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Called to Believe

Chapter Overview

Chapter Goals

In this chapter, you will help students:

- learn about the background and the main themes of the Gospel according to Mark.
- learn about Jesus' public ministry and the call of the first disciples.
- explore the Messianic Mystery and learn how to overcome obstacles to discipleship.
- consider the Paschal mystery as the central mystery of our faith.
- learn about Padre Pio.

Key Words

In order of treatment in the chapter

threefold pattern

discipleship

Transfiguration

conversion experience

Paschal mystery

Eucharist

blasphemy

treason

Special Features

The City of Rome, map, p. 95

Traveling in the Time of Jesus, p. 105

The Suffering Servant, p. 107



Chapter Handouts

Handout 4:1 Characters in the Gospel of Mark—see page 83 for suggested use.

Handout 4:2 Threefold Patterns in the Gospel of Mark—see page 84 for suggested use.

Handout 4:3 Comparison of Passion Narratives in the Gospels—see page 96 for suggested use.

Handout 4:4 Paschal Mystery Spirituality—see page 96 for suggested use.

Chapter 4 Assessment—Called to Believe



Scripture Study Book: Journey Through the New Testament

Called to Believe

Reflection 1: Who Do You Say That I Am?—

Mark 8:27–38, pp. 19–21

Reflection 2: The Resurrection—Mark 16:1–8, pp. 22–24



A Time to Pray: With the New Testament

Take Up Your Cross

Disc 1

Take Up Your Cross, Track 13

Jesus, Give Us Strength, Track 14

To Be a Servant, Track 15

Church Wisdom

From the Catechism...

"The title 'Son of God' signifies the unique and eternal relationship of Jesus Christ to God his Father; he is the only Son of the Father;¹ he is God himself.²"

(Catechism of the Catholic Church, 454)

"The baptism of Jesus is on his part the acceptance and inauguration of his mission as God's suffering Servant."

(Catechism of the Catholic Church, 536)

"...Christ reveals himself as God's Servant, totally obedient to the divine will."

(Catechism of the Catholic Church, 539)

"The Paschal mystery of Christ's cross and Resurrection stands at the center of the Good News that the apostles, and the Church following them, are to proclaim to the world."

(Catechism of the Catholic Church, 571)

From the Second Vatican Council...

"The mystery of the holy church is already brought to light in the manner of its foundation. For the Lord Jesus inaugurated his church by preaching the good news of the coming of the kingdom of God, promised over the ages in the scriptures: 'The time is fulfilled, and the kingdom of God is at hand.'³ This kingdom shines out before humanity in the words, the works and the presence of Christ. The word of the Lord is compared to a seed which is sown in a field;⁴ those who hear the word with faith and form part of the little flock of Christ⁵ have received the kingdom itself. Then, by its own power the seed sprouts and grows until the harvest.⁶ The miracles of Jesus also demonstrate that the kingdom has already come on earth...."

(The Documents of Vatican II, "Dogmatic Constitution on the Church," 5)



Visit www.osvcurriculum.com

for these teacher resources:

- Chapter synopsis and background
- video suggestions
- additional worksheets
- additional activities

Your Journey

The Faith Sharing exercise in this chapter encourages students to think about obstacles that tend to distract us from following Jesus. Take some time to quietly reflect on the questions below, which are similar to those the students will consider.

God of my journey, help me to walk by faith and not by sight. Clear the path toward you and salvation as I follow Jesus and his teachings while leading my students toward that same end. Amen.

Consider a recent decision you made. On what did you base your decision?

When you have a problem, to whom or to what do you turn for help?

When you have a decision to make, how does your faith and Church teaching fit into the process of decision making?

Do you consider the consequences of your decision before or after you have made a decision?

Think of a time you made a poor choice or decision. What was the result?

What can you do to have healthier "soil"? How can you grow in God's grace?



LESSON PLAN STRATEGIES



Pages 92–93



As an alternative to the opening prayer, you can use **Take Up Your Cross**.



Disc 1

Take Up Your Cross,

Track 13

Jesus, Give Us Strength,

Track 14

To Be a Servant,

Track 15

Chapter Opener

Begin with prayer. Invite students to gather in a circle. Have a volunteer read aloud the scripture passage from Mark. Ask students to silently reflect on who the Church says Jesus is, and what he is to them. Lead students in reciting the Nicene Creed. You may wish to remind students that the wording of the Creed changed slightly when the English translation of the Third Edition of the *Roman Missal* was introduced in the first week of Advent in November 2011.

Preview the Chapter Goals. Have five volunteers each read aloud one of the chapter goals. Then, ask students what questions they may have about the topic and/or what they think they'll learn.

Record responses on the board or in a place where they can remain for the duration of the chapter. Refer to the questions when applicable during the course of the chapter.

Work with the Timeline

Ask students to name the timeline entry in which they are most interested or have questions. Invite volunteers to answer these questions or to share what they may know about the topics.

TOPIC 1



Pages 94–99

The Gospel According to Mark

Ask students the following question: “What is the most important decision you will ever make?” Have them write their response on a sheet of paper or in their notebooks, instructing students to keep their answers private. After everyone has had an opportunity to respond, write the following on the board: “The most important decision you will ever make is the one to follow Jesus.”



Pages 94–96

Overview of the Gospel

Direct students to read the text under Authorship and Date.

Note that Mark is the shortest of the Gospels.

Summarize the text under Audience and Location.



Visit

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for an interactive version of this map.



Page 95

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Explore the Land—The City of Rome

Have students review the map and answer the question. Open a class discussion to share students' answers.

Remind students that at the time the Gospel of Mark was written, the Jewish leaders looked upon Christians with disfavor. The Christians did not participate in the war against Rome. As a result, the Pharisees excommunicated them from the synagogues. Some Roman leaders, too, looked upon Christians with prejudice and hatred. It was a time of increasing persecution and the threat of death.

Theological Perspectives and Themes

Process the text with students, surfacing their reactions to the information.

Expand on the text by providing the following information:

- Jesus instructed his Apostles (see *Mark 6:7–13*) to take nothing with them on their journey; they were to enter only houses that welcomed them; and when people rejected them, they were to shake off the dust from their feet and move on.
- In other words, they were to be constantly on the move, to minister together, and to trust totally in God and others for their needs.

Interpret the Art *Crowds Following Jesus* Have students review the art, and respond to the discussion question.

Structure of the Gospel of Mark

Divide the class into three groups, and assign one of the three major sections to each.

Have each group work together to reference and read each of the passages listed in the book in its assigned section.

Discuss with the class this Gospel's three-part structure, and how it mirrors the three Persons in one God.

Prominent Figures in the Gospel of Mark

Read the first sentence aloud.

Have four students read each read one of the following paragraphs.

Discuss with students the importance of the two groups that interact with Jesus, explaining that the various types of conflict and interaction they bring helps us to understand Jesus' life and times. You may wish to point out that Joseph, the husband of Mary, is not mentioned, nor does the Gospel of Mark include an infancy narrative.



Women in the Gospel of Mark Have students break up into small groups to look up the listed verses before discussing the importance of each of the women noted in the scripture passages.

John the Baptist	John was clothed in camel's hair with a leather belt around his waist; he ate locusts and wild honey. His disciples would fast. He was beheaded by Herod Antipas. His baptism was of God.
Mary, Mother of Jesus	Mary was Jesus' mother. (God was his father.)



Handout 3:1 Gospel Worksheet

Return Handout 3:1 to students. Have them complete the worksheet sections on Mark, using information in the text. See page 71 for answers.

Page 96

Pages 97–99



Handout 4:1 Characters in the Gospel according

to Mark Divide the class into seven groups. Assign one character to each group. Direct students to look up the scripture references for their characters, and then fill in the personal information column on the handout. Have the groups share what they've learned with the class. See answers to the left.

Mary Magdalene	Watched Jesus' death and burial from a distance. She was the first person to see Jesus after his Resurrection.
Pontius Pilate	Oversaw the crucifixion of Jesus.
Simon Peter	Peter was a fisherman. One of only three disciples to see Jesus raise Jairus' daughter from the dead. Was the first disciple to recognize Jesus as Messiah, but failed to understand that the Messiah was to suffer. One of only three Apostles to see Jesus' Transfiguration; argued with them over who was to be the greatest. Left everything to follow Jesus. Went with Jesus to pray in the Garden of Gethsemane. Denied Jesus during the Passion. Had prominence among the disciples after Jesus' Resurrection.
James	James was the brother of John and a son of Zebedee. One of only three disciples to see Jesus raise Jairus' daughter from the dead. One of only three Apostles to see Jesus' Transfiguration; argued with them over who was to be the greatest. Asked if he and John could be seated next to Jesus in glory. Went with Jesus to pray in the Garden of Gethsemane.
John	John was the brother of James and a son of Zebedee. One of only three disciples to see Jesus raise Jairus' daughter from the dead. One of only three Apostles to see Jesus' Transfiguration; wanted to prevent someone outside his group from ministering for Jesus. Asked if he and James could be seated next to Jesus in glory. One of only four disciples to ask Jesus about the destruction of the Temple in Jerusalem. Went with Jesus to pray in the Garden of Gethsemane.

Review

What is the focus of the Gospel of Mark?

The focus of the Gospel of Mark is on Jesus' deeds rather than on his words. Jesus, through his actions, models how we are to live.

Who are the main characters in the Gospel of Mark?

The main characters in the Gospel of Mark are Jesus, Jesus' followers (such as Mary, his mother; Mary Magdalene; Peter; James; and John), the crowds, and the Jewish and political authorities (such as Pontius Pilate).

What is the central image of Jesus presented in this Gospel?

The central image of Jesus presented in this Gospel is that of an unrecognized, suffering Messiah who has come to serve.

Mark's Techniques

Direct students to read the first paragraph, either silently or aloud. Have them look up Mark 11:11–21 in their Bibles and read it in conjunction with the explanation in the text.

Have students read the next two paragraphs, either silently or aloud.

Use the following information to lead discussion about the handout:

Threefold Patterns in Mark

Scripture Passage	Threefold Summary
4:3–32	1. verses 3–20: parable of the sower and the seeds 2. verses 26–29: parable of seed that grows of its own accord 3. verses 30–32: parable of the mustard seed and the kingdom of God



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Handout 4:2 Threefold Patterns in the Gospel of Mark

Distribute copies of the handout, and have students work alone or in small groups to look up the references and complete the handout. When everyone is finished, discuss the findings in class. See answers to the right and on page 85.

Scripture Passage	Threefold Summary
6:14–15 or 8:27–28	1. verse 14: Jesus is thought to be John the Baptist.
	2. verse 15: Jesus is thought to be Elijah.
	3. verse 15: Jesus is thought to be a great prophet.
14:32–42	1. verse 37: The disciples fall asleep for the first time.
	2. verse 40: The disciples fall asleep for the second time.
	3. verse 41: The disciples fall asleep for the third time.
14:66–72	1. verse 68: Peter denies knowing Jesus, the first time.
	2. verse 70: Peter denies knowing Jesus, the second time.
	3. verse 71: Peter denies knowing Jesus, the third time.
1:11	1. First revelation that Jesus is the Son of God.
9:7	2. Second revelation that Jesus is the Son of God.
15:39	3. Third revelation that Jesus is the Son of God.



Writing Techniques Break students into seven different groups. Have each group examine one of the listed scripture passages. Ask them to summarize what happens in each passage that caused people to be “amazed,” “astounded,” or “spellbound.” Go over the answers in class. Use the following information to lead discussion. This will serve as an introduction to the upcoming information presented on the miracles performed by Jesus.

Passage

Mark 1:22

Mark 1:23–27

Mark 2:3–12

Mark 4:35–41

Mark 6:2

Mark 7:37

Mark 11:18

Reaction

“Astounded” because Jesus taught in the synagogue as one having authority and not as the scribes.

“Amazed” because in the synagogue, Jesus cures a man possessed by a demon.

“Amazed” because Jesus heals a paralytic and forgives his sins.

“In awe” because Jesus calms a storm at sea.

“Astounded” because Jesus preaches astonishingly well in the synagogue.

“Astounded beyond measure” because Jesus heals a deaf man.

“Spellbound” at Jesus’ teaching.



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Pages 100–105



Pages 100–101



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Homework



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Review

Name two writing techniques found in the Gospel of Mark.

In one technique, Mark uses a framing technique to set one incident within another and thus convey a certain truth. A second technique Mark uses is sets of three.

Topic 2

The Beginning of Jesus' Ministry

Have the students read Mark 1:1–8:26. Ask the students to name the two questions Jesus posed to his disciples: “Who do people say that I am?” and “Who do you say that I am?”

Jesus Christ, the Son of God

Summarize the text for students, explaining that, by announcing himself as the Messiah, Jesus is predicting that he must suffer, die, and be raised in glory to fulfill the prophecies.

The Baptist and the Baptized

Direct students to read the text.

Expand on the text by telling students the following information:

- In his baptism by John, Jesus' messianic mission is identified.
- John's subsequent arrest serves as a warning that there will be a struggle between good and evil throughout the Gospel.
- The shadow of the cross will follow Jesus throughout his ministry.



God's Presence Assign as homework, and invite students to share their creative expressions during the next class.

Review

Why did Mark use the terms “Son of God” and “Son of Man” in this Gospel?

Mark used the terms “Son of God” and “Son of Man” to show the identity of Jesus and the purpose of his mission. The reality that Jesus is the divine Son of God is revealed through his mission and, ultimately, through his Resurrection.

What event following Jesus' baptism serves as a warning that there will be a continuous struggle between the forces of good and evil?

The arrest of John the Baptist serves as a warning that there will be a continuous struggle between the forces of good and evil.

Discipleship: A Life Rooted in Jesus

Read Mark 3:1–19 to students. However, when the names of the Twelve are to be read, instead, insert the first names of your students and your own name. This will remind students that Jesus also calls them by name today.

Have students read the entire text, including the sections Jesus Calls and Commissions the Twelve, Confronting Evil, Invitation, and Following Jesus and Our Call to Discipleship.

Explain that this calling by Jesus follows the threefold pattern Mark often uses. Discuss the three Scripture passages, using the material in the following table:

Call Narrative

Mark 1:16–20

Mark 3:13–19

Mark 6:7–13

Theological Explanation

Jesus calls the first four disciples. They have no forewarning and have not prepared themselves to be disciples. They are fishing when Jesus calls them, yet their response is immediate and total. They leave their nets to follow Jesus.

Calling twelve people to be his Apostles is a link to the Old Testament. Just as the People of God in the Old Testament consisted of the twelve tribes of Jacob, so the new People of God would be founded on the twelve Apostles. The Apostles have a close and personal relationship with Jesus; they live with him and share in his ministry.

The passage shows how Jesus sends out the disciples to preach and to heal. In sharing Jesus' ministry, the disciples themselves will experience hardship. They will be poor; they will sometimes be rejected. They will have to trust in God's providence.

Pages 101–104



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Discipleship Have students look up the passages listed and record their responses in their notebooks.

Additional Activity

Naming Names Using quarter- or half-sheets of construction paper, have students write the following, "BY NAME I HAVE CALLED YOU." Instruct them to decorate their pages artistically, to write their names on them, and to display their handiwork on the bulletin board. Or, make one 8½ x 11 sheet for the whole group with the words "BY NAME I HAVE CALLED YOU" in the center. Then, have students write their names around it.

Jesus Calls and Commissions the Twelve

Remind students that our relationship with Jesus is what binds us together with other disciples as a community. Jesus calls us to be with him. It is only by spending time with Jesus that our minds, hearts, and attitudes can be transformed so we can go forth to preach and perform good acts.



Homework



Follow Me Have students answer the questions in their notebooks as homework.

Review

What kind of people does Jesus recruit to be his followers?

Jesus recruits ordinary people to be his followers.

What does the word *apostolos* mean in Greek?

*The word *apostolos* in Greek means "one who is sent."*

Confronting Evil

Explain to students that faith is what gives us the strength to confront and combat evil.

Invitation

Have a student read the paragraph aloud.

Lead a discussion with students on how accepting this invitation can help protect us from the temptations and evils of the world.



Obstacles Break students into their Faith Sharing groups to discuss the questions. Circulate around the room to ensure that the discussions stay on topic.

Review

What type of discipleship did Jesus model?

The discipleship Jesus models is one of total commitment to do the will of God. It involves saying "yes" to God throughout life, even in the face of suffering.

When we say "yes" to becoming a disciple of Jesus, what are we also asked to confront?

When we say "yes" to becoming a disciple of Jesus, we are also asked to confront evil. The kingdom of God demands our response and requires our ongoing commitment.

Following Jesus and Our Call to Discipleship

Ask students to name different ways that they can bring the love and care of God to others. Accept all reasonable answers.



Symbolism in Mark Have students create posters that picture and explain each of the symbols listed. Compare their answers to the chart below, and display their posters around the classroom.

Symbol	Explanation
Sower	God or Jesus
Seed	faith or word of God
Birds	obstacles that prevent faith from growing
Seed on path	people who immediately give in to temptations and don't let faith take root in them
Seed on rocky ground	people who are enthusiastic about the word of God at first, but then don't persevere; they have no root; they last only for a time; in difficult times, they give up
Seed in thorns	people who hear the word of God, but are overwhelmed by worldly anxieties; the lure of riches and possessions chokes God's word, causing it to die
Seed on good soil	people who hear God's word, take it to heart, and bear fruit through their actions



Homework

Review

How does the parable of The Sower relate to the call of discipleship?

The Parable of the Sower offers us insights about how "ready" the soil of our life is for becoming a follower of Jesus.

As members of the Church, what are we called by Jesus to proclaim by the way we live?

We proclaim that we are followers of Jesus.



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Identify two things we can learn about discipleship from the “call narratives.”

Accept any two of the following: (1) Being a disciple is an invitation to walk with the Lord and follow his example. (2) Being a disciple means responding to the individual call each of us receives from God and living that vocation in a community of faith. (3) Being a disciple requires a choice to turn away from our former ways and ask God's forgiveness for our mistakes. (4) Being a disciple leads to a growth process of self-fulfillment as we hear and respond to Jesus' summons and invite others to do the same. (5) Being a disciple involves living a simple life of prayer, action, and trust in God. (6) Being a disciple is encountering evil and accepting the consequences (including suffering) of being in conflict with evil.



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Traveling in the Time of Jesus

Have students read the text, and complete the Connect to the Past activity.

Connect to the Past *Travel in the Time of Jesus* **Ask** students to make a list of items they would need for such a journey, and invite volunteers to share their lists with the class.



Pages 106–111

Topic 3

The Misunderstood Messiah

Direct the students to read the introductory text. Explain that the term Messianic Secret refers to the many times that Jesus through his words and actions reveals himself as the promised Messiah.



Page 106

The Messianic Mystery

Explain that the term Messianic Mystery refers to the paradox that Jesus—while he is the Son of God and the Messiah—must suffer and die like mere mortals.

Write the terms “hero messiah” and “prophet messiah.” Ask students to explain what they think the two terms mean.

Tell students that a hero messiah is a worldly messiah, a political or military leader who brings sovereignty, wealth, and freedom to the Jewish people. A prophet messiah is a suffering servant, someone who suffers and dies so that sins may be forgiven and people may be given new, eternal life in God's kingdom. Jesus rebukes Peter when his response indicates that he thinks Jesus will be a hero messiah (a worldly savior) instead of a prophet messiah (a suffering servant of God).



Predictions of the Passion After allowing the groups sufficient time to work, call for class sharing. Use the following information to lead the conversation:

- Mark 8:31–33 Peter rejects the idea that Jesus will suffer and die. What clouds his vision is his preconceived idea of what the messiah will be like. He expects an earthly ruler.
- Mark 9:30–32 Jesus' prediction of his Passion and death serves as a reminder that discipleship involves humble service. The disciple is last, not first. The disciple's purpose is to serve, not to be served.
- Mark 10:32–45 This prediction details the Passion and death of Jesus. He will be handed over to the chief priests; he will be condemned by the priests; he will be handed over to the Romans; the soldiers will mock, spit at, and scourge him; he will be executed and then rise from the dead. Again, the disciples do not understand. They think the kingdom of God will be an earthly one; they think they will be like powerful kings ruling from their thrones.



Timeline of Your Life Assign this activity as homework. At the next class, have students gather in their Faith Sharing groups to share one of the events on their life timelines, including their relationship with God at the time.



You may want to spend class time on this reflection or assign it as homework: Who Do You Say That I Am?—Mark 8:27–38, pp. 19–21.



Homework

The Suffering Servant

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Process the text with students, surfacing their reactions to the information.

Expand on the text by telling students that by taking on the role as suffering servant, Jesus fulfilled his role as a prophet messiah. A prophet messiah is a suffering servant, someone who suffers and dies so that sins may be forgiven and people may be given new, eternal life in God's kingdom.

Explain that pain and suffering can lead to growth and compassion for others. When we see another person suffering in a similar way we are able to empathize and be present to the person in the situation in ways that others cannot.

Page 107

The Transfiguration of Jesus

Summarize the text.

Ask students how they can follow God's command to "listen" to him. Accept all reasonable answers.

Pages 108–109

Give students time to read the scripture passages and answer the questions in their notebooks. If time allows, invite volunteers to share their answers.

Interpret the Art *Transfiguration* **Have** students answer the question in their notebooks.



Pages 109–111

Challenges to Discipleship

Ask students to read the text on page 109.

Lead a discussion on how difficult it was for the disciples to believe in Jesus and keep the faith, even when they were eyewitnesses to his teachings and miracles. Compare their challenges to the present-day obstacles that can keep us from Jesus.



Keeping Your Faith Ask students to practice keeping their faith each day in the coming week

Additional Activity

Storyboards Form small groups to create storyboards that illustrate sequential scenes that show the unfolding of one of Jesus' miracles described in the Gospel of Mark. Provide markers and poster board for the storyboards. When everyone is finished, invite class sharing. Display the storyboards around the classroom.

Wealth

Suggest to students that materialism is nothing new; it was a problem in society even 2,000 years ago. Note that blind devotion to material things can become a roadblock on our path to salvation.

Explain that Mark 10:17–22 is often cited as the basis for the vow of poverty taken by religious women and men. We are to be physically and emotionally poor; we are to place our trust in God, rather than in our own talents and possessions.

Blindness

Tell students that blindness is a powerful metaphor in the Gospel of Mark.

Ask students to name ways that we can combat such blindness and shed light on God's kingdom. Accept all reasonable answers.



The Parable of the Wealthy Man Have students answer the activity questions in their notebooks.

Interpret the Art *Conversion* Invite class discussion based on the question.

Review

What is the difference between the Messianic Secret and the Messianic Mystery?

The Messianic Secret is that as Jesus heals, preaches, and teaches, he is revealed as the promised Messiah. The Messianic Mystery is that Jesus as the Messiah must suffer, die, and then be raised in glory.

What was the obstacle that kept the man in Mark 10:17–22 from following Jesus?

The obstacle that kept the man in Mark 10:17–22 from following Jesus was that he clung to his many possessions.

What was the blindness experienced by the Apostles James and John?

The blindness experienced by the Apostles James and John was ambition.

Why is the story of Bartimaeus an example of true discipleship?

The story of Bartimaeus' discipleship shows the development of faith that trusts in, believes in, and surrenders to God. His story also reminds us that having faith and practicing faith are part of discipleship.

Define a conversion experience.

A conversion experience turns us toward God and encourages us to search to understand and do what God desires of us.



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Topic 4



Pages 112–117

The Paschal Mystery

Explain to students that our faith calls us to enter into the Passion and death of Jesus in our own lives, so that we may rise with him to new life. Our Christian life is based on a Paschal mystery spirituality. We are to “let go” and hand ourselves over in a lifelong process so that we can come alive in a new way. Developing our Christian spirituality is a process that lasts our entire life. We face decisions every day and are confronted with choices that will lead either toward the Light or away from it. As disciples of Jesus, we must choose the Light and lead others toward it.

Review

What stands at the center of the Good News that the Apostles and the Church following them are to proclaim to the world?

The Paschal mystery stands at the center of the Good News that the Apostles and the Church following them are to proclaim to the world.

In what activity is the Paschal mystery spirituality rooted?

Paschal mystery spirituality is rooted in the activity of the dying and rising of Jesus.



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Pages 112–113

A Recounting of His Last Days

Have students read this entire section.

Explain that, although students are familiar with the story, they may not have had the opportunity to closely examine each of the four Gospel accounts together.



Pages 113–117

Jesus' Passion and Crucifixion

The Last Supper

Summarize the text.



The Passion Have students work individually or in small groups to reference the Scripture passages and answer the questions.

Gethsemane and the Betrayal of Jesus

Summarize the text.



Prayerful Reflection Provide class time to complete this activity.

Jesus Before the Sanhedrin

Summarize the text. If time permits, have students read Mark 14:32—15:15 in their Bibles. Discuss as needed. Explain to students that it is not until he is taken before the Jewish high priest (Mark 14:61) that Jesus admits he is the Messiah (Mark 14:62).

Ask students:

- What is blasphemy? (A person blasphemes when he or she falsely proclaims him or herself God, falsely claims to have the attributes of God, says things about God that are not true, or when he or she takes God's name in vain. It was a capital crime in Judaism, punishable by death.)
- Why did the Jewish religious authorities accuse Jesus of blasphemy? (Because Jesus not only claimed to be the Messiah, he also claimed to be God.)

Jesus Before Pilate

Summarize the text, and ask the following:

- What did the Romans charge Jesus with? (The Romans charged Jesus with treason.)
- Why did they charge him with something different from what the Jewish Sanhedrin charged him with? (The Romans were not interested in religious affairs. They were interested only in political matters.)



Jesus and Pilate After students have read the four Gospel accounts and answered the questions, lead a class discussion based on their responses.

Peter's Denial of Jesus

Summarize the text.



Comparing the Gospels Ask students to share their responses with the class after they have completed the activity.

The Crucifixion of Jesus & Jesus Recognized as Promised Messiah

Share with students the adage, "It is always darkest before the dawn," explaining that the darkness on Calvary was the precursor to the Light of the World coming again in glory.



You may want to spend class time on this reflection or assign it as homework: The Resurrection—Mark 16:1–8, pp. 22–24.



You can also download a PowerPoint® presentation of this information from www.osevcurriculum.com.



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Handout 4:3 Comparison of Passion

Narratives in the Gospels Divide the students into four groups, assigning each group a Gospel. Instruct them to use their Bibles to uncover the correct answers. Allow each group to share their answers with those in the other groups. See answers on page 212.

**Handout 4:4
Paschal Mystery
Spirituality** Read Mark 16:6–9. Have students read Handout 4:4 and write about what they should “let go.”

Discuss the seven “last words” of Jesus and list them on the board. Use the following information to lead discussion:

- | | |
|------------------------------|---|
| Luke 23:34 | “Father, forgive them; for they do not know what they are doing.” |
| Luke 23:43 | “Truly I tell you, today you will be with me in Paradise.” |
| John 19:28 | “I am thirsty.” |
| Matthew 27:46,
Mark 15:34 | “My God, my God, why have you forsaken me?” |
| John 19:26–27 | “Woman, here is your son. Here is your mother.” |
| John 19:30 | “It is finished.” |
| Luke 23:46 | “Father, into your hands I commend my spirit.” |

Interpret the Art *Women of the Cross* **Invite** students to name times when they have faced difficult decisions or situations. Then, ask them how their faith can help them stand tall in the face of such challenges.

Ask students the following questions after the handout presentations:

- Why are the accounts of the Passion and death of Jesus different in the four Gospels? (The intention of the Evangelists was not to record every detail of history but to express faith.)
- Why were the Gospel writers hostile to Jewish and Roman leaders? (The Christian faith was in the process of breaking away from the Jewish faith and of trying to separate itself from Rome.)

Additional Activity

Stations of the Cross Distribute black construction paper and white chalk. Divide the class into fourteen groups, and assign each group to draw one of the Stations of the Cross from Jesus’ Passion (see pages 254–256 in the Student Edition). Allow time in class for the students to work. When they are finished, display the stations in their traditional order around the classroom.

Review

What was the goal of the Evangelists in writing the narratives of Jesus' Passion, death, and Resurrection?

The goal of the Evangelists in writing the narratives of Jesus' Passion, death, and Resurrection was to express faith.

When is the first time in the Gospel of Mark that Jesus states he is the Messiah?

The first time Jesus states he is the Messiah is when he is before the high priest of the Sanhedrin.

With what crime did the Sanhedrin charge Jesus?

The Sanhedrin charged Jesus with the crime of blasphemy.

With what crime did Pilate charge Jesus?

Pilate charged Jesus with the crime of treason.

What was Jesus' reaction to the suffering he endured?

He prayed, as he did in the Garden of Gethsemane. This brought him closer to God.

At the time of Jesus' death, who recognizes his true identity? Why is this significant to Mark's audience?

At the time of Jesus' death, a Roman soldier (a Gentile) recognizes Jesus as the Messiah. This is significant to Mark's audience because it conveys to the Gentiles that Jesus is the Messiah of all people, not just the Jews.



Visit

www.osvcurriculum.com
for a PowerPoint® presentation
of these Review questions.

Chapter Conclusion



Page 118

Witness of Faith

Direct students to read the information on Saint Pio of Pietrelcina.



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Prayer

Gather students in a circle or in a prayer space, if you have one. Ask them to quietly collect themselves and focus on God's presence among them.

Lead the group in the responsorial.



As an alternative to the closing prayer, you can use **Take Up Your Cross**.



For song options, see page 80.



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Review

Direct students to prepare for the Chapter 4 Assessment by reviewing their notes and completing the review questions on page 120.

Review questions from the Student Edition are available with answers for teacher reference online at www.osvcurriculum.com.



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Personal Journey

The purpose of this section is to show students how other teens have found spiritual comfort and inspiration through God, and how to apply to their own lives what they have learned in this chapter. Allow time in class for students to read aloud the text and silently reflect on the Personal Challenge.



Homework



Identifying Jesus Assign this activity as homework.

Chapter 4 Assessment

Administer the Chapter 4 Assessment. Allow sufficient time for students to complete the test. If you are using a Scantron, remind students of the correct procedure for use.

The Chapter 4 Assessment can be found on pages 107–109.



Don't forget that customizable tests are available at www.osvcurriculum.com.