



Mark

Teacher's Manual

Written By
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Guide For Teachers

Your Workbook

It is recommended that you write notes for yourself in a larger notebook to teach from. You will want to cover some portions of the text that is not touched on in these questions. Do not feel obligated to discuss every question in the workbook, especially if you prefer some of the activities from the text. Manage your time by choosing what you want to accomplish in each class.

Class Starters

These should not take more than 5 minutes. 2-3 minutes is great.

Class Activities

You will not get to any of these if you don't plan. Manage your time in the text. You don't have to cover everything in the chapter to have a profitable class.

Other

This study is one quarter plus 4–5 weeks long (5 weeks if there is a meeting in the middle of it). It is intended to be followed by a 7–8 week study called *Giving God Control* based on Colossians 3. The teacher is to select 7–8 studies from that book to finish the second quarter of material.

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CLASS STARTER

Review who wrote the book and the reason why it was written.

QUESTIONS (in student workbook)

1. Who was Isaiah's prophecy about (v.1–3)?
2. What was his message (v.4–8)?
3. What happened at Jesus' baptism (v.9–11)?
4. What is meant by "they left their nets" (v.18) and "they left their father" (v.20)?
5. Why were people amazed at Jesus (v.22–28)?
6. Why had Jesus come to the earth (v.38)?
7. From verses 44–45:
 - A. Why did Jesus command he not tell anyone? What was the result of this man's disobedience?
 - B. Why did Jesus command he show himself to the priest?

CLASS ACTIVITIES (optional at your discretion)

Baptisms What were the differences in John's baptism and Jesus'? Include Acts 19:4–5. Explain "baptize you with the Holy Spirit" (Mark 1:8).

Testimony of Jesus Discuss the importance of testimony in a court of law, especially the testimony of many witnesses. Then examine the testimony in this reading about Jesus: from John (v.7–8), from God (v.11), from the demon (v.24), from the people (v.28) and from the leper (v.45). End this portion of discussion by applying to our need to testify to others about Jesus.

Not Permitting Demons To Speak Connect 1:34 to 1:24–25. Have students state WHY Jesus did not want the testimony of demons.

CLASS STARTER

From chapters 13–15, use one of the class activities which you have not covered. If desired, skip the starter today to allow more time for a review at the end.

QUESTIONS (in student workbook)

1. On what day of the week did Jesus resurrect (16:1–2)?
2. What concern did the women have (16:3)? How was this dilemma solved (16:5–7)?
3. Who did the women meet at the tomb, and what did he say (16:5–7)?
4. What was the reaction of the women (16:5, 8)?
5. Which other individuals saw Jesus (16:9–13)? What reaction did their reports receive?
6. What was Jesus' response to their disbelief (16:15)? Why should they have believed (Luke 14:28)?
7. Who does Jesus say will be saved (16:16)? How is this verse abused/twisted by those who contend we are saved by faith alone?
8. What sign will accompany the believers (16:17–18)? Try to give an example of each from the book of Acts. Are we to possess these abilities today (see 1 Cor. 13:8–13)?
9. What was the purpose of these miracles (16:20)?

CLASS ACTIVITIES (optional at your discretion)

Prepare a review activity limited to the trials, crucifixion, and resurrection. You choose a format to conduct it in. Three are suggested below, or use another. Prepare many questions in advance (40–50). Sample question: What gospel story found in Luke 24 is mentioned in Mark 16:12 (read verse)?

Questions/Answers Go around the room asking specific questions of each student. This enables you to ask questions you think they should be able to answer, or attempt to "stump" a knowledgeable student.

Random Questions Organize your questions into categories like "easy, hard, hardest, fact, concept, which person" (etc.). Use categories to randomly ask students questions (you may want to have them roll a dice to determine their category). Divide a larger class into 2–3 teams. Define how you will "score" if you desire to keep up with points.

Hot Seat One person sits in the designated "answering chair." They can only stay till they miss an answer. Students attempt to get the longest streak of correct answers. This can be enhanced if you wish by giving students/teams some "lifelines" of (A) skip a question, (B) ask someone else, (C) multiple choice (you must give them three or four choices to pick from), or some other option you create.

CLASS STARTER

Discuss some of the nature of first century politics in Jerusalem. For example, after the Jewish council condemns Him, why did Jesus have to stand trial before Pilate? Indicate how, under Roman Law, a sentence of death could not be levelled by an occupied nation, only by Roman authorities. State Pilate's position in the government and his awareness of the political issues before him surrounding Jesus (15:10–11).

QUESTIONS (in student workbook)

1. How did Jesus answer the question, "are you the king of the Jews" (15:2)? What was the reaction from the Jews?
2. Did Pilate find Jesus guilty or innocent (15:12–15)? What does this say about Pilate?
3. How did the Roman soldiers mock Jesus (15:16–20)?
4. Why did Simon of Cyrene have to bear Jesus' cross (15:21)?
5. At what time was Jesus crucified (15:25)? When had He last slept?
6. What Scripture was fulfilled (15:28)? why is this detail included in the account?
7. What mocking statements were spoken to Jesus while on the cross (15:29–32)?
8. How long did Jesus last before dying on the cross (15:25, 33–34)? Why is this detail important (15:44)?
9. What did the Centurion say (15:39)?
10. Who was given charge of Jesus' body (15:42–47)? What do we know of him? What did he do with Jesus' body?

Class Activities (optional at your discretion)

What's Not Included Ask students to relate details from the other gospel accounts that are not included in Mark's account of the crucifixion.

Veil Of The Temple Torn Have students identify what the veil of the temple was (15:38). They should also give the importance of it being torn into, and from top to bottom. You are encouraged to study about the material and dimensions of the veil which indicate how hard it was to tear.

CLASS STARTER

Begin class by speaking of how much we disdain tax collectors today (I.R.S.). Ask if any are working and how much is pulled out of their paychecks for taxes. Inform them of what an audit is and how taxation can negatively effect someone. Then speak of the poor practices of tax collectors in the first century (anything they collect above their "contract" was their profit). Then read Mark 2:14 and discuss how Jesus called a tax collector and how significant Levi's following Him was. Indicate Levi is Matthew.

QUESTIONS (in student workbook)

1. Who gathered to see Jesus (v.1–12)?
2. Describe the healing of the paralytic. What did the people see?
3. Why did Jesus say "your sins are forgiven" (v.5–11)?
4. Why did the Pharisees have a problem with Jesus eating with sinners and tax collectors (v.16)?
5. Why did Jesus' disciples not fast (v.18–21)?
6. What "unlawful" activity were the disciples supposedly committing (v.23–27)?
7. How is Jesus "Lord...of the Sabbath" (v.28)?

CLASS ACTIVITIES (optional at your discretion)

Eating With Sinners (based on verse 16–17) Discuss the application of Jesus' teaching to our lives. Indicate a genuine concern for a good reputation (citing some New Testament passages), but also the need to speak to those who are sinners and in need of the gospel. Discuss how we sometimes can be guilty of prejudging an individual as one who will not listen or accept the truth, yet Jesus ate with known sinners and tax collectors giving them an opportunity to decide for themselves if they would be obedient.

Figurative Lessons (from verses 21–22) Have students attempt to explain each figure and give the meaning in the context related to verses 18–20. This is an area you will need to pre-study and be able to understand yourself. Compare to Jesus' figurative teaching in parables - a memorable way to teach which Jesus often used.

Purpose Of The Record Have students consider all four events in chapter 2 (healing of paralytic, eating with sinners, disciples not fasting, and disciples picking grain). Why would these four events be included in such a simple way, grouped together like this? Review the intent of Mark's gospel and how this fits in. Basically, look for larger themes within the chapter and book.

CLASS STARTER

Revisit lesson one, class activity number three. If not done during lesson one, do it now. If completed in lesson one, a short review here is appropriate adding Mark 3:11–12 stating this seems to have been the common practice of Jesus.

QUESTIONS (in student workbook)

1. Why did Jesus heal the withered hand (v.5)? What was the reaction from the Pharisees and Herodians (v.6)?
2. What was Jesus' reputation among the people (v.7–10, 20)?
3. Use a map to identify all the locations people came from in order to see Jesus (v.7–8).
4. Who came to take custody of Jesus and why (v.21)?
5. How did the Scribes claim Jesus was able to cast out demons (v.22)? What was Jesus' response to this claim (v.23–27)?
6. What was Jesus' response to His family (v.31–35)?

CLASS ACTIVITIES (optional at your discretion)

Jesus' Anger (based on v.5) Ask students: Is it a sin to be angry? Discuss the kinds of things that make the students angry (or yourself) and compare with what angered Jesus. Bring to the discussion the spiritual difficulties with being angry based on James 1:19–20, Ephesians 4:20, and Ephesians 4:31.

The Twelve Apostles This activity is designed to review/teach students to name the apostles. The goal is that they will recognize the names of the apostles quickly. Prepare small cards (old business cards or something the size of a playing card), preferably on a cardstock material (a cut manila folder will suffice). Plan to use about 30 cards. On one side of each card place a name from Mark 3:13–19. Include all the names: Simon on one card, Peter on another; James, Zebedee, Boanerges (from v.17); even Zealot (from verse 18). Include Matthias (Acts 1) and Paul (Rom. 1:1). Then add many wrong answers using Bible names such as Barnabus, Timothy, Silas, etc. In class, place the “deck” names-down on a table.

Option #1 - If in a small class, have each student sort the cards into two piles (apostles and non-apostles) as quickly as they can. Should only take each student a minute or so.

Option #2 - If in a larger class, divide the class into groups of about four students each (be careful to only put one student in each group that is very knowledgeable of this material). Each group is to go through the “deck” and sort out the apostles as quickly as possible. One student in each group (the more knowledgeable one) is to put cards on top of each other when two names are of the same person (such as Simon and Peter; Saul and Paul).

If Time Allows consider discussion of the following: qualifications of an apostle (Acts 1:21–22), and who is an apostle today (considering claims of men today).

CLASS STARTER

Have students explain the Jewish festival of the Passover. Include it's beginning (Ex. 12), and particularly about food to eat during the observance (unleavened bread). Why did God memorialize this event? Explain the symbolism then of 1 Corinthians 5:7.

QUESTIONS (in student workbook)

1. What was the thinking of the Jewish leadership about Jesus (14:1–2)?
2. What good deed did a woman do to Jesus (14:3–9)? Explain Jesus' meaning in 14:8.
3. How did the disciples find a room to hold their Passover meal (14:12–17)?
4. What might Judas have been thinking as they reclined at the table (14:17–21)?
5. What did Jesus do before partaking of the bread and fruit of the vine (14:21–25)? Why?
6. What was Peter's response to Jesus saying “you will all fall away” (14:27)?
7. What caused Jesus to be deeply grieved (14:34)?
8. In what way did Jesus condemn the actions of those arresting Him (14:43–50)? Why did this happen this way?
9. As Jesus stood before the Jewish council, relate what arguments were leveled against Him, and what He was eventually charged with (14:55–65). How did the Jewish leaders break the Law and abuse the accused?
10. What caused Peter to weep (14:66–72)?

Class Activities (optional at your discretion)

Lord's Supper Read quotes or watch a video about the Catholic doctrine of Transubstantiation. Discuss how “this is My body” and “this is My blood” are figurative (it was not transubstantiated for the disciples). Likewise, indicate how only Catholic priests drink of the fruit of the vine when 14:23 says they all drank from it. Have students answer: Why does Jesus call it “My blood of the covenant” (14:24)?

Prayer Discuss what is learned from Jesus about when to pray and for what things (14:35–39). Focus in on 14:35 and 38.

Vacillating Faith Discuss how God wants committed followers, perhaps looking at a few passages that teach this point. Consider Mark 14:31, 47, and 66–72 considering how Peter's faith vacillated in one day. Strongly point out the dangers of being with the wrong company, warming hands at the fire of the wicked. Review 1 Corinthians 15:33.

CLASS STARTER

Bring to class an image of the wailing wall in Jerusalem, and a description of Herod's Temple in Jerusalem (printed or displayed). Know the dimensions of the "stones" the disciples would have seen (13:1) (dimensions of foundation and individual stones). It took 46 years to build (John 2:20). Try to determine some of the materials used and finishes. Include some mention of the stairways and gates.

QUESTIONS (in student workbook)

1. What did Jesus prophesy about the temple (13:2)?
2. What was the question of the disciples about (13:3–4)?
3. What facts in relation to the prophecy (13:2) does Jesus reveal?
 - A. About false Christ's (13:6)
 - B. About wars and devastation (13:7–9)
 - C. About the apostles (13:9–11)
 - D. About believers (13:12–13)
 - E. About citizens of Jerusalem (13:14–19)
4. What will happen "after that tribulation" (13:24–27)?
5. What did Jesus want the disciples to learn from the parable of the fig tree (13:28–30)?
6. What is meant by "My words will not pass away" (13:31)? How does this compare with John 12:48?
7. Three times Jesus says "be on the alert" (13:33, 35, 37). Should this be our attitude? What is this telling us to do?

Class Activities (optional at your discretion)

See To It That No One Misleads You Discuss how Mark 13:4–23 are used to mislead many regarding the second coming of Christ. Speak of how this fits the error of the so-called "tribulation period" before Christ's return and 1000 year reign. Be certain to point out the errors of these doctrines from this context. It cannot be the second coming because the instruction is to flee to the mountains (13:14). You may wish to use some short video of a false teacher.

Destruction Of Jerusalem In A.D. 70 Prepare a short factual account of the Roman destruction of Jerusalem in A.D. 70. This is what Jesus was prophesying about (13:2) and referring to (13:6–23).

Christ's Return (13:24–27) From the Old Testament quotations, give the meaning. Compare with 2 Peter 3:10–13. Compare with His coming in the clouds (Acts 1:11; 1 Thess. 4:16–17). Provide some time for general questions about the return of Christ compared with false doctrines.

CLASS STARTER

Ask students: What was Jesus' teaching style? (looking for "parables" v.2) Lead students in a brief discussion of (A) what is a parable, (B) The benefit of teaching in parables (easily remembered, usually easily understood), and (C) How we still teach in modern parables.

QUESTIONS (in student workbook)

1. Identify the meaning of the following aspects of the parable of the sower (4:3–20).
 - A. What was sown?
 - B. What happens to the seed on the roadside?
 - C. What happens to the seed on rocky places?
 - D. What happens to the seed among the thorns?
 - E. What happens to the seed on the good soil?
2. From 4:12, why do some not perceive or understand parables?
3. Explain how 4:21–22 relate to Jesus' teaching in parables.
4. What point is Jesus making about the kingdom?
 - A. 4:26–29
 - B. 4:30–32
5. From 4:35–41, what causes Jesus to say "How is it that you have no faith"?

CLASS ACTIVITIES (optional at your discretion)

30, 60, 100 (4:20) Discuss why the good soil produces differently. Lead students to understand some are more zealous, some are more deeply faithful, some are more active. Relate to why some men choose to preach and some do not, but both are faithful. Ask where the students are, knowing the seed has been sown.

Your Standard Of Measure (4:24–25) Discuss the meaning of the verse, being sure to ally to students. Be sure to include HOW more will be given.

Miracles & Parables Have students identify the relationship between these two very strong aspects of Jesus' ministry. (Looking for: miracles to cause belief so they would listen to His teaching.)

He Who Has Ears To Hear (4:9) Ask students: "Why didn't God just tell us everything directly"? Why did He speak in parables? Lead discussion to understand how God want us to study His word, and understand as we learn to listen. Bring other references to aid this understanding.

CLASS STARTER

Lead students into a brief discussion about demon possession. Include how it was not a disease (such as epilepsy) and that removing a demon was different than a healing. Speak of how these possessions are threaded throughout the gospel and Acts and was made apparent by God being among men (Jesus and the Holy Spirit). If you choose, you can address Catholic Exorcisms, modern film portrayals, and other aspects that do not accomplish what Jesus and the apostles were doing.

QUESTIONS (in student workbook)

1. What is revealed about the man possessed of unclean spirits (5:1–5)?
2. How did the unclean spirits respond to Jesus' arrival (5:6–13)?
3. Why did the people of the region ask Jesus to leave (5:17)?
4. Jesus had previously forbid others to tell of their healings (1:44). What did Jesus want the demon possessed man to do (5:19–20)?
5. How was the woman with a hemorrhage healed (5:25–34)?
6. What miracles happened to Jairus' daughter (5:21–24, 35–43)?

CLASS ACTIVITIES (optional at your discretion)

Ask Students: Why might Jesus be willing to allow the Legion to go into a Jewish owned herd of 2000 swine? Review the Old Law prohibition against eating swine.

Discuss What Jesus Reveals Of Himself while a miracle occurs (5:30). Ask students: Did Jesus know who touched Him (being deity)? If so, why did He ask? Consider what she did by faith, and compare to what we will do by faith.

Ask Students: Why did Jesus tell Jairus, "do not be afraid any longer, only believe" (5:36)?

Modern Faith Healings Find a video of Binny Hinn or some other "faith healer" performing a healing to show to the class. Compare modern false healers with the two miracles of healing in this text. See similarities to woman with hemorrhage, and differences with Jairus' daughter. Be sure to note everyone knew the little girl was dead.

CLASS STARTER

Ask students: What is a parable (word used in 12:1). Answer should be "an earthly story with a heavenly meaning" (or something similar). Speak of the importance of parables in teaching as illustrations. Mention the need to not press imagery too far to get a wrong idea, or to take imagery as literal and get a wrong idea. Refer to Mark 4:2, and the "starter" for the lesson on Mark 4.

QUESTIONS (in student workbook)

1. Identify the meaning of the following aspects of the parable of the vine growers (12:1–12).
 - A. Who is meant as the owner of the field?
 - B. Who is meant as the vine growers?
 - C. Who are meant as the slaves sent to the vine growers?
 - D. Who is meant by the Son who was sent and killed?
 - E. What strong point is made (as the application of the story? (see 12:9–11)
 - F. Who was Jesus speaking against and what was their reaction?
2. What was the first "trap" in which some attempted to "catch" Jesus (12:13–17)? How does Jesus avoid the trap?
3. What was the second "trap" set for Jesus (12:18–27)? How does Jesus' response show the error embedded in the question?
4. Was the question of the Scribe (12:28) genuine or another "trap"? What is Jesus' answer?
5. What teaching error of the Scribes does Jesus correct when in the temple (12:35–40)? What was the reaction of the people? What was Jesus' warning about the Scribes?

Class Activities (optional at your discretion)

Note For Question #2 The trap seems to require Jesus to pick political sides. To choose to support roman rule (pay the tax) or Jewish independence as God's chosen nation (not pay the tax). Most Jews hated the taxes of the Romans, but Pharisees and Herodians accepted it. You may choose to discuss with students what should be a Christian's proper view and behavior regarding taxes.

Greatest Commandments

- A. Why are these the greatest (12:29–31)? Include Matt. 22:40 in the discussion.
- B. Have students tell how we love god with all heart, all soul, all mind, and all strength (four different questions).
- C. Have students tell how to love your neighbor as yourself.
- D. Discuss the statement from the Scribe in 12:33. Why are these more important than offering and sacrifices?

Greater Condemnation (based on 12:40) Why greater? Compare with James 3:1. Discuss with students our need to obey all we know from Scripture.

CLASS STARTER

Maps (again). Use an enlarged map of Jerusalem to locate:

- Bethpage
- Bethany
- The mount of Olives (11:1)

QUESTIONS (in student workbook)

1. How was Jesus received as He came into Jerusalem (11:1–10)?
2. Explain the quotation in 11:9–10 from Psalm 118:26. Specifically know what “Hosanna” means in the Greek. Use www.blueletterbible.org or another resource looking at Strong’s Greek definition.
3. Why was Jesus upset (11:15–17)? What was the reaction from (A) the chief priests and scribes, and (B) the whole crowd (11:18)?
4. What did Jesus do by the power of the spoken word (11:12–14, 20–21)?
5. What important points about prayer are taught by Jesus (11:22–26)?
6. What “things” were the chief priests and Scribes concerned about (11:27–28)?
7. Why wouldn’t Jesus tell them by what authority He did these things (11:29–33)?

CLASS ACTIVITIES (optional at your discretion)

Authority Lead students to understand why the question of the chief priests was a good question. Have students answer by what authority we:

- Have a plurality of elders
- Pray in Jesus’ name
- Partake of the Lord’s Supper every Sunday
- Teach baptism is for the forgiveness of sins.

Students should provide scripture as an answer. You should be prepared with Scriptures and additional examples.

Last Week Lead a discussion helping students understand this was the first day (11:1–11) and second day (11:12) of Jesus’ last week. You may wish to create a chart for the remainder of the week leading to the resurrections on Sunday. If you choose to use a chart, revisit this chart at the start of each new day as you move through the remainder of the lessons.

Forgiveness (11:25–26) Generally discuss our need to be forgiving. Bring other passages to the discussion. Have students apply to siblings, parents, friends, enemies, brethren.

CLASS STARTER

Present Catholic teaching which says Mary was a perpetual virgin (quote a citation). Also give evidence from false doctrines that present Jesus’ siblings as step-siblings from Mary’s supposed second marriage. Point to 6:3 and the knowledge of the home town, and to Jesus’ statement on the cross for John to take care of Mary (John 19:26–27) indicating she did not remarry.

QUESTIONS (in student workbook)

1. What truth is seen in Jesus’ statement in 6:4 (consider with 4:6)?
2. When Jesus sent the twelve out in pairs: (A) Why the instruction in 6:11, and (B) What was their message?
3. What did the people think of Jesus (6:14–16)?
4. Why was John the Baptist beheaded (6:17–29)?
5. Why did Jesus have compassion on the crowd (6:34)?
6. Explain the extent of the miracles in 6:38–44.
7. From 6:45–52: (A) What terrified the disciples, and (B) What astonished them?
8. How were people being healed (6:53–56)?

CLASS ACTIVITIES (optional at your discretion)

Ask Students: What insight should the disciples have gained from the incident of the loaves (6:52)? Have students tell the meaning of the disciples’ heart being hardened. Relate/compare to our heart and the insights we should gain from this chapter.

Race To The Top On the white board place two vertical lines with 6–10 segmenting lines. Divide students into two groups. For each correct answer, place a colored circle or dot on each segment of the line. No penalty for a missed question. First team to the top of their vertical line wins. Prepare multiple choice questions from chapter 6, making answers very similar. 10–20 questions should be a minimum number. You don’t want to run out of questions. Samples:

1. What food did the disciples find: (A) 2 loaves, 5 fish (B) 5 loaves, 2 fish (C) none
2. Herod kept his promise because (A) personal integrity, (B) love for daughter, (C) his guests, or (D) hatred of John

Unscriptural Marriage (6:17–18) Relate how Herod and Herodias were married, but it was not a God-approved marriage. What would John have been teaching as a solution to their unlawful marriage? Relate to adulterous marriage today (Matt. 19) which must be left to be right with God.

CLASS STARTER

Have students relate who/what the Pharisees were. Be prepared to share some basic information about the sect, and perhaps about the Sadducees also. Be sure to refer to the “cleans themselves” (7:4) from the market place not being about dirt, but about contact with sinners in the market place.

QUESTIONS (in student workbook)

1. What were the Pharisees upset about (7:1–5)?
2. What does Jesus teach regarding traditions (7:6–13)?
3. What passage does Jesus quote in 7:10)?
4. What does Jesus say defiles a man (7:14–23)? How does this relate to 7:1–5?
5. Why did Jesus deal the Syrophonician woman’s daughter (7:24, 30)? Consider Matthew 15:28.
6. What was the result of Jesus ordering people to not tell anyone about the miracle (7:36–37)?

CLASS ACTIVITIES (optional at your discretion)

Catholic Tradition Cite Catholic teaching which states church tradition is law. Relate to this passage. Ask students: How does a tradition become a tradition when contrary to Law? (i.e. wouldn’t it at first be a breaking of the law which is ignored?) Emphasize “setting aside” (7:9), “neglecting” (7:8), and “invalidating” (7:13).

Have Students Identify or create a list (board or poster) with two categories: (A) God’s Law, and (B) Precepts of Men. Prepare a list of doctrines which students are to categorize. Include some obvious doctrines of men, obvious laws of God, as well as traditions in the church which are not laws of God (such as song books, assembly times, number of assemblies, bible classes, lengths of prayer).

CLASS STARTER

Maps. Have students identify on a map:

- Gennesaret (6:53)
- The region of Tyre (7:24)
- The seal of Galilee, within the region of Decapolis (7:31)
- The district of Dalmanutha (8:10)
- Caesarea Philippi (8:27)
- Capernaum (9:33)
- The region of Judea and beyond the Jordan” (10:1)
- Jerusalem (10:32) [particularly understanding the “going up” to Jerusalem]

QUESTIONS (in student workbook)

1. What question did the Pharisees ask (10:2)? What was Jesus’ answer?
2. Please explain in your own words the teaching of 10:11–12.
3. Does the kingdom of God belong to children? Explain 10:14–15.
4. What question is Jesus asked (10:17)? What was Jesus’ answer?
5. Jesus said, “How hard it is to enter the Kingdom of God” (10:25). List three reasons why you think it is hard.
6. What might we have to leave in order to follow Jesus (Be ready to discuss 10:28–31).
7. Identify the specific things Jesus prophesied would happen at Jerusalem (10:33–34).
8. What was the “cup” or “baptism” Jesus spoke of (10:38–39)?
9. Who does Jesus say will be great (10:43–44)?
10. How did Bartimaeus receive his sight (10:46–52)?

CLASS ACTIVITIES (optional at your discretion)

Who Can Be Saved (10:23–27) Have students identify who is “wealthy” (should include us compared to world standards). Have students identify “the kingdom of God.” How hard will it be? Discuss the given analogy (10:25) and the apostles reaction (10:26). Why is it “possible with God” (10:27)? Who can be saved?

Selfishness Discuss how the request of James and John was selfish (10:35–37). What was the result of this selfishness in their relationships with others (10:41–ff). Help students see how our relationships are harmed by our selfishness.

Why Did Jesus Come To Earth (10:45) Be sure students understand “ransom.” Have students state how Jesus “served” as a “ransom” then look at 1 Tim. 2:6; 1 Tim. 1:15; Mark 2:17; Luke 19:10, John 12:27, Matt. 5:17; Gal. 4:4–5, John 3:16–18. You may desire to create a poster from this activity.

CLASS STARTER

Ask students: What is the “Kingdom” (9:1) which Jesus was going to establish? When would He establish it? (If you choose, you may wish to start with a 60 second video of a false teacher proclaiming how the kingdom has not yet been established.)

QUESTIONS (in student workbook)

1. Describe the transfiguration. What did the disciples see? How did they recognize them?
2. What was wrong with Peter’s idea (9:5–7)?
3. What statement of Jesus caused discussion among the disciples (9:9–10)?
4. What problem did the disciples have (9:14–18)?
5. What did Jesus do for the father (9:20–27)?
6. What heart issue caused the disciples problem (9:28–29)?
7. Why were the disciples afraid to ask Jesus about the resurrection (9:30–32)?
8. Who is greatest among the disciples (9:33–37)?
9. What does Jesus indicate should be done to those who cause a little one to stumble (9:42–48)?

CLASS ACTIVITIES (optional at your discretion)

Elijah Must Come First (9:11–13). Ask students: Who was Elijah? (Expect answers about the Old Testament prophet. Be familiar with some of his story.) Ask students: Why would the disciples now want to start asking about Elijah? (Refer to the transfiguration.) Point students to Matthew 11:7–14.

Lack of Trust/ Faith (9:14–29) Discuss how the disciples’ inability/failure created disbelief in others (9:19, 23). Relate to how we can cause others to disbelieve by our lack of faith. Try to provide 2–3 examples for students to discuss.

Salty Christians (9:49–50). Discuss Jesus’ statement “have salt in yourselves” and how this relates to being at peace.

CLASS STARTER

Review - open Bible. Have students quickly identify from Mark 1–7 as many miracles as they can which were performed by Jesus. You should prepare a list in advance. They are to identify which chapter it is in. The purpose is to emphasize how many miracles we are told about.

QUESTIONS (in student workbook)

1. Had the people gathered to Jesus in order to be fed (8:1–10)? Is this passage authoritative for the church feeding the hungry?
2. Why did Jesus say “no sign will be given to this generation” (8:12)? Compare with Matthew 12:39–40.
3. What point was Jesus making with the disciples about bread (8:14–21)?
4. How did Jesus heal the blind man (8:22–26)?
5. What prophecy did Jesus make (8:31)?
6. Why is Peter called Satan (8:32–33)?
7. Explain 8:35.
8. How do we demonstrate we are ashamed of Christ and His words (8:38)?

CLASS ACTIVITIES (optional at your discretion)

Who Is Jesus? Ask students: Who were people saying Jesus was (8:28–29). Bring to class quotations of how some continue to deny who Jesus is. Particularly Muslim and Jewish belief that Jesus was just a prophet. Have students provide evidence that Jesus was Christ. Be prepared to point to evidence if they cannot.

Come After Me (8:34) Have students identify what each statement means: (A) Deny himself, (B) take up his cross, (C) follow Me. Relate to what we each must do (are we doing it) to be one who are “come after” or pursued Christ.

Bad Exchange (8:36–37) Have students create a short list (on the board) of specifics which people choose in exchange for their soul. Be sure they include/discuss “relationships with the opposite sex” (as in marriages, boyfriend/girlfriend), and “family” (as in clinging to faith/belief of a parent or another).