <b>Dramatic Reading</b></li> </ul>	<ul style="list-style-type: none"> <li>- to imagine oneself in a different geographic location and situation</li> <li>- to <b>make</b> inferences and draw conclusions</li> <li>- to <b>ask</b> for information, to introduce a topic, to thank, to present a role play</li> </ul>

**Unit 2: The Holy Spirit's Coming & Jewish Believers**

pg. 15 ≈180 min

<b>1. A Multilingual World</b> pg. 16≈30 min	<b>2. When Pentecost Came</b> pg. 18≈60 min	<b>3. Everybody Understood</b> pg. 20≈30 min	<b>4. All Nations</b> pg. 22≈30 min	<b>5. Tongues of Fire</b> pg. 24≈30 min
<ul style="list-style-type: none"> <li>- to talk about learners' experiences with multiple languages</li> <li>- to <b>lead</b> a discussion using questions</li> </ul>	<ul style="list-style-type: none"> <li>- to listen for main ideas, events, people and places</li> <li>- to <b>sequence</b> summary statements</li> <li>- to <b>retell</b> the story</li> <li>- <b>Dramatic Reading</b></li> </ul>	<ul style="list-style-type: none"> <li>- to understand the meaning of some key words</li> </ul>	<ul style="list-style-type: none"> <li>- to understand the geographic location of events in a text</li> <li>- to <b>read</b> and <b>locate</b> places on a map</li> </ul>	<ul style="list-style-type: none"> <li>- to analyze and discuss</li> <li>- to <b>'read'</b> between the lines</li> </ul>

**Unit 3: Stephen's Death & Saul's Conversion**

pg. 27 ≈185min

<b>1. Facing Persecution</b> pg. 28≈30 min	<b>2. Opposition Arose</b> pg. 30≈60 min	<b>3. Descriptions</b> pg. 34≈30 min	<b>4. Persuasive</b> pg. 36≈5 min Homework	<b>5. In Damascus</b> pg. 38≈55 min
<ul style="list-style-type: none"> <li>- to <b>learn</b> vocabulary related to persecution</li> <li>- to <b>activate</b> prior knowledge about persecution and martyrdom</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>listen</b> for main ideas, events, people and places</li> <li>- to <b>sequence</b> summary statements</li> <li>- to <b>retell</b> the story</li> <li>- to <b>read</b> the script while listening</li> <li>- <b>Dramatic Reading</b></li> </ul>	<ul style="list-style-type: none"> <li>- to read and correlate information from a written text to a map</li> <li>- to <b>ask</b> about descriptions</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>learn</b> the meanings of words</li> </ul>	<ul style="list-style-type: none"> <li>- to discuss the meaning of the text</li> </ul>

**Unit 4: Philip's Witness in Samaria & an Ethiopian's Faith**

pg. 41≈180 min

<b>1. A Magic Wand</b> pg. 42≈20 min	<b>2. A Great Persecution Broke Out</b> pg. 44≈40 min	<b>3. Astonishment</b> pg. 46≈10 min Homework	<b>4. On the Road</b> pg. 48≈50 min	<b>5. Persecution &amp; Expansion</b> pg. 52≈60 min
<ul style="list-style-type: none"> <li>- to use imagination to think of changes in the world</li> <li>- to <b>activate</b> prior knowledge about power to change</li> </ul>	<ul style="list-style-type: none"> <li>- to listen for main ideas, events, people and places</li> <li>- to <b>sequence</b> summary statements</li> <li>- to <b>retell</b> the story</li> </ul>	<ul style="list-style-type: none"> <li>- to learn the meaning, for and use of target vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- to listen to appreciate the 'music' that is in language and the specific beat of English</li> <li>- to <b>stress</b> the stressed vowel of content words within phrases and thought groups</li> <li>- <b>Dramatic Reading</b></li> </ul>	<ul style="list-style-type: none"> <li>- to analyze and discuss</li> <li>- to <b>'read'</b> between the lines</li> <li>- to <b>discuss</b> the main themes of the book of Acts found in this text</li> </ul>

**Unit 5: Peter’s Vision & a Roman’s Faith**

pg. 55 ≈180 min

≈ - approx.

<b>1. Taste the Difference</b> pg. 56≈30 min	<b>2. At Caesarea</b> pg. 60≈30 min	<b>3. Respond Immediately</b> pg. 62≈30 min	<b>4. On the Gentiles</b> pg. 64≈30 min	<b>5. What Do You Think?</b> pg. 68≈60 min
- to <b>conduct</b> a survey - to <b>present</b> information on a graph - to <b>activate</b> prior knowledge about taboos	- to <b>listen</b> for main ideas, events, people and places - to <b>sequence</b> summary statements - to <b>retell</b> the story - <b>Dramatic Reading</b>	- to <b>learn</b> the meaning, form and use of target vocabulary	- to <b>read</b> a map and <b>correlate</b> information from a written text to a map	- to <b>discuss</b> the deeper meaning of the text

**Unit 6: Paul & Barnabas’ Witness in Asia Minor**

pg. 71 ≈180 min

<b>1. Hospitality or Hostility</b> pg. 72≈30 min	<b>2. In the Church at Antioch</b> pg. 74≈30 min	<b>3. Encouragement</b> pg. 76≈5 min Homework	<b>4. I Want You to Know</b> pg. 78≈55 min	<b>5. First Missionary Journey</b> pg. 82≈60 min
- to <b>discuss</b> hospitable and hostile ways of receiving guests - to <b>contribute</b> to a discussion	- to listen for main ideas, events, people and places - to <b>sequence</b> summary statements - to <b>retell</b> the story	- to <b>learn</b> the meaning, form and use of target vocabulary	- to <b>hear</b> and <b>produce</b> appropriate stress at the prominent point in a phrase - <b>Dramatic Reading</b>	- to <b>analyze</b> the text - to <b>discuss</b> the four themes

**Unit 7: Jerusalem Council’s Declaration & Response in Asia Minor**

pg. 85 ≈180 min

<b>1. Conflict</b> pg. 86≈30 min	<b>2. Go Up to Jerusalem</b> pg. 88≈30 min	<b>3. Discussion &amp; Debate</b> pg. 90≈10 min Homework	<b>4. In Asia</b> pg. 92≈50 min	<b>5. I Don’t Agree</b> pg. 96≈60 min
- to <b>discuss</b> rules and conflict - to <b>prepare</b> for the reading of the text	- to <b>listen</b> for main ideas, events, people and places - to <b>sequence</b> summary statements - to <b>retell</b> the story - <b>Dramatic Reading</b>	- to <b>learn</b> the meaning, form and use of target vocabulary	-to <b>distinguish</b> fact from opinion - to <b>read</b> a map - to <b>give</b> and <b>follow</b> directions on a map	- to <b>review</b> the formation of negative statements - to <b>use</b> interpersonal grammar of agreeing and disagreeing appropriately

**Unit 8: Paul’s Call & Witness in Macedonia**

pg. 103 ≈180 min

<b>1. Opinions</b> pg. 104≈30 min	<b>2. Come Over to Macedonia</b> pg. 106≈30 min	<b>3. Where Did They Go?</b> pg. 108≈30 min	<b>4. What Must I Do?</b> pg. 112≈30 min	<b>5. Paul Had a Vision</b> pg. 116≈60 min
- to <b>activate</b> prior knowledge about the topics of this unit - to <b>participate</b> equally in a discussion	- to <b>listen</b> for main ideas, events, people and places - to <b>sequence</b> summary statements - to <b>retell</b> the story - to <b>read</b> the script while listening	- to <b>discuss</b> the speech of the people in the text - to <b>read</b> a map and correlate information from a written text to a map - to <b>learn</b> more details about the places in the text	- to <b>gain</b> appropriate intonation for statements, imperatives and wh-questions - <b>Dramatic Reading</b>	- to <b>learn</b> how to classify ideas into categories - to <b>discuss</b> deeper questions about the text using language for being a group participant - to <b>discuss</b> the implications of the events in the text - to <b>interact</b> with the text

**Unit 9: Peter's Vision & a Roman's Faith**

pg. 123 ≈180 min

≈ - approx.

<b>1. In Athens</b> pg. 124≈30 min	<b>2. Philosophers &amp; Poets</b> pg. 126≈30 min	<b>3. On Mars Hill</b> pg. 128≈30 min	<b>4. His Offspring</b> pg. 130≈30 min	<b>5. Pen or Sword</b> pg. 136≈60 min
<ul style="list-style-type: none"> <li>- to <b>activate</b> prior knowledge about sequels, past events and the book of Acts</li> <li>- to <b>review</b> events from the previous curriculum</li> <li>- to <b>share</b> ideas and experiences with one another</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>listen</b> for main ideas, events, people and places</li> <li>- to <b>sequence</b> summary statements</li> <li>- to <b>retell</b> the story</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>understand</b> the geographic location of events in a text</li> </ul>	<ul style="list-style-type: none"> <li>-to <b>understand</b> the importance of pauses in speech</li> <li>- to <b>understand</b> where pauses are not permitted</li> <li>- to <b>use</b> appropriate pauses in a choral reading</li> <li>- <b>Dramatic Reading</b></li> </ul>	<ul style="list-style-type: none"> <li>- to imagine oneself in a different geographic location and situation</li> <li>- to <b>make</b> inferences and draw conclusions</li> <li>- to <b>ask</b> for information, to introduce a topic, to thank, to present a role play</li> </ul>

**Unit 10: Ephesus' Response of Faith & Opposition**

pg. 139 ≈180 min

<b>1. Portraits</b> pg.140≈40 min	<b>2. At Ephesus</b> pg.142≈60 min	<b>3. Grievances &amp; Disturbances</b> pg. 144≈20 min Homework	<b>4. The Believers in Ephesus</b> pg. 146≈30 min	<b>5. A Riot in Ephesus</b> pg. 148≈30 min
<ul style="list-style-type: none"> <li>- to <b>review</b> the characteristics and main events in the lives of people in the text so far</li> </ul>	<ul style="list-style-type: none"> <li>- to listen for main ideas, events, people and places</li> <li>- to <b>sequence</b> summary statements</li> <li>- <b>Dramatic Reading</b></li> </ul>	<ul style="list-style-type: none"> <li>- to <b>learn</b> the meaning, form and use of target vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>scan</b> the text for details</li> <li>- to <b>demonstrate</b> understanding of details in the text</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>discuss</b> some deeper issues that arise out of the text</li> <li>- to <b>discuss</b> the implications of the events in the text</li> </ul>

**Unit 11: Paul's Arrest & Trials**

pg. 151 ≈180 min

<b>1.Facts or Opinions</b> pg. 152≈30 min	<b>2. In Court</b> pg. 154≈60 min	<b>3. Proceedings &amp; Investigations</b> pg. 158≈10 min Homework	<b>4. Accusation &amp; Defense</b> pg. 160≈20 min	<b>5. Let Me Speak to the People</b> pg. 164≈60 min
<ul style="list-style-type: none"> <li>- to <b>recognize</b> the difference between fact and opinion</li> <li>- to <b>review</b> facts and opinions from previous texts</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>listen</b> for main ideas, events, people and places</li> <li>- to <b>sequence</b> summary statements</li> <li>- to <b>retell</b> the story</li> <li>- to <b>read</b> the script while listening</li> <li>- <b>Dramatic Reading</b></li> </ul>	<ul style="list-style-type: none"> <li>- to <b>learn</b> the meaning, form and use of target vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>use</b> a graphic organizer to plot main ideas about the text</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>discuss</b> deeper questions related to the text</li> <li>- to <b>interact</b> with the text</li> </ul>

**Unit 12: Paul's Journey & Witness in Rome**

pg. 167 ≈180 min

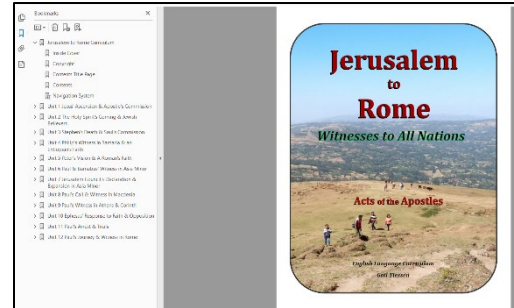
<b>1. Sail for Italy</b> pg. 168≈60 min	<b>2. Last Scenes</b> pg. 170≈30 min	<b>3. Saying Thanks</b> pg. 172≈30 min	<b>4. From Jerusalem to Rome</b> pg. 174≈60 min	
<ul style="list-style-type: none"> <li>- to <b>listen</b> for main ideas, events, people and places</li> <li>- to <b>sequence</b> summary statements</li> <li>- to <b>retell</b> the story</li> <li>- to <b>read</b> the script while listening</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>review</b> the elements of prosody</li> <li>- to <b>perform</b> a drama of the last scenes of Acts</li> <li>- <b>Dramatic Reading</b></li> </ul>	<ul style="list-style-type: none"> <li>- to <b>learn</b> to say thank you appropriately</li> <li>- to <b>role</b> play being thankful</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>discuss</b> the deeper meanings of the events of all the texts especially in light of the 4 main themes</li> </ul>	



## Navigation System

### Adobe Instructions:

- Ensure that you have the latest Adobe Reader on your computer. Go to: <https://get.adobe.com/reader/> and click on **Install**.
- Open the file titled **Jerusalem to Rome**. This opens to the **Cover Page** along with a left panel of bookmarks.
- Place your cursor on the **Bookmark panel** (on the left side of the screen) and *click* **Unit 1 Jesus' Ascension & Apostles' Commission**, to go to the **Unit 1 Title Page**
- In the **Bookmark Panel**, place the cursor on the plus sign (+) and *click* which will drop down a list of additional bookmarks.
- Once on the **Unit 1 Title Page**, a list of the tasks for the unit is visible; *click* any one of the tasks and you will immediately go to that task.
- When on a specific task, *click* on the **top of the page** and you will return to the **Title Page of the Unit**.
- In the **Content Pages**, *click* the **Unit** which will open the **Unit Title Page**.
- This navigation system continues throughout the entire curriculum.
- Whenever your cursor changes from a 'closed hand' icon to a 'pointing finger' there is a link to another page in the file. The whole of **curriculum** is linked for quick reference.



### Printing Using the Adobe Format:

To print a specific page you **MUST USE** the Adobe page numbers located at the bottom or top of the screen **NOT** the actual text page numbers.

For the best Colour documents: print from using the 'best' setting on your printer.

The **Audio/Video Files** are embedded into the **PowerPoint Instructor SLIDES**. Click on the **appropriate SLIDE** to activate.

### **Information/Comments:**

Contact [joytwopublications@gmail.com](mailto:joytwopublications@gmail.com)

