

THE JEWISH FOUNDATION OF THE LIFE OF MESSIAH

INSTRUCTOR'S MANUAL FOR HOMESCHOOL USE

Based on Arnold Fruchtenbaum's
The Life of Messiah from a Jewish Perspective

Compiled by
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INTRODUCTION TO THE INSTRUCTOR'S MANUAL

GENERAL INFORMATION

- ◆ **This teaching package is specifically designed for use in homeschool co-ops at the high school level.** It is divided into 27 once-a-week classes, which works out well for a fall start and a spring finish.
- ◆ The time required for each class is approximately 2 1/2 hours, which includes time for a 15 minute break and adequate time for the students to complete various suggested activities. If this class time period is too long the teacher may want to consider meeting two times a week and dividing each lesson in half.

MATERIALS

- ◆ Materials for the teacher:
 1. “Ariel’s Harmony of the Gospels” as the text.
 2. A 3” three ring binder with printed cover inserted in front, containing the instructor’s manual, home work, appendices, and worksheets.
 3. The slide presentation in PDF format. Slide presentations are inconsistent across Windows and Mac platforms and even across computers. However, *PDF versions of slide presentations* have the benefit of consistency and can be opened with free PDF readers (such as **Acrobat Reader**). Launch the PDF in any PDF reader, and go to full screen mode to do the presentation. It will work quite well that way.
 4. DVD of “The Life of the Messiah from a Jewish Perspective” by Dr. Arnold Fruchtenbaum.
- ◆ The teacher will find the DVD essential in weekly preparation for teaching.
- ◆ In depth manuscripts from Ariel Ministries which are pertinent are noted throughout. It is recommended, but not essential, that the teacher purchase the manuscript library from Ariel (ariel.org). It will prove to be a valuable resource.

- ◆ Materials for the students:
 1. “Ariel’s Harmony of the Gospels” as the text.
 2. A 3” student three ring binder with printed cover inserted in front, to contain the outline, slide presentation printouts, homework, appendices, and worksheets.
- ◆ It will save time and effort if the teacher gives the students the slide presentation printouts in their entirety at the beginning of the class year.
- ◆ The homework, appendices, and worksheets can also be given out in their entirety at the beginning of the year, or the teacher may decide to give the homework, appendices, and worksheets out weekly. The appendices and worksheets are designed to accompany teaching time in class, so they can be doled out weekly very effectively.

INFORMATION ON THE INSTRUCTOR’S MANUAL

- ◆ The bullet points are major points to be made in presenting the material. Discussion and class interaction is encouraged, and the teacher’s guide gives places where this can occur easily.
- ◆ Discussion questions are merely *suggestions*, both in terms of placement and content. It is encouraged that each teacher put some thought into what would interest their group to discuss. The discussion questions should reinforce the concepts taught in the course.
- ◆ Some of the discussion questions in this guide are looking for specific answers to illustrate the line of teaching, while others are simply meant to encourage discussion and interaction. Where there are specific answers looked for, **they are highlighted in green.**
- ◆ *Teacher tips are also interspersed throughout, in italics.*
- ◆ At the beginning of each paragraph, only *one* of the Gospel accounts is selected for reading due to time considerations. It is absolutely invaluable to read this together, immediately prior to teaching the paragraph. It works well if the class members take turns volunteering to read aloud, while everyone follows along. In this way the material is fresh in everyone’s mind, and the class participation keeps everyone alert.
- ◆ The instructor’s manual is written in the present tense, to create a dynamic of immediacy as the class goes through each event in Jesus’ life.
- ◆ The teacher’s guide is designed to accompany the slide presentation, which are noted in their appropriate place in each lesson.

SP - SLIDE PRESENTATION

- ◆ Where the initials “SP” with a blue caption are present, the presenter is supposed to advance to that slide. *Above is an example.*
 - ◆ Screen shots of the actual slides are interspersed into the teacher’s guide. **Only the slides that contain information other than the basic outline are shown in the instructor’s manual.** The slides that are simply headings are not depicted.
 - ◆ Bullet points are grouped by subject, with dashed lines inserted to indicate the **transition to a new concept**. This is intended to help the instructor visually track the information more easily on the page. *Below is an example:*
-
- ◆ Suggested activities are highlighted in red. *Here is an example:*
 - ◆ **SUGGESTED ACTIVITY:** Have the students do worksheet #__.
 - ◆ Classes #17 and #20 have no **SUGGESTED ACTIVITIES**. The teacher may wish to create their own.
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- ◆ *Teacher Tip: Some classes have many Scripture references to look up. A good way to deal with this is for the teacher to make up numbered slips of paper with a reference on each one and deal them out to the class before teaching commences. Then, each student can bookmark their reference for when the teacher calls their number. The teacher will need to correlate this with his instructor’s manual ahead of time.*

THE FIRST CLASS

- ◆ Class #1 has less material to cover in order to allow the teacher time to incorporate ice breakers for the students to get to know each other.
- ◆ Guidelines for the class should be explained during the first session. The teacher should decide how they will grade the students and explain it to them in the first session.
- ◆ The materials to be used should be distributed and questions regarding them answered.
- ◆ The purpose of the homework should be explained, in that it is meant to prepare each student to more easily grasp the information presented in class. The average duration of time required to complete the homework is 1 1/2 hours per week.

THE JEWISH FOUNDATION OF THE LIFE OF MESSIAH

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15. The Rapture Verses
16. Laws of the Sanhedrin
17. The Theological Significance of Jesus' Death and Burial
18. The Theological Significance of Jesus' Resurrection and Ascension

WORKSHEETS

1. The Gospels are Different in These Ways
2. The Abrahamic, Davidic, and New Covenant
3. The Four Ways the NT Quotes the OT
4. Baptism
5. Jesus' Travels in His First Year of Ministry
6. The Sermon on the Mount
7. The Unpardonable Sin
8. The Five Facets of God's Kingdom
9. Herod the Great Family Tree
10. The Unpardonable Sin Verses
11. Sheol or Hades
12. Isaiah 53:1-12 & 6:8-13
13. The Upper Room Discourse
14. The Final Week
15. Jesus' Family Tree
16. The Sequel

THE SOURCES OF THE GOSPELS

CLASS #1

- ♦ This first class covers the presentation of introductory material and paragraph #1. It is useful for the teacher to introduce every aspect of the course and familiarize its material to the students in this first class.
- ♦ *Teacher tip: It is recommended that the teacher devise a way for the students to get to know each other in this first class. The material presented in the first class will take up a shorter amount of time than the standard class to enable this to happen.*
- ♦ *Teacher tip: Make it a point to ask your students to read every reference aloud, rather than reading it yourself. It is important that students of the Bible learn to easily look up and find references, and reading them aloud helps the student and his hearers process the information.*
- ♦ There are **SUGGESTED ACTIVITIES** in this class. Worksheet #1, “The Gospels are Different in These Ways,” and appendices #1, “Rules of Interpretation” & #2, “John’s Sevens and Three Messianic Miracles” are to accompany paragraph #1.

INTRODUCTION

- ♦ This course is based on Ariel Ministries’ course “The Life of Messiah from a Jewish Perspective” as taught by Dr. Arnold Fruchtenbaum. It is a study of the four Gospels, in the order of events laid down by Luke.
- ♦ In most studies and commentaries the historical background taught is the Greek and Roman context. This works well for many of the books of the Bible, such as the latter part of Acts, Ephesians, Corinthians, and Galatians.
- ♦ *Teacher tip: The use of maps to show the march of history is useful in showing the influences of Greek and Roman culture. Some are included in the course material, but you should feel free to bring in more maps.*
- ♦ However the life of Jesus plays itself out in the culture and setting of 1st century Israel. The four Gospels describe events rooted in a Jewish context. They are written the way they are written because of a specific Jewish frame of reference and the unique culture of Israel in the 1st Century.

- ◆ When the Gospel writers put their pen to papyrus, this Jewish frame of reference was common knowledge to their readers, but over the centuries this common knowledge was lost to the mainstream church.
- ◆ By the time the 4th century rolled around the church began to ignore the Jewish frame of reference, and divisions in the Church began to occur.
- ◆ The meaning of phrases in the scriptures such as “to be born of water” were lost. That phrase and others like it had a specific Jewish meaning, and we will study what those meanings were in the course of this study.
- ◆ **SUGGESTED ACTIVITY:** Refer to appendix #1, “Rules of Interpretation.” Discuss the rules of interpretation which will be adhered to in this course. It is recommended that you go over each rule of interpretation, and look up examples of them together with your students.

MATERIALS

- ◆ The text which we will use is “Ariel’s Harmony of the Gospels,” which is useful in that we can study the events of the four Gospels side by side with each other. This book is based on A.T. Robertson’s “A Harmony of the Gospels,” with the order corrected in a few places where Robertson deviated from Luke’s order.
- ◆ You have received a student binder, in which you have the outline of the course. The Life of Jesus has been divided into ELEVEN major life divisions. Your binder contains printouts of the slide presentation that we will be using, with room for your own notes.
- ◆ *Teacher tip: You might wish to go over the outline briefly, to highlight what the eleven divisions of Messiah’s life are, and to show your students the scope of the study.*
- ◆ Also included in your binder is the homework, which should take you about an hour and a half each week to do. By the end of the course you will have a wonderful resource of valuable information.

APPROACH

- ◆ There are TWO basic ways to approach the Life of the Messiah.
- I. The geographical approach: this approach divides Jesus’ life by the various regions in which He acted, such as “the greater Galilean ministry,” or “the later Judean ministry,” etc. In this approach the focus is more on where Jesus worked, rather than on what motivated Jesus’ actions.

2. The thematic approach: this approach will be used for this study and is based on the theme “Jesus, the Messianic King.” The outline is organized into eleven major life divisions pertaining to this theme. Using this approach, one can more readily see the correlations between the events of Jesus’ life.

SP - EXPLANATION SLIDE

- ♦ Note the captions along with the slide, to show how the outline works visually on the slide presentation.

The slide displays a hierarchical outline on a chalkboard background. At the top left is a Star of David icon. The text is as follows:

- § 3 (Caption: Paragraph number)
- I. The Introduction of the King (Caption: Major Life Division)
- A. The Arrival of the King (Caption: Subdivisions)
- 1. The Genealogy of the King (Caption: Subdivisions)

At the bottom of the slide, it says "Explanation Slide".

SP - THE SOURCES OF KNOWLEDGE / LUKE'S PROLOGUE

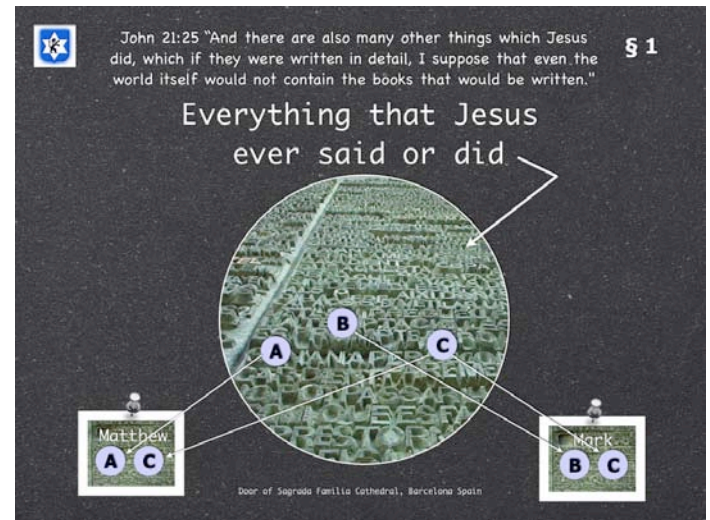
- ♦ Read paragraph #1 (Luke's prologue, Luke 1:1-4).

The slide is titled "Introductory Material" and is labeled "§ 1" in the top right corner. It features a Star of David icon in the top left. The main heading is "1. The Sources of Knowledge Luke's Prologue". Below this, the text of Luke 1:1-4 is presented:

Luke 1:1-4 Inasmuch as many have undertaken to compile an account of the things accomplished among us, just as they were handed down to us by those who from the beginning were eyewitnesses and servants of the word, it seemed fitting for me as well, having investigated everything carefully from the beginning, to write it out for you in consecutive order, most excellent Theophilus; so that you may know the exact truth about the things you have been taught.

SP - THE SOURCES OF KNOWLEDGE

- ◆ The circle represents the life of Jesus, and inside the circle is everything that Jesus ever said or did, as John 21:25 tells us: “And there are also many other things which Jesus did, which if they were written in detail, I suppose that even the world itself would not contain the books that would be written.”
- ◆ Events A, B, and C are EVENTS that happened in Jesus’ life.
- ◆ What we have to realize is that each Gospel writer was SELECTIVE in what they chose to write.



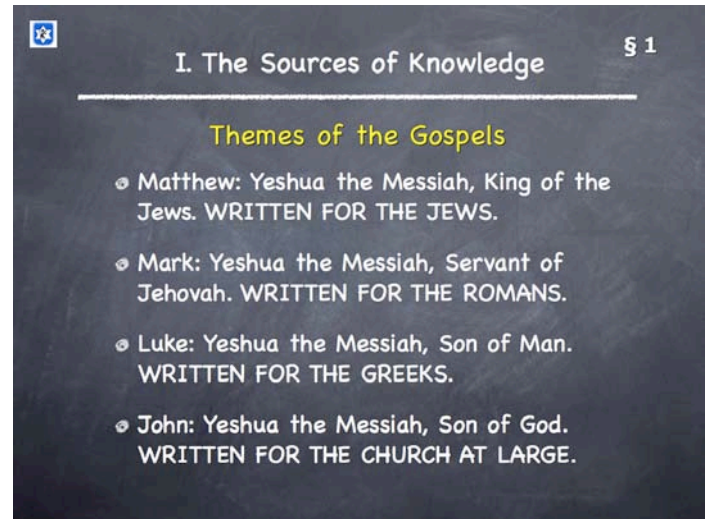
- ◆ Matthew chose events A and C, but not event B, to include in his Gospel, while Mark chose events B and C, but not event A.
- ◆ The events that each Gospel writer chose to select were different based on the THEME they were pursuing and the AUDIENCE they were targeting.
- ◆ They never contradict each other, but they fill in different blanks.

- ◆ Now we will discuss each Gospel writer, and their specific themes and target audiences.
- ◆ **SUGGESTED ACTIVITY:** Ask your students to take out worksheet #1 “The Gospels are Different in These Ways” and use it to take notes on.

SP - THEMES OF THE GOSPELS

- ◆ **Matthew’s Gospel:**
- ◆ Matthew was probably the first Gospel written, possibly as early as 50 A.D., and probably before 70 A.D.
- ◆ Discussion question: Does anyone know what event happened in 70 A.D.? **The fall of Jerusalem and the destruction of the Temple by the Roman army.**
- ◆ Matthew was formerly a tax collector for the Roman government, one who would have been an outcast to Jewish society as such. He would have been able to consort only with disreputable members of Jewish society.

- ◆ Prime AUDIENCE: the first believers who had need of the Gospel, Jewish believers.
- ◆ Emphasis: Matthew's EMPHASIS was on Jesus' fulfillment of the role of Messianic King.
- ◆ The early days of the Church were spent primarily in Jerusalem, and the believers there had direct access to the apostles for information about Jesus.
- ◆ However, upon the stoning of Stephen in Acts 7, many of these Jewish believers were dispersed to places such as Syria and Lebanon.
- ◆ They then had need of an authoritative biography of Yeshua, which Matthew gave them in his Gospel.
- ◆ Matthew's account supports the THEME of Jesus the Messiah, King of the Jews in several ways.
- ◆ Matthew quotes the Old Testament or the Tanakh (the 5 books of Moses, the Prophets, and the writings) over 60 times and makes extensive use of messianic prophecies to show that Jesus was really the Messianic Davidic King.
- ◆ Many Jewish people were asking, and still ask today, if Jesus was the Messiah, where is the Messianic Kingdom promised?
- ◆ Matthew explains the Kingdom program and the delay of an earthly Messianic Kingdom.
- ◆ He also relayed Jesus' words which warned of the impending judgment of 70 A.D. (Matthew 22:7, 23:36-38), which uniquely concerned the Jewish nation.



◆ Mark's Gospel:

- ◆ Tradition tells us that Mark's Gospel was written in Rome.
- ◆ Mark was Peter's right-hand man, or amanuensis (scribe). He was a first-hand witness of Peter's teachings. Peter called him "my son Mark."
- ◆ Mark's THEME was Jesus the Messiah, the servant of Jehovah.
- ◆ Prime AUDIENCE: the Romans.
- ◆ EMPHASIS: Mark portrayed Jesus in the framework of the ideal Roman, who valued being able to receive a commission and carry it out quickly.

- ◆ Romans were more concerned about a man's abilities than his lineage. Roman society was achievement oriented.
 - ◆ Mark focused on Jesus' actions, to meet the action mentality of the Romans.
 - ◆ Mark used the phrases "straight away, forthwith, and immediately" 42 times, conveying a sense of urgency in getting the mission done.
 - ◆ While presenting Jesus as one who appeals to a Roman mindset, Mark did not fail to accent Jesus' Jewish background.
 - ◆ Mark explains Jewish customs to the Romans in his Gospel.
 - ◆ Mark also used passages from Isaiah to portray Jesus as the suffering servant of Jehovah.
 - ◆ Isaiah's favorite title for Messiah was "the servant of Jehovah, or the servant of the Lord."
 - ◆ Mark used this motif of Messiah as a servant carrying out the mission He was called to perform.
-

◆ **Luke's Gospel:**

- ◆ Luke was a physician. He was the first trained medical missionary, accompanying Paul on some of his journeys.
- ◆ Luke may have been from Antioch. Theophilus, to whom he addressed his Gospel, was a wealthy government official in Antioch. He also addressed the book of Acts to Theophilus.
- ◆ **THEME:** Jesus the Messiah, the Son of Man.
- ◆ **Prime AUDIENCE:** the Greeks in general, Theophilus in particular.
- ◆ **EMPHASIS:** Luke presented his Gospel in terms that Greeks could relate to.
- ◆ The Greeks were famous for two things: being historically minded and for their concept of the ideal man.
- ◆ In terms of history, the Greeks were the main source of recorded history, even for the histories of other nations such as Egypt.
- ◆ The Greek concept of the ideal man was:
 1. A man who was fully self disciplined both mentally and physically.
 2. A man who was capable of deep thought.
 3. A man who was capable of great activity.
- ◆ They originated the Olympic games along these ideals.

- ◆ There were already narratives available when Luke wrote his Gospel, and he used both Matthew and Mark, who were not concerned about the chronological order, as well as eyewitness accounts.
 - ◆ Luke saw the need to lay out the events of Jesus' life in order. The Greek word used for "order" is CHRONOLOGICAL or CONSECUTIVE order.
 - ◆ Discussion question: What does "chronological" mean? **Of, relating to, or arranged in or according to the order of time.**
 - ◆ Whenever there is a discrepancy in the order of events rendered in the Gospels, Luke may be taken as authoritative, as he alone makes the statement that the events are in consecutive order.
 - ◆ Luke had access to Mary, as he tells the reader what Mary was thinking in his account.
-

- ◆ Luke shows concern for three things that the other gospel writers do not:
 1. He shows concern for Jerusalem, recording events and teachings about Jerusalem that the others leave out.
 2. He shows concern about Gentiles and had Paul's concern for Gentile evangelism. He travelled with Paul and shared Paul's calling.
 3. He shows concern about women and records events involving women that the others chose not to record.
 - ◆ We will highlight these themes as we study Luke in this course.
-

◆ **John's Gospel:**

- ◆ John was one of Jesus' closest associates and His cousin.
- ◆ John's THEME: Jesus the Messiah, the Son of God.
- ◆ Prime AUDIENCE: the Church.
- ◆ EMPHASIS: John emphasized the Deity of Jesus.
- ◆ His main concern was to record the things that Mark, Matthew, and Luke had left out, namely Jesus' teachings, sermons, and messages. He is the one who focuses on Jesus' words more than His works.
- ◆ **SUGGESTED ACTIVITY:** Use appendix #2, "John's Sevens and Three Messianic Miracles," to augment this section.

♦ John develops two sub-themes:

1. The conflict of light and dark.
 2. That Jesus came to reveal the Father to men.
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♦ The Gospel of John is beautifully and deliberately designed, and he works with three sets of seven:

1. Seven signs.
2. Seven discourses.
3. Seven “I am’s.”

♦ Most commentaries credit John’s Gospel with containing concepts taken from Greek philosophy. In our next lesson we will see that his insights were taken from Jewish theology and not Greek philosophy, as we study John 1:1-18.