

MODEL UNIT
BAND D
LEVEL 1

KING OF THE JEWS

LIFE CONCEPT: GOD SAVED PEOPLE THROUGH JESUS

YEAR: SUGGESTED DURATION: 12 Hours

DATE OF USE: FAITH STATEMENTS: ① ② ③

UNIT-SPECIFIC GOALS (highlighted)
**1. GOD'S SON
BECAME A HUMAN
BEING TO SAVE THE
WORLD**
1a explore the question of Jesus' identity as presented in the gospels

1b compare various portraits of Jesus presented in the gospels

**2. JESUS BROUGHT
GOD'S LOVING RULE
INTO THE WORLD**
2a examine the key events in Jesus' ministry as evidence of the coming of God's kingdom

2b explore the implications of Jesus' teaching about the kingdom of God

**3. JESUS DIED AND
ROSE AGAIN TO SAVE
ALL PEOPLE FROM
SIN AND DEATH**
3a examine the evidence for Jesus' death and resurrection

3b explore the significance of Jesus' death and resurrection in the life of Christians

STUDENT ASSESSMENT
ASSESSABLE STUDENT OUTCOMES

Students analyse a parable, Jesus' sayings and a miracle to determine what these teach about the kingdom of God. (2a,2b)

Students write an anthem which summarises what Christians believe about the importance of the resurrection and the continuing rule of Jesus the king. (3b)

Students create a portrait of Jesus the king, based on a study of the life of Jesus in the gospel of Matthew. (1b)

ASSESSMENT STRATEGIES

⇒ TRS D1/3, TRS D1/4, TRSD1/5

⇒ individual or group sample

⇒ individual work sample

UNIT SUMMARY

Students examine the portrait of Jesus as king found in the gospel account of Matthew. The various activities in the unit culminate in students each creating their own portrait of Jesus. Throughout the unit students compare the portrait of Jesus with that of earthly kings to draw out more clearly the revolutionary nature of Jesus' identity and rule as king. Each student keeps a dossier on Jesus and also makes regular journal entries responding personally to the message and challenge of Jesus.

UNIT NOTES

The unit develops a portrait of Jesus as king, examining the challenge that such a portrait has for each person's values, self-worth, relationships, daily choices. The portrait of Jesus is contrasted with students' and first-century Jewish preconceptions about a king.

Students create their portrait of a king side by side with a portrait of Jesus. Alternatively, they create their portrait of a king before beginning their study of Jesus as king.

Teacher Resource Sheet (TRS) D1/1 explains what students are required to do during the unit. Students will be keeping a dossier on Jesus, as well as making regular journal entries. Make time for this.

INTRODUCTION

1. WAITING FOR A KING

In the face of persecutions and oppression first-century Jews longed for God to send them a king. Working in groups of three, students investigate the Jewish view and expectations of a king (TRS D1/2). Allocate a Bible passage to each group. Collate findings.

People have expectations of their political leaders. Students consider what they would do to make the world a better place. Each student completes 'If I ruled the world, I would . . .'

DEVELOPMENT

The study of Jesus begins with his death. The rest of the unit is a flashback exploring the emerging identity of Jesus as a king, what led to his death, and why his followers later saw his death as a victory rather than a defeat.

2. THE KING IS DEAD

Give a dramatic reading of the account of Jesus' death in Matthew 27:27–50. View one or more film-makers' versions of the death, eg *Jesus of Nazareth*, *Jesus Christ Superstar*.

Students examine the different reactions of the bystanders at the cross, eg the feelings of Jesus' followers who had pinned on him their hope of salvation for themselves and their nation.

Students take on the role of bystanders at Jesus' crucifixion. They form a circle and each person makes a statement, in role, which reflects the thoughts and feelings of the bystanders. Alternatively, each student makes a statement of their own thoughts and feelings on the death of Jesus.

Discuss: What image of the king is presented in Matthew 27:27–50?

Students contrast the death of Jesus with the death of political leaders such as JF Kennedy, Princess Diana, Ayatollah Khomeini, Eva Peron. Students find pictures, newspaper articles or film clips covering the deaths.

Students begin their dossiers on Jesus and their personal journals.

3. THE QUEST FOR A KING

Students brainstorm what happens when an heir to the throne is born, eg in *The Lion King* Simba is presented to the whole kingdom of animals over whom he will one day rule.

Students read the story of the Magi in Matthew 2:1–12. View this scene in the film *Jesus of Nazareth*. Students refer to Bible study notes, eg NIV and Bible dictionaries to explore the significance of Jesus' birthplace, the identity of the Magi and the gifts he is given.

Students identify anything in the story that points to Jesus as king. They list ways Jesus does not fit the image of king.

Students continue their dossiers and journals.

4. THE KING IS ANOINTED

Students investigate how succession to the throne is determined today and how this was done in the past. In Old Testament times kings were anointed with oil as a sign that God had chosen them for their office (1 Samuel 16:1,11–13).

Students read about the baptism of Jesus in Matthew 3:13–17. They look up cross-references to Matthew 3:16,17 and identify evidence which points to the belief that at his baptism Jesus was anointed to be king.

Students read Matthew's synopsis of Jesus' ministry in Matthew 4:12–17, 23–25 (Matthew 9:35–38) and list the responsibilities attached to Jesus' office as king.

Students continue their dossiers and journals.

5. THE KING SPEAKS

Students examine a transcript and/or recording of a leader's speech, eg Winston Churchill's address to the nation at the onset of World War II, Queen Elizabeth II's Christmas address. They comment on the issues raised, whether the speech is a message of encouragement or warning or a call to action.

Model for students how to analyse a parable and a saying of Jesus. Students investigate 'the good news of the kingdom' found in Jesus' teaching. They complete two work sheets, one on a parable (TRS D1/3a & b, in groups) and

another on the sayings of Jesus (TRS D1/4, individually).

Groups report back to the class. As a class discuss and summarise what the parables and sayings of Jesus teach about the kingdom of God.

Students continue their dossiers and journals.

6. THE KING RULES

Students select a leader/king and investigate the conditions that prevailed under their reign, their achievements, their failures, any atrocities perpetrated by them or with their consent, eg what were the major achievements in Queen Victoria's reign? What was the lot of the common people under the Russian Tsars?

Model for students how to analyse a miracle of Jesus. The class lists Jesus' miracles recorded in Matthew 8,9,14,15,17. Select miracles from the list for students to read and analyse in small groups (see TRS D1/5). Ensure that there are always two groups studying the same miracle.

After each group has analysed a miracle, the two groups combine and share the results of their discussion. Students refer to Bible study notes and commentaries to deepen their understanding.

Groups share with the class the main message about Jesus and the kingdom of God conveyed by the miracle (refer to TRS D1/5).

Students continue their dossiers and journals.

7. THE KING IS OPPOSED

Students investigate the opposition, threats and fears faced by kings, eg the execution of Louis XIV and of Mary, Queen of Scots.

Jesus may have enjoyed popularity with the crowds. But the gospels show that very early in his ministry there were plots by the Pharisees and chief priests to arrest Jesus. View segments of films that show the confrontation between Jesus and the Pharisees (*Jesus Christ Superstar* illustrates the conflict well).

Students record reasons for the growing opposition to Jesus as recorded in Matthew 9:3,10–13, 34 12:1–14, 24 15:1–12 16:1–4 19:3–9 23:1–36 26:1–5.

Keeping in mind this growing opposition, students read about Jesus' triumphant entry into Jerusalem (Matthew 21:1–11). They compare this with the pageantry of royal visits.

Students read about Jesus cleansing the temple (Matthew 21:12–17).

Students discuss what view of kingship is emphasised in these two accounts and what

concerns the two events would have raised for the chief priests and Pharisees.

The opposition culminates in Jesus' arrest and trial (Matthew 26:47–68). Students summarise the charge laid against Jesus.

For extension, read John's account of the trial John 18 – 19:16 and examine the image of Jesus as king. Compare and contrast this with the image they developed in Section 2.

Jesus' crucifixion could be said to be his coronation. Students find out what happens when a king or queen is crowned, the significance of that event for the king/queen, and for the people. Students compare a king's investiture and that of Jesus.

Students continue their dossiers and journals.

8. LONG LIVES THE KING

Students read the account of Jesus' resurrection in Matthew 28. They list people's varying responses to this event and identify reasons why people respond differently.

Students investigate New Testament writings about the difference Jesus' resurrection makes to people who live after the event.

Matthew 26:26–28	John 11:25,26
Acts 2:32–36	Romans 1:4,16,17
Romans 4:25	Romans 5:1–5
1 Corinthians 15:13–19	2 Corinthians 5:19–21
Ephesians 2:4–10	Colossians 2:6,7,13–15
2 Timothy 2:8–13.	

Students read Matthew 28:18–20; Acts 1:3–11; Ephesians 1:18–23 and Revelation 5:5–14 to discover:

- Where is King Jesus today?
- Where is Jesus' kingdom?
- How does Jesus rule?
- What evidence is there of Jesus' rule?

Students write a 'national' anthem which summarises what they have learnt about the continuing rule of King Jesus.

RESPONSE

9. THE KING'S PORTRAIT

Portraits of kings and rulers can be found in museums, castles and government buildings. Students create a portrait of Jesus the king based on the information in their dossiers on Jesus. Just as every artist brings his/her own interpretation of a person, students' portraits of Jesus can incorporate the thoughts, questions and assessment of Jesus and his message recorded in their journals.

TRS D1/1 suggests some forms of presentation.

YOU WILL NEED

- | | |
|--|---|
| <input type="checkbox"/> Bibles
<input type="checkbox"/> several copies of commentaries on the gospel of Matthew
<input type="checkbox"/> Bible dictionaries and encyclopedias
<input type="checkbox"/> NIV Bible study notes or equivalent
<input type="checkbox"/> information on earthly kings and queens | <input type="checkbox"/> a display board or large sheet of paper for class activity
<input type="checkbox"/> selected segments from films on the life of Jesus, eg <i>Jesus of Nazareth</i> , <i>Jesus Christ Superstar</i>
<input type="checkbox"/> TRS D1/1–5 |
|--|---|

INTEGRATING INTO OTHER CURRICULUM AREAS

Find out what students are doing in other curriculum areas in relation to

Topics

- kingship/royalty
- authority, rights and responsibilities of political leaders

Skills

- viewing and interpreting cinema performances
- analysing literary passages
- journaling, maintaining files

UNIT EVALUATION

Which activities worked well in this unit?

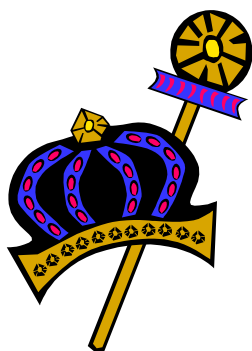
Which resources were useful in the implementation of this unit?

How did I respond to the range of students' knowledge about the life of Jesus?

How did I respond to the range of students' attitudes towards Jesus?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?



JESUS, KING OF THE JEWS

Over the next few weeks you will be examining the life of Jesus, looking at the portrait of Jesus as king which Matthew gives in his gospel account.

The writer Matthew presents Jesus as a king with a difference.

Three activities will be conducted during the unit to help you come to an understanding of the portrait of Jesus in Matthew:

- a class activity in which you look at your ideas about earthly kings
 - a dossier on Jesus
 - personal journal entries.

Most of the time you will be working in groups, reporting back to the class, helping each other collect as much information as you can.

At the conclusion of the unit you will create your own portrait of Jesus the king.

CLASS ACTIVITY

You will be creating a portrait of a king, based on the vocabulary, images and ideas you have received over the years from

- fairy tales
- historical films, eg *Braveheart*, *Henry VIII*
- informative and pictorial books of life under the rule of kings
- media reports on the activities of existing kings and queens.

The portrait will be in the form of a class collage of words, pictures and symbols on a display board.

At the beginning of each section of the unit you will add to the portrait.

You can then contrast King Jesus with other earthly kings and queens.

DOSSIER ON JESUS

To help you create your own portrait of Jesus the king you will need to keep a dossier (file) on him. Each student keeps a dossier.

You will add to the dossier at the end of each section of the unit.

Information in the dossier can be in many forms, eg

- 'photographs' with captions or cartoons
- newspaper or magazine articles
- diary entries by an observer, a spy or a member of the king's inner circle.

Decide on how you will keep your work together so that it won't get lost, eg use a document wallet, plastic sleeve.

JOURNAL

You no doubt have many questions regarding Jesus. As you read the gospel of Matthew, you will find out that many people had mixed feelings about Jesus: who he was, what he said and did.

In your journal you can write your personal thoughts and questions, you can record the way Jesus challenges your ideas about God and life. How does knowing Jesus make a difference to people's relationships, their self-worth, their values?

Try to write in your journal every day, even if it is just a sentence. Here are some sentence beginnings to get you going:

I am surprised . . . I totally disagree with . . .
 I agree with . . . I am puzzled by . . .
 I wish . . . I want to know more about . . .

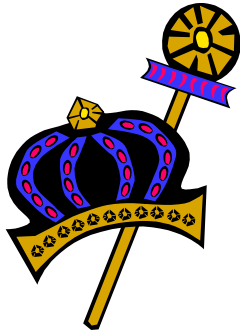
PORTRAIT

No two artists will paint the same person in exactly the same way. A good portrait incorporates everything about the subject that the artist has observed, not just their outward appearance.

Here is your chance to create your own original portrait of King Jesus. You can use all the information you have been collecting in the dossier and all the thoughts you've written in your journal.

Your portrait need not be painted in oils or carved in marble. The kind of portrait you can create is only limited by your imagination. Here are some suggestions:

a picture book . . . an essay . . . a story
 . . . a painting (with commentary) . . .
 a series of posters (with commentary) . . .
 a ballad



WAITING FOR A KING

TASK: Read the Bible passages. In the space around the references, list the images, ideas and words used to describe a king.

PURPOSE: to help you understand what first-century Jews were expecting from a king who would deliver them.

SOME THINGS YOU SHOULD KNOW:

- First-century Jews had been without a king for six hundred years. They were living under Roman oppression and longed for a king to set them free and rule in glory as King David had done.
- King David was Israel's greatest and most loved king. He reigned for forty years around 1000 BCE. He conquered enemies and expanded the boundaries of the kingdom on all sides. David captured Jerusalem, made it his religious capital, organised worship and planned the temple. Under David the twelve tribes of Israel were united. He became the benchmark by which all future kings of Israel were assessed.

1 Samuel 8:4–22

1 Samuel 16:1–13

2 Samuel 5:9,10

2 Samuel 7:8–16

2 Samuel 8:1–14

1 Kings 15:1–5

2 Kings 16:1–4

Psalm 2

Psalm 93

Psalm 99

Psalm 104:1–9,24,27–30

Isaiah 11:1–14

Complete the sentence:

The Jews in Jesus' day would have expected their king to _____

PARABLES FACT SHEET

Gentiles (non-Jews) were excluded from Jewish social life.

The Jews despised and cursed the Samaritans.

Touching a dead person could make you impure and stop you from going to the temple to worship God.

People in the Middle East live in tightly knit communities. An individual's actions had significance for the whole community, so an individual could bring shame to the whole community.

The Roman world divided people into Roman citizens and the rest, who were considered lesser breeds.

Tax collectors were hated because they collaborated with the oppressors — the Roman government.

Not to provide adequate hospitality was a serious discourtesy, but to refuse offered hospitality was a deliberate insult.

What is a parable?

- A parable is a picture in words, using everyday events to explain unfamiliar ideas.
- A parable is not to be considered literally true. The everyday events may be imagined; they may be exaggerated to make a point.
- Jesus' parables contain the good news of the kingdom of God.
- Jesus' parables call the listeners to choose how they will respond to the challenge of the kingdom of God.
- Jesus' parables use scenes from daily life in first-century Palestine. Knowledge of that culture will give a better understanding of the parables. Check the boxes around the outside of this sheet.

Shepherds were rejected as unclean people.

The authority of the father was supreme.

Palestine was a land of wars, so the best way to preserve your wealth was to bury it.

There is a Rabbinic saying: 'If a man transgresses once, forgive him; if a second time, forgive him; if a third time, forgive; but a fourth time do not forgive him'.

Parables in the Gospel of Matthew

The sower
Matthew 13:1–9, 18–23

The mustard seed
Matthew 13:31,32

The hidden treasure and the pearl
Matthew 13:47–50

The lost sheep
Matthew 18:12–14

The unmerciful servant
Matthew 18:21–35

Workers in the vineyard
Matthew 20:1–16

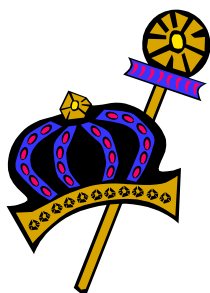
The two sons
Matthew 21:28–32

The wedding banquet
Matthew 22:1–14

Anyone who was paralysed, lame, blind, deaf or leprous was excluded from social gatherings.

To invite someone to a meal was to give them great honour. It was an offer of peace, forgiveness, trust.

Officially women were despised. Some Jewish men thanked God that they had not been born a Gentile, a slave or a woman.



ANALYSING THE KING'S PARABLES

TASK: READ a parable. ANSWER the questions below. DECIDE what the parable teaches about the kingdom of God (use the same questions as for 'What do miracles teach about the kingdom of God' TRS D1/5). REPORT back to the class.

A: Identify the different parts of the story Jesus tells.

B: Determine what challenge the different parts of the story have for the first-century listeners and for modern readers.

NAME OF THE PARABLE: _____

A. THE STORY

In what circumstances is the parable told?

Who are the characters? Find key words to describe their attitudes, behaviour, relationships.

Stories are built around a problem. What is the problem in this story?

Who has the problem?

What caused the problem?

How is the problem solved?

What is being compared and contrasted in the story?

What is the main theme of the story? (eg forgiveness)

B. THE CHALLENGE

What challenge do you think the parable offered to first-century listeners?

What challenge does the parable offer to modern readers?

Remember that Bible commentaries, Bible dictionaries, Bible encyclopedias and Bible study notes are resources that can help you understand the message of the parable.



SAYINGS OF THE KING

Matthew records many of Jesus' sayings and sermons. These shocked and challenged people's view and expectations of God. Sometimes Jesus spoke these words to his disciples, at other times they were answers to people who came with questions. Sometimes Jesus wanted to challenge the religious leaders of the day. Below are just a few of the sayings (Contemporary English Version [CEV]).

READ all of them, **RESPOND** to three.

How do Jesus' words challenge your ideas about life and God?

"I promise you this. If you don't change and become like a child, you will never get into the kingdom of heaven. But if you are as humble as this child, you are the greatest in the kingdom of heaven."
Matthew 18:3,4

"Anyone who hears and obeys these teachings of mine is like a wise person who built a house on solid rock."
Matthew 7:24

"Anyone who obeys my Father in heaven is my brother or sister or mother."
Matthew 12:50

"Healthy people don't need a doctor, but sick people do. . . . I didn't come to invite good people to be my followers. I came to invite sinners."
Matthew 9:12,13

"Don't store up treasures on earth! Moths and rust can destroy them, and thieves can break in and steal them. Instead, store up your treasures in heaven, where moths and rust can't destroy them, and thieves can't break in and steal them. Your heart will always be where your treasure is." Matthew 6:19–21

"My Father has given me everything, and he is the only one who knows the Son. The only one who truly knows the Father is the Son. But the Son wants to tell others about the Father, so that they can know him too." Matthew 11:27

MY RESPONSES

"If you love your father or mother or even your sons and daughters more than me, you aren't fit to be my disciples. And unless you are willing to take up your cross and come with me, you aren't fit to be my disciples. If you try to save your life, you will lose it. But if you give it up for me, you will surely find it." Matthew 10:37–39

"You have heard people say, 'Love your neighbours and hate your enemies'. But I tell you to love your enemies and pray for anyone who mistreats you."
Matthew 5:43,44

"As bad as you are, you still know how to give good gifts to your children. But your heavenly Father is even more ready to give good gifts to people who ask."
Matthew 7:11.

When the disciples heard this they were greatly surprised and asked, 'How can anyone ever be saved?' Jesus said, 'There are some things that people can't do, but God can do anything'."
Matthew 19:25,26

"If you forgive others for the wrongs they do to you, your Father in heaven will forgive you. But if you don't forgive others, your Father won't forgive your sins."
Matthew 6:14,15



ANALYSING THE KING'S MIRACLES

FORM SMALL GROUPS

TASKS: READ the story of one of Jesus' miracles as recorded by Matthew in chapters 8, 9, 14, 15 and 17. ANSWER the questions listed below. DECIDE what the miracle reveals about the kingdom of God. REPORT to the class.

NAME OF THE MIRACLE: _____

A. THE MIRACLE

What kind of miracle is it? healing? power over nature? power over evil? power over death?

What does the miracle show about how God relates to people?

What hope does the miracle give to the individuals involved?

What does the miracle show about what God wants for people?

What hope does the miracle give the modern reader?

B. WHAT THE MIRACLE SHOWS ABOUT THE KINGDOM OF GOD

Who is the king?

Where is the kingdom?

Who belongs to the kingdom?

What do people do in the kingdom of God?

What is the quality of life in the kingdom of God?

What is the relationship between the king and his subjects?

How can a person become part of the kingdom of God?