

NSS Ethics and Religious Studies Curriculum Support Materials

3

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Topic 8

Jesus in the eyes of His disciples

Suggested teaching time: 4 periods (1 hour per period)

Main points:

1. Son of God
2. Messiah

Text Interpretations:

Jesus preached, drove away evil spirits and proclaimed the coming of the Kingdom of Heaven. When the evil spirits were driven away from the human world, they no longer existed. They instinctively thought that Jesus was very close to God but could hardly find an appropriate title to name Jesus. Thus, they could only call Jesus the Son of God.

However, the Jews at Jesus' times considered the identity of the Son of God from another perspective, a political one. They thought the coming of Messiah, i.e. the Son of God, was to overthrow the Roman government. The Messiah would establish his own state and maintain an eternal and righteous reign.

Peter, Jesus' disciple, who recognised Jesus as Christ (Messiah) and the Son of the living God, believed that Jesus' mission was to save the people. However, Peter was influenced by the Jewish understanding of Messiah. He only had a smattering of the mission of Messiah. He did not understand that as the Messiah, Jesus came to earth not for a political rescue but to suffer and even die for all.

As recorded in the Gospel of Mark, Jesus led the disciples to understand the real work of the Messiah step by step. Although the disciples could not really comprehend, Jesus told them about his suffering and his return in glory. Jesus had willingly accepted what he was going to go through under God's plan. It was because suffering was the means, and glory was the end.

Period 1: Jesus had the authority over evil powers

1. Biblical reference: Mk 1:1, 3:11, 5:7

2. Objectives:

- To learn that the disciples witnessed Jesus driving away evil spirits.
- To understand that the disciples witnessed the evil spirits recognising Jesus as the Son of God.
- To understand the impacts of Jesus' authority on the world.



3. Teaching strategies

Background Information	<ul style="list-style-type: none"> • The disciples witnessed Jesus driving away evil spirits with his words, demonstrating his godly power. • The disciples saw Jesus driving away all evil spirits with authority.
Issues for Explorations	<ul style="list-style-type: none"> • Which kind of authority is the most powerful?
Enquiry Questions	<ul style="list-style-type: none"> • How did Jesus drive away evil spirits in people as witnessed by the disciples? • When did the disciples realise that Jesus was the Son of God? • Which kind of authority/power can expel evil spirits in the world?
Learning Activities	<ul style="list-style-type: none"> • Through the PowerPoint presentation, learn the ways used by different religions and traditions to deal with evil spirits. Explain how the disciples witnessed Jesus using his words to drive away evil spirits. • Through group discussions, explore the feelings of the disciples when they discovered the identity of Jesus as the Son of God. • Through the deeds of Pope John Paul II, understand that religion can be a positive force to defeat and expel the evil powers of the world.

Key Concepts	<ul style="list-style-type: none"> • The Son of God • Evil spirits
Generic Skills, Values and Attitudes Involved	<ul style="list-style-type: none"> • Refer to the 'Generic Skills, Values and Attitudes' tables included in the corresponding lesson plans.
High-order Questions	<ul style="list-style-type: none"> • What authority/power can expel the evil power of the world?
Extended Activities	<ul style="list-style-type: none"> • Explore how some international organisations use their authorities/powers to improve people's behaviour and make the world a better place to live in. Analyse and comment on the positive impacts brought by these authorities/powers to the world.

Activity One



Enquiry Question	Generic Skills	Values and Attitudes
How did Jesus drive away evil spirits in people as witnessed by the disciples?	Collaboration skills, communication skills, critical thinking skills	Freedom

Teaching steps:

Step 1. Teacher does warm-up exercise with students by asking them to think about which authority has the greatest power.

- Teacher shows 'PowerPoint 1' (Their authority) and guides students to think:
 - What authorities do the political and religious leaders in the PowerPoint have?
 - What do these authorities influence the world? Are the influences political, religious, economical or ethical?
 - Among the above authorities, which is the most powerful? Why?

Step 2. Teacher points out:

- When the disciples followed Jesus to preach, heal diseases and drive out evil spirits, what authorities did they think Jesus have?

Step 3. Teacher carries out the "Driving out evil spirits" activity with students, allowing students to learn that the disciples saw Jesus driving away evil spirits with his words.

- Teacher raises the questions:
 - If someone is possessed by evil spirits, which kind of authority can drive them out and expel the evil power?
- Teacher asks students to form groups of four and shows 'PowerPoint 2' (Traditional methods to drive away evil spirits) to let students learn about the methods used by different religions and traditions to drive out evil spirits. Teacher guides students to discuss:
 - With reference to the PowerPoint, what are the religious tools used by traditional religions to expel the evil spirits?
 - Why is it necessary for different religions and traditions to rely on religious tools or ceremonies to expel the evil spirits?
- Teacher points out:
 - The religious people or leaders themselves do not have the power or authority to expel the evil spirits. They have to rely on a higher religious power or authority (such as the gods they believe in).

- Through some religious ceremonies, they ask the gods they believe in to attach to the religious tools so that they can expel the evil powers.
- Teacher raises the question:
 - According to your study, did Jesus need to rely on external religious tools to expel the evil powers?
- Teacher asks students to read Mk 3:11 and 5: 6-7 to let students learn about the methods used by Jesus to drive away evil spirits. Students can also read <Gospel of Mark–Chinese Comic Edition> (Vox Amica Press) pp. 56-57 and p. 89-100.
- Teacher asks students to go back to the groups formed earlier, hands out ‘Worksheet 1’ (Driving away evil spirits) and guides students to discuss the questions on the worksheet (see the following questions). Students are expected to understand the reaction of the disciples after seeing Jesus driving away evil spirits with his words:
 - In these two Biblical references, the disciples witnessed: (1) What did the evil spirits call Jesus? (2) What was the reaction of the evil spirits towards Jesus? (3) How did Jesus drive away the evil spirits? (4) What was the reaction of the evil spirits after being driven away by Jesus?
 - When Mark the disciple heard the evil spirits calling Jesus “the Son of God”, what was his understanding of the meaning of “the Son of God”? Was it a title for a king, the real son of God, or others?
- After discussion, teacher invites students to present their ideas.

Step 4. Teacher distributes ‘Students' Reference: Material 1’ (Jesus' methods of driving away evil spirits), briefly explains it and then goes further to discuss with students:

- When Mark heard the evil spirits calling Jesus the Son of God for the first time, what would he think about Jesus’ identity and authority?
- Why did Jesus order the evil spirits sternly not to reveal his identity?
- If Jesus did not order the evil spirits to silence, do you think Mark the disciple could learn more about the real meaning of Jesus as the “Son of God”?

Step 5. Teacher summarises:

- When the evil spirits were driven away from the human world, they no longer existed. They thought Jesus was related to God but could hardly find an appropriate title to name Jesus. Thus, they could only call Jesus the Son of God.

- People at that time understood the Son of God from a political perspective and thought that the Son of God, the Messiah came to overthrow the Roman government. Therefore, Jesus had to introduce the correct Messianic concept in order to correct people's misconception. One could not participate in a political revolt by means of following Jesus. Jesus was not denying or opposing to the titles called out by the evil spirits. The reason he would not let the evil spirits reveal His identity was to avoid intensifying the hostility from his enemies. Furthermore, He did not want people to further misinterpret the Messianic concept.
- Thus, the disciples were curious, surprised or even scared when witnessing Jesus driving away evil spirits only by his words.

Step 6. Teacher distributes 'Students' Reference: Material 3' (Reasons of Jesus ordering the evil spirits to silence), briefly explains it and wraps up the activity.

Activity Two

Enquiry Question	Generic Skills	Values and Attitudes
When did the disciples realise that Jesus was the Son of God?	Collaboration skills, communication skills, critical thinking skills	Benefits of humankind

Teaching steps:**Step 1. Teacher raises the question:**

- When did the disciples realise that Jesus was the Son of God?

Step 2. Teacher carries out the “Starting from when” activity with students, allowing students to explore when the disciples realised the identity of Jesus was the Son of God.

- Teacher asks students to form groups of four, hands out ‘Appendix 1’ (Starting from when) and guides students to explore:
 - How did the disciples know Jesus was the Son of God? During which incident(s) did they confirm his identity?
- After discussion, teacher invites students to present their ideas.
- Teacher points out:
 - Mark the disciple was a witness of Jesus’ ministry, his death on the cross and his resurrection. Gradually he understood Jesus’ identity as the Son of God.
 - Hence, Mark wrote Jesus’ life from this particular angle. In Mk 1:1 he wrote “This is the Good News about Jesus Christ, the Son of God.” He wanted people to have a brand new understanding of Jesus’ teaching and the miracles he did on earth from the angle of Jesus, being the Son of God. “The Son of God” not only illustrated the godliness of Jesus Christ, it also stated the aim of the gospel.
- Teacher raises the question:
 - When Mark wrote the gospel, he understood Jesus’ identity as the Son of God. Then, what was the symbolic meaning of the Son of God driving away evil spirits?
- Teacher asks students to form groups of four, hands out ‘Worksheet 2’ (The symbolic meaning of the Son of God driving away evil spirits) and guides students to discuss the questions on the worksheet:
 - What authority of the Son of God was reflected when he drove away evil spirits?

- What was Jesus' position as shown by his exorcism?
- What kind of Good News would Jesus bring to the mankind by driving away the evil spirits?
- After finishing the worksheet, teacher invites the groups to present their ideas.

Step 3. Teacher goes further to discuss with students:

- Do you believe that the disciples had to have a macro view on the events in the entire life of Jesus before they could understand the identity of Jesus as the Son of God? Could the disciples understand Jesus' identity based on a few particular incidents? Why?
- What is your understanding of Jesus' identity? Is your understanding of Jesus' identity based on a few incidents or his entire life? What is the difference between these two perspectives?

Step 4. Teacher summarises:

- Mark had lived with Jesus and other disciples. Later, he witnessed Jesus being crucified and his resurrection. His life had changed since then.
- Mark's experience made him firmly believe that Jesus was the Son of God. Jesus had the authority to expel evil powers and grant people a life full of grace. This is the Good News of Jesus Christ. Mark publicly proclaimed that Jesus was the "Messiah" and the Son of God.

Activity Three

Enquiry Question	Generic Skills	Values and Attitudes
What authorities/powers can expel evil spirits in the world?	Collaboration skills, communication skills, critical thinking skills	Benefits of humankind, courage, freedom

Teaching steps:**Step 1. Teacher raises the questions:**

- Are there any evil powers in today's world?
- What authorities/powers can expel the evil powers?

Step 2. Teacher carries out the “Great authority” activity with students, allowing students to explore whether the policies or declarations of some famous people can transform the world. Students are expected to understand that religions serve as a positive force to defeat and expel the evil powers of the world.

- Teacher shows ‘PowerPoint 3’ (Evil powers) to illustrate some evil happenings in the world, such as wars and poverty.
- Teacher asks students to form groups of four, hands out ‘Worksheet 3’ (Transforming the world), and guides students to explore whether the policies or declarations of some famous people (George W. Bush, Bill Gates, Wen Jia-bao, Li Ka-shing and Jesus) can eliminate evil and transform the world. Students will also think about which comparison of great authorities is the most reasonable.
- After finishing the worksheet, teacher invites students to present their ideas.
- Teacher raises the question:
 - What impacts can the person with the greatest authority/power bring to the world?
- Teacher shows ‘PowerPoint 4’ (The authority above the evil powers of the world) to let students learn that Pope John Paul II overthrew the communist rule in Poland and set the people free.
- Teacher discusses with students:
 - What are your comments towards Pope John Paul II overthrowing the communist rule in Poland and setting the people free?
 - Do you think Pope John Paul II had the authority/power over the evil powers?
- Teacher can visit the following website to let students learn more about the life of Pope John Paul II:
 - “Pope John Paul II”: http://en.wikipedia.org/wiki/Pope_John_Paul_II

Step 3. Teacher goes further to discuss with students:

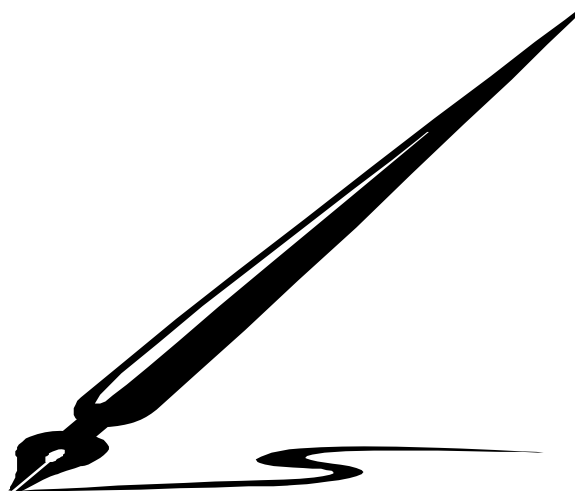
- What authority/power can change the evil world? Is it political authority/power, economic authority/power, cultural authority/power, or religious authority/power? Why?
- Why is religious authority/power able to expel the evil powers of the world?

Step 4. Teacher summarises:

- Christianity advocates that love and justice are the criteria for upholding the operation of the society and the world.
- When Christians observe injustice, they will live up to their religion by taking actions to transform the world. Therefore, religious authority/power is able to expel the evil powers of the world.

Extended Activities:

1. Teacher asks students to read newspapers, magazines or visit the following websites to learn about how some international organisations exercise their authorities/powers to transform the world. Students are expected to analyse and comment on the positive impacts the organisations bring to the world.
 - International Campaign to Ban Landmines:
 - <http://library.taiwanschoolnet.org/cyberfair2005/kiwi/4-1.htm>
 - Green Peace:
 - http://www.greenpeace.org/china/ch/?campaign_id=32&id=849
 - International League of Human Rights:
 - <http://www.ilhr.org/>
2. Teacher asks students to think about the following questions based on the information collected:
 - How do these international organisations exercise their authorities/powers to transform the world?
 - What positive impacts do these organisations bring to the world?
 - What are your comments to these organisations?
3. Teacher can invite students to share the information they have collected in the following period.



Material 1: How Jesus drove away evil spirits

1. How Jesus drove away evil spirits

- At Jesus' times, many people claimed that they had the power to drive away demons attached to people. Many Jews and some exorcists used talismans, chanting scriptures, supernatural powers or various kinds of ceremonies to drive away evil spirits.
- Nevertheless, Jesus was different from those exorcists. He did not need long speeches, conjuration or ceremonies to drive away evil spirits. He did not want to talk much with the evil spirits. Jesus usually used an authoritative, clear, simple and powerful sentence to drive away the evil spirits in people, healing the victims or even restoring their lives.
- Jesus' method of driving away evil spirits was unprecedented at that time. Therefore, people were shocked by Jesus' method.
- When Jesus was dealing with the evil spirits at Geresá, he asked their names. At that time, people believed that if they knew the names of the evil spirits, they would have the power to defeat them. Jesus knew that simply by knowing the names of the evil spirits was not enough to heal the person possessed by evil spirits. If the victim personally experienced the evil spirits leaving him, he could be saved. Therefore, Jesus let the evil spirits enter the herd of pigs. Finally, all pigs rushed down the side of the cliff and were drowned in a lake. Now that the evil spirits had left the host, the person possessed by evil spirits was healed and conscious.

2. The reasons why Jesus could drive away evil spirits with his words

- **Words with individual authority**
 - Jesus was completely different from the Teachers of the Law, who had to quote the words of previous great teachers and rabbis to support themselves.
 - However, Jesus' words were unique. His voice was the most authoritative voice of God. Therefore, every word from him was full of majesty and certainty.
- **An identity with authority**
 - Jesus' authority was related to his individuality and also his duties. Jesus was the Son of God, a fact that even evil spirits knew. God gave Jesus the authority, making Jesus himself the source of all powers.

- During the days when Jesus preached in the world, his authority was shown in various works. For instance, he could deliver decisive and independent teaching (Mt 7: 28-29); he could drive away evil spirits (Mk 1: 27); and he could control the nature (Lk 8:24-25), etc.

References:

1. Barclay, William (1954). The Gospel of Mark. Edinburgh: The Saint Andrew Press. pp.1-5, 65-67, 115-119.
2. 吳羅瑜編(1993)：《聖經新辭典上冊》，(頁 143)。香港：天道書樓有限公司。

Material 2: The Jews' understanding of "the Son of God"

The Jews called Jesus the Son of God. What did it mean? It was not a common title. For instance, the kings in Egypt were called the son of Ra ("Ra" was the god they worshipped), and from Augustus onwards, all Roman kings ordered people to carve "the Son of God" onto their tombstones.

In Old Testament times, the term "the Son of God" had four different usages.

- Angels could be called the sons of God: such as in Genesis 6:2, the sons of God were attracted to the daughters of men; in Job 1:6 the sons of God were described as being present before the Lord. The term was often used to call angels.
- The Israelites could be called the sons of God. In Hosea 11:1, "God called him out of Egypt as my son." In Exodus 4:22, "The Lord, say, 'Israel is my firstborn son.'"
- The kings of Israel could be called the sons of God. In 2 Samuel 7: 14, God promised the king of Israel that "I will be his father, and he will be my son."
- Righteous people could be called the sons of God. In Sirach 4: 10, God promised the people who treated those children whose fathers were gone: "Be like a father to orphans, and provide widows with the help their husbands can no longer give them. Then you will be like a son of the Most High, and he will love you more than your own mother does."

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Material 3: Reasons why Jesus silenced the evil spirits

Why did Jesus silence the evil spirits sternly?

Jesus was the Messiah sent by God and the king anointed by God. His concept of Messiah was one who served, sacrificed and loved, and finally suffered on the cross to fulfill his mission. However, the common concept of Messiah at that time was the one who had supreme military power and was able to lead the Jews to combat and overthrow the Roman government. Therefore, if such misconception of the identity of the Messiah was wide-spread, a riot would definitely break out, particularly in Galilee where the nationalism of the Jews was at its peak. They were longing for a leader to save them.

According to Jesus, the Messiah was a loving one, which is quite different from what other people had thought about. Thus, before revealing his identity as the Messiah, Jesus had to educate the people with the correct concept of the Messiah first.

Reference:

Barclay, William (1954). *The Gospel of Mark*. Edinburgh: The Saint Andrew Press. pp.1-5, 65-67, 115-119.

Appendix 1: Starting from when



Jesus sent the twelve disciples to teach people, and gave them authority over the evil spirits.
(Mk 6: 6-12)

Jesus fed 5,000 people with five loaves and two fish.
(Mk 6:30-44)

Jesus was questioned in the Council.
(Mk 14: 60-65)

Jesus was crucified, buried and resurrected.
(Mk 15-16)

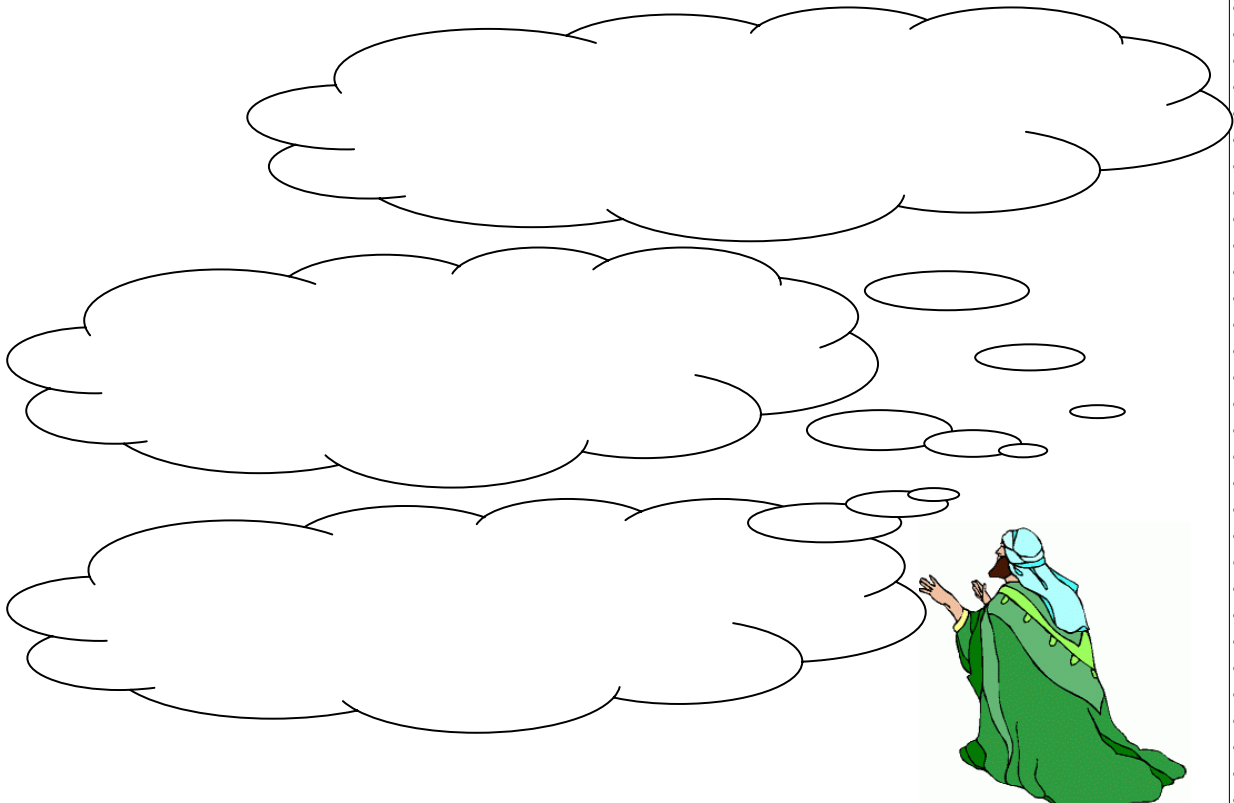
Mark began writing the life of Jesus in the Gospel of Mark.
(Mk 1:1)

Worksheet 1: Driving away the evil spirits

1. Read Mk 3:11 and 5:6-7, compare the two biblical references and complete the following table.

	<The Gospel of Mark> 3:11	<The Gospel of Mark> 5: 6-7
What did the evil spirits call Jesus?		
What was the reaction of the evil spirits towards Jesus?		
How did Jesus drive away the evil spirits?		
What was the reaction of the evil spirits after being driven out by Jesus?		

2. When Mark the disciple heard the evil spirits calling Jesus “the Son of God”, what was his understanding of the meaning of “the Son of God”? Was it a code for a king or the real son of God? Write down your ideas in the following spaces.



Worksheet 2: The symbolic meaning of the Son of God driving away evil spirits

According to Mk 1:1, 3:11 and 5:7, answer the following questions:

1. What authority did the Son of God possess as reflected by his ability to drive away evil spirits?

2. What is the position of the Son of God in the universe as reflected by his ability to drive away evil spirits?

3. What was the good news brought by the Son of God when he drove away the evil spirits?



Worksheet 3: Transforming the world

1. Explore whether the policies or declarations of the following famous people can transform the world.

Famous people	Ability to eliminate evil and transform the world (Put a ✓ in the appropriate <input type="checkbox"/> and briefly explain)
George W. Bush	Able <input type="checkbox"/> Unable Explanation: _____ _____
Bill Gates	Able <input type="checkbox"/> Unable Explanation: _____ _____
Wen Jia-bao	Able <input type="checkbox"/> Unable Explanation: _____ _____
Li Ka-shing	Able <input type="checkbox"/> Unable Explanation: _____ _____
Jesus	Able <input type="checkbox"/> Unable Explanation: _____ _____

2. Which comparison of great authorities/powers is the most reasonable? Why?

Which scale is the most reasonable? (Put a ✓ in the appropriate <input type="checkbox"/>)	
<input type="checkbox"/> A	The authority/power over the evil powers of the world > Political, economic and cultural authority/power
<input type="checkbox"/> B	Political, economic and cultural authorities/powers > The authority/power over the evil powers of the world
Reasons:	



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Material 3: Reasons why Jesus silenced the evil spirits

Why did Jesus silence the evil spirits sternly?

Jesus was the Messiah sent by God and the king anointed by God. His concept of Messiah was one who served, sacrificed and loved, and finally suffered on the cross to fulfill his mission. However, the common concept of Messiah at that time was the one who had supreme military power and was able to lead the Jews to combat and overthrow the Roman government. Therefore, if such misconception of the identity of the Messiah was wide-spread, a riot would definitely break out, particularly in Galilee where the nationalism of the Jews was at its peak. They were longing for a leader to save them.

According to Jesus, the Messiah was a loving one, which is quite different from what other people had thought about. Thus, before revealing his identity as the Messiah, Jesus had to educate the people with the correct concept of the Messiah first.

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Period 2: Jesus admitted that He was the Son of God before the Council

1. Biblical reference: Mk 14:61, 15:39

2. Objectives:

- To learn that Jesus admitted his identity as the Son of God when he faced the trial at the Council.
- To learn that Jesus was sentenced to be crucified because he admitted his identity as the Son of God.
- To learn that the Roman army officer/centurion admitted that Jesus was the Son of God after seeing Jesus dying on the cross.
- To understand that one needs courage and faith to tell the truth in unfavourable situations so as to complete his mission.



3. Teaching strategies

Background Information	<ul style="list-style-type: none"> • Jesus admitted himself as the Son of God when he faced the trial at the Council. The religious leaders of the Council all voted to put Jesus to death. • However, when Jesus was crucified on the cross, a Roman army officer/centurion admitted that Jesus was the Son of God.
Issues for Explorations	<ul style="list-style-type: none"> • Will a person tell the truth when he/she is in an unfavourable situation?
Enquiry Questions	<ul style="list-style-type: none"> • Did Jesus tell the truth that he was the Son of God when he was in a dangerous situation? • Jesus told the truth to reveal that He was the Son of God. Was it worthy to do so? • What qualities does one need so that he/she can tell the truth to complete his mission even when he/she is in a difficult position?
Learning Activities	<ul style="list-style-type: none"> • Through a debate, let students think about whether Jesus should tell the truth when he was on trial. • Through a role play, let students understand the consequences if Jesus denied his real identity during the trial.

	<ul style="list-style-type: none"> • Through group discussions, let students understand the reaction of the Roman army officer/centurion when Jesus died on the cross. • Through watching current affairs programmes, let students understand the qualities needed for a person to tell the truth and complete his mission when he/she is in a difficult position.
Key Concepts	<ul style="list-style-type: none"> • The Jewish Council/Sanhedrin • Crucifixion • The Roman army officer/centurion
Generic Skills, Values and Attitudes Involved	<ul style="list-style-type: none"> • Refer to the 'Generic Skills, Values and Attitudes' tables included in the corresponding lesson plans.
High-order Questions	<ul style="list-style-type: none"> • What qualities does one need so that he/she can tell the truth to complete his mission even when he/she is in a difficult position?
Extended Activities	<ul style="list-style-type: none"> • Think about the factors or qualities which enable people to tell the truth even when they are in a difficult position. Also, think about the impacts of telling the truth on the society and the world.

Activity One



Enquiry Question	Generic Skills	Values and Attitudes
Did Jesus tell the truth that he was the Son of God when he was in a dangerous situation?	Communication skills, collaboration skills, critical thinking skills	Courage

Teaching steps:

Step 1. Teacher does warm-up exercise with students by asking them to think about whether one should tell the truth in dangerous situations.

- Teacher raises the question:
 - Do you remember an undercover police officer pretending to be a student and crushing a triad society selling marijuana at school in 2007?
- Teacher and students read the following news from the Internet:

<http://hk.news.yahoo.com/071204/12/2kpq4.html> (“Undercover pretended to be a F.4 student for half a year, crushing two marijuana-selling competing triad societies”)

<http://hk.news.yahoo.com/070522/60/27zex.html> (“Undercover student”)
- Teacher discusses with students:
 1. If that undercover police officer was inquired by the triad society members and revealed his real identity, what would the consequences be?
 2. Do you agree that people refuse to tell the truth because it causes troubles and puts them into danger? Give examples to support your answer.

Step 2. Teacher points out:

- Similarly, Jesus was asked about his real identity in a dangerous situation. If He might be put to death after He told the truth, should He do so?

Step 3. Teacher carries out the “To speak or not to speak” activity with students, allowing students to learn that Jesus faced trial at the Jewish Council.

- Teacher asks students to read Mk 14:61 with reference to ‘Appendix 1’ (The guilt and verdict of the Son of God). Ask students to debate on the topic “Should Jesus tell the truth and admit his identity as the Son of God before the High Priest?” Teacher can guide students with the following questions:

- The punishment he would face;
- The impact on the continuation of his mission on earth;
- The impact on his followers, and
- The impact on the mission given to him by God.
- Teacher briefly summarises the points given by students.

Step 4. Teacher carries out the “Jesus told the truth” activity with students, guiding students to understand that Jesus revealed his identity as the Son of God during the trial of the Council and was sentenced to death.

- Teacher guides students to read Mk 14: 57-65, so as to let students understand the process and details of the trial.
- Teacher asks students to form groups of four and hands out ‘Worksheet 1’ (The court records of Jesus on trial). Students imagine themselves as the court reporter and complete the worksheet.
- Teacher invites students to share their ideas after discussion.

Step 5. Teacher discusses with students:

- Why did the Jewish religious leaders try hard to convict Jesus?
- Why did the religious leaders refuse to admit that Jesus was the Son of God?
- Was the verdict given by the religious leaders reasonable? Why?
- Why did Jesus insist that he was the Son of God when he was in a dangerous situation?

Step 6. Teacher summarises:

- Jesus revealed his identity as the Son of God during the trial. The Jewish religious leaders were not convinced. They finally decided to sentence Jesus to death.
- At the beginning of the trial, the false witnesses accused Jesus of once saying that he would destroy the Holy Temple. It was possible that someone misunderstood what Jesus meant in 13:2 and took his words as evidence.
- At last, the High Priest asked Jesus a question which was not allowed to be asked according to the regulations. His question directly led the suspect to fall into the suspected accusation: “Are you the Messiah, the Son of the Blessed God?” In spite of all these, Jesus answered without hesitation, “I am the Son of God.” The Jewish religious leaders considered his words as a blasphemy, a direct insult to God. The sentenced Jesus to death.

Step 7. Teacher distributes ‘Students' Reference: Material 1’ (Reasons and reaction of Jesus being found guilty), briefly explains it and wraps up the above activity.



Activity Two

Enquiry Question	Generic Skills	Values and Attitudes
Jesus told the truth to reveal that He was the Son of God. Was it worthy to do so?	Communication skills, collaboration skills	Courage, truth

Teaching steps:

Step 1. Teacher raises the question:

- Teacher asks students if it is worthwhile for Jesus to tell the truth, revealing his identity as the Son of God.

Step 2. Teacher shows “Monday Report: The Rebellious Bishop - Zen Ze-kium ” (22 minutes, 5-7-2004)

- Should Bishop Zen Ze-kium be so direct in expressing his views on politics and religion?
 - If he chose not to express himself so directly, was it a violation to his mission and identity?
- Or read <Kung Kao Po #3328> Cardinal Zen's letter during the Advent period “Love your life, treasure God's gifts” (http://kkp.catholic.org.hk/lo/lo3328/lo3328_02.htm): “If we don't cry out loud, the voice of the Good News will be drowned.” Cardinal Zen was straight to the point regarding current affairs and social problems. When we face similar circumstances, should we “cry out loud” as well?

Step 3. Teacher carries out the “Rewriting the finale of Jesus” activity with students, allowing students to know the impacts on Jesus' teaching, proclamation and the miracles he performed if he denied his identity as the Son of God during the trial.

- Teacher guides students to play the role of Jesus' disciples and the Jews who followed Jesus. Students discuss what their reactions would be if they knew that Jesus denied his identity as the Son of God during the trial.
- Teacher points out:
 - Jesus knew that his mission given by God was to die on the cross for human beings and to save them.
 - Thus, Jesus was fearless before the opposing religious leaders on the trial. He was also fearless to admit his identity as the Son of God that would bring Him a death sentence.

Step 4. Teacher carries out the “Jesus' death and the reaction of the army officer” activity with students, allowing students to understand that Jesus was crucified after admitting his identity as the Son of God, and the reaction of an army officer.

- Teacher points out:
 - Let us take a look at the significance of Jesus telling the truth in dangerous circumstances.
- Teacher asks students to form groups of four and read Mk 15:39, and hands out ‘Worksheet 2’ (The Roman army officer/centurion who saw Jesus on the cross). Teacher asks students to imagine themselves as the Roman army officer/centurion, guides them to answer the questions on ‘Worksheet 2’:
 - What knowledge and social status do I have?
 - What knowledge and social status did Jesus have?
 - What are my doubts towards Jesus being sentenced to crucifixion?
 - What are my comments towards Jesus’ death?
 - What are my feelings towards Jesus’ death?
- After discussion, teacher invites students to present their ideas.

Step 5. Teacher goes further to discuss with students:

- Why did the Jewish religious leaders deny Jesus’ identity as the Son of God while the Roman army officer/centurion admitted it? What was the biggest difference between their experiences?
- Why did the Jewish religious leaders and the Roman army officer/centurion interpret Jesus’ identity so differently?
- According to the reaction of the Roman army officer/centurion after he saw Jesus dying on the cross, do you think it was worthwhile for Jesus to have told the truth in dangerous circumstances? Why?

Step 6. Teacher summarises:

- The Roman army officer/centurion was an experienced Roman soldier. His official rank was equivalent to a warrant officer of the army today. He had seen many people dying in wars but he had never seen anyone as brave as Jesus when facing death. An indelible image was imprinted onto his heart – Jesus was the Son of God!
- If Jesus continued to live, he could certainly go on teaching, healing and attracting people to follow him. However, only by sacrificing himself on the cross could he imprint the message of love onto people's hearts.

Step 7. Teacher hands out ‘Students' Reference: Material 2’ (The impact of Jesus dying on the cross on the centurion), briefly explains it and wraps up the activity.

Activity Three



Enquiry Question	Generic Skills	Values and Attitudes
What qualities does one need so that he/she can tell the truth to complete his mission even when he/she is in a difficult position?	Communication skills, collaboration skills	Truth, being responsible, courage

Teaching steps:

Step 1. Teacher raises the question:

- What qualities does one need so that he/she can tell the truth to complete his mission even when he/she is in a difficult position?

Step 2. Teacher carries out the “Qualities which enable one to tell the truth” activity with students, allowing students to learn about the qualities possessed by Jesus, so that he could tell the truth to complete his mission even when was in a dangerous situation.

- Teacher shows “Monday Report: Lung Ying-tai” (22 minutes, 19-4-2004).
- Teacher discusses with students:
 - Did Lung Ying-tai tell the truth about the cultural phenomenon of the Chinese?
 - Why was she able to tell the truth?
 - What are the reasons and qualities which enable a person to tell the truth even when he/she is in a dangerous situation?
 - Did the truth she revealed impact on the Chinese society?
- Teacher asks students to list all the reasons and qualities which enable people to tell the truth on the blackboard.
- Teacher asks students to choose the three most important reasons and the three most important qualities and explain their choices.

Step 3. Teacher points out:

- One needs courage and faith to tell the truth to complete his mission in unfavorable situations.
- Courage helps people shake off hesitation in unfavorable situations. Faith enables people to believe that truth will eventually win.

Step 4. Teacher raises the questions:

- What qualities did Jesus possess so that he could tell the truth and admit his identity as the Son of God when he was in a dangerous situation?
- Do Christians value these identities?

Step 5. Teacher summarises:

- Jesus' courage: Although Jesus knew that his answer would bring him a death sentence, he answered without any hesitation. In fact, if he denied his identity as the Son of God, the people at the Council could not convict him.
- Jesus' faith: Although Jesus could not avoid dying on the cross, he still had faith. He believed firmly that the ultimate victory of God belonged to him.

Extended Activities:

1. Teacher asks students to form groups of four and visit the following website or refer to news articles, so that students will get to know the people who insist telling the truth to fulfill their missions in modern times:
 - http://www.inmediahk.net/public/article?item_id=39885 (The speech of Desmond Mpilo Tutu, Archbishop of the Anglican Church was recorded in the news article “Modeling on saving Mandela, global supporters organised Suu Kyiat 60” reproduced by <Hong Kong In-media>” from The Guardian/ Agence France-Presse / Reuters/ The Independent)
 - <http://hk.epochtimes.com/7/10/2/52435.htm> (News from BBC “Aung San Suu Kyi ‘refused freedom’ for fellows”).
2. Teacher asks students to think about the following questions:
 - What truth did these people reveal regarding the problems in modern societies?
 - What were the reasons and qualities which enable them to tell the truth?
 - Did the revealed truth impact on the society and the world?
3. Teacher can invite students to do sharing in the following



Appendix 1: Accusation and verdict for the Son of God



The crime of calling himself the Son of God

- According to the Mosaic Law, misusing the name of the Son of God was a blasphemy.
- At that time, the Jewish religious leaders considered Jesus an ordinary man who should never call himself the Son of God. Thus, they thought Jesus had committed the crime of naming himself the Son of God.

Verdict

- Blasphemy resulted in a death sentence.
- The Mosaic Law stated, “Anyone who blasphemes the name of the Lord must be put to death. The entire assembly must stone him. Whether an alien or native-born, when he blasphemes the Name, he must be put to death.” (Leviticus 24:16)

References:

1. Barclay, William (1954). The Gospel of Mark. Edinburgh: The Saint Andrew Press. pp. 366-369, 382-385.
2. 吳羅瑜主編（1997），《聖經新辭典上冊 A-J》，（頁 765）。香港：天道。

Material 1: Reasons and reaction of Jesus being found guilty

1. Reasons of Jesus being sentenced to death

- When Jesus admitted his identity as the Son of God, the religious leaders all thought he faked himself as the Messiah. It was a blasphemy against the name of God and a direct insult to God.
- According to the Mosaic Law, the person who blasphemed against God should be put to death. (Lev 24:16).
- Jesus admitted his identity as the Son of God and a king. His words threatened Pilate who represented the royal Roman authority.
- Pilate considered Jesus an innocent man whom the religious leaders were jealous of. However, the priests and the elders considered Jesus an ordinary man, who should never say he was God and challenge the religious authority. They thought Jesus was a dangerous man who violated the norms and they put him to death.

2. Reasons why Jesus was willing to admit his identity as the Son of God

- Jesus' courage: Although Jesus knew that his answer would bring him a death sentence, he answered without any hesitation. In fact, if he denied his identity as the Son of God, the people at the Council could not convict him.
- Jesus' faith: Although Jesus could not avoid dying on the cross, he still had faith. He believed firmly that the ultimate victory of God belonged to him.

References:

1. Barclay, William (1954). The Gospel of Mark. Edinburgh: The Saint Andrew Press. pp.366-369, 382-385.
2. 思高聖經學會 (2006):《基督的苦難》(頁8)。香港: 思高聖經學會。

Material 2: Impact of Jesus dying on the cross on the centurion

1. Background of the centurion

- The centurion was a foreigner. He never knew that Jesus came to this world to save the humankind from sins.
- The centurion had got used to wars and watching people facing death. He should be able to witness Jesus' death in a composed manner.

2. Impact of Jesus' death on the centurion

- The centurion was an experienced Roman soldier. His official rank was equivalent to a warrant officer of the army today. He had seen many people dying in wars.
- However, he had never seen anyone as brave as Jesus when facing death. An indelible image was imprinted onto his heart – this was the Son of God!
- The centurion admitted Jesus' identity as the Son of God not because of the miracles performed by Jesus. Rather, it was because he witnessed Jesus dying on the cross to fulfill God's will and his mission of saving the humankind.
- Moreover, only by sacrificing himself on the cross could Jesus imprint the message of love onto people's hearts.
- The cry before the death of Jesus and the tearing of the curtain in the Temple echoed with the faith ignited in the centurion's heart. In the Gospel, the declaration of a touched heart was expressed in this way. The centurion was the first in the gospel to make a faithful declaration after watching Jesus dying on the cross. It proved that God's power was not demonstrated through miracles but the unselfish love of sacrificing life.

References:

1. Barclay, William (1954). The Gospel of Mark. Edinburgh: The Saint Andrew Press. pp.366-369, 382-385.
2. 思高聖經學會 (2006):《基督的苦難》(頁 10)。香港: 思高聖經學會。

Worksheet 1: The court records of Jesus on trial

Read Mk 14: 53-65 and imagine yourself as the court reporter. Write down the important information about the trial on Jesus in the space provided below.

Court records

Defendant:

Accusation:

Verdict:

Judge:

Worksheet 2: The Roman army officer/centurion and Jesus on the cross

Try to understand the comments given by the Roman army officer/centurion on Jesus:

	Roman army officer/centurion
A. What knowledge and social status do I have?	
B. What knowledge and social status does Jesus have?	
C. What are my doubts towards Jesus being convicted to crucifixion?	
D. What are my comments towards Jesus' death?	
E. What are my feelings towards Jesus' death?	



Material 1: Reasons and reaction of Jesus being found guilty

1. Reasons of Jesus being sentenced to death

- When Jesus admitted his identity as the Son of God, the religious leaders all thought he faked himself as the Messiah. It was a blasphemy against the name of God and a direct insult to God.
- According to the Mosaic Law, the person who blasphemed against God should be put to death. (Lev 24:16).
- Jesus admitted his identity as the Son of God and a king. His words threatened Pilate who represented the royal Roman authority.
- Pilate considered Jesus an innocent man whom the religious leaders were jealous of. However, the priests and the elders considered Jesus an ordinary man, who should never say he was God and challenge the religious authority. They thought Jesus was a dangerous man who violated the norms and they put him to death.

2. Reasons why Jesus was willing to admit his identity as the Son of God

- Jesus' courage: Although Jesus knew that his answer would bring him a death sentence, he answered without any hesitation. In fact, if he denied his identity as the Son of God, the people at the Council could not convict him.
- Jesus' faith: Although Jesus could not avoid dying on the cross, he still had faith. He believed firmly that the ultimate victory of God belonged to him.

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1. Barclay, William (1954). The Gospel of Mark. Edinburgh: The Saint Andrew Press. pp.366-369, 382-385.
2. 思高聖經學會 (2006):《基督的苦難》(頁8)。香港: 思高聖經學會。



Material 2: Impact of Jesus dying on the cross on the centurion

1. Background of the centurion

- The centurion was a foreigner. He never knew that Jesus came to this world to save the humankind from sins.
- The centurion had got used to wars and watching people facing death. He should be able to witness Jesus' death in a composed manner.

2. Impact of Jesus' death on the centurion

- The centurion was an experienced Roman soldier. His official rank was equivalent to a warrant officer of the army today. He had seen many people dying in wars.
- However, he had never seen anyone as brave as Jesus when facing death. An indelible image was imprinted onto his heart – this was the Son of God!
- The centurion admitted Jesus' identity as the Son of God not because of the miracles performed by Jesus. Rather, it was because he witnessed Jesus dying on the cross to fulfill God's will and his mission of saving the humankind.
- Moreover, only by sacrificing himself on the cross could Jesus imprint the message of love onto people's hearts.
- The cry before the death of Jesus and the tearing of the curtain in the Temple echoed with the faith ignited in the centurion's heart. In the Gospel, the declaration of a touched heart was expressed in this way. The centurion was the first in the gospel to make a faithful declaration after watching Jesus dying on the cross. It proved that God's power was not demonstrated through miracles but the unselfish love of sacrificing life.

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1. Barclay, William (1954). The Gospel of Mark. Edinburgh: The Saint Andrew Press. pp.366-369, 382-385.
2. 思高聖經學會 (2006):《基督的苦難》(頁 10)。香港: 思高聖經學會。

Period 3: How the Jews and Peter understood the Messiah

1. Biblical reference: Mark 8:29

2. Objectives:

- To learn how the Jews and Jesus' disciples understood the Messiah.
- To understand how peaceful ways can be used to overthrow an intolerable regime.



3. Teaching strategies

Background Information	<ul style="list-style-type: none"> • The Jews believed that they were God's chosen people. They believed that God had promised their ancestor David that the descendants of David would be kings forever. • The Jews experienced downfall of their country and captivity. They were ruled by foreign powers such as the Greeks and Romans. They hoped that God would fulfill His promise (that a King from David's genealogy would rebuild the Jewish nation with justice and authority) one day and deliver them from foreign rule. Therefore, the belief of the coming of Messiah was developed and became the major thinking of the people in the Palestinian area during Jesus' times.
Issues for Explorations	<ul style="list-style-type: none"> • Through what means do people oppose an intolerable regime?
Enquiry Questions	<ul style="list-style-type: none"> • How did the Jews understand the Messiah in Jesus' times? • Why did the Jews and Jesus' disciples believe that Jesus was the Messiah? • Is it possible for people to use peaceful ways to overthrow an intolerable regime?
Learning Activities	<ul style="list-style-type: none"> • Through group discussions, explore how the Jews and the disciples understood the Messiah. • Through group discussions, analyse the reasons why the Jews and the disciples believed that Jesus was the Messiah. • Through watching a video clip and browsing information on the Internet, explore if people can use peaceful ways to oppose an intolerable regime.

Key Concepts	<ul style="list-style-type: none"> The Messiah
Generic Skills, Values and Attitudes Involved	<ul style="list-style-type: none"> Refer to the 'Generic Skills, Values and Attitudes' tables included in the corresponding lesson plans.
High-order Questions	<ul style="list-style-type: none"> Can people use peaceful ways to oppose an intolerable regime?
Extended Activities	<ul style="list-style-type: none"> Compare the outcome of using a peaceful way to oppose an intolerable regime with that of using a violent way to revolt against the regime.



Activity One

Enquiry Questions	Generic Skills	Values and Attitudes
How did the Jews understand the Messiah in Jesus' times?	Communication skills, critical thinking skills	Justice, overall human welfare

Teaching Steps:

Step 1. Teacher does warm-up exercise with students by asking them to think about how people can oppose an intolerable regime.

- Teacher raises the question:
 - i. By what means can people oppose an intolerable regime?
- Teacher shows 'PowerPoint 1' (Opposing an Intolerable Regime) and allows students to think about how people in the following places oppose intolerable governing or policies:
 - i. Tibet Lhasa
 - ii. Burma
 - iii. Taiwan
 - iv. USA
 - v. Hong Kong
- Teacher writes students' opinions on the blackboard.

Step 2. Teacher points out:

- Nowadays, people usually voice their opinions and oppose intolerable governing by street demonstrations, riots and violence.
- During Jesus' times, some Jews could not accept the rule of foreign powers such as the Romans. Instead of street demonstrations, riots or violence, they longed for the coming of the Messiah so that the Jews would be delivered from intolerable foreign rule. Let us first take a look at how the Jews understood the Messiah during Jesus' times.

Step 3. Teacher carries out the "How the Jews understood the Messiah during Jesus' Times" activity with students, allowing students to know how the Jews perceive the mission and the work of the Messiah.

- Teacher asks students to form groups of four, hands out ‘Appendix 1’ (How did the Jews and the Disciples know who Jesus was?) and ‘Worksheet 1’ (How the Jews understood the Messiah during Jesus’ Times). Teacher guides students to discuss the questions on ‘Worksheet 1’ based on ‘Appendix 1’ and deduce how the Jews thought about the Messiah during Jesus’ times:
 - What was the other name of the Messiah?
 - According to ‘Appendix 1’, what signs would appear when the Messiah came according to what the Jews believed?
 - According to ‘Appendix 1’, what was the work of the Messiah according to what the Jews believed?
 - According to ‘Appendix 1’, what were the features of the new Kingdom established by the Messiah according to what the Jews believed?
- After discussion, teacher invites groups to present their ideas.

Step 4. Teacher summarises:

- During Jesus’ times, the Jews had always understood the Messiah as a king based upon the promise given by God to their ancestor David (the Davidic Covenant).
- The Jews thought the Messiah would lead them to overthrow the Roman government and rebuild their own country. The Jewish nation would then be ruled by justice forever.
- What the Jews anticipated the most was to rebuild their nation. They wanted self-governance, being completely free from any political or military control of foreigners.

Step 5. Teacher distributes ‘Students’ Reference: Material 1’ (How the Jews understood the Messiah between the Two Testaments) and ‘Students’ Reference: Material 2’ (How the Jews understood the Messiah during New Testament times). Teacher briefly explains them and wraps up the above activity.



Activity Two

Enquiry Questions	Generic Skills	Values and Attitudes
Why did the Jews and Jesus' disciples believe that Jesus was the Messiah?	Communication skills, collaboration skills	Justice, Love one's own nation

Teaching Steps:**Step 1. Teacher raises the question:**

- Why did the Jews and Jesus' disciples believe that Jesus was the Messiah?

Step 2. Teacher carries out the "Messiah vs. Jesus" activity with students, allowing students to understand the reasons why the Jews and the disciples during Jesus' times believed Jesus as the Messiah.

- Teacher asks students to form groups of four and asks them to read Mark 8:29. Teacher also hands out 'Appendix 2' (Record of Jesus' Work) and 'Worksheet 2' (Messiah vs. Jesus) to each group, guiding students to discuss questions on the Worksheet:
 - Based on 'Appendix 2', write down some features of Jesus' preaching work. Did he often mention something destructive and negative? Did he often draw crowds and declare that he was Christ?
 - Do you think Jesus' behaviour would easily convince his disciples and other Jews to believe that He was indeed the Messiah? Why?
 - According to 'Appendix 2' and 'Students' Reference: Material 1' (How the Jews understood the Messiah between the Two Testaments), do you think the Jews and the disciples regarded Jesus as a political Messiah? Why?
 - In Mark 8:29, Peter declared that he believed Jesus as the Messiah. Did he really understand the true mission and ministry of Jesus? Why?

Step 3. Teacher goes further to discuss with students:

- Do you think the Jews and the disciples during Jesus' times had put too much of their own expectations upon Jesus, so that they failed to understand Jesus' real identity? Were there any other reasons?
- The Jews and the disciples during Jesus' times regarded Jesus as a political Messiah. How did their expectations affect Jesus' mission?

Step 4. Teacher summarises:

- Peter seemingly understood Jesus as the Son of Eternal God and Christ (Messiah) who came to save human beings.
- However, Peter was influenced by the misconception of other Jews regarding the real identity of Jesus. His understanding of the Messiah's mission was incomplete. He did not understand Jesus' salvation was not a political deliverance, but a suffering for all human beings and an ultimate death.
- Peter represented those who misunderstood Messiah as the glorious and powerful political figure. Jesus pointed out that Peter unknowingly became the tool of Satan the devil, trying to damage the humble and suffering image of the Messiah.
- Mark recorded how Jesus led his disciples to understand his real identity: He was the Messiah. Although the disciples could not fully understand, Jesus still revealed the truth so that they knew what was about to happen. Jesus wanted them to know that he was willing to suffer for people's sins because enduring shame and humiliation was merely a process. He would receive glory and honour eventually.

References:

1. 吳智勳(2002) :《和平綸音—乙年》, (頁 184-187) 。香港: 思維出版社。
2. 蔡惠民(2003) :《天國驛站—乙年主日講道》, (頁 200-203) 。香港: 論盡神學出版有限公司。
3. 陳日君 (2005) :《朝夕相隨—主日講道(乙年)》(頁 139-141) 。香港: 公教報。



Activity Three

Enquiry Questions	Generic Skills	Values and Attitudes
Is it possible for people to use peaceful ways to overthrow an intolerable regime?	Communication skills, collaboration skills	Overall human welfare

Teaching Steps:

Step 1. Teacher carries out the “Role of the Messiah Demonstrated by Jesus” activity with students, guiding students to understand whether Jesus used violence to oppose the intolerable regime.

- Teacher raises the questions:
 - Had Jesus ever used violence to oppose the intolerable regime in order to satisfy the Jews’ expectations?
 - Teacher asks students to read Mark 11:1-11 and discusses with students:
 - When Jesus entered Jerusalem, people shouted “Praise God! God bless him who comes in the name of the Lord! God bless the coming kingdom of King David, our father! Praise God!” According to what you have learnt, what did the people expect from Jesus?
 - Jesus rode a colt instead of a war horse when he entered Jerusalem. What was symbolised?
 - Jesus did not use violence to oppose the intolerable authority. Instead, He used peaceful approaches to change people’s understanding of the Messiah. Do you agree with his approaches?

Step 2. Teacher carries out the “Nonviolent Opposition” activity with students, allowing students to explore whether people can use peaceful ways to oppose intolerable authorities.

- Teacher raises the questions:
 - Do you agree with Jesus’ way of using peaceful ways to oppose the intolerable authority?
 - Is Jesus’ approach applicable to today’s world?
- Teacher shows the movie “Gandhi” or visits the following websites with students, allowing students to explore how people use nonviolent ways to oppose intolerable policies:

- Aung San Suu Kyi:
http://en.wikipedia.org/wiki/Aung_San_Suu_Kyi
- Dalai Lama:
<http://www.npr.org/templates/story/story.php?storyId=15374199>
- South Africa Archbishop Tutu:
http://nobelprize.org/nobel_prizes/peace/laureates/1984/tutu-bio.html
- Teacher and students discuss:
 - What methods did the above political/civil leaders use to oppose an intolerable regime?
 - Did the methods work? Why?
 - Do you agree with their approaches (i.e. using nonviolent methods to oppose an intolerable regime)?

Step 3. Teacher summarises:

- During Jesus' times, the concept of the Messiah was full of violence, national pride, damage and revenge.
- However, the Messiah (Jesus) sent by God used humane and peaceful ways to complete God's mission. Therefore, it was completely beyond the comprehension and expectations of the Jews and Jesus' disciples.
- Jesus looked for absolute faith and confidence in his disciples. However, Peter had shown anxiety and concerns for several times. After Jesus scolded him, he no longer worried about whether he had the ability to sustain peace, and to eliminate conflicts, disagreements and violence. He also no longer worried about whether he could remove the deeply rooted sins in the society at that time. Peter finally understood that the mission of a disciple was to grasp every opportunity to eliminate misconceptions, hatred and fear by devoting himself/herself to God unconditionally. The mission was like a cross carried by every disciple.

References:

1. 吳智勳(2002) :《和平綸音—乙年》, (頁 184-187) 。香港: 思維出版社。
2. 蔡惠民(2003) :《天國驛站—乙年主日講道》, (頁 200-203) 。香港: 論盡神學出版有限公司。
3. 陳日君 (2005) :《朝夕相隨—主日講道(乙年)》(頁 139-141) 。香港: 公教報。

Extended Activities:

1. With reference to news articles, magazines or the websites below, teacher asks students to explore the different outcomes resulted from peaceful or violent ways in opposing intolerable regimes.
 - Reform Act of 1832 (England):
<http://www.learningcurve.gov.uk/politics/g6/>
 - UN Security Council Condemns Rebels Attack and Encourages UN members to Support Chad Government:
<http://www.abc.net.au/news/stories/2008/02/04/2153928.htm>
<http://hk.news.yahoo.com/080204/167/2ofmf.html>
2. Teacher asks students to think about the following questions with reference to the information collected:
 - What beliefs did both sides hold respectively?
 - What were the differences of the sustainability of the two beliefs?
 - What were the consequences of the two reforms?
 - What were the pros and cons of the two approaches trying to oppose an intolerable government?
 - Which of the two approaches do you agree with?
3. Teacher can invite students to share their findings in the following period.





Appendix 1: How did the Jews and the disciples know who Jesus was?

Since the exile of the Jews, the idea of Messiah gradually developed. Some passages in the books between the two Testaments had implicit descriptions about the mission and work of the Messiah. These verses affected the Jews' understanding of the Messiah during Jesus' times. According to the information below, explore how Jews and the disciples understood the Messiah at that time.

"All nations in chaos, all tribes in cries, all countries in wars, all leaders in confusion, all princes in madness." (4 Ezra 9:3)

"He rebuked the unholy and unrighteous ones. He uncovered and reprimanded their rebellious deeds. After reproach, He destroys them." (4 Ezra 12:32-33)

"All nations praise how much Eternal God has loved them! All things are full of compassion and help...Let us bow before the everlasting Almighty King! Let us seek the Eternal God to allow us into His troop. We will march towards His temple because He is the only ruler on earth." (Sibylline Oracles 3:690ff)

"When He appears, He will punish the Gentiles and destroyed their idols. Israel! You will be full of joy." (The Assumption of Moses 10:8)



Appendix 2: Record of Jesus' Work

1. He declared that “the Kingdom of God is near” soon after He started preaching. (Mark 1:15)	2. Jesus admitted that He is Christ. (Mark 8:29)	3. Jesus often rebuked teachers of the Law. (Mark 2:23-27)
4. Jesus often gathered large crowds. He had fed 5000 people with 5 loaves and 2 fish. (Mark 6:30-44)	5. Jesus called His disciples to follow Him. (Mark 1:14-19)	6. Jesus stated the signs of end times and foretold the ruins of the Holy Temple. (Mark 13:1-6)
7. He entered Jerusalem— nucleus of politics, military and religion. (Mark 11:1-6)	8. He has the ability to drive out evil spirits and defeat evil power. He was often called the Son of God and the Holy One of God by the evil spirits. (Mark 1:24)	9. He prophesised the coming of the Great Disaster. (Mark 13:14-21)

Material 1: How the Jews understood the Messiah between the Two Testaments

During the times between the two Testaments, the Jews thought the signs below would appear when the Messiah came:

1. The period before the Messiah came:

- There would be suffering: It would be like suffering from the pain a pregnant woman experiences before her labour. It signified the coming of a new age. All existing standards would be abolished. The whole world would enter a stage of moral chaos.
- "All nations in chaos, all tribes in cries, all countries in wars, all leaders in confusion, all princes in madness." (4 Ezra 9:3)

2. During chaos:

- Elijah was the messenger of the Messiah. His mission was to tidy up the chaotic situation and restore the original state in order to prepare for the coming of Messiah. His special task was to settle conflicts. In fact, among the oral heritage of Jewish law, there was a saying "if debts are unclear or estates are unclaimed, just wait for Elijah the prophet to resolve!" When Elijah was there, the coming of Messiah would be near.

3. After these events, the Messiah finally came:

- The title "Messiah" and "Christ" have the same meaning. "Messiah" is Hebrew and "Christ" is Greek. They both mean 'the Anointed One'. A king is anointed for his rulership and the Messiah is God's Anointed King. Therefore, "Christ" is not a name, it is a title. At that time, people thought that the Messiah was simply a king as David's descendant. Later, people regarded the Messiah as a powerful hero or superman who would restore the order of the world and defend justice.

4. When Messiah entered:

- All tribes would gather to fight against the Messiah.
- "He rebuked the unholy and unrighteous ones. He uncovered and reprimanded their rebellious deeds. After reproach, He destroys them." (4 Ezra 12:32-3)

5. Hatred would be completely destroyed

- As a conqueror, the Messiah possessed the most destructive power in human history. He would completely destroy all enemies without a trace.

6. Building of New Jerusalem

- The Messiah would rebuild Jerusalem. People simply considered it as a cleaning and repairing of the old city. They even thought that a holy city would be sent down from the sky. Old houses would be hurled away and a new city would be established on the same land.
- "All pillars will be new, all décor will be more magnificent than the previous."
(Book of Enoch 9:28-29)

7. The Jews that were previously scattered would gather in the new city of Jerusalem

- Up till now, the Jews recite the following plea in their daily prayers "Flag highly raised will gather our scattered brothers from afar back together."
- In the 11th chapter of Psalms of Solomon, a beautiful verse depicted the scene when the Jews gathered back in the Holy City:
 - "From Zion blows trumpet voice, calling God's Holy ones,
Listen closely to the good news from Jerusalem;
Because God has compassion upon Israel, He himself ascends down;
Jerusalem! Standing high, looking at your children,
God will sure bring them back from east and west;
From the north comes the sound of joy;
God from all lands gathers them together;
He moves mountains and plateaus;
He establishes entrance to the hill."

8. Palestine would be the centre of the world; all nations and all tribes would bow before it.

- Sometimes, the Jews they thought that they could use peaceful methods to realise their ideal state.
 - "All nations praise how much Eternal God has loved them! All things are full of compassion and help...Let us bow before the everlasting Almighty King!
Let us seek the Eternal God to allow us into His troop. We will march towards His temple because He is the only ruler on earth." (Sibylline Oracles 3:690ff)
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 - "When He appears, He will punish the Gentiles and destroyed their idols.
Israel! You will be full of joy. He will crush the neck and wings of eagle
(Eagle was the symbol of Rome)."
"When you see from above, enemies will gather at Gehenna (meaning "hell").
You will recognise who they are, and will be merry and jolly." (The Assumption of Moses 10:8-10)

9. Finally, the new generation that was filled with goodness and peace would last forever.

- The above descriptions were how the Jews in Jesus' times understood about the Messiah. It was full of violence, national pride, damage and revenge. It was true that they wanted God to rule them, but a bloody war was needed to reach this stage.

Material 2: How the Jews understood the Messiah during New Testament times

1. Meaning of the Messianic Belief

- Messiah is the title of Jesus. Messiah is Hebrew and Christ is Greek. They both mean 'the Anointed One'. During Old Testament times, Israel kings and priests were anointed by oil on their heads at their inauguration. It meant they were chosen by God.

2. Forming of the Messianic Belief

- The concept of Messiah among the Jews began to develop when they were exiled to Babylon. At that time, they believed that there would be a Messiah from the line of David in the future. This descendant of David would be ruler of the world and rebuild Israel nation.
- Dead Sea Scroll recorded that this Messiah would be 'God's Son', 'Son of Almighty' and 'His Firstborn'. He would be the king and ruler of all nations.
- Other understanding of the Messiah included that he would be an angel, he would ride upon clouds, and he would be the Son of Man.

3. Role of Messiah

- During New Testament times, the Jews still eagerly awaited the coming of Messiah. Their understandings of the Messiah's role were summarised as followed:

A king like David	<ul style="list-style-type: none"> • The Jews hoped that the Messiah would be an outstanding leader, someone who would rule the earth with justice and peace. • This leader would be David's descendant. (Matthew 21:9) • The Jews expected the leader to restore the prosperity and political power of Israel nation similar to what David had done.
A prophet	<ul style="list-style-type: none"> • The Jews expected the Messiah to be a prophet. (John 6:14, Matthew 21:11, Luke 7:16) • This Messiah would fulfill the responsibility of a prophet: to prophesise and deliver the messages of God.
Son of Man	<ul style="list-style-type: none"> • This Messiah would be like the Son of Man, full of justice and wisdom. He would be selected by God to overturn the ruling of earthly kings and to sit at the glorious throne to judge sinners.

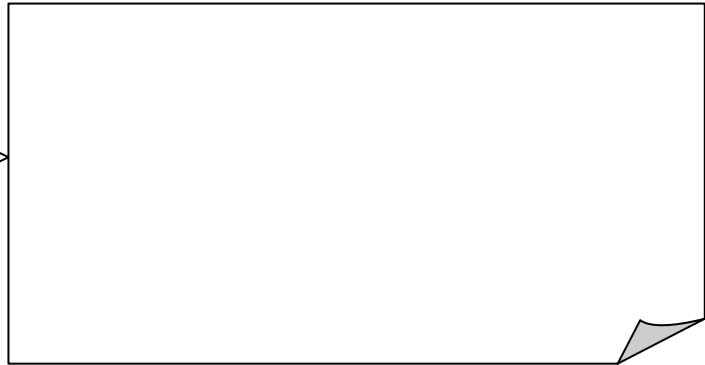
References:

1. 吳羅瑜（2000）：《聖經新辭典下典》，(頁 149-159)。香港：天道書樓。
2. 祁霍華、楊富蘭著，謝秉德譯（1974）：《新約聖經探源》，(頁 39-41)。香港：基督教文藝。
3. 黃錫木、孫寶玲、張略（2002）：《新約歷史與宗教文化導論》，(頁 263)。香港：基道出版社。

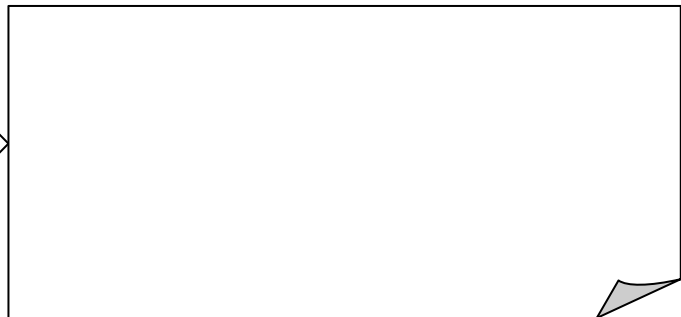
Worksheet 1: How the Jews understood the Messiah during Jesus' times

With reference to 'Appendix 1' (How the Jews understood the Messiah between the Two Testaments), write your answers in the blanks below:

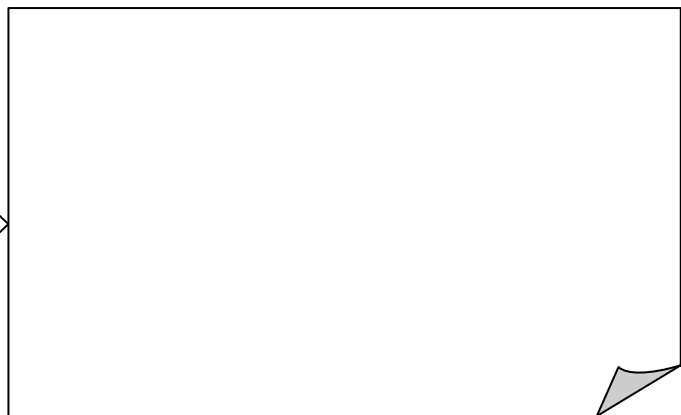
1. Do you know another name for Messiah?



2. According to 'Appendix 1', what signs would appear when the Messiah came according to what the Jews believed?



3. According to 'Appendix 1', what was the work of the Messiah according to what the Jews believed?



4. According to 'Appendix 1', what were the features of the new Kingdom established by the Messiah according to what the Jews



Worksheet 2: Messiah vs. Jesus

Answer the following questions with reference to Mark 8:29:

1. With reference to 'Appendix 2', list the features of Jesus' work. Did he often mention something destructive and negative? Did he often draw crowds and declare that he was Christ?

2. Do you think Jesus' behaviour would easily convince his disciples and other Jews to believe that He was indeed the Messiah? Why?

3. According to 'Appendix 2' and 'Students' Reference: Material 1' (How the Jews understood the Messiah between the Two Testaments), do you think the Jews and the disciples regarded Jesus as a political Messiah? Why?

4. In Mark 8:29, Peter declared that he believed Jesus as the Messiah. Did he really understand the true mission and ministry of Jesus? Why?



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References:

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3. 黃錫木、孫寶玲、張略（2002）：《新約歷史與宗教文化導論》，(頁 263)。香港：基道出版社。

Period 4: Jesus' Understanding of the Messiah

1. Biblical reference: Mark 8:29; 14:61-62; 15:32

2. Objectives:

- To understand that Jesus believed the Messiah's mission was to suffer for the mankind.
- To understand the deliverance of heart and soul was a kind of salvation.



3. Teaching strategies

Background Information	<ul style="list-style-type: none"> • Jesus reinterpreted the concept of Messiah to his followers. It was different from the common understanding of Messiah among the Jews and his disciples at that time. • Jesus pointed out that the Messiah did not come to overthrow the foreign rule by means of violence. The Messiah came to suffer for the mankind.
Issues for Explorations	<ul style="list-style-type: none"> • Were there any mighty kings willing to suffer for his people?
Enquiry Questions	<ul style="list-style-type: none"> • Would a mighty king suffer for his people? • Why did Jesus believe that the Messiah's mission was to suffer for the mankind? • Between political and spiritual deliverance, which is more important to people?
Learning Activities	<ul style="list-style-type: none"> • Through reflecting the characteristics of some mighty kings in history, understand Jesus' interpretation of the Messiah (i.e. to suffer for the mankind). • Through group discussions, understand why the Messiah had to suffer for the mankind. • Through studying historical cases, understand the importance of the deliverance of human soul.
Key Concepts	<ul style="list-style-type: none"> • Suffering
Generic Skills, Values and Attitudes Involved	<ul style="list-style-type: none"> • Refer to the 'Generic Skills, Values and Attitudes' tables included in the corresponding lesson plans.

High-order Questions

- How does spiritual deliverance affect one's life?

Extended Activities

- Understand how the religious organisations make effort on spiritual deliverance and transform the society.



Activity One



Enquiry Questions	Generic Skills	Values and Attitudes
Would a mighty king suffer for his people?	Communication skills, collaboration skills	Humbleness

Teaching steps:

Step 1. Teacher does warm-up exercise with students by asking them to think of some typical characteristics possessed by mighty kings in history.

- Teacher raises the question:
 - i. Can you name any mighty kings in history?
- Teacher shows 'PowerPoint 1' (Mighty Kings), allowing students to know more about the historical figures who were regarded as mighty kings.
- Teacher asks students to form groups of four and hands out 'Worksheet 1' (Characteristics of Mighty Kings). Teacher guides students to answer Question 1.
- After discussion, teacher invites groups to present their ideas.

Step 2. Teacher points out:

- In Jesus' times, the Jews regarded the Messiah as a mighty king, who would lead his people away from foreign rule. However, what was Jesus' understanding of a mighty king?

Step 3. Teacher carries out "Jesus and Kings" activity with students, allowing students to understand the Messiah Jesus portrayed was one prepared to suffer for the mankind.

- Teacher asks students to form groups of four and asks them to read Mark 8:29; 14:61-62; 15:32. Teacher then hands out 'Worksheet 1' (Characteristics of Mighty Kings) and guides students to answer Question 2.
- After discussion, teacher invites groups to present their ideas.

Step 4. Teacher goes further to discuss with students:

- What are the differences between the mighty king you presume and the Messiah Jesus portrayed? Why are there such differences?

Step 5. Teacher summarises:

- We usually expect a mighty king to rule his kingdom with authority.
- However, Jesus believed that a mighty king (the Messiah of the Jews) should be prepared to suffer as a servant. The mighty king would be criticised and forsaken by those who didn't follow his righteous and holy way.

Step 6. Teacher distributes 'Students' Reference: Material 1' (Jesus' Name and Titles), briefly explains it and wraps up the above activity.



Activity Two

Enquiry Questions	Generic Skills	Values and Attitudes
Why did Jesus believe that the Messiah's mission was to suffer for the mankind?	Communication skills, collaboration skills	Dignified lives, offering

Teacher steps:**Step 1. Teacher raises the question:**

- Why did Jesus believe that the Messiah's mission was to suffer for the humankind? What kind of political thinking was it?

Step 2. Teacher carries out the “Different forms of Governance” activity with students, allowing students to understand whether a king of a country and the King of the World have different characteristics.

- Teacher distributes today's newspaper and divides the class into two groups. One group should read China news and the other group should read international news.
- Teacher asks the group reading China news to list the characteristics Chinese leaders should possess. Similarly, teacher asks the group reading international news to list the characteristics international leaders should possess.
- After students have completed their tasks, teacher asks students to compare the characteristics between the two groups of leaders.
- Teacher and students discuss:
 - Should a king of a country and the King of the World possess different characteristics?
 - What kind of countries will different characteristics build respectively?
 - Would the characteristics of a leader affect the well-being of his/her people?

Step 3. Teacher carries out the “King of the Jews and a Suffering King” activity with students, allowing students to understand the reasons why Jesus had to suffer for the mankind as the Messiah.

- Teacher raises the question:
 - If the King of the World should be different from a king of a country, with reference to Jesus' description that a mighty king should be prepared to be a suffering servant, what kind of nation did Jesus want to build? Who were the people Jesus wanted to govern?

- Teacher asks students to stay in the same groups and distributes 'Worksheet 2' (King of the Jews and a Suffering King) to students. With reference to Mark 8:29; 14:61-62; 15:32, ask students to analyse the characteristics of a Jewish king expected by the Jews at that time and the characteristics Jesus possessed as the suffering king. Teacher guides students to compare the differences between a Jewish king and Jesus the Messiah based on the categories below.
 - Source of governing authority
 - Characteristics of rulership (e.g. ambition, love)
 - People governed
 - Geographic areas governed
 - Matters of a person to be governed
 - Governing period (temporary or long-lasting)
- After discussion, teacher invites groups to present their ideas.

Step 4. Teacher goes further to discuss with students:

- According to the analysis, what kind of kingdom did Jesus want to build as the coming Messiah?
- Jesus ruled his people with love and humility instead of violence and revenge. What are your comments on his way of governance?

Step 5. Teacher summarises:

- Before Jesus was born, the Jews eagerly awaited the coming of the Messiah. For several centuries, they were governed by non-Jews authorities: Persians, Greeks and Romans. Therefore, the Jews wanted the Messiah to come as a king to conquer all nations, so that a mighty Jewish nation could be established.
- Jesus said he was Christ, the Messiah. But he came with humility and he was ready to go through suffering because he was the Saviour of the humankind, delivering people from sins. He came to exercise God's authority so that he could govern his people spiritually.
- Jesus reinterpreted the concept of Messiah to His followers. It was different from the common understanding of Messiah among the Jews and his disciples at that time.

- Jesus' disciples were willing to abandon their selfishness. They were no longer self-centered. Instead, they considered the Christ as the centre of their lives. Carrying the cross of love signified going through difficulties and sacrificing, which were the costs of love. There was no better way than following Jesus. There was no way they could avoid the cross and take a short cut to reach the finish point of the journey.

Reference:

吳智勳(2002)：《和平綸音—乙年》，(頁 184-187)。香港：思維出版社。

Activity Three

Enquiry Questions	Generic Skills	Values and Attitudes
Between political and spiritual deliverance, which is more important to people?	Communication skills, collaboration skills	Human welfare, compassion

Teaching Steps:**Step 1. Teacher raises the questions:**

- Was Jesus' deliverance of the Jews a political one or a spiritual one?
- Between political and spiritual deliverance, which is more important to people?

Step 2. Teacher carries out the "Two Types of Leaders" activity with students, allowing students to understand the differences between political and spiritual deliverance.

- Teacher shows 'PowerPoint 3' (Two Types of Leaders), allowing students to understand how the following two leaders affected the world in different ways: Saddam Hussein (former president of Iraq) and Pope John Paul II.
- Teacher and students discuss:
 - What kind of deliverance did the two leaders bring to people?
 - Between political and spiritual deliverance, which has a more long-lasting and positive impact to the world?
 - Hence, why does spiritual deliverance have such impact on the world?
 - Do spiritual deliverance and political deliverance help people reflect upon their lives?
 - If all leaders only pursue political deliverance rather than spiritual deliverance, what would the world be like?

Step 3. Teacher points out:

- Political deliverance can improve the material aspect of people's life. However, the change is limited and temporary because the governing authority may deteriorate and worsen.
- Only spiritual deliverance can enhance and transform the mind and soul of the humankind, helping a person affirm his/her own value. By developing love and forgiveness, each person can treat each other with dignity and can enhance one's own life. Moreover, people can also pursue peace in the world.

Step 4. Teacher carries out the “Jesus’ Salvation” activity with students, allowing students to understand the meaning of Jesus’ spiritual deliverance to the Jewish religion, politics and the Jews’ understanding of God at that time.

- Teacher points out:
 - Was Jesus’ spiritual deliverance more meaningful than the political deliverances done by other leaders?
- Teacher asks students to form groups of four, hands out ‘Worksheet 3’ (Impacts of Spiritual Deliverance on the Jews), guiding them to discuss questions on the worksheet:
 - How did Jesus’ suffering and death impact on the political and religious thinking of his followers?
- After discussion, teacher invites groups to present their ideas.

Step 5. Teacher summarises:

- ‘Death upon the cross’ was a proclamation without words, an action-oriented proclamation.
- Jesus’ patience, endurance and death showed that Christians are willing to wait and fight a battle against evil powers.
- Jesus was resurrected on the third day and his disciples became joyous and strong again. At the end, his disciples were able to face the Jews who persecuted Jesus and to share the gospel with them. Although some disciples were forced to jail, some were even martyred, they were not afraid.
- Christians throughout numerous generations have experienced the change Jesus brought upon their lives, the wondrous work of transforming them from sinners to his disciples. Jesus gave them the right to be God’s children. Jesus blessed them with peace, joy and glorious hope. This is the mission and goal of the King of the World.
- The effort in pursuing virtues will not be wasted because God is faithful.

Reference:

蔡惠民(2003)：《天國驛站—乙年主日講道》，(頁 200-203)。香港：論盡神學出版有限公司。

Extended Activities:

1. Teacher asks students to visit the following websites to learn more about the founding and development of the Missionaries of Charity:
 - http://en.wikipedia.org/wiki/Missionaries_of_Charity
 - <http://www.motherteresa.org>
 - or watch <It is Ultimately God: Angel of Calcutta>
http://www.hkdavc.com/v2_katv_in_his_foot_step.html
2. Teacher asks students to think about the following questions with references to the above information:
 - How does the Missionaries of Charity provide spiritual deliverance to people?
 - What changes has it brought to societies from the founding to later development of the organisation?
 - Is the organisation able to achieve its goals and save people's souls by helping the ones in need?
 - Does the organisation provide insights to your daily living and interactions with others?
3. Teacher can invite students to do sharing in the following period.



Material 1: Jesus' Name and Titles

1. Name of Jesus

- The meaning of 'Jesus' is 'Yahweh will rescue' or 'God is my help'. 'Jesus' is Latin and the corresponding Greek spelling is 'Iesous'. 'Iesous' comes from Hebrew 'Yeshua'. 'Jesus' was actually a very common Jewish name. In New Testament times, many other people used this name. For instance, when Luke recorded the genealogy of Jesus, he mentioned Jesus as 'son of Eliezer' (Luke 3:29). Historians such as Josephus found that there might be 4 or 5 priests with such name during Roman times.
- The Gospel of Matthew recorded that when the angel of God appeared before Joseph, it said "you will name him Jesus, because he will save his people from their sins" (Matthew 1:21). When the angel of God explained the meaning of this name to Joseph, it said his son would be the Saviour.
- In the Gospel of Mark, the name 'Jesus' appeared 81 times. Despite the frequent appearance, only 3 out of the 81 times addressed directly to Jesus. 2 of these 3 described people possessed by evil spirits crying out to Jesus "What do you want with us, Jesus of Nazareth? (Mark 1:24). "Jesus, Son of the Most High God! What do you want with me?" (Mark 5:7). The third time Jesus being addressed directly was from a blind man named Bartimaeus when he begged Jesus to heal him (Mark 10:47). When addressing Jesus, Mark often used the name 'Jesus of Nazareth' (Mark 1:9, 24; 10:47; 14:67; 16:6). Mark frequently used this name when he recorded Jesus' life because he wanted to emphasise the human aspect of Jesus: Jesus is like each of us, having flesh, blood and human nature.

2. Title of Jesus

- 'Messiah' was one of Jesus' titles. In the Gospel of Mark, 'Messiah' (Christ) appeared only 7 times (Mark 1:1; 8:29; 9:41; 12:35; 13:21; 14:61; 15:32).
- Jesus seemed to accept the title "Messiah" in the following two occasions: in Mark 8:29, when Peter openly admitted Jesus as the Messiah, Jesus did not deny but ordered his disciples not to disclose his identity. Later in Mark 14:61, when Jesus was being trialed at the High Priest Council, he acknowledged himself as Christ before the High Priests.
- Indeed, Jesus often prohibited others to disclose his identity. He knew that the Jews eagerly wanted a political king to help them rebuild the Israel nation. Jesus did not want to be the Messiah expected by the Jews. He thought the Messiah should be humble enough to serve others and follow God's will faithfully.

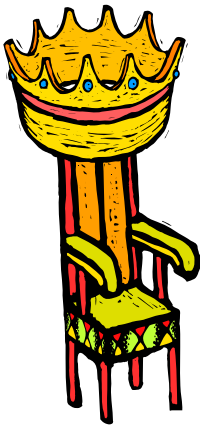
Due to such differences in the understanding of Messiah between Jesus and other Jews at that time, Jesus tended to hide his identity as the Messiah at the beginning of his ministry to avoid any inconvenience.

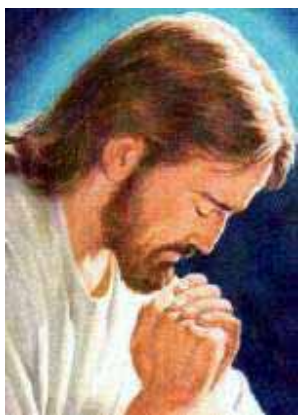
Reference:

《同創新天地（第四冊，教師手冊）》。(頁 178)。香港：宗教教育中心。

Worksheet 1: Mighty Kings

Please fill in the correct answers in the space provided:

1. What characteristics should a mighty king possess?		
	a. Appearance:	
	b. Talents:	
	c. Mission:	
	d. Characters:	

2. What characteristics did Jesus think the Messiah, the new Jewish king, must possess?		
	a. Appearance:	
	b. Talents:	
	c. Mission:	
	d. Characters:	

Worksheet 2: King of the Jews and a Suffering King

Using Mark 8:29; 14:61-62; 15:32, fill in the following table:

	King of the Jews	Suffering King
Source of governing authority		
Characteristics of rulership (e.g. ambition, love)		
People governed		
Geographic areas governed		
Matters of a person to be governed		
Governing period (temporary or long-lasting)		

Worksheet 3: Impacts of Spiritual Deliverance upon Jews

Compare the expected image of the Messiah between the Jews and Jesus and answer the following questions. Analyse how Jesus' death had impacted on the political and religious thinking of his followers.

The Jews' Image of the Messiah

- Full of authority, power and might
- Avenge and overthrow foreign governing
- Fight for the Israel nation

Jesus' Image of the Messiah

- Humility
- Suffering
- Dying for sins of the mankind

How had Jesus' death impacted on the political and religious thinking of his followers?

	Impacts of Jesus' death upon his followers
Political beliefs and actions	
Religious beliefs and actions	



Material 1: Jesus' Name and Titles

1. Name of Jesus

- The meaning of 'Jesus' is 'Yahweh will rescue' or 'God is my help'. 'Jesus' is Latin and the corresponding Greek spelling is 'Iesous'. 'Iesous' comes from Hebrew 'Yeshua'. 'Jesus' was actually a very common Jewish name. In New Testament times, many other people used this name. For instance, when Luke recorded the genealogy of Jesus, he mentioned Jesus as 'son of Eliezer' (Luke 3:29). Historians such as Josephus found that there might be 4 or 5 priests with such name during Roman times.
- The Gospel of Matthew recorded that when the angel of God appeared before Joseph, it said "you will name him Jesus, because he will save his people from their sins" (Matthew 1:21). When the angel of God explained the meaning of this name to Joseph, it said his son would be the Saviour.
- In the Gospel of Mark, the name 'Jesus' appeared 81 times. Despite the frequent appearance, only 3 out of the 81 times addressed directly to Jesus. 2 of these 3 described people possessed by evil spirits crying out to Jesus "What do you want with us, Jesus of Nazareth? (Mark 1:24). "Jesus, Son of the Most High God! What do you want with me?" (Mark 5:7). The third time Jesus being addressed directly was from a blind man named Bartimaeus when he begged Jesus to heal him (Mark 10:47). When addressing Jesus, Mark often used the name 'Jesus of Nazareth' (Mark 1:9, 24; 10:47; 14:67; 16:6). Mark frequently used this name when he recorded Jesus' life because he wanted to emphasise the human aspect of Jesus: Jesus is like each of us, having flesh, blood and human nature.

2. Title of Jesus

- 'Messiah' was one of Jesus' titles. In the Gospel of Mark, 'Messiah' (Christ) appeared only 7 times (Mark 1:1; 8:29; 9:41; 12:35; 13:21; 14:61; 15:32).
- Jesus seemed to accept the title "Messiah" in the following two occasions: in Mark 8:29, when Peter openly admitted Jesus as the Messiah, Jesus did not deny but ordered his disciples not to disclose his identity. Later in Mark 14:61, when Jesus was being trialed at the High Priest Council, he acknowledged himself as Christ before the High Priests.
- Indeed, Jesus often prohibited others to disclose his identity. He knew that the Jews eagerly wanted a political king to help them rebuild the Israel nation. Jesus did not want to be the Messiah expected by the Jews. He thought the Messiah should be humble enough to serve others and follow God's will faithfully.

Due to such differences in the understanding of Messiah between Jesus and other Jews at that time, Jesus tended to hide his identity as the Messiah at the beginning of his ministry to avoid any undesirable interruptions.

Reference :

《同創新天地（第四冊，教師手冊）》。(頁 178)。香港：宗教教育中心。