

# Contents

Introduction to <i>The Catholic Youth Bible</i> ® Teacher Guide: New Testament . . . . .	6
<b>Unit 1: Introducing the New Testament . . . . .</b>	<b>12</b>
Overview . . . . .	12
Learning Experiences . . . . .	16
Handouts	
<b>Unit 2: The Gospel of Mark . . . . .</b>	<b>32</b>
Overview . . . . .	32
Learning Experiences . . . . .	35
Handouts	
<b>Unit 3: The Gospel of Matthew . . . . .</b>	<b>48</b>
Overview . . . . .	48
Learning Experiences . . . . .	52
Handouts	
<b>Unit 4: The Gospel of Luke . . . . .</b>	<b>70</b>
Overview . . . . .	70
Learning Experiences . . . . .	73
Handouts	
<b>Unit 5: The Gospel of John . . . . .</b>	<b>86</b>
Overview . . . . .	86
Learning Experiences . . . . .	90
Handouts	
<b>Unit 6: The Acts of the Apostles . . . . .</b>	<b>104</b>
Overview . . . . .	104
Learning Experiences . . . . .	107
Handouts	
<b>Unit 7: The Epistles . . . . .</b>	<b>116</b>
Overview . . . . .	116
Learning Experiences . . . . .	119
Handouts	
<b>Unit 8: The Book of Revelation . . . . .</b>	<b>130</b>
Overview . . . . .	130
Learning Experiences . . . . .	133
Handouts	
<b>Appendix . . . . .</b>	<b>145</b>
<b>Acknowledgments . . . . .</b>	<b>146</b>

• a list of vocabulary that comes from the CEB and from the learning experiences in the teacher guide

# Unit 2

# The Gospel of Mark

## Unit 1 Test Answer Key

### Part 1: Multiple Choice

1. A
2. C
3. B
4. A
5. D

## Overview

This unit examines the Gospel of Mark. The students consider Mark's Gospel as the written account of Jesus' life and teachings addressed to non-Jewish Christians and how the messianic secret is a theme in this Gospel. The students also look at this Gospel as the foundation of the other two synoptic Gospels.

### Part 2: Matching

1. F
2. I
3. K
4. L

## Key Understandings and Questions

Upon completing this unit, the students will have a deeper understanding of the following key concepts:

- Throughout the Gospel of Mark, Jesus tries to hide his identity as the Christ. This messianic secret is a unifying theme.
- Central to Mark's Christology is the image of Jesus as the Suffering Servant.
- Knowing the historical context and the structure of the Gospel of Mark helps when examining how Mark presents the life and teachings of Jesus.
- Mark's Gospel is fast moving, geared to its Gentile audience, and includes facts suggesting that Peter was a source.

Upon completing the unit, the students will have answered the following questions:

- According to Mark, who is Jesus, and what is Mark's Christology?
- What is the messianic secret, and why and how is it being kept by Mark?
- How does Mark's time period affect his presentation of Jesus?
- Why does Mark serve as a solid foundation for later Gospels?

### Part 4: Short Answer

1. The New Testament is the collection of books that form the Christian Bible. It is divided into the Old Testament and the New Testament. The New Testament is the collection of books that were written by the Apostles and other early Christians.
2. The New Testament is the collection of books that were written by the Apostles and other early Christians. It is divided into the Gospels, the Acts, the Epistles, and the Book of Revelation. The Gospels are the accounts of the life and teachings of Jesus Christ. The Acts are the accounts of the early church. The Epistles are the letters written by the Apostles to the churches. The Book of Revelation is the prophetic book that describes the end of the world.
3. The Gospels are the accounts of the life and teachings of Jesus Christ. They are written in the Greek language. The Acts are the accounts of the early church. They are written in the Greek language. The Epistles are the letters written by the Apostles to the churches. They are written in the Greek language. The Book of Revelation is the prophetic book that describes the end of the world. It is written in the Greek language.
4. It is necessary to know the historical context of the Gospel of Mark in order to understand it. The Gospel of Mark was written for a Gentile audience. It is fast moving and includes facts suggesting that Peter was a source. It is necessary to know the historical context of the Gospel of Mark in order to understand it.

## How Will You Know the Students Understand?

The following resources will help you assess the students' understanding of the key concepts covered in this unit:

- handout "Final Performance Task Options for Unit 2 (Document #: TX001722)
- handout "Rubric for Final Performance Tasks for Unit 2" (Document #: TX001723)
- handout "Unit 2 Test" (Document #: TX001727)



## The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, as they study the Gospel of Mark and the story of Jesus' life and mission. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.

**Step 1:** Preassess the students' understanding of the Gospel of Mark.

Explain

**Step 2:** Follow this assessment by presenting to the students the handouts "Final Performance Task Options for Unit 2" (Document #: TX001722) and "Rubric for Final Performance Tasks for Unit 2" (Document #: TX001723).

Understand

**Step 3:** Use the movie *Romero* (1989, 102 min, rated PG-13 and A-II) to lead the students to realize how the story of an extraordinary, prophetic person is influenced by the sources of the people who wrote it.

Explain

**Step 4:** Provide the students with an opportunity to discover for themselves how Mark presents Jesus by having them read and reflect on the Gospel of Mark.

Interpret

**Step 5:** Deepen the students' understanding of the characteristics of the Gospel of Mark through a study guide.

Perceive

**Step 6:** Introduce the concept of messianic secret, and have the students practice biblical criticism using passages in Mark.

Apply

**Step 7:** Lead the students to uncover how Jesus' identity as a suffering Messiah develops throughout the Gospel of Mark.

Explain

**Step 8:** Teach the students what Jesus meant by telling his followers to take up the cross.

Apply

**Step 9:** Deepen the students' thinking about the Gospel of Mark through personal reflection.

Apply

**Step 10:** Determine the Gospel of Mark's influence on the other synoptic Gospels.

Interpret

**Step 11:** Make sure the students are all on track with their final performance tasks, if you have assigned them.

Understand

**Step 12:** Provide the students with a tool to use for reflecting about what they learned in the unit and how they learned.

Reflect

## Scripture Passages

The Scripture passages featured in this unit are as follows:

- Mark 1:9–11 (the Baptism of Jesus)
- Mark 1:14–45 (the call of the first disciples, cure of Simon's mother-in-law)
- Mark 2:1–12 (healing of the paralytic)
- Mark 3:7–12 (healings)
- Mark 3:13–18 (the mission of the Twelve)
- Mark 5:21–43 (Jairus's daughter, the woman with a hemorrhage)
- Mark 6:34–44 (the feeding of the five thousand)
- Mark 7:24–30 (the Syrophenician woman's faith)
- Mark 8:27–38 (Peter's confession, the first prediction of the Passion, the conditions of discipleship)
- Mark 9:2–13 (the Transfiguration, the coming of Elijah)
- Mark 10:17–31 (the rich man)
- Mark 13:9–13 (the coming persecution)

## Vocabulary

The *Catholic Youth Bible*® (CYB) and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, make copies of the handout "Vocabulary for Unit 2" (Document #: TX001724), one for each student.

Christology	literary criticism
historical criticism	miracle
messianic secret	parable

# Learning Experiences

## Step 1

### Preassess the students' understanding of the Gospel of Mark.

Use one of the following preassessment options to interest the students in the Gospel of Mark as well as to determine their understanding of the topic.

#### Option 1: Mind Mapping

1. **Draw** a large circle on the board and inside of it write "Gospel of Mark." Distribute pens or pencils and ask the students to copy the circle in the center of a page in their scriptural reflection journals or on a sheet of notebook paper.
2. **Ask** the students to think of as many words or phrases that they can that are related to the Gospel of Mark, write them in smaller circles, and connect them by a line to the large circle. Provide approximately 5 minutes for the students to complete this exercise.
3. **Invite** the students to share their words and phrases with the class and give a reason for their choices. Add each student's contribution in a smaller circle connected to the circle on the board.

#### Option 2: A Pretest

1. **Explain** to the students that you will ask them questions about the Gospel of Mark. Assure them that the test will not be graded. It is merely to help you plan the learning experiences for the unit.
2. **Dictate** the following questions and have the students answer them in their scriptural reflection journals or on a sheet of notebook paper.
  - What is meant by the messianic secret?  
*Jesus asks people to keep his identity as Messiah a secret.*
  - Which Gospel was the source for other Gospels?  
*Mark*
  - For whom was Mark writing his Gospel?  
*non-Jewish Christians*
  - Was Mark's Christology from above or from below?  
*below*
  - Did Mark's Gospel emphasize Jesus as the Suffering Servant?  
*yes*
  - Which Apostle might have been Mark's source?  
*Peter*
  - Is Mark's Gospel the longest or the shortest?  
*the shortest*

ExplainTeacher Note

You may choose to have the students designate a separate smaller notebook for a scriptural reflection journal to record their thoughts, questions, reflections, and prayers throughout the year. All journaling and reflection step tasks should be recorded in these notebooks.



- Does Mark's Gospel contain a lot of action, long speeches, or both?  
*a lot of action*

3. **Direct** the students to exchange papers to be corrected.
4. **Go through** the questions, having volunteers offer the answers. After each answer, ask who had a paper with the right answer. Take note of how many students knew each answer.
5. **Ask** the students to return the papers to their owners. Collect the papers for review.

### Understand

## Step 2

**Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 2” (Document #: TX001722) and “Rubric for Final Performance Tasks for Unit 2” (Document #: TX001723).**

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: creating a PowerPoint presentation on the Gospel of Mark or writing an original article on the Gospel of Mark for Wikipedia. Refer to the handouts “Using Final Performance Tasks to Assess Understanding” (Document #: TX001917; see Appendix) and “Using Rubrics to Assess Work” (Document #: TX001918; see Appendix) for background information.

### Teacher Note

If you require that the students vary their final performance task categories throughout the course, remind them of their requirements in each category: artistic, analytical, group and individual, or other categories you have assigned.

1. **Prepare** by making copies of the handouts “Final Performance Task Options for Unit 2” (Document #: TX001722) and “Rubric for Final Performance Tasks for Unit 2” (Document #: TX001723), one of each for each student.
2. **Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
3. **Review** the directions, expectations, and rubric in class, allowing the students to ask questions.
4. **Explain** the types of tools and knowledge the students will gain throughout the unit so they can successfully complete the final performance task.
5. **Help** the students to establish a work timeline by announcing the due date for the final performance tasks and illustrating on a calendar the unit breakdown so they may begin preparing their project prior to the in-class workday.
6. **Answer** any questions to clarify the end point toward which the unit is heading. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need to understand the Gospel of Mark, its Christology, the effects of Mark's time period on his Gospel, and why and how Mark serves as a solid foundation for later Gospels.

### Step 3

Explain

Use the movie *Romero* (1989, 102 minutes, rated PG-13 and A-II) to lead the students to realize how the story of an extraordinary, prophetic person is influenced by the sources of the people who wrote it.

From considering how they come to understand and explain people and how Romero came to be explained in a movie, the students will better understand how the Evangelists went about presenting Jesus.

- 1. Write** the following questions on the board and have the students reflect on them:
  - How have you come to understand different people in your life? Was it through conversations, experiences, stories?
  - How would you explain the people in your life to others?
- 2. Provide** the students with approximately 5 minutes to write their responses to these questions in their scriptural reflection journals or on a sheet of notebook paper.
- 3. Direct** the students to draw a line under their responses and keep their papers out for further note taking.
- 4. Instruct** the students to think about their answers as they watch the movie *Romero*. Let them know that at the end of the movie, they will answer the same questions but apply them to Archbishop Oscar Romero.
- 5. Show** the movie *Romero*.
- 6. Direct** the students to review the answers they wrote before viewing the movie.
- 7. Instruct** the students to write their responses to the following questions beneath the line they drew on their papers:
  - How have you come to understand Archbishop Oscar Romero better?
  - How would you explain Archbishop Romero to other people in your life?
- 8. Invite** the students, after about 5 minutes, to share their answers to both sets of questions, comparing and contrasting their responses with the entire class.
- 9. Conclude** with the following information, using these words or your own: In the movie, we learned about Archbishop Oscar Romero through a story. The writers of the screenplay had to do a great deal of research to depict Archbishop Romero accurately. They may have consulted written documents regarding his life, held conversations with those who knew him, or substantiated rumors. Although the writers certainly took some artistic license in his portrayal, for the most part the movie accurately conveyed Archbishop Romero's life, mission, and death.

- The same techniques used by the writers of this film were used some two thousand years ago by the Evangelists. They chose to take what they knew and had learned about Jesus' life, mission, and death and turn it into a story. Although not every detail may be completely accurate, the Gospels portray Jesus' life, mission, and death truthfully. However, each Evangelist shaped his information to highlight certain themes, depending on his purpose, audience, and background.
- For this reason, we refer to the Gospels as "theological portraits," meaning individual depictions of God in human form. The Gospels are religiously accurate and provide a clear and consistent message about Jesus and his relationship with God, namely that Jesus is the incarnation of God sent to redeem us, to teach us how to love one another, to create a just society, and to find our way back to God in the end.

**Interpret****Step 4**

**Provide the students with an opportunity to discover for themselves how Mark presents Jesus by having them read and reflect on the Gospel of Mark.**

1. **Instruct** the students two days in advance to read the entire Gospel of Mark, paying attention to the image of Jesus that Mark conveys. Prepare the students by sharing the following information:
  - The Gospel of Mark is the shortest Gospel and is fast moving. It is thought to be the earliest one written and a source for the other synoptic writers.
  - Mark recounts numerous miracles, or signs of the presence and power of God. But compared to the other synoptics, this Gospel has few parables, stories that convey a teaching through the use of metaphors.
2. **Direct** the students, after they have read the Gospel of Mark, to open their Bibles to it and to place their scriptural reflection journals or a sheet of notebook paper on their desks.
3. **Write** the following question on the board:
  - Who is Jesus according to Mark?
4. **Tell** the students to spend the next 5 minutes writing out their answer to this question. They may refer to the Gospel of Mark if necessary.
5. **Instruct** the students to each find a partner. Ask the students to explain to their partners their interpretation of Jesus as found in the Gospel of Mark. Provide 3 to 5 minutes for this discussion.
6. **Direct** the students to read the "In Depth" article on page 1302 of the CYB silently and add to their notes other ways that Mark portrays Jesus.



7. **Ask** the students to name images of Jesus conveyed by Mark. List these on the board (man of action, human, healer, miracle worker, Son of God, suffering Messiah).
8. **Explain** the word *Christology*, and have the students determine Mark's Christology.
  - > *Christology* refers to the theological study of the person and deeds of Jesus the Christ. The word is derived from the Greek words *Christos*, meaning "Christ," and *logia*, meaning "speech." It refers to how an Evangelist understands Jesus both as God and as a human being. Stressing the divine nature of Jesus is called Christology from above; stressing the human nature of Jesus is called Christology from below.
  - > Based on your readings and reflections, would you say that Mark's Gospel reflects Christology from above or Christology from below?  
*Christology from below*
  - > Mark first portrays Jesus as a human being with emotions, familial relationships, wants, and desires. This does not mean Mark ignores the divine nature of Jesus. Mark also shows that Jesus has the omniscience and omnipotence of God.
  - > In summary, Mark sees Jesus as the perfect human being, connecting to people in a manner only God could accomplish.

## Step 5

Perceive

### Deepen the students' understanding of the characteristics of the Gospel of Mark through a study guide.

In this learning experience, the students work in pairs directly with the Gospel of Mark to become acquainted with its characteristics.

1. **Prepare** by making copies of the handout "Getting to Know Mark's Gospel" (Document #: TX001725), one for each student.
2. **Explain** *biblical criticism*, as follows or in your own words:
  - > *Criticism* in biblical studies is not a negative word. Rather, it simply means analyzing a biblical text from a particular perspective to better understand it. For example, historical criticism takes into account the political and cultural context from which the author was writing. Literary criticism studies a text as literature and according to its genre, considering the placement of a story, its plot, characters, theme, and so forth.
3. **Distribute** the handouts and inform the students that they will have a taste of biblical criticism as they analyze the Gospel of Mark.
4. **Direct** the students to form small groups of three or four to work together on the handout.

5. **Check** the students' answers. They are as follows:

*Part 1: Historical Criticism*

1. a. Gentile Christian, traditionally thought to be a disciple of Peter named John Mark
2. non-Jewish Christians perhaps in Rome who were experiencing persecution because of their belief in Jesus
3. a. unclean, Feast of Unleavened Bread  
b. Talitha Koum, Abba  
c. denarius, centurion  
d. Mount of Olives  
e. They would not mean much to the Romans who were not Jewish.  
f. Rufus was possibly an African-American Christian known in Rome.  
g. Galilee was the land of the Gentiles, whereas Judea was the location of Jerusalem and the Temple, the heart of Judaism.  
h. To contrast their faith with the faith of Gentiles like the Syro-phenician woman.

*Part 2: Literary Criticism*

1. The grass was green, the people sat in rows by hundreds and fifties.
2. Saint Peter probably would have been too humble to focus on himself.
3. pity, sadness or frustration, love, amazement
4. to 6. Answers will vary.

Apply

## Step 6

### Introduce the concept of messianic secret, and have the students practice biblical criticism using passages in Mark.

In these exercises the students find passages that show Mark's keeping of the messianic secret and then they perform literary criticism. Complementing the students' initial understanding of these topics will build a foundation for biblical interpretation and understanding.

1. **Prepare** by making copies of the handout "Jigsaw: Gospel of Mark" (Document #: TX001726), one for each student.
2. **Explain** what is meant by the messianic secret, using these or similar words:
  - Oddly when Jesus' divine nature is revealed or when he is identified as Messiah, Mark has Jesus request that it be kept secret. For example, after healing the deaf man, Jesus ordered the people who brought the man not to tell anyone.

► This hiding of the messiahship of Jesus is called the messianic secret and is a unifying theme of Mark's Gospel. Scholars debate the reason for the mysterious veiling of Jesus' messiahship. One explanation is that the people expected the Messiah to be a military leader who would overthrow Rome. Because this was not the kind of messiah Jesus was, he did not wish to be identified as Messiah. Another proposed explanation for the messianic secret is that Jesus would not come into the fullness of his messiahship until his death.

3. **Assign** each student one of the following accounts, distributing them evenly:

- Mark 3:7–12 (healing)
- Mark 7:31–37 (the healing of the deaf man)
- Mark 9:2–9 (the Transfiguration)

Because one of the readings is about possession, have the students read the sidebar "Demon Possession" on page 1313.

4. **Direct** the students to read their assigned account and determine how it revealed Jesus' divinity. Allow about 5 minutes.
5. **Discuss** each account, following these steps:
- Ask a student who was assigned the story to read it to the class.
  - Ask how the story revealed Jesus' divinity.
  - Direct the students to identify the words in the story that relate to the messianic secret and, if permissible, to underline them in their Bibles.
  - Have a volunteer write the words on the board.
6. **Distribute** the handouts and demonstrate how to use it to interpret a Bible story. Have a volunteer read Mark 1:29–31, the account of Jesus' healing Simon's mother-in-law. Then have the class collaboratively answer the questions on the handout. The following answers are possible:
1. Jesus visits the home of Simon and Andrew. They tell him that Peter's mother-in-law has a fever. Jesus grasps her hand and helps her up. The fever leaves and she waits on them.
  2. Jesus shows his divine nature by working the miracle, but he doesn't order the witnesses to keep it a secret.
  3. The fact that the Apostles immediately tell Jesus about the sick woman suggests they believe he has the power to do something about it. The illness of the woman is an opportunity to show Jesus' power.
  4. In this account, Mark portrays Jesus as a human being who has friends and is comfortable going into their homes. Jesus has human compassion for another human being who is suffering. He also uses human touch to bring about the cure. On the other hand, Mark also depicts Jesus as God in that he shows he can cure a fever instantly. Because the woman is able to wait on the men, her cure is complete.

7. **Tell** the students that as homework they will interpret an account by answering the questions on the *handout*. Assign each student one of these accounts:
  - Mark 2:1–12 (healing of the paralytic)
  - Mark 5:21–43 (Jairus's daughter, the woman with a hemorrhage)
  - Mark 7:24–30 (the Syrophenician woman's faith)
  - Mark 8:27–30 (Peter's confession about Jesus)
8. **Create** small groups of four during the next class period, including one representative for each account. Direct the students to take turns summarizing their account for the rest of the group and then discussing the questions on the *handout*.
9. **Call** the class back together and discuss how the accounts are similar and different. Collect the *handouts*.

**Explain****Step 7****Lead the students to uncover how Jesus' identity as a suffering Messiah develops throughout the Gospel of Mark.**

The Socratic seminar learning experience that the students will engage in develops analytical discussion and critical thinking skills. It also enables the students to illustrate their understanding of content and skills. Note that this learning experience spans two class periods.

1. **Prepare** by making copies of the *handouts* "The Socratic Seminar Ticket" (Document #: TX001775), "The Socratic Seminar" (Document #: TX001919; see Appendix) and "Socratic Seminar Observation Form—Student" (Document #: TX001921; see Appendix), one of each for each student. Make one copy of "Socratic Seminar Symbol Codes" (Document #: TX001920; see Appendix) to evaluate the students.
2. **Prepare** the students to reflect on two questions they will be discussing by sharing the following information with them:
  - One of Mark's themes is that Jesus is a suffering servant, not at all the kind of Messiah the Jewish people were expecting.
  - In fact, Mark's Gospel has been called a Passion story with a long introduction.
  - Throughout his public ministry, Jesus suffers from rejection, accusations, misunderstandings, and the knowledge of his approaching Passion and death.
  - A main source of frustration for Jesus was his Apostles, who were slow to understand and believe.
3. **Divide** the class into two groups. Assign each group one of these questions:
  - How does Mark present Jesus as a suffering servant?
  - Where do the Apostles show a lack of understanding and belief in Jesus?



- Instruct** the students to comb through the Gospel of Mark looking for answers to their question. Explain that they are then to respond to the question in no less than two complete paragraphs of five to eight sentences each.
- Ask** the students to bring their responses to their question to class the following day as their ticket to a Socratic seminar.
- Distribute** the handout "The Socratic Seminar" (Document #: TX001919) and read through it with the students so they understand the process they will be following. Ask if there are any questions.
- Conduct** the seminar the following day. Ensure that each student has brought a written answer to his or her question. Distribute the handout "Student Evaluation for the Socratic Seminar" (Document #: TX001013). To establish the standards and expectations of the seminar, ask the students to read through the positives and negatives on this handout and to review the expectations at the end of the handout "The Socratic Seminar" (Document #: TX001015).
- Hold** the Socratic seminar after giving these instructions:
  - During the seminar, draw from the reading assignments and in-class notes to support your answers. Ask other students questions to clarify their answers.

## Step 8

Apply

**Teach the students what Jesus meant by telling his followers to take up the cross.**

- Tell** the story of Saint Francis Xavier in these or similar words:
  - Saint Francis Xavier was born into a noble family in Spain in 1506. A gifted and ambitious man, Francis looked forward to a successful career. While Francis was studying at the University of Paris, Saint Ignatius Loyola was a fellow student. At first, Francis did not especially like Ignatius. One day Ignatius posed to Francis Jesus' question, "What profit is there for one to gain the whole world and forfeit his life?" (Mark 8:36). After pondering these words, Francis joined Saint Ignatius in becoming one of the first Jesuit priests. Francis became a missionary to the East and worked hard in India and Japan to spread the Good News. He died on the way to China.
- Direct** the students to turn to Mark 8:34–38. Have a volunteer read this passage aloud. Then ask this question:
  - What is meant by the cross?
- Instruct** the students to read the sidebar "Total Commitment" on page 1320 silently. When they are finished, discuss these questions:
  - How does the sidebar confirm or expand your notion of taking up the cross?
  - How is Saint Francis Xavier an example of someone who takes up his cross?

- 4. Read** aloud and with much expression Mark 10:17–31, the story of the rich young man, to further develop the concept of taking up the cross. Point out how, according to Mark, Jesus looked at the man and loved him.
- 5. Explain** that Jesus' followers can also expect the cross of suffering. Remind the students that Mark was writing for persecuted Christians. Then read aloud Mark 13:9–13.
- 6. Assign** the students to write a report on a person who has taken up the cross. They might report on a saint, someone they know, or someone in the news. Their report should include an explanation of how the person lived or is living the way of the cross and should be at least one page long, typed and double-spaced. Art or a photo might accompany the report.

**Apply****Step 9****Deepen the students' thinking about the Gospel of Mark through personal reflection.**

This learning experience gives the students an opportunity to summarize what they have learned about the Gospel of Mark and perhaps arrive at new insights. If time allows, consider providing the entire class period for reflection and writing and having the students turn in their work the next day.

- 1. Write** this question on the board:
  - Who is Jesus according to Mark?

Remind the students that they have wrestled with this question in the past. It is time now to see if they are any closer to an answer.

- 2. Instruct** the students to open their Bibles to the Gospel of Mark and to choose a passage they feel most accurately reflects Mark's understanding of Jesus. Then tell the students to take out their scriptural reflection journals or a sheet of notebook paper and reply to the question in approximately two or three paragraphs, using the passage they chose and other biblical examples to defend their position.
- 3. Encourage** the students to continue to wrestle with this question overnight and to be prepared to discuss and submit their answers in class the following day.
- 4. Invite** the students on the next day to share their thoughts with the class.

## Step 10

Interpret

### Determine the Gospel of Mark's influence on the other synoptic Gospels.

In this learning experience, the students explore the Gospel of Mark as a foundation for the rest of the Gospels.

- 1. Prepare** by making two signs: one that says "Mark is a solid foundation" and another that says "Mark is not a solid foundation." Tape the signs at opposite sides of the room.
- 2. Choose** a Scripture account that appears in the Gospel of Mark, the Gospel of Matthew, and the Gospel of Luke. Write the Scripture citations on the board. These are some possibilities:
  - The Baptism of Jesus (Mark 1:9–11, Matthew 3:13–17, Luke 3:21–22)
  - The feeding of the five thousand (Mark 6:34–44, Matthew 15:32–38, Luke 9:10–17)
  - The commissioning of the twelve Apostles (Mark 6:7–13, Matthew 10:5–15, Luke 9:1–6)
- 3. Direct** the students to read silently the three versions of the account you have chosen.
- 4. Tell** the students to decide which of the posted statements they agree with and then to stand between the signs to indicate their opinion and how strongly they hold it. If they aren't sure, they can stand in the middle of the room.
- 5. Call** on volunteers to share why they are standing where they are.
- 6. Discuss** additional ways Mark may have paved the way for later Gospels.

## Step 11

Understand

### Make sure the students are all on track with their final performance tasks, if you have assigned them.

If possible, devote 50 to 60 minutes for the students to ask questions about the tasks and to work individually or in their small groups.

- 1. Remind** the students to bring to class any work they have already prepared so they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Make extra copies of the handouts "Final Performance Task Options for Unit 2" (Document # TX: 001722) and "Rubric for Final Performance Tasks for Unit 2" (Document # TX: 001723). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.



2. **Provide** some class time for the students to work on their performance tasks. This allows you to work with the students who need additional guidance with the task.

**Reflect****Step 12**

**Provide the students with a tool to use for reflecting about what they learned in the unit and how they learned.**

This learning experience provides the students with an excellent opportunity to reflect on how their understandings of Mark's depiction of Jesus' life and teachings has provided a foundation for the other two synoptic Gospels.

1. **Prepare** for this learning experience by making copies of the handout "Learning about Learning" (Document #: TX001923; see Appendix), one for each student.
2. **Distribute** the handout, and give the students about 15 minutes to answer the questions quietly. Invite them to share any reflections they have about the content they learned as well as their insights into the way they learned.



## Final Performance Task Options for Unit 2

### Important Information for Both Options

The following are the main ideas that you are to understand from this unit. They should appear in this final performance task so your teacher can assess whether you learned the most essential content:

- Throughout the Gospel of Mark, Jesus tries to hide his identity as the Christ. This messianic secret is a unifying theme.
- Central to Mark's Christology is the image of Jesus as the Suffering Servant.
- Knowing the historical context and the structure of the Gospel of Mark helps when examining how Mark presents the life and teaching of Jesus.
- Mark's Gospel is fast moving, geared to its Gentile audience, and includes facts suggesting that Peter was a source.

### Option 1: PowerPoint Presentation

Create a PowerPoint presentation that reflects the Gospel of Mark and its message. In your presentation, answer the following questions:

- Who is Jesus, according to Mark?
- How does Mark's audience affect the way Mark presents Jesus?
- What techniques are used to explain Jesus?
- What is Mark's literary style?
- What are the social and religious implications of Mark's message?

Make sure that your presentation includes these items:

- specific passages from the Gospel of Mark that support your answers to the questions above
- reference to the concepts of Christology, the messianic secret, and the synoptics
- photographs of modern activities, current events, and the like that reflect Mark's understanding of Jesus

Your PowerPoint presentation is to be no less than five slides but no more than ten. Any information presented other than from the Bible should be cited and documented properly. Your presentation must be 3 to 5 minutes long.

### Option 2: Article for Wikipedia

Suppose you were asked to write an article about the Gospel of Mark for Wikipedia, an encyclopedia on the Internet. Draw on the understandings you acquired during this unit to compose a comprehensive overview of this Gospel. Include the following information in your article:

- the author, audience, origin, and purpose of the Gospel of Mark
- the Christology of the Gospel of Mark and the images of Jesus it presents
- how the intended audience of Mark's Gospel influenced the writing of it



## Rubric for Final Performance Tasks for Unit 2

Criteria	4	3	2	1
Assignment includes all items requested in the instructions.	Assignment includes all items requested, and they are completed above expectations.	Assignment includes all items requested.	Assignment includes over half of the items requested.	Assignment includes less than half of the items requested.
Assignment shows understanding of the concept: <i>in the Gospel of Mark Jesus tries to hide his identity as the Christ.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the concept: <i>that central to Mark's Christology is the image of Jesus as the Suffering Servant.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the concept: <i>knowing the historical context and structure of the Gospel of Mark helps when examining what it presents about Jesus.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the concept: <i>Mark's Gospel is fast moving, geared to Gentiles, and suggests that Peter was a source.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment uses proper grammar and spelling.	Assignment has no grammar or spelling errors.	Assignment has one grammar or spelling error.	Assignment has two grammar or spelling errors.	Assignment has more than two grammar or spelling errors.
Assignment is neatly done.	Assignment not only is neat but is exceptionally creative.	Assignment is neatly done.	Assignment is neat for the most part.	Assignment is not neat.



## Vocabulary for Unit 2

**Christology:** The theological study of the person and deeds of **Jesus the Christ**, in particular how he is God and human in one person.

**historical criticism:** A method of analyzing the Bible that considers the historical context, the philosophical presuppositions, and the theological perspective of a particular passage.

**messianic secret:** Attempts Jesus made to hide his identity as the Christ, found especially in the Gospel of Mark.

**literary criticism:** A method of analyzing the Bible considering the way an account is written, for example, its placement in the Scriptures, its genre, characterization, plot, and the author's perspective.

**miracle:** A special manifestation, or sign, of the presence and power of God; a phenomenon outside of natural laws that leads us to attribute it to God's intervention.

**parable:** A story intended to convey a religious truth or particular teaching through the use of metaphors.

