

Luke's Ancient Biography of Jesus

Notes on Lesson Ten: Messiah

Lesson Ten: Messiah

Central Message

Peter's answer to Jesus' question is the turning point of the gospel. A turning point "turns," or changes the story. It changes the lives of people. Now that Peter and the others understand, Jesus can begin to train them as leaders. They will become the leaders of the church after Jesus is gone. Years later, Peter, James, and most of the other disciples were killed because they were followers of Jesus.⁴⁵

Life Application

What would you say to Jesus if he asked you, "Who do you say I am?"

Community-Building Activity and Introduction⁴⁶

Turning Points

There are two choices for this lesson. Use this one if you want to emphasize that this is the turning point of the Gospel. (Also see the epilogue.)

Preparation: Write the instructions on a board, or print the worksheet or cover page from the supplementary materials. If you use the instruction strips, copy and cut enough strips for each person.

Instructions: What is a turning point in a book? Name a famous story (or book, or movie) that you think every one will know. Name the turning point in that story. (You may have to tell the story so everyone will understand.)

Teaching Notes: In addition to community building, this activity prepares the group for a discussion about the turning point in the Gospel of Luke. The two familiar stories, *Titanic* and *Cinderella*, are examples that can help them understand the concept. "Cinderella" has many different names in other cultures, but most people know a similar story. If no one knows these stories, try to think of one that they will know. It is not necessary for everyone to share, so you could do this as a large group with two to four examples from the class.

⁴⁵ See Acts 12:1-2 regarding James and John 21:18-19 regarding Peter. Tradition says that all the disciples except John died for their faith. John was sent off to the island of Patmos.

⁴⁶ The community-building activities and the introductions are often combined in the lesson notes because sometimes the introduction is first, and sometimes the activity is first.

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Alternate Community-Building Activity

Holidays

Use this alternate one if you teach this near Christmas, or if you teach the epilogue as a separate lesson. (If you teach the epilogue separately, use the "turning point" activity with the epilogue.)

Preparation: This activity is found in the workbook under lesson two, page 17. It is also in the worksheets section of the manual.

Instructions: What is your favorite holiday? How do you celebrate it?

Note about Christmas: The background paper for this lesson connects the oratorio *Messiah* with this lesson and with Christmas. There are many other activities that you can do for a Christmas lesson; it is a rich opportunity to share about Jesus. The web site has some of my additional material on this, but it would be great to have your material on there, as well. You can add materials by contacting the author on the website, www.lifeenglish.net.

Lesson Notes

Part One: Bread for Everyone Luke 9: 10-17

Preparation:

Note that the numbers below refer to the numbers in the workbook.

- 1.2. Finding the number words will build their interest in the passage and help them read it correctly. You can skip this section if you wish.
3. Read the instructions, then ask them for examples of observation questions. Remind them that observation questions discover the setting (who, what, when...), what happened, and the important details. All the answers are in the text. Use pairs or groups of three. You can also use talking lines for this.
4. Come together for this question. The feeding of the five thousand is a "hands-on" lesson for the disciples. Jesus sent them out to do His work in surrounding villages. He wanted them to have the faith to do His work in this situation, as well. Jesus asked them to feed the people, but since they could not, Jesus let them participate in his miracle by distributing the bread and picking up the leftovers.

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Part Two: The Christ of God Luke 9: 18-23

Preparation:

Note that the numbers below refer to the numbers in the workbook.

1. 2. They are marking questions and answers so they can see the format.
3. Jesus was praying in private.
4. After they mark the verbs, review the verse together to make sure they understand all the words. Read the note about the passive tense that is in the instructions for this question.

9:22 And he said, "The Son of Man must <u>suffer</u> many things and <u>be rejected</u> by the elders, chief priests and teachers of the law, and he must <u>be killed</u> and on the third day <u>be raised</u> to life."
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LINK This section defines two of the terms used in the passage. Read the section together. When Jesus asked the disciples to "take up your cross," the disciples would have a picture in their mind of the horrible Roman death of criminals. The obvious meaning is that if they follow Jesus, they must be ready to die. The Bible also talks about the need to die to ourselves so we can live for God. This is the message in the phrase, "deny yourselves." To deny is to give up or surrender. This is a command to put God first, and to trust Him with the rest. There is much more that can be discussed, including justification through Jesus' blood, but perhaps this is enough at this time.

5. This question asks for examples from the past lessons that would point to Jesus' identity as the Christ. For example, he calmed the storm, healed many people, and raised a dead man back to life. Start them in pairs or groups of three. You can ask them to share all together, with another person, or in "talking lines."
6. Ask this of the whole group. Jesus knows that he will be killed, but he has some important things to do first. He wants to get the disciples ready for leadership before he is killed. Besides, it was hard to believe that the Messiah had really come. Many people needed to find out for themselves as they watched Jesus.
7. We would expect Jesus to congratulate Peter for getting it right, or reward him in some way. Peter would never have expected Jesus to say that the Messiah

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was going to die.

8. The meaning of “take up your cross” was discussed in the LINK section. This question is asking for examples of how the disciples have already started to do this. Peter and his partners gave up their fishing business. Matthew gave up being a tax collector. They left their families to travel with Jesus. They were beginning to feel the opposition because some were already arguing with Jesus, and some wanted to kill him. (See Luke 4: 29 and 6:7.)

LIVE One option is to read the first question, and if no one has a story to tell, move on to the second. You might also want to recommend some reading about the persecuted church. The second question is personal, but it is a question that the non-Christians can answer while at the same time allowing the Christian the opportunity to stand up for Jesus.

Consider this: Read this section to the class. It ends with the all-important question, “Who do you say that I am?” You will find sentence strips with this question in the worksheet section of the manual, or you can make your own. Send the question home to them, and ask them all to think about answering Jesus, privately, in their own home. This is a good opportunity to offer to meet outside of the class with anyone who has questions.

Background Paper “Messiah: An Introduction to the Oratorio”

This paper is an introduction to the oratorio by Handel. It is often sung before Christmas, and it is easy to obtain an audio recording of it. The oratorio covers the message of the Bible from cover to cover, especially concerning the fulfillment of the prophecies about the Messiah. You can read it to the class or send it home. (The paper suggests that they read the verses in a different version since the oratorio was based on older King James Version English.)

If you have the time, you can play segments of the audio recording of some of the well-known choruses. This will help them hear the tunes and learn Handel's style. They will probably recognize some of the music. The songs are numbered in this introduction, but check the numbering system on your recording since there are different versions.

Epilogue “Turning Point”

This was originally part of a review lesson, but it seemed to fit best as a reading with explanation. It fits best after the lesson, “Messiah.” For the disciples, the turning point was their recognition of Jesus as the Messiah. However, I would submit that

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for Jesus, the turning point comes at the transformation. Read the paper yourself and see whether you would want them to read it on their own or with you. There are no discussion questions. They could be added at a later time, but sometimes it is good to just absorb new information.

The *Jesus Film* is helpful in illustrating the transformation, and is recommended as part of an introduction to this reading or a post-reading discussion.

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Workbook One: Exploring the Identity of Jesus

Messiah

The last lesson was a personal lesson for the disciples so that they would come to their own understanding of Jesus' true identity.

In this lesson, we will find out what the disciples decide. It is the turning point for the disciples and the turning point in the Gospel of Luke.

Community Time



Turning Points

1. What is a turning point in a book?
2. Name a famous story (or book, or movie) that you think every one will know.⁹
3. Name the turning point in that story. (You may have to tell the story so everyone will understand.)

Name of Story or Movie	Turning Point
"Titanic"	Iceberg hits ship.
"Cinderella"	The Fairy Godmother comes.

⁹ This is an activity for the whole group.

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Community Time



Holidays

1. What is your favorite holiday?
2. How do you celebrate it?

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