



**Mennonite
Schools
Council**

Affiliated with the
Mennonite Church

High School Bible Curriculum

Written by Elam Peachey; revised by Bronwyn Hestand

The People of God: The Story Continued: Jesus and the Church

**RECOMMENDED FOR GRADE 10
SEMESTER COURSE**

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OVERVIEW

“The People of God: The Story Continued: Jesus and the Church” continues themes introduced in the 9th grade course, “The People of God: A Story Begun.” The theme of God’s unfailing grace is suggested for emphasis throughout these two courses. In addition, the courses are linked since the various stories are seen as elements of one complete story, the way God reveals Himself to us. By the completion of this course, students will be familiar with the intertestamental period, Judaism, and the world of Jesus. They will study the life and teachings of Jesus Christ as a challenge for their own relationship with Christ.

This outline does not define how the units are paced. It is suggested that the curriculum is developed with a sensitivity for growth in both content-knowledge and personal faith formation. Building in-depth understanding will mean that not all content is “covered.”

Biblical literacy may vary considerably. Pretests or other formative assessment strategies may help the teacher better understand the needs of the students. Learning groups, portfolios, assignment choices and other strategies for differentiated learning will be especially useful. In addition, the students may be coming from a number of other school settings. Activities that build a sense of community will help the school culture of learning, dialogue and support for faith development. Simulations and other “hands-on” activities are especially effective in engaging students of all backgrounds in the biblical story. Bible memory assignments can be very meaningful learning experiences with long-term rewards. Video clips can lead to interesting discussion of story themes, characters, alignment of video with Scripture and other topics. Journals and assessment activities can be useful in encouraging growth since students are asked to articulate elements of what they know, questions they have and what they believe.

See the Teacher Resources section of this course and the other courses for a variety of tools for teacher preparation, classroom activities and student assignments. The General Introduction to the curriculum also contains a foundational resource list for youth ministry and Mennonite faith perspectives.

The objectives of “The People of God: The Story Continued: Jesus and the Church” relate to the following educational goals of _____ : *(Fill in name of school and list relevant objectives.)*

UNIT 1: INTRODUCTION

OBJECTIVES

The student will:

1. Understand the political, social, religious and cultural framework of the world of Jesus.
2. Become acquainted with Christian and non-Christian writers, and their views concerning Jesus and the Christian movement.
3. Be able to distinguish between the different audiences to whom the four gospels were written.
4. Understand the formation of the canon as a process that lasted several hundred years.
5. Articulate the Christian view of Jesus as Christ.

CONTENT

1. Background information about Jesus
 - a. Non-Christian sources
 - i. Josephus, Jewish historian (intertestamental) and earliest non-Christian testimony
 - ii. Pliny the Younger, Roman administrator in Bithynia (CE 110)
 - iii. Tacitus, Roman historian
 1. Wrote after CE 110 about Christians at time of Nero (CE 64)
 - iv. Seutonius, Roman historian and lawyer (CE 120)
 2. Compiled biographies of several Roman emperors
 3. Mentioned expulsion of Jews from Rome under Claudius
 - b. Christian sources
 - i. Apocrypha: 15 pieces of religious literature not accepted in the canon but with historic value
 - ii. Letters of Paul
 - iii. Gospels: testimonies of faith, not biographies of Jesus
 1. Stages of information
 - a. Actual life and teaching of Jesus
 - b. Oral: preaching by apostles after Pentecost
 - c. Writing of oral traditions by evangelists
 2. Perspectives of four evangelists
 - a. Synoptic Gospels – similar, can more fully understand message when viewed side by side
 - i. Matthew: Written to Jews and emphasizes that Jesus is promised Messiah. Jesus as teacher.

- ii. Mark: Written to Gentiles, particularly Romans, emphasizes Jesus' humanity. Jesus as unrecognized Messiah.
 - iii. Luke: Gentile audience and stresses universality of the gospel (good news). Jesus as compassionate and concerned for sinners.
 - iv. John: More theological than historical and contains the teachings of Jesus. Jesus is seen as incarnate "Word of God."
- 2. Formation of the New Testament canon
 - a. Acceptance of Old Testament (CE 90)
 - b. Apostles' stories (CE 33-50)
 - c. Gospels and letters (CE 50-120)
 - d. Compiling list (CE 120-397)
 - i. Councils of Hippo (CE 393) and Carthage (CE 397) verified listing by Athanasius
- 3. Christology: "Who do you say that I am?"
 - a. Jesus (history), the Christ (faith)

MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. Metzger, Bruce M. *The New Testament: Its Background, Growth and Content*. Nashville: Abingdon Press, 1965. Chapter 4.
3. Diagram on the formation of the canon. (See pp. 408-409: Drane, John. *Introducing the New Testament*. New York: Harper and Row, 1986.)
4. Create a timeline for the intertestamental period through the life of Christ and the early church. Include references to the role of the Pharisees, Sadducees, Essenes and Zealots.
5. Introduce the formation of the New Testament canon in this unit. This may be more thoroughly explored in the 11th grade course, "The People of God: Growth and Struggles of the Church in History."

UNIT 2: WORLD OF JESUS

OBJECTIVES

The student will:

1. Become familiar with Jewish history from the return of captivity (539 BCE) until the Christian era.
2. Describe the major geographical and political divisions of Palestine under Roman occupation.
3. Name and describe the four major Jewish parties in Jesus' day.
4. Distinguish between temple worship system and weekly synagogue assemblies.
5. Understand differences between Hebrew and Greek thought patterns.
6. Articulate how the church became God's special witness in the transition from Judaism to Christianity.

CONTENT

1. Intertestamental period (400-4 BCE)
 - a. Brief review of history: Review the call of Abraham, rebuilding of the temple and details after Alexander the Great.
 - b. Significant literature
 - i. Septuagint (250 BCE): Greek translation of Old Testament
 1. Hebrew language dead
 2. Made Scripture available
 - ii. Apocrypha
 - iii. Writings of Josephus
2. Geography and culture
3. Political
 - a. Far-northern section ruled by Philip, south by Pilate, and Galilee ruled by Herod Antipas. (Most Jews lived in South Judea; Jesus spent most of his time in Galilee.)
4. Religious (Judaism)
 - a. Jewish parties
 - i. Pharisees
 - ii. Sadducees
 - iii. Essenes
 - iv. Zealots
 - b. Worship
 - i. Temple: focal point of national life and worship, symbol of unity of Jews, vast sacrificial system (The Wailing Wall is all that remains of Herod's temple.)

- ii. Synagogue: focal point of worship and education in each town, began as temporary structure, became main support of Jewish faith
- iii. “Shema” (Deuteronomy 6:4)
- iv. Consecrated life
 - 1. Daily prayer
 - 2. Weekly Sabbath
 - 3. Religious feasts: Passover, Pentecost and Festival of Tabernacles
 - 4. Relevant vocabulary
 - a. High Priest, head of temple worship
 - b. Chief Priest, head of one of many priestly families
 - c. Diaspora, Jewish communities scattered throughout Roman Empire
 - d. Sanhedrin, central governing council
- c. Hebrew thought pattern compared to Greek
 - i. Hebrew
 - 1. Linear
 - 2. Focus on community
 - 3. History written by prophets and people involved
 - 4. God at work among people
 - 5. Purposeful conclusion to life
 - 6. God’s creation is good.
 - ii. Greek
 - 1. Cyclical
 - 2. Self-centered
 - 3. History written by scholars
 - 4. Fate-controlled events
 - 5. Death ends all: nothing to nothing
 - 6. Hierarchy of evil to good (earth, plants, animals, slaves, women, man-body, soul, spirit, gods [evil and good])
- d. Transition from Judaism to Christianity
 - i. God’s special witness on earth passes from the godly remnant of the nation of Israel to the universal church.
 - ii. Risen Messiah and Jesus of Nazareth: When “rejection” was made official by the Sanhedrin, the Holy Ghost fell upon Gentiles, and apostles could accept universality of the church.

MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999. Chapters 3-5.
2. Identify divisions on a blank map of Palestine (e.g., <http://scribblemaps.com>).
3. Memorize the "Shema" (Deuteronomy 6:4).
4. Describe High Priest, Chief Priest, Sanhedrin and Diaspora.
5. Drane, John. *Introducing the New Testament.*, San Francisco: Harper & Row, 1986. Chapter 1.
6. Kreider, Alan. *Journey Towards Holiness: A Way of Living for God's Nation*. Scottdale: Herald Press, 1987.
7. Bowman, Thorleif. *Hebrew Thought Compared to Greek*. New York: W.W. Norton, 1970.
8. Note that the Greek system of thought—being hierarchical—can, by extension, be used as a rationale for racism (animals, slaves, your race, my race, etc.).
9. Video clips: *From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.
10. Video clips: *Jesus: The Complete Story*. BBC/Warner Bros., 2004. DVD.
11. Google images of the Wailing Wall/Western Wall.
12. Images, routes and maps from the Jesus Trail (www.jesustrail.com)

UNIT 3: EARLY YEARS

OBJECTIVES

Students will:

1. Articulate the difference between the first-century Jewish view of Messiah and the Christian Messianic understanding.
2. List and justify five titles attributed to Jesus.
3. Explain similarities and differences between the Matthew and Luke birth narratives.
4. Identify key events in the early life of Jesus.
5. Acknowledge that God's view of the body is good.

CONTENT

1. Historical expectations of a Messiah
 - a. Study of Jewish concept of Messiah versus Jesus' concept
 - b. Note titles and descriptions
 - c. Contrast Old Testament prophecies that set the expectations for Messiah as suffering servant, warrior, etc.
2. Birth narrative
 - a. Genealogy: compare Matthew and Luke
 - b. Incarnation: God in bodily form (John 1)
 - c. Facts: biblical and traditional
 - i. Characters and dates
 - ii. Chronology of events (Matthew 1, 2; Luke 1, 2)
3. Youth
 - a. Nazareth - Bethlehem - Egypt - Nazareth (Luke 2:40-52)
 - b. In the temple
 - i. Age 12: entry into Jewish religious community
 - ii. Jesus grew (Luke 2:52)

MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. Memorize one of the Old Testament prophecies regarding the Messiah.
3. Define magi, incarnation and Emmanuel.
4. Explore traditions related to Advent.
5. Discuss the relationship of Jesus and his parents as compared to contemporary teen/parent relationships.

6. Video clips: *From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.
7. Video clips: *Jesus: The Complete Story*. BBC/Warner Bros., 2004. DVD.

UNIT 4: PREPARATION FOR MINISTRY

OBJECTIVES

Students will:

1. Describe similarities between the message of John the Baptist and the teaching of Jesus.
2. Identify key elements in the baptism of Jesus and explain the meaning and value of personal baptism.
3. Explore the relationship between Jesus' experiences and their own.

CONTENT

1. John the Baptist, forerunner of Jesus (Luke 3)
 - a. Birth announced, background of Zechariah and Elizabeth (Luke 1:5-25)
 - b. Naming (Luke 1:57-80)
 - c. Early life and attire
 - d. John's baptism and teaching
 - i. Baptized for repentance: note variety of purification rites
 - ii. Message pointed to Jesus (Matthew 11:2-19; Luke 7:19-34)
 - e. Defense of ministry, identification of Jesus as Christ (John 1:19-34)
 - f. Arrest (Luke 3:19-20)
 - g. Death (Luke 9:7-9)
2. Baptism of Jesus - compare synoptic accounts
 - a. Anointing: Transition from carpentry to ministry
 - b. Preview of Christian baptism, identification with sinners
3. Revelation of God
 - a. Heavens opening = presence of God
 - b. Dove = messenger, sign of Holy Spirit, symbol of Israel
 - c. Voice = God gives approval (audible or inaudible?)
4. Temptation of Jesus
 - a. Experience in the wilderness gave understanding to identity and mission.
 - b. Underlying question: How should Jesus' power be used? (Look at meaning of three temptations.)
 - c. Conclusion: Jesus defeated the kinds of temptations that he would deal with throughout ministry.
 - d. What would have happened if Jesus had given into temptation? Could he have?

MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. Discussion or assignment on the meaning of baptism which includes the significance of Jesus' baptism.
3. Video clips: *From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.
4. Video clips: *Jesus: The Complete Story*. BBC/Warner Bros., 2004. DVD.

UNIT 5: JESUS' MINISTRY

OBJECTIVES

Students will:

1. Distinguish between the Jewish political understanding and Jesus' understanding of the kingdom of God and articulate characteristics of the kingdom.
2. Explain the purpose of miracles and list examples.
3. Be familiar with Jesus' use of and the emphasis of parables with key focus on parables of the kingdom.
4. Be introduced to the inductive Bible study method.

CONTENT

1. Core of Jesus' ministry: Kingdom of God - kingly rule or dominion of God, dynamic reign of God
 - a. Jewish viewpoint
 - i. Material and political
 - ii. Slogan of Jewish nationalism (emphasis on kingdom)
 - iii. Kingdom comes when the laws of God are faithfully kept
 - b. Jesus' new teaching
 - i. Sermon on the Plain (Luke 6:20-49)
 1. Four blessings and woes - compare to Beatitudes (Matthew 5:3-12)
 2. Commands relating to enemies and the overlooked
 3. Description of kingdom citizens (Matthew 5:36-45)
 4. Two foundations and destinies (Matthew 5:46-49)
 - ii. Three-fold character
 1. Kingdom is near (Mark 1:15)
 2. Pray for its coming (Luke 18:17)
 3. Disciples proclaim (Luke 9:2)
 - iii. Rules of God in heart and world
 1. Heart
 - a. Moral, not nationalistic
 - b. Spiritual, not material
 - c. Actual, not ideal
 2. World
 - a. Social, not individualistic
 - b. Universal, not local
 - c. Both present and future (Zechariah 14:9; Daniel 7:27)

- iv. Entrance to the unlikely
 - 1. Poor, not rich (Luke 6:20)
 - 2. Little children, not wise scribes (Matthew 18:1-6)
 - 3. Tax collectors and sinners, not Pharisees (Matthew 21:31)
 - 4. East and west, not just Jews (Matthew 8:11-12)
 - v. Requirements for entry
 - 1. Matthew 4:17-19, 5:20, 6:33, 7:21, 13:44-45, 19:21
 - 2. Luke 9:62
 - c. Use of concept in synoptic gospels
 - i. Matthew: Kingdom of heaven
 - ii. Luke: Kingdom of God
 - iii. Parables: Eleven times introduced by “Kingdom of heaven is like ...”
 - d. Summary
 - i. Entrance to those who repent and follow (Matthew 4:17, 19)
 - ii. Old Testament prophecies of the coming kingdom in the ministry of Jesus
 - iii. Dynamic at Pentecost
 - iv. Believers’ experience
 - v. Consummation in the future
2. Miracles
- a. Definition: God’s direct response to problems of evil and suffering in the world
 - b. Rationale
 - i. Signs and wonders (John) and mighty works (Synoptic gospels)
 - ii. Weapon against Satan
 - iii. Response to question: “Who do you say that I am?”
 - 1. Reveals glory as the Son of God
 - 2. Not for show or self-glory
 - c. Kinds of miracles
 - i. Nature (Matthew 8:23-26, 15:32-38; Luke 8:22-25; John 2:1-10)
 - ii. Healing (Matthew 8:2-3; Luke 5:12-16)
 - iii. Exorcism (Matthew 8:28-34; Mark 1:21-28, 5:1-20; Luke 4:31-37)
 - iv. Over death (Matthew 9:18-26; Luke 8:40-56; John 11:14-47)
 - d. Discussion
 - i. Were miracles intended primarily for the introduction of the gospel to a hostile and pagan culture, or should miracles be as commonplace today as they were in the first century?
 - ii. What miracles have you encountered or experienced?

3. Parables

- a. Definition: literal- throwing along side of (Greek) and anything like something else (Hebrew)
 - i. Brief or extended comparison - not an allegory where every detail has hidden meaning
 - ii. Calls for response
 - iii. One central point - may have several lessons but one main point
- b. Why Jesus used parables
 - i. Get attention of listeners
 - ii. Convey beliefs that would stick
 - iii. Stimulate and challenge a call for decision
 - iv. Show and tell of new life in old world
 - v. Coded message to those seeking entrance to the kingdom
- c. Parables and the kingdom of God
 - i. General themes
 - 1. Invasion of Satan's kingdom to release those in bondage
 - 2. Wickedness replaced by good
 - 3. Celebrate the beginning of a new age
 - 4. Coming of the kingdom calls for patience
 - 5. "In" group is up to God
 - ii. Examples
 - 1. Nearness of the kingdom: In what ways do these parables reflect God's judgment upon his people?
 - a. Wise and foolish maidens (Matthew 25:1-13)
 - b. Talents and pounds (Matthew 25:14-28)
 - 2. Inevitability of the kingdom: What kingdom characteristics are reflected by these parables?
 - a. Sower and seed (Matthew 13:1-9)
 - b. Mustard seed (Matthew 13:31-32)
 - c. Heaven (Matthew 13:33)
 - 3. Inclusiveness of the kingdom: How are these parables reflective of true kingdom citizens?
 - a. Pharisee and publican (Luke 18:10-14a)
 - b. Two sons (Matthew 21:28-31)
 - 4. Cost of discipleship: How do the saved differ from the unsaved?
 - a. Sheep and goats (Matthew 25:31-46)
 - 5. Supreme value of the kingdom: What do these parables teach us about the intrinsic value of the kingdom

- a. Hidden treasure (Matthew 13:44)
 - b. Precious pearl (Matthew 13:45-46)
- 6. Challenge of the kingdom (preparedness): What two important kingdom teachings are given in these parables?
 - a. Wedding garment (Matthew 22:11-13)
 - b. Servant's duty (Luke 17:7-10)
- 7. Climax of the kingdom: How do the love, mercy and forgiveness of God fit into the scheme of an ultimate judgment and final separation of good and evil?
 - a. Weeds (Matthew 13:24-30)
 - b. Net (Matthew 13:47-48)

MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. List and explain requirements for entry into the kingdom of God and qualities of kingdom members.
3. Define miracle and parable, and give examples of each.
4. Introduce and use inductive Bible study methods for study of the miracles and parables.
5. Write a summary statement of the meaning of kingdom of God.
6. Kreider, Alan. *Journey Towards Holiness: A Way of Living for God's Nation*. Scottdale: Herald Press, 1987. Chapter 10.
7. Drane, John. *Introducing the New Testament*. Rev. ed. Minneapolis: Fortress Press, 2001. Chapters 6-8.
8. Video clips: *From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.
9. Video clips: *Jesus: The Complete Story*. BBC/Warner Bros., 2004. DVD.

UNIT 6: SALVATION AND DISCIPLESHIP

OBJECTIVES

Students will:

1. Develop an understanding of salvation as a yielding of total self to the lordship of Christ.
2. Become familiar with persons and passages of Scripture dealing with salvation.
3. Be able to articulate the cost of discipleship and be challenged to faithfully practice the life of a disciple.

CONTENT

1. Salvation
 - a. Christ's mission
 - i. Save people from sin (Matthew 1:21)
 - ii. Call the righteous (Luke 4:18-19, 5:31-32)
 - iii. Kingdom is at hand: repent or perish (Matthew 4:17; Luke 13:1-5)
 - b. Aspects of salvation
 - i. a. What must I do?
 1. Lawyer's question (Luke 10:25-29)
 2. Good Samaritan (Luke 10:30-37)
 - ii. Worthlessness of self-reformation
 1. Hear and obey (Luke 11:24-28; Matthew 12:43-45)
 - iii. New birth (John 3:1-21; Matthew 7:13-14; Luke 13:24)
 - iv. Confess Christ (Mark 8:38; Luke 12:8-9)
 - c. Salvation rejected
 - i. Rich young ruler (Mark 10:17-31; Luke 18:18-27)
 - ii. Great banquet (Matthew 19:16-30; Luke 14:15-24)
 - d. Who then can be saved?
 - i. Conversion of Zacchaeus (Luke 19:1-10)
 - ii. Rich man and Lazarus (Luke 16:19-31)
 - e. Joy in heaven over repentance
 - i. Lost sheep (Luke 15: 3-7)
 - ii. Lost coin (Luke 15:8-10)
 - iii. Lost son (Luke 15:11-32)

- f. Conclusion: salvation only through Christ
 - i. Only door (John 10:9)
 - ii. Only Savior (Acts 4:12)
 - iii. Grace is sufficient (Acts 5:31)
 - iv. Blood avails (Romans 5:9; I Thessalonians 5:9)
 - v. For the obedient (Luke 6:41-49; Hebrews 5:9)
 - vi. At his coming (Hebrews 9:28)
- 2. Discipleship
 - a. Follow me (Matthew 4:19-22; Luke 5:4-11)
 - i. Call of Levi (Luke 5:27-29)
 - a. Twelve sent forth (Matthew 10:1-10; Luke 9:1-6, 10:1-11)
 - b. Cost of discipleship (Matthew 16:24-27; Mark 8:34-38; Luke 9:23-26, 14:28-35)
 - c. Discipleship practiced (Luke 19:11-27)
 - i. Steadfastness (John 8:31)
 - ii. Fruitfulness (John 15:8)
 - d. Discipleship tested (Matthew 8:19-22, 10:37-39; Luke 9:57-62, 14:25-27)

MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. Inductive Bible study
3. Assign an essay describing salvation using the example of at least three persons who raised questions with Jesus, his response and the student's ultimate understanding of the situation.
4. Memorize selected passages of Scripture on salvation.
5. Share in either written or oral form a personal struggle with the cost of discipleship.
6. Video clips: *From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.
7. Video clips: *Jesus: The Complete Story*. BBC/Warner Bros., 2004. DVD.

UNIT 7: THE ESCHATON

NOTE: MSC recommends this study for the grade 12 curriculum, “The People of God: Kingdom Living.” However, an introduction may be considered for the grade 10 course as it relates to New Testament studies.

OBJECTIVES

The students will:

1. Know the signs of the Parousia based on the synoptic accounts of the apocalypse.
2. Grow in understanding of the certainty of Christ’s return without establishing a specific time.
3. Be introduced to the three major views concerning the end times.

CONTENT

1. Synoptic apocalypse (Matthew 24:4-36; Mark 13:5-37; Luke 21:8-36)
 - a. Signs of Parousia (Matthew 24:4-8; Mark 13:5-8; Luke 21:8-11)
 - b. Beginning of troubles (Matthew 24:9-14; Mark 13:9-13; Luke 21:12-19)
 - c. Desolating sacrilege (Matthew 24:15-22; Mark 13:14-20; Luke 21:20-24)
 - d. Parousia of Son of man (Matthew 24:26-36; Mark 13:24-37; Luke 17:23-24, 21:25-33; I Thessalonians 4:15-16)
 - e. Ending of discussion and watchfulness (Matthew 24:37-51; Mark 13:33-37; Luke 17:26-27, 30, 34-35)
 - i. Uncertainty of the time of the Parousia
 - ii. Days of Noah and Lot contrasted
 - iii. Need for watchfulness (Matthew 24:44-44)
 - iv. Faithful and wise servant (Matthew 24:45-51; Luke 12:42-46)
2. Three major views
 - a. Premillennial: Rapture and a thousand-year reign on earth
 - b. Amillennial: Spiritual reign
 - c. Postmillennial: Jesus will return when world is Christian

MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary’s, 1999.
2. Clouse, Robert G. *The Meaning of the Millennium: Four Views*. Downers Grove: Inter-Varsity Press, 1977.
3. Identify the signs of the Parousia.
4. Give key elements of each view of the end times.
5. Dialogue between persons holding different viewpoints.

UNIT 8: LAST MONTHS

OBJECTIVES

Students will:

1. Understand the opposition against Jesus in the last months of his ministry on earth.
2. Articulate the attitude and elements of the character of Jesus (in contrast to other persons and groups) during the events surrounding the final week of his life.
3. Grasp a general flow of the events during the final days of Jesus and its impact on his followers then as well as Christians today.

CONTENT

1. Raising of Lazarus
2. Plot to kill Jesus (John 11:45-54)
3. Anointing at Bethany - viewed differently by Jesus, Mary and Judas
4. Final week - triumphal entry and Last Supper

MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. Articulate the reasons that opposition against Jesus was solidified.
3. Inductive Bible study
4. List the flow of key events during the last week of Jesus' life and articulate its significance.
5. Create journal entries written from perspective of an onlooker during final week.
6. Participate in choric readings.
7. Video clips: *From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.
8. Video clips: *Jesus: The Complete Story*. BBC/Warner Bros., 2004. DVD.

UNIT 9: DEATH AND RESURRECTION

OBJECTIVES

Students will:

1. Travel with Jesus from the Last Supper to the resurrection, acknowledging events and feelings.
2. Articulate the differences of the changes brought to Jesus by the two courts and how justice is miscarried in each.
3. Express an understanding of Christ's resurrection as a key element in Christianity.

CONTENT

1. Garden of Gethsemane
2. Peter's denial
3. Trials
 - a. Before government authorities
 - b. With religious authorities
4. Crucifixion and burial
5. Resurrection (I Corinthians 15:3-8)

MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. Inductive Bible study
3. Participate in role plays or discussions regarding the events of final week.
4. Write a news article or radio spots regarding the events of final week. Software such as Microsoft Publisher can be used to create realistic newspaper pages.
5. Written or oral report explaining the centrality of Christ's resurrection in Christianity.
6. Memorize Jesus' seven last statements on the cross.
7. Write a defense of Christianity to someone of another religion.
8. Video clips: *From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.
9. Video clips: *Jesus: The Complete Story*. BBC/Warner Bros., 2004. DVD.

UNIT 10: POST RESURRECTION

OBJECTIVES

Students will:

1. Articulate the persuasive arguments surrounding Jesus' resurrection.
2. Understand the role of the Holy Spirit as the continuation of Jesus' guidance of the church.

CONTENT

1. Appearances (Luke 24:13-35)
 - a. More space and attention than empty tomb
2. Ascension (Luke 24:50-53)
 - a. Jesus goes to place of authority with God.
 - b. Disciples go from Bethany to Jerusalem and pray until Pentecost.
3. Introduction to Pentecost (Acts 2)

MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. Inductive Bible study
3. Persuasive essay confirming Christ's resurrection
4. Memorize Acts 2:22-24.
5. Video clips: *From Jesus to Christ: The First Christians*. PBS/Paramount Pictures, 2004. DVD.
6. Video clips: *Jesus: The Complete Story*. BBC/Warner Bros., 2004. DVD.

UNIT 11: THE CHURCH EMERGES

OBJECTIVES

Students will:

1. Gain in understanding of the nature of the church through New Testament images and denominational statements.
2. See how community life within the church is related to our ability to show Christ to the world.
3. Feel more a part of their own congregation and of the global church.

CONTENT

1. The onlookers by the trail (Hebrews 12:1-2)
2. God's people, race and nation (I Peter 2:9-11)
3. Salt and light (Matthew 5:13-16)
4. The body of Christ (Ephesians 4:11-15; I Corinthians 12:12-20, 27)
5. Paul's writings: Applying the gospel message in new settings
6. Other New Testament writings: Faith and hope face the world

MATERIALS, ACTIVITIES AND RESOURCES

1. Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.
2. Inductive Bible study
3. Define the concepts of the "church gathered and the church scattered."
4. Explain three New Testament images of the church and relate these to their own denominational statements regarding the church.
5. Write a brief essay regarding relationships to the youth group, the congregational leadership, pastor(s), mentor, etc.
6. Drane, John. "Confronting the Ancient World," *Introducing the New Testament*. San Francisco: Harper & Row, 1986. Chapter 13.
7. *Briars in the Cotton Patch: The Story of Koinonia Farm*. PBS, 2003. DVD.

TEACHER RESOURCES

Used copies of many of these resources are available online (e.g. www.amazon.com).

Achtemeier, Paul, Joel Green, and Mariann Thompson. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Eerdmans, 2001.

Anderson, Bernhard W. *The Unfolding Drama of the Bible*. 4th ed. Minneapolis: Fortress Press, 2006.

Bowman, Thorleif. *Hebrew Thought Compared to Greek*. New York: W. W. Norton, 1970.

Briars in the Cotton Patch: The Story of Koinonia Farm. PBS, 2003. DVD.

Brown, Robert McAfee. *The Bible Speaks to You*. Louisville: Westminster John Knox Press, 1985.

Camery-Hoggart, Jerry. *Reading the Good Book Well: A Guide to Biblical Interpretation*. Nashville: Abingdon Press, 2007.

Clouse, Robert G. *The Meaning of the Millennium: Four Views*. Downers Grove: Inter-Varsity Press, 1977.

"Confession of Faith in a Mennonite Perspective." *MennoLink*. Web. <www.mennolink.org/doc/cof>

Drane, John. *Introducing the New Testament*. Rev. ed. Minneapolis: Fortress Press, 2001.

Finkel, Donald L. *Teaching with Your Mouth Shut*. Portsmouth: Boynton/Cook, 2000.

From Jesus to Christ: The First Christians. PBS/Paramount Pictures, 2004. DVD.

Herschberger, Michele. *God's Story, Our Story: Exploring Christian Faith and Life*. Scottdale: Herald Press, 2003.

Jesus: The Complete Story. BBC/Warner Bros, 2004. DVD.

Jesus Trail. Jesus Trail TM. Web. <www.jesustrail.com>

Kraybill, Donald B. *The Upside Down Kingdom*. Rev. ed. Scottdale: Herald Press, 1990.

Kreider, Alan. *Journey Towards Holiness: A Way of Living for God's Nation*. Scottdale: Herald Press, 1987.

Metzgar, Bruce M. *The Canon of the New Testament: Its Origin, Development and Significance*. New York: Oxford University Press, 1997.

---. *The New Testament: Its Background, Growth and Content*. 3rd ed. Nashville: Abingdon Press, 2003.

Tales from the Madhouse. Vision Video, 2000. DVD.

The Visual Bible: The Gospel of John. Philip Saville. Gospel of John, Ltd., 2003. DVD.
(various versions and gospels available)

Yancey, Philip. *The Jesus I Never Knew*. Nashville: Thomas Nelson, 1995.

Yoder, John Howard. *The Politics of Jesus*. 2nd ed. Grand Rapids: Eerdmans, 1994.

Zanzig, Thomas. *Jesus of History, Christ of Faith*. 3rd ed. Winona: Saint Mary's Press, 1999.