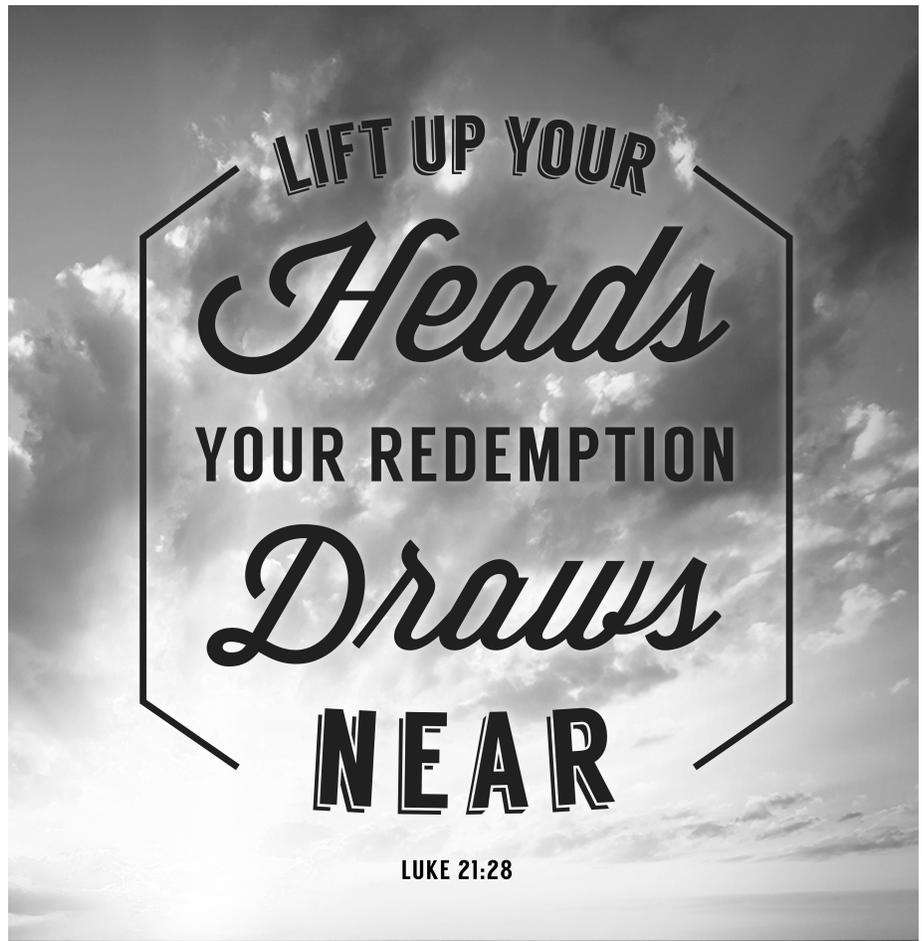


**Adult Quarterly Teacher's Guide
Spring Quarter 2014**

Introduction

This quarterly completes our three-part series on Luke. We began in the Winter 2012 with the first nine chapters of Luke which covered the birth of Jesus through the end of his Galilean ministry. We covered Jesus' journey to Jerusalem in Summer 2013. It might be helpful to review the first lesson from Winter 2012 as it gives a good deal of background material on Luke.

Encourage your students to read the lesson prior to the class time. Lesson Five has a blast from the past with Daily Bible readings for that lesson printed at the end of Lesson Four. We will sometimes print suggestions for lesson preparation for your students. We will print them in the guide under the previous lesson.



**Lesson 1 March 2, 2014
Jesus' Entry into Jerusalem**

Lesson Text: Luke 19:28-48

Lesson Aim

To Know: Jesus' entry into Jerusalem fulfilled prophecy.
To Respond: by serving and proclaiming him wholeheartedly, not like the crowds on that day.

Life Need

Read the *Life Need*. Ask your class, "What are our celebrations that might be similar to the Triumphal Entry?"

Bible Learning

Read the *Bible Learning*. Since this is our third quarterly from Luke it might be a good time to quiz your students about this Gospel.

Bible Application

Read the *Lesson Text* and the *Bible Application*. Answer the questions that are interspersed through this part of the lesson.

Life Response

Read the *Life Response* and answer the *Questions for Discussion*.

Truths to Emphasize

1. Jesus' entry into Jerusalem fulfilled prophecy.
2. We must acknowledge Jesus as king in our lives.

Questions for Discussion

1. Am I willing to do as I have been called to do, no matter how uncomfortable it might make me?

2. Am I willing to proclaim what Jesus means to my life?
Do I only throw the metaphorical confetti and cheer for him?
 3. Am I willing to speak up among those who deny Jesus or who try to quiet down believers?
 4. Do I have a deep concern for those who fail to recognize Jesus?
 5. Have I removed those things that might be seen as an affront to God?
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Lesson 2 March 9, 2014
The Parable of the Vineyard

Lesson Text: Luke 20:1-19

Lesson Aim

To Know: what Luke conveys on the comparison of the hearts of the rulers and elders to the heart of Christ.

To Understand: what the events of Jesus' life mean for our hearts.

Life Need

Consider the following question with your class;
Why do the scribes, religious rulers and others think that they are doing right before God?

Bible Learning

Consider the following questions with your class.

What does it mean when we call Jesus *Christ* or *Messiah*?

Where does the hardness of the rulers' hearts come from?

Who are the characters in the parable of the vineyard? Look at Isaiah chapter 5 for comparison.

How do the actions of Jesus' life and the words that he spoke become connected to him as the stone of God's choosing?

Bible Application

Consider the following questions with your class.

How does the parable go to much more than the people in the story?

Who are the "others" that Jesus says will work the vineyard?

Life Response

Consider the following issues with your class.

How do we change our hearts to become like Christ?

What can we do to build up the body of Christ as living stones?

Truths to Emphasize

1. God is the source of goodness and grace.
2. God sent Jesus Christ in the flesh to save us.
3. God will call those who hear in all generations to His family and household.
4. We need to hold fast to the faithful Word as we have been taught.

Questions for Discussion

1. Why is the heart of man so important to God?
2. How do we keep the influence of the world from drawing us away from God's truth?
3. Why didn't Jesus answer the religious leaders' question?
4. How does Jesus cut right to the heart of the religious leaders?
5. What does it mean to be God's people for our generation?

Lesson 3 March 16, 2014

Trick Questions

Lesson Text: Luke 20:20-44

Lesson Aim

To Know: Jesus answered the questions of those trying to trap him.

To Respond: believe in Jesus as Lord.

Life Need

Read the introductory comments and ask the first question from the *Questions for Us*.

Bible Learning

The *Lesson Text* is broken up throughout the lesson. Read the text and associated commentary. Use questions 2-7, 9.

Bible Application

Read the section entitled, "*Witness from the Commentaries*" on pages 15 and 16. Use question 8.

Life Response

Discuss question 10.

Truths to Emphasize

1. Christians can pay taxes.
2. Life in the resurrection will be different than life today.
3. David called Jesus, "Lord."

Questions for Us

1. What trick questions have boggled your mind? How do you handle them?
2. What similarities and differences do you recognize about death and taxes?
3. How would you outline the conflicts of the Pharisees and Sadducees in one sentence?
4. Why did the Sadducees raise the question regarding the Levirate Law?
5. What are the contrasts between life in this age and life in the age to come?
6. What do you think of the statement that God sees the patriarchs as living? How do you understand that in light of the doctrine about the sleep of the dead?
7. What did Jesus say and not say about death and resurrection?
8. Which witness from the commentaries helped you most?
9. Why did Jesus raise his own dilemma question?
10. How does this lesson help you understand life today and life in the age to come?

Lesson 4 March 23, 2014
The Last Supper

Lesson Text: Luke 22:1-23

Life Need

To introduce the lesson topic you could ask *Question for Discussion* one and/or two, as well as this question: Have you ever tried to imagine what Jesus was thinking about in some situation, and if so what did you come up with?

Bible Learning

Your class already knows from the title of the lesson that it involves the evening before Jesus' crucifixion, specifically the meeting they had in the upper room at what is called the "Last Supper". Before they read the Bible Learning discussion ask for a few volunteers to describe the last supper. Without letting them know exactly what you are questioning, draw them out on whether they envision Jesus as eating and drinking in that meal. It may be that they picture him eating during the meal, but that they treat the part of the meal which we consider the foundation of communion to be a time when Jesus did not eat or drink. Return to this discussion after the class reads the part of the lesson and the theory some people have that Jesus fasted during the Last Supper.

In discussing the lesson text you could also ask *Questions 3 and 4*, involving Judas.

Bible Application

Return to the discussion of Judas, or introduce that discussion if it was not yet emphasized in the class. Ask your class how much importance they put on the church being a pure body for them personally to be involved with it. Hopefully it bothers them to know of unrepentant sin in the body, but to what extent does it trouble them personally?

If it seems appropriate for your group, request responses to this question from the last paragraph of the *Bible Application*: "If you or I were about to be executed for someone else's crimes what kind of last supper do you think would take place?" Do class members have any personal incidents to draw on of how they responded to injustice, and if so did their knowledge of Jesus' experiences help them?

Life Response

Don't let the class forget that we are to strive to overcome our worldly background and be more Christ-like, but we shouldn't beat ourselves up unduly for the times we fail. Ask the class to discuss where they have seen the balance on those two issues. Are they actively seeking to encourage the growth of other believers? Are they seeking to make themselves accountable to other believers? When they have grown most notably in the past was there any particular thing which promoted or inspired that change in them (perhaps a relationship or an experience or a notable failure)?

Ask the class to consider *Question 5* – you might particularly draw the students out on whether or not they initially see the comparison of themselves with Jesus in terms of his trial and crucifixion as a fair comparison.

Close with a time of prayer, seeking God's wisdom in how to move forward in serving Jesus.

Questions for Discussion:

1. Do you think it is easier to choose God's desires as your own if you have never yet sinned than it is if you have sinned for years?
2. Have you ever tried to serve God like a robot, just trying to unquestioningly do things you figured God wanted? How did that work for you?
3. At what point do you think Jesus knew that Judas would betray him? Do you think that God revealed that to Jesus, or that Jesus recognized a change in Judas' attitude? Which would be more painful to Jesus?
4. How much of a restriction do you think it put on Jesus to have Judas present when he would speak to his disciples about what he expected from them, and his love for them?
5. How do you see Jesus' actions in this passage in terms of the instruction to "do everything without complaining or arguing" (Phil. 2:14)?

Daily Bible Readings for next week's lesson are included in this lesson. Please let your students know about this opportunity for preparation.

Lesson 5 March 30, 2014
Jesus' Last Night with His Disciples

Lesson Text: Luke 22:24-46

Life Need

Ask your class if any of them have a special title or position at work. They might be a foreman, a head nurse, a coordinator. Discuss how that title might be needed in society or at the workplace, but ask if this title is of any importance to God? This can be a good lesson on humility and remind us that the first shall be last. Humble yourself in the sight of God.

This lesson also contains good passages to discuss about the trials and tribulations of life. How do these trials compare to the suffering of Jesus Christ for the forgiveness of our sins?

Bible Learning

You will need to decide which possible areas to emphasize from the material this lesson offers. That includes: human pride and vanity; the crucifixion of Jesus Christ; what Jesus endured in terms of emotional pain and physical pain; Simon's tempting, and Satan asking for Simon specifically. As the leader you could talk about how to deal with temptation personally. You might want to discuss the disciples' swords and what the class feels is the significance of Luke 22:35-38. Or consider the account of the Garden of Gethsemane, possibly in terms of prayer and the need to pray to be able to resist temptation. I recommend emphasizing the fact that Jesus obeyed God even though it was so very difficult.

Bible Application

Remind your class of some of the principles this text addresses: that we are to be as the servant; that we need to be in constant prayer because temptation is always around

us; that the world will not like us because we are followers of Jesus Christ. Increasingly much of our society sees Christianity as a hateful religion. Biblically remind the class of Jesus' sacrifice, and the sacrifice made by God Himself.

Life Response

Remain humble and not proud. Read and study God's Holy Word; be in prayer for yourself and others concerning the temptations that will come. Live your life like you appreciate what Jesus has done for you. Do we live in a way that nails Jesus back up on that cross?

Questions for Discussion

1. Do you suffer with the "look at me" attitude? Is it important to you to add that special title at the end of your name? Do you realize that we are all the same in the eyes of God?
2. Do you know of someone in your church who believes that he/she is the owner? If so, how do you lovingly explain to this person that it is God's house, not theirs?
3. Do you read and study your Bible daily? If Satan asks God to sift you out like wheat how well do you think you will do? How strong and how ready are you when times really get bad?
4. Do you deny Jesus and not even realize it? Would you rather play on your computer than pray to God? Would you rather have a fancy cell phone and play with it? Do you look at your cell phone more than your Bible?
5. Do we thank God daily for everything; the good and the bad? Do we really think we are going through more than Jesus did? Do we really think giving our only begotten son to die for the sins of the world was an easy thing to do? Or was the sacrifice of Jesus truly love personified?

Lesson 6 April 6, 2014
The Trials of Jesus

Lesson Text: Luke 22:54, 63–23:25

Lesson Aim:

To Know: the example of Jesus' passion in which he willingly endured great undeserved sufferings

To Respond: with greater faithful dedication, inspired to do what we are taught to and not run from responsibilities due to concern for unexpected difficulties.

Introduction

Ask your students one of the questions below. After they respond read them the paragraph that follows.

Option #1: Why are God's ways often in conflict with our ways of thinking and acting?

Option #2: What limit do you see to sacrifice, beyond which you would go no further and endure no more?

God gave Jesus a task to fulfill which resulted in granting the greatest gift to all who willingly follow in his ways. Our lesson covers the time in this task leading up to the moment of Jesus' crucifixion (to be addressed next week). As we examine what Jesus faced and how he reacted compare how you face the trials in your life.

Bible Learning

Have your students focus on what might have been going on in Jesus' mind at each point in his trials. Note particularly the accumulation of hateful things said and done to him and how he responded.

Luke 22:54, 63-71: What do the words, "Prophecy, who is the one who hit you", suggest the soldiers knew about Jesus?

"When it was day" (v. 66). Witnesses were brought in at night to testify against Jesus (Matt. 26:57-66). The Jewish leaders spat on Jesus, beat him and slapped him. Later, at daybreak, they formally pronounced judgment against him. What does all this tell you about the Jewish leaders' attitude toward Jesus?

Why is Jesus willing to give the two replies he makes in response to the Jewish rulers' questions, when otherwise he remains silent?

Luke 23 Verses 1-7: "We found this man misleading our nation and forbidding to pay taxes to Caesar, and saying that He Himself is Christ, a King . . . they kept on insisting, saying, 'He stirs up the people.'" What do these charges from the Jewish rulers say about their legal approach as they accuse Jesus before Pilate?

Why does Pilate send the Jewish rulers to Herod?

Verses 8-12: "The chief priests and the scribes were standing there, accusing Him vehemently." Why are these leaders so angry?

What do you suppose was the nature of the questions Herod put to Jesus? Why did Herod treat Jesus the way he did?

Verses 13-25: Why has Pilate decided to punish Jesus before releasing him if he has found him innocent?

What irony do you see in the charges of the Jewish rulers against Jesus as compared to why Barabbas was in prison?

What physical condition do you surmise Jesus was in at the conclusion of these trials? What state of mind was he in?

Bible Application

Jesus set the tone for the race of faith we all run. We must fix our eyes on Jesus and the passion he was willing to endure for our salvation. Jesus was willing to do what his Father called upon him to do regardless of the price, and he knew in advance that the price would be severe. How does Jesus' will and his endurance help us to learn the character God wants to build within us to be bold children in His service? How does acting in this way assure us Yahweh will be pleased to shower us with blessings as He did His Son?

Life Response

Realize that experiencing trials and suffering for choices we make is a major part of our lives. God knows that such events are good for us. But why should we embrace such moments of trial in our lives as God's discipline to help make us into the people He wants us to be? When we know trials are coming how should we prepare ourselves to face them? Why is God pleased with those who make the effort to confront and overcome?

Lesson 7 **April 13, 2014**
The Crucifixion of Jesus

Lesson Text: Luke 23:26-56

Lesson Aim

To Know: Jesus suffered a criminal's death.

To Respond: by taking up our cross and following Jesus.

Life Need

Ask your class how they have been affected by motion pictures or television shows about the crucifixion. What has been memorable? What was off track?

Read the *Introduction*.

Bible Learning

Use the commentary to look at the *Lesson Text*.

Life Response

Read the *Life Response* and discuss the *Questions for Discussion*.

Truths to Emphasize

1. Jesus died a criminal's death.
2. Jesus' death fulfilled Bible prophecy.
3. Jesus' death makes forgiveness available to all who will believe.

4. Jesus described discipleship as taking up our cross and following him.

Questions for Discussion

1. Would you carry his cross, being yoked together in sacrifice and service with Jesus?
2. What does that service mean in a *practical* way in your life? Time? Money? Other?
3. Do we weep too much for Jesus on the cross, and not get into all the world enough? After repentance, shouldn't we be going for him?
4. Do we face similar temptations to Jesus? Remember he was tempted in all ways as we are – do we have situations similar to his cross? Our adultery? Our stealing? Our greed? Our _____? Will we do what *we* want to do, versus what *God* wants us to do (and sometimes with people whispering in our ears – or screaming at us – “*forget God*”)?
5. What temptations could there be for *you* to get you off the cross of sacrifice and service (a better house, a bigger car, trying to be better than the neighbors)?
6. How do we go from sacrifice and service to hurling insults at those trying to serve?
7. Does the Kingdom/paradise pull us forward as it did with Jesus? “For the joy set before him, he endured the cross.” Is the joy of the Kingdom clear to us?

Lesson 8 **April 20, 2014**
Message Bearers of Jesus' Resurrection

Lesson Text: Luke 24:1-12

Lesson Aim:

To Know: that the women who came to the tomb of Jesus were rightly prepared to be the first to hear the good news message that Jesus was risen from the dead. Also that God works in mysterious ways to accomplish His purposes, often using culturally unacceptable people to do His will.

To Respond: by accepting God's will in all matters where He is accomplishing what He wants done, even if done through people we might otherwise consider unacceptable agents or servants of God.

Introduction

Choose one of the following options to introduce and open discussion of the lesson subject matter:

Option #1: Have class members talk about their experiences with the justice system of the United States. What would they do to change the system to improve it?

Option #2: Ask the class about the Mosaic law's punishment for bearing false witness (to treat the false witness in the way that person intended to cause harm to the

innocent victim; Deut. 19:16-20). What are their opinions of that? How do they believe this would be received by most U.S. citizens? Why do cultural concerns get in the way of true justice?

Following discussion on either option above explain briefly that the lesson today puts into play Jewish male attitudes about women giving testimony in courts of law and how the women witnesses to the first announcement of the resurrection of Jesus reacted in spite of what they knew they might face.

Bible Learning

This lesson focuses on the women who came to Jesus' tomb early on the day he was raised from the dead. These loyal followers of Jesus came to finish a common chore for his respectful burial. Read the following verses and ask the questions listed. Engage in sufficient discussion to draw out the ideas presented in the lesson material.

Verses 1-4a: Why did the women not come to the tomb of Jesus until near daybreak of Sunday morning? What caused the women's initial concern at the tomb of Jesus? Why were they perplexed at what they saw?

Verses 4b-5a: Whom did the women see at the tomb and why did their presence startle them?

Verses 5b-7: Why do you suppose God chose angels to tell the news about the resurrection of Jesus? And why tell the news through the angels to the women? How did this series of events affect the minds and hearts of the women?

Verses 8-9: How do you suppose the women managed the composure to listen to, understand, and remember all that the angels said to them?

Verses 10: Who were these women? What relation did they have with the disciples and with Jesus? How might their associations affect what they did when they heard the message from the angels?

Verses 11: Why might we suspect that the disciples' response to the women's report was predictable? In comparable circumstances who might be treated similarly today? Why should we owe a debt of thanks to these women who first reported the resurrection of Jesus?

Verses 12: What turmoil was in Peter's mind as he observed the cloth that formerly was wrapped around the body of Jesus?

Bible Application

What spiritual lessons can we learn from what these women did?

What is your reaction to Paul saying that even though some men preach Christ out of envy and less than pure motives the preaching achieves God's will for the lives of those who hear the message?

What should be our attitude toward other Christian ministries?

Life Response

Why does God want compliant people as His children, as those He most wants as His servants?

Why is it a great benefit to us that God patiently works with us to help us attain a more compliant attitude toward Him and His ways?

Truths to Emphasize

1. Jewish women were regarded as untrustworthy witnesses in a court of law.
2. God chose Jewish women to be the first witnesses of the God-given news that Jesus had risen from the dead.
3. The male disciples rejected the testimony of the women who said Jesus was alive again from the dead.
4. God even uses untrustworthy people to tell others the good news message about Jesus.

Lesson 9 April 27, 2014 **The Road to Emmaus**

Lesson Text: Luke 24:13-35

Lesson Aim

To Know: that Jesus is alive and with us.

To Respond: by experiencing the risen Christ in our lives.

Life Need

Read the *Introduction* and discuss the first two *Questions for Discussion*.

Bible Learning

Use the *Bible Learning* to discuss the *Lesson Text*. Discuss question 3. It might be helpful to use a concordance or an exhaustive cross reference to look for Old Testament scriptures.

Bible Application

Read the *Bible Application* and discuss question 4.

Life Response

Read the *Life Response* and discuss question 5.

Truths to Emphasize

1. Jesus appeared to people after his resurrection.
2. The Old Testament testified that the Messiah must suffer and die.
3. We can experience the presence of Christ in worship and especially in celebrating the Lord's Supper.

Questions for Discussion

1. What do you think Thomas Merton meant by "to be unknown of God is altogether too much privacy"?
2. Talk about an experience you've had where you failed to recognize someone that you know, or when someone who should have recognized you did not. What does that feel like?
3. As a class brainstorm together what scriptures you would turn to in the Old Testament to show that the Messiah had to suffer and die.
4. The author introduces two takeaways from this story – the value of breaking bread together in worship and the value of sharing bread with the hungry – which help us to recognize Jesus. What makes it difficult for us to see Jesus in these things? What other lessons do you find in this story?
5. How will you intentionally make recognizing Jesus in the breaking of bread a central value in your discipleship?

Lesson 10 May 4, 2014
Jesus Appears to His Disciples

Lesson Text: Luke 24:36-53

Lesson Aim

To Know: that Jesus' resurrection is the foundation God uses to bring hope and peace to a troubled world, and that the disciples were overjoyed and renewed with hope when they finally and fully believed that Jesus was alive again from the dead.

To Respond: by making the message of the passion and resurrection of Jesus the central message to take to distressed people in the world.

Introduction

Choose one of the following options to introduce and open discussion of the lesson subject matter:

Option #1: Bring to class news clippings or reports of a tragedy-to-triumph story. Have them discuss the wonder and significance of what occurred, and how people's lives were affected by the event.

Option #2: Give a brief example of a tragedy-to-triumph story and ask the class why they are so widely appealing.

Following discussion on either option above, point out that the passion and resurrection of Jesus is such a tragedy-to-triumph story. Today we will relive how it affected the lives of his disciples.

Bible Learning

This lesson will focus on:

Verse 36: Why was this dramatic entrance an effective way for Jesus to reveal himself alive to his disciples?

Verse 37: Did Jesus overdo his entrance? What other methods could he have used? Why did the way Jesus entered the room cause the disciples to believe they saw a ghost (spirit)?

Verses 38-40: Why did Jesus refer to himself as having "flesh and blood"? What was the purpose in showing the disciples his hands and feet?

Verses 41-43: Why was it a significant gesture for Jesus to eat broiled fish in the disciples' presence? What did it show or prove?

Verses 44-47: Why did Jesus take time to review prophecies written in the Law of Moses, the prophets, and

the Psalms? Why have two other issues Jesus mentioned from the scriptures – three days and forgiveness of sins – become most significant in the church's mission of preaching the gospel?

Verses 48-49: Jesus made his disciples witnesses of all the things they were seeing and hearing that night. Why were they to wait before proclaiming the news broadly?

Verses 50-51: What became significant about Jesus ascending into heaven, leaving his disciples on the earth?

Verses 52-53: What change do we see in the disciples in the last verse compared to 24:11? Why is this change significant to those who would benefit from the gospel message?

Bible Application

Why are the words of Jesus that **the Christ would suffer and rise again from the dead the third day, and that repentance for forgiveness of sins would be proclaimed in His name** more poignant when we understand the context in which they sprang to explicit meaning in the life and ministry of Jesus and his disciples?

Why does knowing for sure that our mortal life is not the end of life give us a whole new perspective of hope on life?

Life Response

Why do people die mentally, spiritually, and eventually physically for lack of hope?

Why is the good news message concerning Jesus a foundational building block to help restore people's broken lives?

What can you do to help bring the good news message concerning Jesus to people in need of hearing it?

Truths to Emphasize

1. The disciples believed all was lost when they saw Jesus suffer severe punishment and die cruelly on a Roman cross.
2. The disciples refused to believe the reports of the women and two men who claimed to have seen Jesus alive again.
3. The disciples believed Jesus was alive again only when they could see him, touch him, and watch him eat food.
4. Fully understanding the passion, death, and resurrection of Jesus leads us to the hope that can overcome all distress in our lives.

Lesson 11 May 11, 2014
The Widow's Might

Lesson Text: Luke 20:45–21:4

LEADERSHIP PATH

Preparation 1

Pray for yourself and your students. Ask for wisdom to understand the material, and a dedicated will to put what is learned into practice. In the space below jot down a few items specifically suited to today's lesson which you want to include in your prayer.

Preparation 2

Take note of some specific personal experiences that came to mind as you studied the lesson. Spend some quality time on re-living those experiences in your memories, recalling times, places, and emotions of all involved. You might also keep watch for and jot down during the week supportive news bites, random thoughts, and personal experiences.

Classroom 1

Work through the lesson as it is presented, beginning with a prayer. Change (rephrase, omit, add your own) questions to reflect your personal preferences, the unique needs of your class, and time constraints. Remember that the lesson format is a suggestion. Let yourself come through as you present the material.

Classroom 2

Here are some potential supports for today's lesson:

(1) Discover and share these songs that have to do, in some form, with rebooting our faith and getting back to what's really important: Mark Bishop's "Take Me Back to That Place" / "If We Are the Body" by *Casting Crowns* / "Love Can Turn the World" by the *Gaither Vocal Band* / "Undo Me" by Jennifer Knapp. If you have Power Point capability, you could play one of the songs in the background while showing animated images which illustrate the lyrics.

(2) Work through each verse of the hymn, "I Would Be True." Look for words and phrases that might be used to illustrate today's lesson (example: verse 2 – "I would be humble, for I know my weakness"). If your classmates enjoy singing perhaps you could sing a verse or two of the song. / Write down the words and phrases as you go along, then center a prayer around them at the beginning or end of class.

(3) Bring in an empty jar and have your class, over time, fill the jar with pennies. Once filled, count the pennies together and donate them to a worthy cause. Label the Jar: "THE WIDOW'S MIGHT - Every Penny Counts"

(4) Other possibilities:

Share images depicting the widow offering her last penny. Several examples from the art world are available online. Do an image search: The Widow's Mite

Think: Communication. How might you illustrate the various ways we humans communicate with one another? How could each one be used to communicate God's love?

Bring in items that illustrate the difference between "ornate" and "simple." For example, if you like to bake, bring in cookies. Make some that are "plain" and some that are "fancy" (iced, with sprinkles, fruit, cut into clever shapes). If you have time, you could even make the plain cookies in the form of Roman *lepta*. Examples of how the coins looked can be found online.

In preparation for next week's lesson you might distribute the comparison of Matthew, Mark and Luke's accounts of the Olivet Discourse. Instructions for downloading are in the next lesson.

Lesson 12 May 18, 2014 The Future of Jerusalem?

Lesson Text: Luke 21:1-24

Lesson Aim

To Know: Jesus warned his disciples of troubles to come and predicted the fall of Jerusalem in A.D. 70.

To Respond: by standing firm in the face of persecution.

Author's note:

I wrote a great deal in the *Life Need* about the way scripture is inspired. To say it in the simplest terms, I believe God allowed His inspired writers a great deal of latitude in their writing. In actuality it doesn't seem that the New Testament writers were always aware of being inspired. John definitely makes the claim of inspiration for the Revelation. But Luke said that he gained his information through research. In 1 Corinthians 7 the Apostle Paul says part of what he is writing is the Lord's words and other parts represent his thinking.

Over time the church recognized certain writings as being from God and those writings were preserved. Much of what was written in the first century has been lost, including at least one of Paul's letters to Corinth.

Another factor in considering whether we have the exact words Jesus spoke is the idea that Jesus might have spoken mostly in Aramaic. If that is the case, then our Greek New Testament translates Jesus' actual words.

Some might be shocked at the idea that we might not have the text of the exact words Jesus spoke on the Mount of Olives that day. Yet I think it helps our understanding to see that Luke brought in a different emphasis than Matthew and Mark in these early verses. If I had to guess, I would say that Matthew and Mark are closer to the actual words of Jesus and that Luke did more editing because he realized how likely it was that his Gentile audience would not understand prophetic speech the way a Jewish audience would.

I hope these thoughts on inspiration don't detract from the lesson. I will suggest that rightly dividing the word of God includes having a good understanding of the way it was written.

Life Need

Read the *Life Need* and use the first two *Questions for Discussion*.

If you downloaded the comparison of Matthew, Mark and Luke you might have your students discuss what they see simply by noting the color coding of the passage.

You can download the comparison at <https://drive.google.com/folderview?id=0B11mKBB5G4ZBc2FQTGowR0hSdDA&usp=sharing>

I know that's a long address to type. Send me an email at gdemmitt@gmail.com and I will send a link. I intend to send a link to our pastors the week before the lesson's date so that they can make it available to you.

Bible Learning

Use the *Bible Learning* to discuss the *Lesson Text*. Use questions 3-8.

Bible Application

Read the *Bible Application* and discuss question 9.

Life Response

Read the *Life Response* and discuss question 10.

Truths to Emphasize

1. The inspiration of scripture
2. Inspiration does not mean that we have a transcription of what Jesus said.
3. Jesus told the disciples that they would face persecution.
4. Jesus prophesied the destruction of Jerusalem in A.D. 70.

Questions for Discussion

1. When you have noticed differences in the ways that Matthew, Mark, Luke and John recorded events in the life of Jesus were you comfortable with the differences? How have you heard these differences explained?
2. What do you think of the idea that the gospel writers had editorial freedom in recreating the words of Jesus?
3. How are Jeremiah's prophecies about the destruction of the Temple similar to Luke 21?
4. What are the differences in the disciples' questions as recorded in Matthew, Mark and Luke?
5. Why would Luke want his readers to know that the end was not near?
6. Give examples of how verses 12-19 were fulfilled in the book of Acts.
7. How does Luke's account of the destruction of Jerusalem differ from Matthew's and Mark's? How are they similar?
8. What does "the times of the Gentiles" mean?
9. What do you think of the idea that the Olivet Discourse includes the destruction of Jerusalem in A.D. 70 while this also allows for a future fulfillment at the end of this age?
10. What difference can this prophecy make in your life this week?

Lesson 13 **May 25, 2014**
Watch!

Lesson Text: Luke 21:25-38

Lesson Aim

To Know: that we must be prepared for the return of Christ and that watching means to do the work which Christ has given us.

To Respond: by watching and working.

Life Need

Read the *Life Need*. Ask your class what effect they think date setting has had on our study of prophecy, on Christians, and on observers outside of the church.

Bible Learning

Read the *Lesson Text* and use the *Bible Learning* as a guide.

Bible Application

Use the questions interspersed throughout the *Bible Application* to discuss the lesson.

Life Response

Ask the four questions under *Life Response*.

Truths to Emphasize

1. Jesus is coming back.
2. There are signs that foreshadow his coming.
3. Watching means working.
4. We need to be telling others that Jesus is going to return.

Life Response

1. Are we seeing signs that point to Jesus' return being imminent?
2. If we do see that, does it provoke us to be more evangelistic?
3. If we really believe Jesus might soon return, immediately or in the near years, how ought that to change our focus and efforts?
4. How vital is it to respond to Jesus' call to "watch," and what might it mean for you?