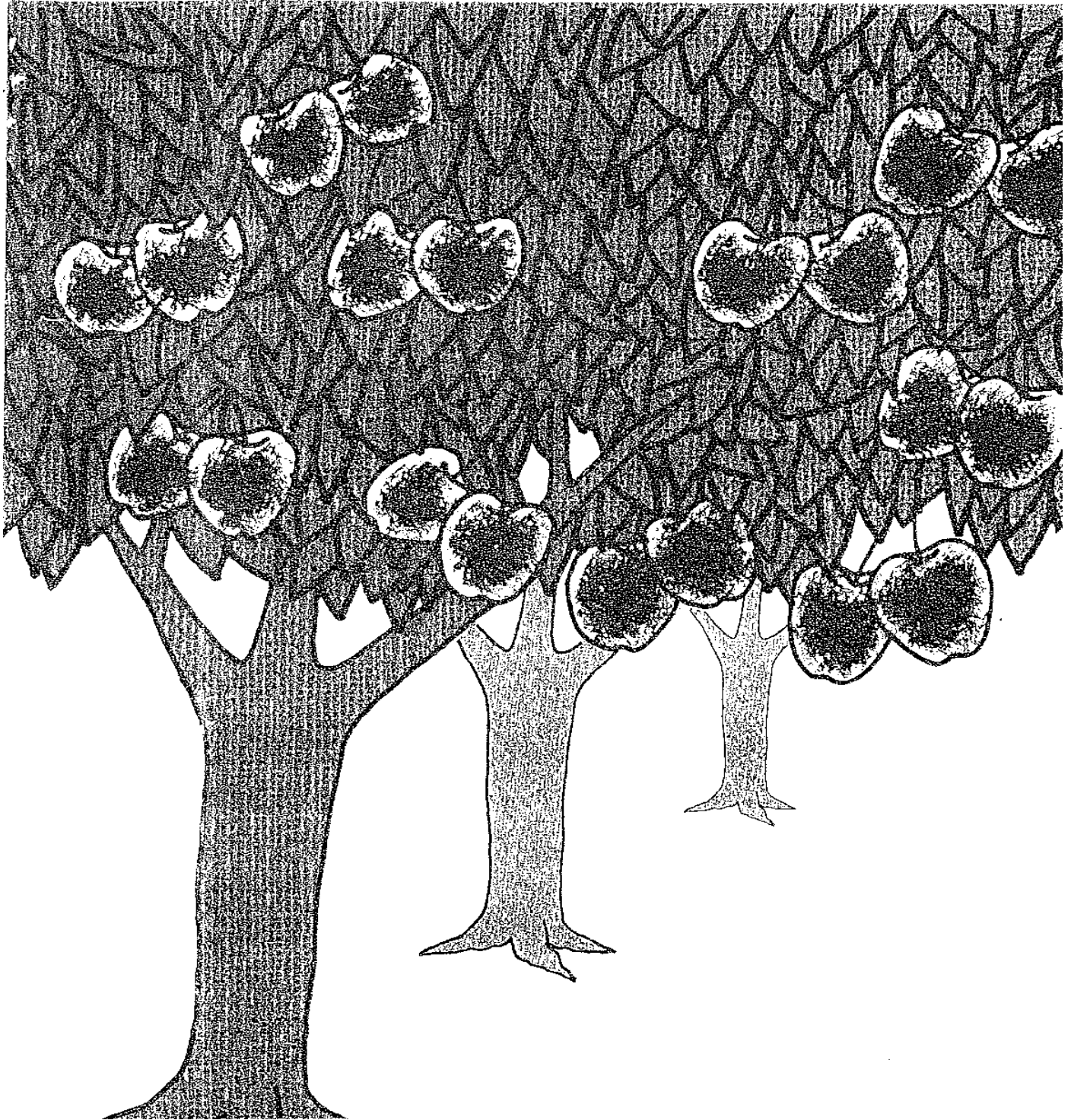


ADULT BIBLICAL EDUCATION SERIES

Vol. III, Book 2
The Gospels: Part II
(Matthew 17-28)

TEACHER'S GUIDE

prepared by Jack B. Scott, Ph.D.



Pictured on the cover is the fruit of the tree as it begins to bear.

Psalm 1:3, describes the righteous as like a tree planted by the streams of water, that bringeth forth its fruit in its season.

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Teacher's Supplement to Volume III Book 2

THE GOSPELS: PART II

GENERAL INTRODUCTION

Volume III Book 2 continues the New Testament section of our Adult Biblical Education Series. This section will be the last part of Matthew's Gospel.

As was the three-fold purpose and design of the Old Testament series, so with the New Testament: 1) a systematic study of the Bible within the framework of the historic Reformed faith summarized in the Westminster Confession of Faith, the Larger and Shorter Catechisms; 2) a text for use in Bible study groups such as adult Sunday School classes; and, 3) a study for individuals to use for personal growth and edification.

As a leader/teacher of your study group, we would make these following suggestions;

1. Underscore the importance of each member reading his/her lesson during the week. This could be a part of one's personal quiet time. Inform them of their assignment for the next meeting. Encourage them to do the assignment for the coming week.
2. As you teach, you will probably have more material to cover than one class period would normally allow, hence in light of your knowledge of the group, we encourage you to choose those sections from each lesson that will be the most appropriate to deal with in your study group.
3. Remember the application section at the end of each lesson. We have given space after the questions for their response. You will be a more successful teacher if you help your group not only to understand but apply the truths to their lives. To accomplish this remember that a certain amount of group involvement will be desired.

Each study will contain a suggested lesson objective. You may feel that another objective is more appropriate for your group. That is your decision as the teacher; however, we encourage you to know what you are aiming for in each lesson. One way to help you determine that is by answering the question, "What do I want the class members to be able to do as a result of today's lesson?" It may be in the area of understanding, attitude or function.

What will have to happen in a person's life for me to have been successful in teaching this lesson? Taking the time to work this out in your mind and heart will make you a more effective teacher, plus you will have a valuable tool to use in evaluating your teaching.

Be sure to have your tools and equipment ready for each class period. Use the overhead projector, flip charts, maps, or blackboard. Visual aids are most helpful and valuable to the learning process.

One of the best services you can perform as a teacher is not only to help facilitate an understanding of God's Word but also discover ways that the Word can be applied. Though the questions of meditation and application are placed at the end of each lesson, our intention is not merely to attach application at the end of the lesson but rather throughout the study.

Several books on leading Bible study are available from the Christian Education & Publications of the PCA in Decatur, Georgia.

We suggest that you plan an average of 30 minutes each day in personal preparation for your teaching. You may want to skip a day and double up the next. You may have your own workable method. If it is effective, use it. Generally, we suggest the following approach: 1) Sunday through Tuesday, study the Scriptures covered in the curriculum taking notes as you study; 2) Wednesday and Thursday read through the curriculum, underlining and making notes; and, 3) Friday and Saturday, begin to decide, keeping your group in mind, how you are going to approach this lesson.

The following lesson plan may suggest a helpful format as you prepare to teach:

1. Study the lesson's Scripture.
2. Read the text by Dr. Scott.
3. Determine the emphasis of the lesson.
4. Set your target (objective).
5. Remember your students (who and where they are).
6. Select the best method(s) for each lesson.
7. Plan to have class involvement.
8. Concentrate on relating content to life.
9. Evaluate your plan before you teach.

Above all, pray that God will not only help you to facilitate your students' knowing and

understanding the Scripture but that God will give you a sensitivity for those in the group which will enhance life changing application.

Remember: Your aim is not knowledge alone but rather a knowledge and understanding that produces disciples of Jesus Christ who know how to determine God's will revealed in the Scriptures of the Old and New Testament.

LESSON ONE

Lesson Objective: In studying the transfiguration passage we want to understand what we learn about God, His purpose and person, and seek to see how knowing these truths help us to live as children of the King on earth, in a hostile environment, with our hope directed to the day we will be with Him in heaven.

Lesson Goals:

1. To understand the significance of Christ's revelation of Himself to Peter, James and John and how it relates to His overall mission.
2. To study the reaction of the disciples to His revelation and see how similar attitudes still prevail in people's minds.
3. To encourage us to know how to live in a hostile environment undergirded by the truth of God.

Teacher's Preparation:

1. Read the passage, Matthew 17, several times and possibly from different translations.
2. As you read, note your observations. Write down the facts of the story. List as many specifics as you can. For example: where, who, what, etc.
3. Begin to analyze your observations and organize them into an outline form, major points, minor incidents, etc.
4. Begin to write down some ideas that you get as you read.
5. Answer the application questions at the end of the chapter. (You will want to encourage each class member to do this for next week's study.)
6. Read the text carefully making notes and comparing and contrasting Dr. Scott's comments and observations with your own.
7. As you begin to build your lesson plan, think

not only about your own life application, but keep the students in your class in mind. Decide what you are going to concentrate on from the lesson as a means of helping the class to relate to this passage in their own lives. 8. If you need any tools such as flip chart, overhead or blackboard, be certain that you have those things ready before the class begins.

Class Procedure: (suggested)

1. One of the best ways to generate a mutual togetherness is to encourage the class to think about a real life situation. You could select one of the application questions such as question eleven: "Have I ever been guilty of exercising 'little faith' rather than true faith?" If some have read the lesson and answered the questions, participation will be easier. You can also be prepared with an experience from your own life. If you begin the lesson with this or a similar approach, you will be building a bridge to bring the class into the lesson with the attitude that there is something here that I can not only relate to, but also to think how the study will help me in my daily life.
2. Another possible opening would be to zero in on Dr. Scott's introduction and make a list of Jewish expectations about the coming Messiah, what they expected and what they did. Jesus Christ did not meet their expectations. Can you sympathize with them? Why were their expectations different from Christ's performance?
3. You could read the "additional information" section in this lesson and pick up on monasticism and begin focusing their attention on real life experiences for the Christian versus withdrawing and hiding from the world. The famous adage "being in the world but not of the world" could be discussed as an opener.
4. As you teach the lesson, it will enrich your teaching to keep your students involved throughout the lesson; however, you may have one that would take over and keep you from your lesson aim or goals. Do not be thrown by such a situation.
5. We would suggest that you allow enough time at the end of the class to encourage the people to suggest personal application. You might do this by asking the class to help you come up with six realistic applications to life in this lesson.
6. Challenge the class to read next week's lesson

and work through the questions at the end of the material. Read Matthew 18, chapter two, and work through the application questions before class. The more cooperation at this point the more fruitful the class study.

Suggested Lesson Outline:

There are two major points in the lesson:

Point A — The glory of Christ previewed (17:1-3).

Point B — The realities on earth confronted (17:14-27).

Dr. Scott places two sections under Point A, the vision (vs. 1-8) and the instruction (vs. 9-13).

As you study the vision and instruction, you will want to emphasize the continuity of the New Testament with the Old Testament. Moses and Elijah represent the law and the prophets. Jesus is the fulfillment of both.

You will also observe how Jesus connects His ministry with that of John the Baptist. Peter's reaction to Jesus' emphasis was typical. He wanted to stay on the mountain top, and He did not want Jesus to die. Why?

Dr. Scott makes a helpful connection with Peter's words and actions in Matthew 17 and his words written later in II Peter 1:13-15. Peter is a good example of how knowledge added to faith can produce fruitful Christian living.

You could make an interesting comparison between going to the mountain top and receiving wonderful truths, then going down the mountain to a real world in which those truths are to be applied with coming to church and going back home to apply what you have learned.

Point B — Dr. Scott begins to elaborate on the realities of life. In the previous paragraph you have set the stage for the connection and contrast. In following points 1, 2, 3 and 4 under B you will be able to make specific references and applications of the truth.

Notice that the book points to the realities in four areas: 1) Perverse generation (vs. 14-18), 2) Frailty of human faith (vs. 19-21), 3) Hostility of the world (vs. 22-23) and 4) Unbelief in the church (vs. 24-27). Under point 4 Dr. Scott distinguishes both the concept and reality of the invisible and visible aspects of the church. It is vitally important that Christians understand, not only the truth of the oneness of the aspects of the church but the distinction as well.

Assignment:

Read Matthew 18, read chapter two of the text and answer the questions at the end of the chapter.

Lesson Two

Lesson Objective: To live as God's children on earth by learning and applying His Word to our lives on a day-to-day basis.

Lesson Goals:

1. To understand the truth about greatness and the lifestyle required to experience it.
2. To understand God's procedure within the church to help us live responsibly in this world and to apply His reclaiming process when we err.
3. To see how indispensable forgiveness is in our lives as we relate to God, others and ourselves.

Teacher's Preparation:

1. Read Matthew 18 carefully, possibly in at least two translations.
2. Make notes on your observations as you read. For example: people, places, subjects, etc.
3. Sketch your own outline of this chapter based on steps one and two.
4. What ideas and thoughts did you have as you read? Write them down.
5. Answer the questions at the end of this chapter. There may be some that you cannot answer but will be able to after you read Dr. Scott's exposition of the chapter. (This is a good study hint for your class also.)
6. Read Dr. Scott's exposition and underline or take notes as you do. Add new insights to your own observations and check your understanding with Dr. Scott's explanation. (This is a good check and balance procedure.)
7. There will be more lesson content than you will be able to cover, especially if you choose to involve the class; however, remember that your objective and goals will help you decide which sections to concentrate on as you proceed. Also remember that in order to determine your aim or emphasis, you must be aware of your students' level of understanding, spiritual needs, immediate situation, etc.
8. Develop your lesson plan and carefully sequence your timing as you develop the lesson. Remember that good timing can be a valuable tool in moving from point A to point B; however, be flexible. One truth learned is better than four truths covered and not learned.
9. Have your tools for teaching ready and in

place before the class begins. Be creative in your use of tools. One Sunday School teacher that we have known always managed to buy some type of visual aids to use in emphasizing her objective.

Class Procedure: (suggested)

1. Remember at the beginning of the class, you and the class may not be on the same frequency, especially those who have not read or studied the lesson. Do not assume that you are. You are responsible to create a climate in your class to encourage each student to want to learn.

To do this, you have many options. You could have the Scripture read by the class, or you could begin with something God has done in your life as a result of this study; or, you could create a life situation that would help the class think about what God would have them to do. You may find that one or several of the questions at the end could be used.

Example a. - Ask the class to help you compile a list of words that describe greatness in today's world. Write down the things that are suggested — power, success, etc. Who determines who is great? (Same listing.)

Example b. - Dr. Scott begins the introduction with the importance of our attitude in connection with our interpersonal relations? What is an attitude and why is it important?

2. The three suggested goals actually come from the three main points of the lesson — greatness (humility), discipline and forgiveness. For either of the three to be successful in our lives they must support each other.
 - a. Our attitude must not be haughty or proud. Such destroys hopes of meaningful relations,
 - b. In order to follow Jesus' method of discipling, healing and restoration, our attitude is fundamental,
 - c. That attitude must be followed by a spirit of forgiveness. (Remember in II Corinthians 2, Paul had to rebuke the congregation for not demonstrating a forgiving spirit to a repentant brother.)
3. Because of the false connotation of discipline in today's world, we suggest a careful study of

Our actions grow out of our attitudes or another way of stating it, our Christian conduct is determined by our heart's attitude. Question six would be interesting to bring before the class.

3. Because of the false connotation of discipline in today's world, we suggest a careful study of

verses 15 through 20. Discipline is essential because we are not yet what we ought to be; however, it can create adverse results unless we follow God's procedure. Outline or have the class list the four steps delineated in verses 15 through 17. Be sure to read Dr. Scott's comments on step one (v. 15) carefully. We must not be sidetracked by calling things sin that are in the area of Christian liberty. (You could have the class discuss this point but be aware of your time frame. This type of question can and has gone on and on.)

4. In steps two and three of the discipline process, Dr. Scott explains how the church may have to become involved and he suggests reasons. For example: We cannot sin in a vacuum. Our sins not only harm us but also the church. How does that happen? (Use application question #14.)
5. In verses 18 through 20, Dr. Scott explains the role of the church's authority in discipline. How broad and final is it? (Read the additional helps section.)
6. Verses 21 through 35 speak about forgiveness. Allow yourself enough time to couple this with your first two points on humility and discipline. Summarize Dr. Scott's comments on verses 21 and 22, especially emphasizing the application of the seventy times seven statement. In I Corinthians 5 Paul warns about associating with openly sinful people. Relate this to Jesus' words in the lesson on forgiveness.
7. You can schedule some time for your class to pray about themselves and their church in light of these truths.
8. Encourage them to read lesson three especially with the connection that it also speaks of the importance of right relationships among God's people. Ask them to: a) read the Scripture, b) read the lesson and c) answer the questions.
This could be their time of personal Bible study using this book as a tool for growing in grace and knowledge.

Assignment:

Read Matthew 19, read chapter three of the text and answer the questions at the end of the chapter.

Lesson Three

Lesson Objective: To realize the importance of right relationships with others in the kingdom of God while we live

and serve Christ on earth.

Lesson Goals:

1. To understand God's intention regarding marriage and divorce.
2. To see the place of children in God's kingdom and the danger of neglecting to minister to them.
3. To focus our attention on God's truth about the rich and the poor.
4. To be able to define "good" in terms of God's Word.

Teacher's Preparation:

1. With pen and paper, read Matthew 19. Read it twice in two different translations. Write down the facts as you read. List subject, people, places, etc.
2. Summarize the chapter in your own words.
3. Look up any words that you might not understand. (Use both a Bible and an English dictionary.) You might need to look up "Kingdom" in the Bible dictionary.
4. Write down any cross reference passages from the old and new Testaments. For example: Judges 2:10 in regard to children.
5. List any observations that you have overall.
6. Next, read the explanation by Dr. Scott in the text. Underline in the book and make notes in the same manner, as when you read Chapter 19.
7. Compare your notes with Dr. Scott's comments.
8. Outline the subjects covered. For example: marriage and divorce, parents and children, rich and poor.
9. As Dr. Scott points out, the passage is a good in-depth study on interpersonal relationships. Since this is a crisis type subject today, begin to think about those in the class and what their needs are in this area. The bottom line to keep in mind about any relationship is that God is the key to all healthy relations.
10. Make your outline according to the context of Chapter 19 and the needs of people in your class. Try to be aware of what they might presently understand in this chapter and try to build on it. (Prayer is a real key to having a sensitivity for your class members.)
11. Study the application questions carefully for ideas on helping the class to see the importance of this position of God's Word.
12. As you build your lesson plan, keep two things in mind: a) Each point could be a lesson in itself so watch your time sequence, b) The more you can involve your class

(keeping them on target, of course) the higher their level of learning.

13. Have a blackboard, flip chart or an overhead to use in listing certain things during the class. You could even write out your outline before hand and list some of your lesson goals.
14. Remember in establishing your teaching objective and goals, make your goals specific with the idea that this is what I would like to see happen in their lives as a result of today's lesson.

Class Procedure: (suggested)

1. Rather than reading or having read the entire chapter, we suggest that you read each segment before the lesson.
2. Read Matthew 19:1 -12 (or have class read it).
3. What is the most basic relation among human beings? (Marriage, read Genesis 2:19.) How did God meet that need?
4. Ask for a definition of marriage. Come to a Biblical consensus with the class.
5. Discuss "Is marriage for everyone?" Why? Why not?
6. Emphasize the importance of knowing "God's purpose for marriage." (See application question #6 in connection with marriage.)
7. What is divorce? Is it ever right to divorce? Under what conditions? (The PC A General Assembly in 1979 adopted an excellent position on the subject.) Be careful of leaving the class believing that all divorce is wrong. God established marriage and God established divorce. (Read the Westminster Confession of Faith chapter XXIV.) Why does God allow divorce? Dr. Scott has a good explanation regarding the sinful heart.
8. In the passage at hand be sure your class understands that Jesus and Moses are teaching the same thing.
9. Is God unfair to the man and playing favorites with the wife? Why? Why not? (Discuss.)
10. Talk about the price of commitment necessary if one chooses to marry; also if one chooses to remain single.
11. What opportunities of ministry does the church have to: (a) the married; (b) the singles; (c) the divorced?
12. In verses 13-15 how would you respond to the statement that children should be seen and not heard?
13. What can we learn from the sacrament of baptism to remind us of the importance and place of children? Be sure and read

Deuteronomy 6 and Judges 2:10 in this connection.

14. Verses 16 through 26 develop a definition of "good." Contrast your definition to the world's.
15. Give examples of how we (a) tend to favor the rich and (b) turn away from the poor.
16. What are we doing in our church to carry on a Biblical ministry to the poor?
17. List at least six specific things that chapter 19 teaches us.

Assignment:

Read Matthew 20 and chapter four in the text. Concentrate on how we can serve one another.

Lesson Four

Lesson Objective: To understand and apply the concept of being servants to God and to one another in His kingdom's work.

Lesson Goals:

1. To understand the importance of quality in our spiritual lives.
2. To examine my life in order to be certain that my attitudes are pleasing to God.
3. To perform the tasks that God would have me do in my church.
4. To understand the meaning and specific applications of serving God and one another.

Teacher's Preparation:

1. Because this is an extremely important passage and somewhat difficult, read carefully Matthew 20. The New International Version will be helpful and the Amplified Bible also.
2. Verses 1 through 16 contain the parable of the workers in the vineyard. Remember what a parable is. You may want to review its definition in a Bible dictionary.
3. Make a list of the things that you observe in this passage (Matthew 20). You will observe how each section seems to build up to the last section (vs. 25-39). Notice particularly how Jesus teaches about service in verses 25 through 28 and then performs a service to demonstrate His point (vs. 29-39).
4. Read Chapter 4 in the text. As you do you will note that Dr. Scott chose four points listed in A through D to explain this 20th chapter.
5. Note as you read carefully the right concept of rewards. Dr. Scott labels verses 1 through 16, "God looks for quality not quantity." Be sure you are comfortable with your understanding

of the parable. The two aspects are: (a) that rewards are not based on quantity, (b) we should not complain when others are given the same or similar reward but rather rejoice. Note Dr. Scott's comments on the misinterpretation of this parable. Remember how easy it is to make this kind of mistake.

6. Notice the two passages in this chapter (vs. 17-19 and vs. 25-28) how Jesus predicts His death. Dr. Scott's comments will be valuable in these two passages.
7. Pay particular attention to the section dealing with the mother's question. Many tend to see only the mother's selfish question but Dr. Scott reminds us of her faith also present in her question.
8. Verses 25 through 28 is one of the clearest passages in the Bible on service. It is foundational. Jesus presents Himself as the model of true service. Read this section carefully. See the connection between 'serve' and "servant," "servant" and "deacon," and "minister." Notice how it is easy for us to teach service without actually serving, but not so with the Lord.
9. Don't neglect the additional help section. There is some valuable background information that you may or may not use in the lesson.
10. As you answer the 17 questions at the end, keep an eye open for those that you can use in the class.

Class Procedure: (suggested)

1. Have the class read verses 1 through 28. The last section (vs. 29-24) is an example of Jesus' ministry to the needy. You may or may not have time to develop this section. Be prepared to summarize it.
2. Ask two or three people to lead in prayer for God's help in understanding this passage.
3. Have the group discuss the difference between quantity and quality, as far as the Christian life is concerned. Give some examples of the two in contrast to each other.
4. What should be our attitude in the work that we do for the Lord? (Refer to application questions #3 and #4.)
5. What lesson can we learn in the parable on the worker regarding commitment? Reward?
6. Make a contrast between today's attitude towards the vineyard owner and Jesus' interpretation. (Hint: fair versus unfair,)
7. What is jealousy? (Get different input.) Formulate a definition. What does jealousy create in the church and among relationships?
8. How can jealousy and serving coexist? (They

cannot.) What kind of attitude did Jesus demonstrate during His earthly life? (See vs. 25-28.) What can we learn about our attitude and service?

9. Today there is much emphasis on diaconal ministries. Discuss the meaning of diaconal ministries and then develop a list of things that your church is doing, should do or could do in this area. (List ten things.) Can we be satisfied with sitting back and allowing the deacons only to do diaconal ministries? Application question 16 will be a good one to use in this connection.
10. Can you sympathize with the question of the mother of Zebedee's sons? Why do you suppose she asked it?
11. Dr. Scott talks about submission not ambition. What place is there in the Christian's life for ambition? Notice too how this section underscores the necessity of paying the price to follow Jesus.
12. Do we tend to want the rewards without paying the price? Give some examples. (Look at v. 22.)
13. In light of the world's attempts to interpret Jesus and His mission in humanistic terms, be certain your class knows the real reason for His coming to earth. This chapter gives explanation twice. Review this and see if there are any questions.
14. In making this lesson relevant and practical, be sure that you have a good, clear, specific do-list of service in the church and community.

Assignment:

Read Matthew 21 and chapter five in the text. Concentrate on two areas: (a) Jesus' destroying the fig tree, (b) the authority of Jesus.

Lesson Five

Lesson Objective: To be aware of how Jesus dealt with those who rejected His ministry and what this means for us, as we seek to represent Him in an unfriendly world.

Lesson Goals:

1. To understand why Jesus could not come to earth the first time as a great military conqueror.
2. To see that Jesus' earthly life, death and resurrection were actually fulfillments of Old Testament prophecies.

3. To understand the vast difference between Jesus' authority and others and how that authority becomes our sure and reliable foundation today.
4. To study the different methods used by Jesus in answering His accusers and glean some hints on teaching and presenting the gospel today.
5. To understand what happens to those who reject Jesus and His authority.

Teacher's Preparation:

1. Pray that God will speak to your mind and heart as you study this important Scripture.
2. Read Matthew 21. Again we suggest that you read it twice using different translations.
3. If you are reading from a translation such as the 1901 ASV you will notice the paragraph arrangements. For example: verses 1-6, 7-11, 12-17, 18-22, 23-32, 33-44. Give a subject title to each section. Then fill in the outline with the facts contained in each paragraph.
4. Look up any words that you will need to know such as "temple." A good Bible dictionary will be helpful, plus under Dr. Scott's "Additional Help" section, you will find some information.
5. You will also notice in your Bible margins that much of this chapter is quoted from the Old Testament. Look up those passages and familiarize yourself with those texts.
6. Review what a parable is and look for the lesson in the story of the vineyard (vs. 28-46).
7. Read Dr. Scott's text and compare your notes to his comments. Write down Dr. Scott's outline as you read and compare or contrast it to yours.
8. If you need further insight on the text we suggest that you read Hendricksen's comments in his commentary on Matthew or Bishop J. C. Ryle's commentary. Matthew Henry will also be worth reading.
9. Be sure to answer the questions at the end of the chapter before you actually develop your lesson plan. Your first objective, as a teacher, is to let God speak to you. Out of that, you will be better prepared to plan and teach the lesson.

Notice as you answer the questions how Dr. Scott has encouraged you to personalize or apply these truths to your life.

10. Given all the above background study, set your aim for the lesson. We have made some suggestions. You do your own, keeping your class in mind. How can I be used to help the class understand and benefit from this lesson in their life? Write out your objective and

lesson aim. It will become your target.

11. Make a list of at least three specific things you would like to accomplish in the lesson. Be sure to keep these personal and practical. You will find some ideas in the text and the application questions.
12. Choose your method(s) carefully. This is a very dramatic passage of Scripture; be willing to be creative in choosing your method.
13. Locate and have available your tools. For example: you could have a drawing of the temple to help the class visualize the temple setting, or a map of the city of Jerusalem. You may need a flip chart, blackboard or overhead projector and accessories.

Class Procedure: (suggested)

1. Open with prayer.
2. Before you read the Scripture, ask the class to brainstorm on the subject of leadership. What is a leader and what is a leader's function? How important is it to have the right kind of leadership? How much should we trust leaders? (Jesus' confrontation with the religious leaders will be discussed in this chapter.)
3. Another approach would be to discuss the subject of authority. What is authority? What is its purpose? Who has legitimate authority?
4. A third opener could be to ask the class to read silently Matthew 21 and then help you compile a list of the different teaching methods used in this chapter.
5. Now that you have them involved, you can select certain portions of chapter 21 to read or have read. You will probably not have time to read the entire passage aloud but be prepared to summarize those sections that are not read.
6. You will want to help the class to understand the importance and significance of the entry into Jerusalem at this time. Dr. Scott links it to the Old Testament passages Zechariah 9:9 and Psalm 2. Also note his comments on Christ's humiliation and glorification.
7. What lesson or lessons can we learn from Jesus' dealing with the money changers? Note Dr. Scott's comments on the pro's and con's of their activities. Also use questions 6 and 7 to discuss this passage.
8. The passage Matthew 21:18-22 has several important points especially on faith and prayer. Do not gloss over this passage (See questions 11 and 12.)
9. Because of the importance of the subject of authority in today's world, be sure to spend time on verses 23 through 32. With so many people claiming to be authorities on so many

subjects, who is to say who is right? (You might refer to the Westminster Confession of Faith's chapter one on religious authority.)

10. Read the parable of the vineyard. Let the class define who the mistreated servants are? The owner? The husbandman?
11. You will notice Jesus' words about the inclusion of the Gentiles (vs. 43-46). What happened to those who rejected Jesus Christ? What was the result for the Gentiles? As we look at today's church in contrast to the "church" of Jesus' day, what difference do we see? (Use question 47.)
12. Be sure to help your class see the continuity between God's promises and their fulfillment throughout this lesson. God's Word is always fulfilled. It is always trustworthy.
13. Ask the class to help you list six applications of today's lesson for their lives.

Assignment:

Read Matthew 22 and chapter six of the text. Concentrate on the importance of accepting Jesus Christ. Be able to explain to someone how essential accepting Jesus Christ is. Pay particular attention to Dr. Scott's question 10.

Lesson Six

Lesson Objective: To see how Jesus handled the attempts of His enemies to frustrate His purpose and to learn how we can better answer those who seek to belittle what we stand for.

Lesson Goals:

1. To learn how to act in situations that are not friendly to Christian testimony.
2. To study carefully the techniques of Jesus in handling His accusers.
3. To learn to explain how Jesus Christ was the fulfillment of the Old Testament Messiah to one who is seeking to know the truth.
4. To help each person see the proper place for spiritual and civil affairs in their lives.
5. To recognize how many today, identified with religion, treat the things of the Lord in a similar manner as did the religious leaders in Jesus' day.

Teacher's Preparation:

1. Read Matthew 22 carefully. As you read, look for the methodology used. For example, you will find a series of questions and answers.

- List the questions and answers.
2. If you have a Bible dictionary, look up Herodians, Sadducees and Pharisees. Dr. Scott has good explanations and definitions in the text that you can read later.
 3. Outline the chapter.
 4. Look up some of the Old Testament cross references. As you do, remember the continuity between the two Testaments. See the fulfillment of the Old Testament in the New Testament in this chapter.
 5. Read Dr. Scott's text.
 6. Observe and write down his outline. You will observe how his main points follow the question and answer divisions.
 7. Answer the questions at the end of the chapter.
 8. Do not neglect to read the "Additional Help" section.
 9. Give the lesson a title.
 10. Write out the central theme.
 11. What supporting ideas come across in the chapter?
 12. Define your lesson aim.
 13. Answer this question; what would I like to see happen in the people's lives as a result of today's lesson? Write it down! Commit it to the Lord.
 14. Outline your lesson and sequence your parts of the lesson according to the time available. Keep the needs of the students in mind, as you teach this content. Be as practical and applicable as you can. Ask the Holy Spirit to give you a sensitivity to their needs.
 7. What are the doctrinal implications of verse 14, especially in light of presenting the gospel?
 8. What did the Sadducees, Pharisees and Herodians have in common? How did Jesus handle the three situations?
 9. Summarize or have the class tell what each groups' particular point was.
 10. In question 9, Dr. Scott raises a most important question. It has to deal with attitude. Do we play or enjoy playing the devil's advocate? Is that honor to God?
 11. Discuss, in light of this chapter, why knowing the Scriptures is vitally important.
 12. Highlight Jesus' response to all three questions: taxes, resurrection and the law.
 13. Often our words and deeds do not coincide. Question 12 raises an interesting question about the Christian's responsibility. What do you (as a class) think about the question? Give some examples in Scripture and today.
 14. Growing out of section C (vs. 34-40), how did Jesus underscore the unity of the Bible's message. Read Deuteronomy 6:4-9 and Mark 12:28-33.
 15. Finally, Jesus asked the group a question (vs. 41-46). He talked about His identity and role. In light of what Jesus said, answer question 15 and talk about its implications today. Many treat Jesus as a great man, a religious leader, etc. Is that sufficient?
 16. Use question 16 as a relevant application type of question. Use this as an opportunity to explain the hows and whys of Bible study.

Class Procedure: (suggested)

1. We suggest that you take this lesson in two major segments. The first is the general introduction, Matthew 22:1-14. The second will be verses 15-46, though you might want verses 41-46 to be a third segment.
2. Read or have read verses 1-14.
3. The opening section has an evangelistic thrust. Application question #1 will be a good general question to pose to the group.
4. What type of treatment do you think Christians have a right to expect from the world? Use the parable of the marriage feast to direct your discussions. Point out how we should not be discouraged by an unfriendly situation. (See question 4.)
5. Dr. Scott explains in his text why Jesus used this parable of the marriage feast. Did you pick up on the reason?
6. What points can we also learn about the make-up of the visible count?

Assignment:

Read Matthew 23. Read chapter seven in the text. Pay particular attention to your attitude and actions as you answer the questions at the end of the chapter.

Lesson Seven

Lesson Objective: To see how Jesus analyzed ineffective and false religions and to learn how we can better analyze our own religion to determine whether it pleases the Lord.

Lesson Goals:

1. To see how easily one can be misled by mistaken religious devotion.
2. To observe and understand how a good religion can become perverted if it is directed

- toward the wrong object.
3. To see that Jesus Christ is a gracious loving God, but at the same time to remember that He is the Judge over the sins of men.
 4. To use the questions at the end of the study to help us evaluate our religious commitments.
 5. To be certain that my view of Christ is consistent with the Bible.

Teacher's Preparation:

1. Review chapter 22 of Matthew, then read chapter 23. You will observe as you read and make notes that this chapter will have some excellent descriptions of true religion.
2. Notice as you read how easily it is for us to fall into the snare of the devil, as the Pharisees did. Outwardly everything appeared to be genuine.
3. Outline the passage, especially labeling the seven woes mentioned here.
4. List the main ideas that you have as you read this text and rank them according to importance. (You could have a list of 15 to 20 things.)
5. Read Lesson 7. Outline the main points. Notice under letter A that Dr. Scott has three points and under B seven points (woes) listed.
6. Think about the placement of Matthew 23 in this particular context. Why did God want it at this particular place in the sequence of events?
7. Chapter 23 is a passage full of warnings. Can you find six other passages in the Scripture that give warnings?
8. Be sure to read the "Additional Help" section. You will find the information on the Pharisees helpful. Remember too, as Dr. Scott has suggested, that the concept, office or role of the Pharisee was on honorable things. It was simply perverted by wicked men. We often react in our thinking like this; the position is bad when it is the person not the position. In reacting we tend to over-react. The introductory comments will help us at this point. Be certain that you have enough background information on the subject of the Pharisee. Use your Bible dictionary.
9. Write out your purpose or aim for this lesson.
10. Outline your lesson to reflect your aim, sequencing each point.
11. Select your approach or method, as you think both about your content and your class.
12. Answering the questions at the end will give you several ideas for your approach, plus it will help this lesson to be a part of your own Christian experience. There are several areas

discussed that we teachers must be aware of in our own lives.

13. Choose your tools (overhead, blackboard, flip chart, etc.)
14. Pray personally for each member of your class, that God would prepare their hearts and minds for this Word.

Class Procedure: (suggested)

1. Begin with prayer asking God to make this lesson an important part of each person's life.
2. Use Question 2 regarding the "Pharisee." Let several people give their concept of a Pharisee. (Don't put anyone on the spot.)
3. After some input read verses 1 through 12. Then use some of Dr. Scott's comments on the Pharisee both in the lesson and the 'Additional Help' section. It will not be wasted time to paint a full picture of the Pharisee because of the same tendencies around us today.
4. Ask someone in the class — "Bill, what do you really think was the basic error of the Pharisees of whom Jesus was speaking?" (Get one or two other thoughts.) Tie those errors to today. "What are some of those same tendencies today?" (List them.) Questions 3-8 will offer some ideas.
5. In verses 2 through 7 you could review the concept of a hypocrite (to be seen of men). How many of you have met a real hypocrite? Describe one.
6. Review the place of humility versus self-seeking in the Christian's life (vs. 9-12).
7. Let the class help you compile the list of seven woes found in verses 13 through 39. Define "woe." (Use lesson and/or Bible dictionary.)
8. Which of the seven do we appear to have the greatest problem with today? Why? (Look at questions 14, 15, 16, 17, 18 and 19.)
9. How would you witness to a real Pharisee such as those described in chapter 23?
10. What do you understand to be Jesus' real point in verses 29 through 36?
11. Discuss question 21 in light of verses 37 through 39.
12. It will be important to allow some time to deal with question 22. There are many false sentimental notions of Jesus floating around. Our interest is in the Biblical Jesus.
13. Can you think of Biblical references concerning God's judging whole cities? In the next chapter the judgment of Jerusalem will be dealt with more fully.

Conclude the class with a list of six relevant applications gleaned from the study. (Let the class be involved in this.)

Assignment:

Read Matthew 24. Read chapter eight of the text and answer the questions. Give particular attention to the subject of the tribulation especially because of the false teachings abroad.

Lesson Eight

Lesson Objective: To see the importance to Christ of His second coming and to help us to be better prepared for that great climax to all of history and to be able to detect false announcers of it.

Lesson Goals:

1. To understand that history has a beginning and end or is to be understood as stretching from eternity to eternity.
2. To see that the lessons of Psalm 2 are consistent with other Scriptures, thus revealing history as it really is.
3. To learn what Christ expects of His children during the time between His ascension and His return.
4. Using Jesus' explanation of the signs and the times to be able to detect the errors, hence misleading attitudes and ideas about Christ's return.
5. To be sure that I am prepared but not unnecessarily preoccupied with the knowledge of Christ's return.

Teacher's Preparation:

1. Read Matthew 24.
2. Outline the main points.
3. Summarize what Matthew 24 says about the return of Christ. Do not interpret it at this point, simply summarize the facts of Matthew 24.
4. Be aware of the danger of the attempts to interpret Scripture in light of history rather than to use the Bible to interpret history. (Remember from the first chapter of the Westminster Confession of Faith — Scripture, not history, is the only infallible interpreter of Scripture.)
5. Because of the length and importance of this chapter, now read Dr. Scott's explanation of these verses. Underline his four main points (A-D). You will find the outline to be natural

and helpful in covering the materials.

6. Compare your notes to Dr. Scott's main points. Read carefully those sections that will help keep you from bogging down, as many do, in Matthew 24.
7. As you think about your life and your teaching responsibility, pray for Christ's wisdom to help you move forward without unnecessary debate. There are several interpretations of this Scripture and others relating to the end. You will find Dr. Scott's comments helpful to keep you and the class on track.
8. Set your aim. (See suggested objective and look at the lesson goals.)
9. Decide if you will attempt to cover each point in class. If not, which ones will you cover? You will find in most cases that the class will be more interested in discussion on this subject. You must keep a balance and not allow the class to miss the whole picture.
10. We suggest that using Dr. Scott's outline will be helpful in covering the material.

Though we have said in other places that it is better to cover one point for learning than several simply for information, here you want the broader overview. You want the class to see the whole picture rather than getting lost in details.

11. The discussion questions will have some helps on being practical, and keeping before you the purpose of this Scripture and all other passages — to teach content in a way that will equip you to understand and apply God's Word to your life.

Class Procedure: (suggested)

1. Opener: When you hear the statement, the return of Christ, what comes to your mind? (Ask several people. List some thoughts.)
2. Do you think that Jesus' return will be a joyous event or not? (Ask several people.)
3. Decide what Scripture portions you will use. We suggest that you summarize the entire chapter and then read the sections that you intend to emphasize.
4. Explain to the class your procedure. Let them know that you could spend several weeks on this one chapter but your intention is the overview approach. Explain to the class the danger mentioned about in statement #4 in "Teacher's Preparation" section. Also explain the danger of trying to look at details before seeing the whole picture. Also, be sure that your class understands the contrast between our Reformed approach: Scripture is the literal Word of God (verbally inspired) and the

extreme that states that everything in Scripture is to be taken literally.

You want the class to know that God is in control of history, that Jesus is coming again, that we are living in the last days, that it will be difficult for believers (no rapture out of the difficulties), that Jesus has given us certain signs to remind us of these things and last, to know what He requires of us until He returns.

5. Dr. Scott begins with underscoring Jesus' warning regarding placing hopes in wrong things. Though the temple was important to the Jews, their hope should not be in such things. Do we have a tendency to do that — to put faith in our church, sacraments, works, etc.?
6. List the characteristics of the world before Christ returns (vs. 4-14 — Catastrophes). Emphasize that this describes not only our day but also every age since Jesus' death, resurrection and ascension.
7. What are some of the signs of Jesus' return, according to Matthew 24? (Use questions 4 and 5.)
8. In verses 15 through 28, Matthew lists some fake signs. What are some of the false signs (23-26)?
9. Describe Jesus' second coming based on this chapter (vs. 27-31). Use the thoughts of the vultures to underscore the judgment of God on unbelievers. Emphasize that there is no second chance to believe after Christ's return.
10. Put a good amount of attention on Dr. Scott's section D (vs. 32-51), lessons to be learned. What things are we instructed to do until Christ returns? (List them.) How do we do them?
11. Discuss the danger of the teaching that Christians will be raptured out of the tribulation, i.e., they will not go through the tribulation.
12. Such a teaching can leave one unarmed and disillusioned. Does Jesus give us hope that Christians will not go through the tribulation? His approach is that we are in the tribulation. The church has been since the first century. How do we survive?
13. Dr. Scott encourages a good balance regarding Jesus' return. On the one hand, "do not be too preoccupied with it but keep it before you, regularly." ⁴ "Why should we think about the return of Christ? (See questions 21 and 22.)"
14. Question 20 deals with the rapture. Because of the faulty teachings today by many Christians, you need to deal with this. What is the rapture? What is it not? Do not spend too

much time on this point!

15. In light of my commitment to Christ, and Matthew 24, what six things should I be doing in my Christian life? (List them.)
16. Have several close in prayer, asking for specific obedience to the instructions gleaned from Matthew 24.

Assignment:

Read Matthew 25. Read lesson nine of the text. Concentrate on application questions 8 and 12.

Lesson Nine

Lesson Objective: To make us all aware of the inevitable final judgment of all men by the Lord and better to prepare us to stand in that day.

Lesson Goals:

1. To understand that we are moving to a final day of judgment in history.
2. To examine our lives and be certain that we are prepared for judgment day.
3. To use the three illustrations in Matthew 25 as an instrument to study what the judgment day holds for believers and unbelievers.
4. To better equip ourselves to know how to present the gospel in a way that the judgment will not be omitted.
5. To help us be certain that our hopes for eternity are resting in Jesus Christ only and not some good but lesser things.

Teacher's Preparation:

1. Pray for an openness and an urgency as you study Matthew 25.
2. Read Matthew 25.
3. You will notice that the theme is judgment. List the points that God makes to teach about the judgment.
4. Be sure that you understand where the judgment day fits into God's overall plan both of redemption and end things.
5. What things does God say about the judgment? Who will experience it? Will any escape it?
6. How can you reconcile God as a loving God and the judge revealed in this chapter?
7. How many different types of people will God deal with on judgment day?
8. After listing as many things about the judgment that Matthew 25 teaches, read the chapter in the text by Dr. Scott.
9. As you read, compare the author's outline

- with your notes.
10. Read carefully and underline those areas that you will need later for teaching.
 11. Answer these questions:
 - a. What did I already know from this chapter?
 - b. What new truth have I seen in my studying?
 - c. What area(s) am I not certain of at this point regarding the judgment?
 12. As you answer the questions at the end, think about your life and what this passage will mean to you, then think about those in your class. There has to be some urgency in a subject such as this. (Questions 1 and 4 are to the point.)
 13. Now define your aim as you think about teaching the lesson.
 14. We have suggested some specific goals; you could do your own list of four or five goals toward which you will direct your class.
 15. Though the lesson's subject is one subject, Jesus teaches it in three different ways. As you deal with each section, look for a new aspect of the subject.
 16. Be in prayer for your class as you study this chapter. It would be good to pray for each one separately that God would prepare their hearts and minds for the study.
 17. Decide on your lesson plan and work it out. Be sure you utilize some tools such as audio visuals, remembering that the more a person can visualize and relate to his or her life, the higher the level of learning.

Class Procedure: (suggested)

1. Start out by reciting the Apostle's Creed. One of the doctrines affirmed is the judgment of God. Remind the class of how often we affirm this doctrine and judgment.
2. What does judgment mean?
3. When is the last time you have heard a sermon on the judgment?
4. Read Matthew 25. Have the class participate in this.
5. Let the class help you make an outline of this chapter, main points, etc.
6. How does chapter 25 tie in with chapter 24 (a brief review of Matthew 24)?
7. As you deal with verses 3 through 12, it would be helpful to have the class turn to the "Additional Help" section regarding the wise and foolish. This is not a new theme but it is significantly important especially in connection with the judgment day.
8. As we move through this section, let us see whether we are wise or foolish. How do we tell the difference? Question one asks for evidence in life; what evidence would substantiate your claim to be wise, as over against foolish?
9. Be sure the class knows who the bridegroom, five wise virgins and five foolish virgins represent. Underscore the truth that the wise man knows and obeys God's truth in contrast to the foolish.
10. Dr. Scott makes an important point regarding the sharing of the oil. Be certain to emphasize this aspect of salvation.
11. What does God say in the end to the foolish?
12. Look to the "Additional Help" section as you look at verses 14 through 30. The Bible has much to say about the faithful and the slothful. How are the faithful in this passage? The slothful?
13. What do the talents represent in the parable?
14. Why did God give one man only one talent?
15. Why does God work with the slothful. Judas Iscariot, etc.? Why does He concern Himself with the wise and faithful?
16. Notice how like the five foolish virgins, the slothful servant gave outward appearance. How important are outward appearances in the Christian's life? Working in the church?
17. The last section (verses 31 and following) deals with the difference between the sheep and the goats on judgment day. List some differences. Use question 11 to point out what a true sheep is. Encourage the people to examine carefully, their lives in light of this.
18. There is much discussion on the subject of "diaconal ministries." Matthew 25:31 through 46 deals with various aspects of this kind of ministry. How important is our attitude and actions toward those described in this section (needy, sick, imprisoned, etc.).
19. Use questions 8 and 15 in the application section.
20. As far as judgment day is concerned at the end of history, how important is the way we live right now?
21. Summarize the lesson with thoughts contained in questions 2, 4, 5 and 14.
22. Last, use question 6 as your conclusion, emphasizing the Christian's responsibility to be a witness to the truth.

Assignment:

Read Matthew 26. Read chapter ten of the text. Look for the main events of Jesus' betrayal and arrest.

Lesson Ten

Lesson Objective: To comprehend the necessity for the suffering and death of Jesus and the requirement for us to share in His suffering and death if we are God's children.

Lesson Goals:

1. To review the sequence of events that led to Jesus' death on the cross.
2. To study the two different reactions regarding the woman who anointed Jesus' feet with oil in order to understand God's reaction to our works of worship.
3. To come to grips with the truth of Jesus' death that though the Father planned it, man is entirely responsible for his wicked deeds.
4. To understand the new beginning in Christ for the believer demonstrated in the sacrament of the Lord's Supper.
5. To learn the importance of prayer in our lives to prepare us to meet the demands of living for the Lord.
6. To see how even those closest to Jesus can even betray Him when they are under pressure and learn how important it is for us not to deny Him.

Teacher's Preparation:

1. This passage of Scripture will demand much prayer before studying. It is one of those sections with which we feel so familiar and yet often there is much within that we tend to gloss over because of familiarity.
2. Read Matthew 26 slowly and carefully making notes as you read. Keep a chronology of events set forth in this chapter.
3. Outline the major sections of this chapter. If your translation has paragraphs, such a division in format will help you outline it.
4. In one paragraph summarize what this chapter reveals, (i.e., paraphrase and condense to one paragraph).
5. List the words or concepts in your reading that you need to define.
6. Read Dr. Scott's comments in chapter 10 and make notes or underline as you do.
7. As you read, make a list of two sections. One section should be a list of those things you already know. The second list should be on new things that you learn in both your study of the text and Dr. Scott's comments.
8. Pay particular attention to the application questions at the end. Dr. Scott asks some

thought provoking and penetrating questions. Personalize your answers carefully.

9. Read carefully the "Additional Help" section. There is an excellent précis on the Lord's Supper and its various interpretations. You not only want to understand this, but you will need it when you teach.
10. We have suggested a lesson objective and several lesson goals. You could use those suggestions or write out your own. Define the aim, as you understand it, for this chapter.
11. Ask yourself what in this chapter is familiar to the class and what sections would be the least familiar. Remember the tendency to gloss over the well-known.
12. You will want to work both with the "Additional Help" section and application questions. These will help suggest some fresh and life-oriented ideas to help the class learn.
13. Work out your lesson plan. You could take each section as a lesson in itself; however, your time will limit you. Decide prayerfully and in light of your students, which section will claim the most of the lesson time.
14. Remember also that the hymn book, especially the Trinity Hymnal, is a rich resource of information of hymns on these subjects. You might plan to use one or several hymns that are related.
15. Another possible approach for you to consider if your people are creative is to dramatize or role play this passage. You will have to assign sections before the class (a phone call would allow this).

Class Procedure: (suggested)

1. Ask the class to think about Jesus' betrayal, arrest, trial and death. As they do, what is the worst thought that comes to mind and why?
2. Take the different sections and assign them to each member. You will have several using the same sections but ask each to read silently the assigned section and be prepared to share with the class any observations gleaned from that section.
3. Using the incident of the woman's anointing Jesus' feet, discuss where, in the context of the Biblical gospel, does social application come into the picture. Point out the danger of extremes that have existed especially in the 20th century with the "social gospel" movement and the "fundamentalists" movement.
4. How did Jesus' reaction to the woman's deeds show a glaring flaw in the attitude of the disciples? Can you sympathize with the

disciples in any way? (Remember Dr. Scott's reminder that God wanted the church of all ages to know about her act. He allowed it in His inspired Word.) What can we learn from this?

5. Group one who read verses 17 through 30: summarize the contents of this section. (List the subjects on the board, flip chart or overhead.) What was the occasion of events that happened? Why was the Passover significant and what was so special about this particular Passover? Dr. Scott has several thoughts on this. Refer to his text.
6. What do we learn in this section about God's control? Spend some time on the Lord's Supper and its meaning. Use the comments of Dr. Scott in the text and "Additional Help" section. Why are we to use this sacrament until Jesus' return and what does it mean? What has happened to the Passover?
7. Relate Christ's death to the covenant promise. The text has some thoughts on this. Dr. Scott uses Isaiah 53, Ezekiel 36:24-29 and Jeremiah 31:31 -34.
8. Ask those who read verses 31-46 to summarize their reading. Why the significance of the garden of Gethsemane? What was its purpose and importance in this chronology of events?
9. What can we learn from Jesus' example about prayer? Here He practices what He has taught throughout His life. List some of the things.
10. What does Dr. Scott suggest that the sweat drops of blood indicate? What do you think about this?
11. As you read about Peter, James and John, how do you react to their falling asleep? What do you think you would have done in this situation? Have you ever prayed for many hours at one time?
12. The third group that will read verses 47- 75 need to relate their observations — the betrayal, arrest, trial, etc. Why did Judas betray Christ? What was he trying to accomplish? Do you have any sympathy for him? (Use questions 2 and 3.)
13. What did Jesus have to say about using the sword to forward His gospel? (See question 12.)
14. In reality, who was really on trial during the night that Jesus faced His accusers? (See question 14.)
15. Ask the class to help compile a list of several points of application of this chapter to our lives. (Do not overlook things like Peter's denial — let him that thinketh he standeth,

take heed lest he fall.) What can we do to keep the truth of the gospel before the world?

Assignment:

Read Matthew 27. Read chapter 11 of the text. Answer as many questions at the end of the chapter as you can but give particular thought to the emotions you feel as you read Matthew 27 and also notice how Jesus was comforted by Scripture at such a trying time.

Lesson Eleven

Lesson Objective: To make us aware of how much Christ suffered as He took our place in judgment for sins and to realize how little help even His closest friends on earth were to Him in those dreadful hours.

Lesson Goals:

1. To understand and be able to explain the events of Christ's arrest, trial and death.
2. To allow these Scriptures to deepen our love for Jesus Christ as we understand His humiliation for His own.
3. To be better equipped to share the gospel with another individual and help them understand the gospel.
4. To have a foundation built on knowledge and faith to help me handle doubts or the temptation to think from time to time that no one cares for me.
5. To see the sovereignty of God actually controlling all things, particularly the death of Jesus Christ.

Teacher's Preparation:

1. Read Matthew 27.
2. List the main sections covered in Matthew 27.
3. Write down the facts under each section.
4. You can read the cross references in Mark, Luke and John. You will study these passages later in the series.
5. Write down the things about which you have questions.
6. Read the text in chapter 11.
7. Underline or make notes on the material.
8. Answer the questions at the end of the chapter.
9. As you begin to develop your lesson plan, do not assume that the class is too familiar with the contents but try to determine the content that they are most knowledgeable of at this point.
10. Set your teaching objectives for the lesson.

We have given you a suggested objective. Use it or do one of your own that will help you determine your aim.

11. As we have done with suggested goals, you will need to set some specific goals that will help you determine what you want the class to learn.
12. Answer this question as you prepare: "What do I want the class to know and do as a result of today's lesson?"
13. Develop your outline or lesson plan. Decide the best method or methods to use to teach the lesson. Keep in mind your time frame. There are 66 verses and several important sections. Timing will be important with this lengthy chapter.
14. Be sure to have the tools and equipment needed for your class procedure.
15. Using the application questions at the end of the chapter, select those that you want to use during the lesson. Write any other questions that you have thought of as you have studied.

Class Procedure: (suggested)

1. Before the class have the chapter outlined on the board, flip chart or overhead. This outline will keep the whole picture before the class.
2. Because of the length of the chapter you might take your major points and assign those sections of Scripture to several in the class. For example: those in group one read verses 1 through 10; group two verses 11 through 26, etc. Let them read those sections asking them to look for facts and purpose of that section.
3. After you have given enough time for reading, use a couple of thought questions to start the body of the lesson. For example:
 - a. Based on what you have read in the Scripture, how do you feel about Judas Iscariot (contempt, pity, etc.)?
 - b. If you were Barabbas, how would all of this have affected your life? (Use your imagination.)
4. Go over the main points. As you do, let the groups having read those sections have input.
5. In verses 1 through 11, Dr. Scott draws our attention to the contrast of attitudes and actions among: Peter, the Jewish leaders and Judas. Help the class to see who really wanted Jesus dead. (Did Judas?)
6. Another important point that Dr. Scott emphasizes is the difference between Peter's and Judas' sin. Can a person be sorry for sins and not find forgiveness? (Explain your answer.)
7. Help the class to formulate Pilate's role and

attitude. Let them profile Pilate on the basis of content in Matthew 27.

1. As far as Jesus, the trial, the verdict, the sentence, where was Pilate in all of this?
8. How would you describe the system of justice depicted in these events?
9. Who were the real guilty parties in Jesus' crucifixion? Dr. Scott has some good points that should be considered.
10. Lead the class to see the human and divine sides of Jesus' death. On the one hand the guilty parties must be held responsible but from God's side where does the Father fit into this (Acts 2:23)? Dr. Scott points out the comfort that we can have in light of knowing that God was working this death for His glory. What do you think about this?
11. As you deal with this chapter especially the humiliation before and on the cross, Dr. Scott asks in question 8 "What emotions are stirred in me?" Let the class express some of their emotions at this point. Then use question 9.
12. Because of some false teaching about heaven, be sure your class understands about "paradise." Under Section C number 3, Dr. Scott has some good points.
13. Section D deals with the death and burial of Jesus (vs. 45-66). Review and summarize these events. (Use questions 12 and 13 at this point.)
14. Question 14 asks an interesting question. It would be interesting to help the class deal with this.
15. An interesting way to conclude the class would be to compile a list of new things that people have learned in the lesson and also some ways of application of these things to their lives.

Assignment:

Read Matthew 28. Read chapter 12 of the text. Give particular attention to questions 5, 6 and 13.

Lesson Twelve

Lesson Objective: To recognize the significance of Christ's resurrection and the important commands for the church that followed His triumph.

Lesson Goals:

1. To understand the significance of Jesus' resurrection in both the physical and spiritual realm.
2. To be able to handle the objections raised

regarding the bodily resurrection by studying the historic events related to the resurrection in this chapter.

3. To be able to demonstrate in our lives the reality of Jesus' resurrection from the grave.
4. To study the full implication of Christ's commission to His church and what activities the church should reflect in order to carry out the Great Commission.
5. To tie together the commission of Jesus together with the promise of the Lord's presence in our lives as we carry out the commission.

Teacher's Preparation:

1. Pray for fresh enlightenment as you read this important passage of Scripture. Ask God specifically to help you relate the truths to your life.
2. Read the chapter in at least two translations. We would suggest that one of them might be the New International Version. You will find good divisions of the chapter in the NIV.
3. Outline the events of the chapter, particularly noting the chronology of events as they unfold.
4. List the people, the places, and the resurrection appearances of the Lord.
5. If you see something new, write it down.
6. Read chapter 12 in the book and see how Dr. Scott explains the chapter, noting particularly how he ties the events recorded by Matthew to those in the other Gospel accounts.
7. If you picked up some new insights as you read Dr. Scott's comments, make a list of them.
8. Write down his suggested outline, noting that the first three main points A, B, and C deal with the resurrection and related events and the last point concentrates on the Great Commission. You could choose the same structure in your lesson plan or you could break it into two lessons. We suggest that you deal with both parts in the same lesson and carefully plan your time.
9. Give special attention to the application questions at the end of the chapter. You will find some ideas that will help you personally, but you will also glean some ideas for your teaching.
10. Take the time to read the cross reference Biblical passages suggested by Dr. Scott; for example: Isaiah 9:1-2, Psalm 2 and Revelation 5.
11. The resurrection is crucial to the Christian faith. There are those who start with it as their

point of departure in proving the validity of the Christian faith. While the Gospel is bigger than the resurrection and you will not want to hang everything on it alone, you will want to be able to see it as a part of the whole Gospel, Part 2, and emphasize that each event stands or falls together. For example, to question the historic resurrection has real implications for the birth and death of Jesus. As you have studied these 28 chapters you can be of help to yourself and your class as you see and help them to see how each specific is a part of the whole.

12. Seek to determine how well your class is versed in these historic events. If they are not as sharp as they should be in order to be an effective witness, you will want to spend time to tie these together. If they are knowledgeable, you might want to concentrate more on the Great Commission aspect. Your knowledge of the class will help you make such a determination.
13. Define your teaching objective and set up your specific goals, such as we have done in this guide. What do you want your class to be able to know and do as a result of today's study? Write them down and use them both to keep you on track and to give you a lesson target.
14. From your study both of the Scripture and the lesson plus your knowledge of the class, devise your lesson plan for chapter 28.

Class Procedure: (suggested)

1. Because the chapter only contains 20 verses, take the time to have the class read aloud Matthew 28.
2. Ask the class for an opener, "what is the significance of the resurrection of Jesus?" "What would have happened had Jesus remained in the grave?" (Get several reactions or responses from them on this issue.)
3. Set the stage so that the class can have a mental picture of the garden, the grave and the stone. Then move into verses 1 through 8.
4. In the application questions 1 through 3, you might let the class help you in some response to the women's presence and the disciples' reluctance to believe.
5. What was so interesting about the events related in verses 9 through 14 and how does the same thing appear to happen today?
6. Question 7 asks why were the apostles the last to be convinced? Why do you suppose it happened that way? Do you see anything in Thomas' childish behavior that reflects any

present day attitudes and actions among Christians?

7. In verses 11 through 35 Matthew relates something of the guard's report of the empty tomb. Discuss the cover-up plot. Dr. Scott has some ideas.
8. If you have a couple in your class that would help you with role play, you could have them go through a witnessing setting, particularly emphasizing the resurrection of Jesus. Be sure to choose the right ones before class, if you decide to do something like this.
9. 9- Help the class to understand that the resurrection is another fulfillment of Scripture (God's promise).
10. Now, move into the Great Commission (vs. 16-20). Discuss the difference between the church and the para-church organizations. To whom was the Great Commission given? Where do para-church organizations fit? (Be careful with this question. Some believe that there should be no para-church groups, others feel that there is a valid place for them.)
11. What are the main aspects of the assignments of the Great Commission? What is the main thrust of the Great Commission? Where is the Commission to be carried out? Is the United States part of God's assigned territory for world discipleship? Are we justified in making a dichotomy between home and world missions? Can we exclude teaching and instruction from the church's mission?
12. What aspects of ministry will be present in a truly Biblical church? (Have the class to make a list.)
13. Is there any connection between Matthew 28:19,20 and Genesis 1:28? Dr. Scott relates the authority of Jesus to Psalm 2 and Revelation 5. Tie these Scriptures together. Link these to application question 16.
14. Dr. Scott has some thoughts on how we can be faithful to God's Commission. What are some of those truths? (He uses task, authority and guarantee.)
15. God promises never to leave His people. This would be a good place to end the class but emphasize who has the right to the promise of God's presence (the obedient).
16. Have the class list six things that they have learned from today's lesson that will help them to be more effective Christians.

Assignment:

Read questions in lesson 13. They will be review questions of the entire 12 chapters.

Lesson Thirteen

Part One:

We will give to you below the answers to the questions with our reasons for them:

1. False; it was from north to south.
2. True; they saw the Messiah as a champion and king only.
3. False; Isaiah, for one, saw the Lord's glory in the temple.
4. False.
5. True.
6. False; he said that we have the Word of prophecy (God's Word) more sure (II Pet. 1:19).
7. False, it most likely meant that their faith was in men and not in God.
8. False; it does exist and is the only church that will endure.
9. True; it brought on the concept of greater and lesser Christians.
10. True.
11. True.
12. True.
13. False; He taught that they constantly are before the Father.
14. False; it is my duty to go to him.
15. False; it is not loving to ignore them.
16. True.
17. False; its objective is always to win back the erring one.
18. False.
19. False.
20. False; he disputed the Pharisaical application of that teaching.
21. False.
22. True.
23. False; but he warned that there were serious dangers in relying on one's riches.
24. False; both must be saved in the same way, by faith in the Lord Jesus Christ. But it is harder for one who relies on his riches to leant his need of Christ.
25. False; it was based on gross misinterpretation and manipulation of the Scripture.
26. False; it has nothing to do with that; it teaches about the child of God laboring in His kingdom.
27. True; we are to work for Him from the time we believe, however.
28. False; He often spoke of them to prepare His disciples.
29. False; He often discouraged men from following Him.

30. True; Scripture never questions her faith, only her wisdom.
31. True.
32. False: Jesus rebuked both groups for their attitudes.
33. True.
34. True; it is in their official pronouncements.
35. False; though that is what the Jews expected of their Messiah.
36. True.
37. False; the temple He entered was most likely the one that Herod the Great began to build and which was not completed at the time of Jesus' death.
38. False; His rebuke was against those seeking to make profit from the poor, taking advantage of them.
39. True.
40. True; for many of their followers admired John.
41. True.
42. True; Solomon's, Zerubbabel's, and Herod's.
43. True; and this undoubtedly spurred on their hate.
44. False; they favored it.
45. True; render to Caesar what is his.
46. True.
47. False; they accepted only the Pentateuch.
48. False; He taught that there will be no marriage state in heaven except that between Christ and His church, as His bride.
49. True.
50. True.
51. False; He did not favor them because their hearts were insincere.
52. False: His charges were against men, not an office.
53. False; but all teachers must be seen as under-teachers, with only the Holy Spirit as our true teacher.
54. False; Jesus stressed the importance of humility at all times.
55. True.
56. False; but He rebuked them for not properly teaching those they gained as followers.
57. False; Jesus rebuked them for tithing the small things and yet for not caring about weightier matters of the Law.
58. False: they were rebuked for making that a Law, when God had not made it so.
59. False; see our discussion.
60. True.
61. True.
62. True.
63. True.
64. True.
65. True.
66. False; but He does say that the deceptions will be such that only the elect will not be deceived.
67. False; He was concerned that they be ready for His coming at all times, as they went about their daily business.
68. False; though they appeared to be true, right up to the end.
69. True. " ' "
70. True.
71. False; they could not give what it was not theirs to give. Only God could give what the foolish virgins needed; and they had neglected to ask it of the Lord.
72. False; it teaches of the importance of investing all that the Lord has put in our hands for His glory.
73. True.
74. False.
75. True.
76. False; He saw it as an act of glory to Him by one who believed in Him and loved Him.
77. False.
78. False.
79. False; Judas was fully to blame.
80. True; at least for part of it.
81. False; He warned that they would all scatter from Him.
82. False; He always prayed that the Father's will would be done.
83. False.
84. True: as Peter, who was tempted and denied Jesus three times.
85. False; there is no reason to believe that this happened.
86. False; for they saw that it was intended as a slur against them.
87. False; he violated it.
88. True; at least most of them.
89. True; He was human and knew weariness of the body.
90. False; only Luke does.
91. True; though the term is infrequently used in the New Testament.
92. False.
93. True.
94. True.
95. False.
96. True.
97. True.

- 98. True.
- 99. False.
- 100. False.

Part Two:

We suggest that the latter part of the review be read by all members of the class at home. If time allows, some of its chief points may be brought

out in class: Stress the importance of remembering these two key verses (Gen. 3:15; Eph. 1:4) as we begin our New Testament studies.

You want to be the best possible teacher as you handle the Word of Life. You want to see changed lives as your people demonstrate, "bringing every thought into captivity to the obedience of Christ" (II Cor. 10:5b).