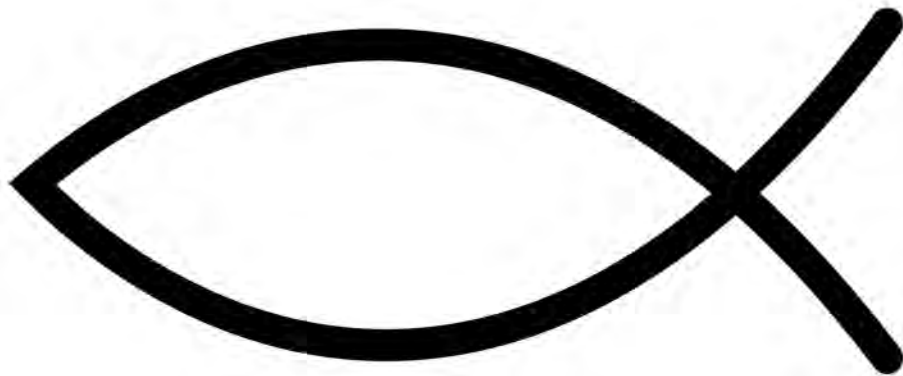

The Ministry of Christ

SECOND EDITION



TEACHER'S MANUAL

Copyright © 2008 by Christian Liberty Press
September 2008 edition

All Rights Reserved. No part of this teacher manual may be reproduced or transmitted in any form or by any means, electronic or mechanical, without written permission from the publisher, except as stated in *The CLASS Handbook*. Brief quotations embodied in critical articles or reviews are permitted.

A publication of
Christian Liberty Press
502 West Euclid Avenue
Arlington Heights, Illinois 60004

Prepared by Anthony Minell and Peter Rubel
Editing by Diane Olson and Arnold Gentile
Layout by Jim Lellman

Printed in the United States of America

To the Parent-instructor

The teacher's manual for *The Ministry of Christ* is provided by the staff of Christian Liberty Press to help the parent-instructor prepare to teach this New Testament survey course. In this teacher's manual, we have provided model or representative answers to all Chapter Checkup exercises. Chapter Checkup exercises are found at the end of chapters in the textbook. We have also provided textbook page references, Bible references, teacher suggestions, and/or clarification where necessary. We suggest the parent-instructor purchase a good Bible atlas, unless the maps at the back of a family Bible suffice.

Please also take special note that the student must not have access to this teacher's manual. The student should do his own work out of the textbook and respond using his own words. The student is to proceed in the course by reading the textbook, each portion in its turn, and by writing responses to the corresponding textbook exercises. The student should use quotation marks and page references in his responses when quoting phrases or sentences from the textbook. To make grading and evaluation of the daily work from the textbook easier, we suggest the parent-instructor direct the student to write down each question or exercise from the book (for example, on notebook paper) as well as his own answers.

Necessary corrections to a student's answers should be achieved through using the teacher's manual only to guide the student to the place in the textbook where the correct answer can be found, not by communicating verbatim the answer in the teacher's manual to the student. It is your responsibility to encourage the student to come to an articulate knowledge of the information, which will not be achieved through explicitly communicating basic answers in the teacher's manual to the student. Again, the parent-instructor may use this teacher's manual to direct the student to the locations and concepts in the textbook that the student can use to correct his own faulty or incomplete responses.

Italicized wording, explanatory footnotes, and supplemental quotations (references from other books) appearing in the body of this teacher's manual are provided as additional information for the student's and the parent's benefit. The student will not be held responsible for this additional material. However, we strongly encourage the parent-instructor to share this information with the student to enhance his educational experience and further the student's understanding and knowledge of the basis found in the textbook. Any other direct or indirect student access to this teacher's manual is not permitted.

We have certain expectations for the student in this course. The student should give all of his answers in complete sentences unless the question anticipates a mere list or chart as a response. The student should also give answers similar to those provided in this manual, although the student is expected to answer in his own words, and do his own work out of the textbook and Bible. This manual often uses quotations from the Bible or textbook to show the parent-instructor the material from which the student is to derive his answer. If the student quotes material, he should use quotation marks and page or verse references. Also, some teacher manual answers may be more thorough than expected of students, although the student should strive to be thorough, thoughtful, and complete in his answers to textbook questions.

The student is to read each reading selection carefully and complete the corresponding student exercises. We recommend that the student also take notes on what he is reading. This should help him retain important elements of each selection. When responding to the daily work questions, the student should follow these general pointers:

1. Restate the question in the answer.
2. Use complete sentences.
3. Demonstrate strong written expression.
4. Answer all parts of each question.
5. Use specific quotes or references to support the answer.
6. Avoid underdeveloped, abbreviated, or truncated answers.
7. Establish a high level of thought in the response.

8. Create a well-crafted and fully developed response.

Please be sure your student understands these general pointers.

When the phrase “*Answers will (or may) vary*” (in italics) is used, it usually means that there is more than one possible correct answer. In such cases, the student must relate his answer to the question, the Bible, and the textbook material as closely as possible. In such cases, we have attempted to be as helpful as possible to the parent-instructor in this manual.

Tests

Separate tests are included (with the course, not in this teacher’s manual) and required for Christian Liberty Academy School System (CLASS) students, and different tests are available for purchase by Christian Liberty Press customers. The parent-instructor should read the introduction to the tests carefully at the beginning of the course and before administering the first test (at least). The parent-instructor should ensure that the student is well acquainted with his responsibilities in preparing for and taking the tests.

Miscellaneous points for the parent-instructor

- Typically, a Chapter Checkup question citing Scripture anticipates a response from that Scripture, but a question not citing Scripture anticipates an answer derived from the textbook.
- For some questions, we have specified the number of answers the student should provide, or made a suggestion as to how many the parent-instructor may require of the student.
- Bible quotations in this teacher’s manual are taken from the New King James Version unless otherwise stated.
- For some questions, a Bible with cross-references or a Bible concordance would be useful to the student.
- In this manual, we typically use the old grammar convention of using singular, masculine-gender pronouns to refer to individuals of either sex.
- When the word “LORD” (with all capitals) is used in this teacher’s manual, it means “Yahweh,” a name of God (cf. Exodus 3:14), following the convention in many Bibles.
- When the letters “ff.” occur, typically after a verse reference from the Bible, it means “and following,” often including the verses to the end of the chapter. The abbreviation “cf.” means “compare” or “confer.”

To fathers especially

One generation of Israelites saw the plagues in Egypt, the miracle of the crossing of the Red Sea, and the provision of water, manna, and so on in the desert; but the people of God did not believe in the LORD (Num. 14:11, Ps. 78:22, 32), and so they died in the wilderness, everyone 20 years old and over who had seen the LORD’s great works. The next generation entered the Promised Land, apparently believed the LORD, and began the conquest under Joshua. Then the third generation grew up “who did not know the LORD nor the work which He had done for Israel” (Judg. 2:10 NKJV). The unfaithfulness and ignorance of this third generation seems, in part, to imply a singular failure of the fathers to obey the command (Ps. 78:5) to teach their children the laws and works of the LORD (Deut. 6:1–7). Of course, the third generation also bears its own responsibility.

By the chronological end of the Old Testament era, the prophet Malachi spoke of a coming prophet who would “turn the hearts of the fathers to the children, and the hearts of the children to their fathers” in regard to the covenant with the Lord (Mal. 4:6, cf. Isaiah 59:21). Similarly, under the New Covenant, fathers specifically are given the responsibility to bring up their children “in the nurture and admonition” (KJV, or discipline and instruction) “of the Lord” (Eph. 6:4).

We realize that family circumstances may include, for example, the inability of a father to directly fulfill his responsibility to God to raise his children in the way of the Lord, and we thank God for godly mothers and teachers who have played similar roles in child rearing (cf. 1 Tim. 5:10), but God seems to place a particular authority and responsibility on fathers to pass on the torch of faith to the next generation. Ideally, a mother’s reinforcement of the father’s spiritual lead in the life of the child might include practical applications of the

biblical doctrine. The father's primary responsibility here is thus not given to the church, the state, the school, the media, or a child's friends or siblings, even if one or more of these alternate entities contributes positively (as we all hope they would or will) to the spiritual upbringing of a father's children.

The Ministry of Christ is an aid to fathers especially in fulfilling this duty. This course is also intended to be placed, typically, in an academic setting, and thus certain directions are drawn within academic boundaries. Your student, for example, may be reminded that he is responsible to learn, and that the more work your student sows, the more benefit he will reap. Discipline is needed to learn the instruction of the Word of God.

May God bless your study of the New Testament using *The Ministry of Christ*.

Text Key

Answer Key for "Chapter Checkup" Questions in *The Ministry of Christ* Text

CHAPTER 1—Introduction

Chapter Checkup—Pages 4-5

1. **In what ways has God revealed Himself?** *The question is more difficult than it may appear.* Clearly the Old and the New “Testaments comprise the [inspired] Word of God” (p. 2). More so, the ways God has revealed Himself include “the inward work of the Holy Spirit, bearing witness by and with the Word of God” (p. 2, citing the Westminster Confession). Thus the Word of God itself is both a “way” God has revealed Himself and a writing in which God has revealed Himself. *In the Word of God, by inference, God reveals Himself in types, prophecies, Christ Himself (including His appellations, e.g., the Truth, p. 3), and by other means. One may even argue that God reveals Himself by means of changing “the lives of men and of nations” (p. 2). God’s revelation of Himself in the creation (e.g., Romans 1:18-25) is not under immediate consideration.*
2. **What is inspiration?** “The word ‘inspired’ literally means breathed in. God inspired men [in writing the Bible] by breathing into their minds the thoughts He wanted them to write ...” (p. 1). The infallibility and inerrancy of the Scriptures are either necessary consequences of inspiration or an essential part of the definition, for God’s Word is truth and cannot be broken (*cf. John 10:35, 17:17*).
3. **What does the Bible teach about its origin?** (*II Tim. 3:16; II Peter 1:21; I Cor. 2:12-13 are given as a guide.*) Of the Scripture’s origin, II Timothy 3:16 notes that God’s Word is inspired or God-breathed. *This would especially include the Old Testament, and at least that part of the New Testament then known.* II Peter 1:21 similarly notes that Scripture was not “invented” by (the will of) man; rather, the Holy Spirit superintended the writing. The Holy Spirit “carried along” the writers in the writing. I Corinthians 2:12-13 also similarly notes that the Spirit who is from God (v. 12) teaches (v. 13) the apostles in writing such things as Paul’s letter to Corinth.
4. **What do we mean when we say that the Bible is infallible?** When we say that the Bible is infallible, we mean that the Word of God, the Bible, is “without error” (p. 2). It does not make “any mistakes when it talks about [God], geography, history, or any other subject” (p. 2). *In times when Scripture seems in error, time always is on the side of Scripture.*
5. **How can we be sure that the New Testament is infallible?** We know the Bible (including the New Testament) is infallible “because it was inspired by God. God is the author” (p. 2). Arguably also, “there are many wonderful features about the Bible which ought to make us take its claims seriously” and again “the inward work of the Holy Spirit” enables the believer to know the Bible is God’s Word (p. 2). Arguably also, such knowledge hinges on the identity of Jesus as “the living Word of God” (p. 3).
6. **How is the New Testament related to the Old Testament?** The relationship between the Old and the New Testament is one of completion. Without the Old you cannot have the New, and without the New you cannot fully understand the complete meaning of the Old. “The New Testament completes the Old Testament...In the New Testament many Old Testament prophecies are fulfilled, many types [or symbols, e.g., animal sacrifices] become realities” (p. 3).
7. **What ideas does the Bible use to picture the work of Christ? Which idea includes all the others?** Jesus’ work is pictured in many phrases such as “the Bread of Life (John 6:35), the Good Shepherd (John 10:14), and the Way, the Truth, and the Life (John 14:6),” as well as titles Prophet, Priest, and King (p. 3). Likewise, He is pictured as a servant or minister, which is the idea that includes all the others.

8. **Give some verses from the Bible that prove that Christ came as a servant.** Verses that prove that Christ came as a servant may be found on pp. 3 and 4. They include Isaiah 52:13-15, 53:11; Philippians 2:7; Mark 10:45; and John 6:38.
9. **How should we study the New Testament?** When studying the New Testament we must have an attitude of reverence and respect. “We must study it carefully and diligently.” We must depend upon the Holy Spirit to give us understanding. We must apply the Word to our lives- “*be doers of the word, and not hearers only, deceiving yourselves*” (James 1:22, p. 4).

Part 1—The Setting of Christ’s Ministry

CHAPTER 2—The History of Christ’s People

Chapter Checkup—Page 12

1. **Describe the statue of Nebuchadnezzar’s dream and tell what each part represented.** The statue was huge, with a head of gold, breast and arms of silver, abdomen and thighs of brass, legs of iron, and feet of iron mixed with clay (pp. 7-8, *Daniel 2:31-43*). The head of gold represented Babylon; the breast and arms of silver represented Medo-Persia; the abdomen and thighs of brass represented Greece; and the legs of iron and feet of iron and clay represented Rome. *The rock that destroys the statue is the kingdom of Christ* (p. 11).
2. **What happened to the Jews in the days of the Babylonian Empire?** During Babylonian Empire days, the Jews, or people of Judah, were attacked; and survivors were taken captive to Babylon in fulfillment of the curse for disobedience in the Mosaic Covenant (Deuteronomy 28). Jerusalem was besieged and then sacked. Solomon’s temple was destroyed (pp. 8-9).
3. **What happened to the Jews in the days of the Medo-Persian Empire?** After the Medo-Persians conquered Babylon, King Cyrus issued a decree that permitted the Jews to return to their own land. A minority of about 50,000 Jews returned to Jerusalem, led by Zerubbabel. During this time, the temple was rebuilt and worship of Jehovah was restored. However, the Jews were still under the authority of the Medo-Persian Empire (p. 9). “The ark of the covenant was missing” (cf. *Josephus BJ 5. 219*) and no heir of David ruled (p. 10).
4. **Why were the conquests of Alexander important?** Alexander’s conquests were important because they began the dominant influence of “Greek language and culture” in the ancient world (p. 10), on account of which the New Testament was written in Greek.
5. **Trace the steps which led to an independent Jewish state.** “When the Syrian kings captured Palestine in 198 B.C., the Jews began to suffer.” Antiochus Epiphanes attempted to end Jehovah worship and “impose [idolatrous] heathen worship” in its place. A resistance movement arose, led by a family that “became known as the Maccabees.” Judas Maccabeus in particular led the successful struggle for freedom of the Jews from foreign domination (p. 10).
6. **How did the Romans take over Palestine?** In a day when Roman rule was rapidly expanding near Palestine, “the Maccabean rulers sometimes called upon Rome for assistance” in fighting Syrian attempts to reconquer Palestine. At one point, the Roman Pompey took advantage of an internal quarrel amongst the Maccabees to seize Jerusalem and appoint a king. “In 63 B.C. Palestine became a Roman province” (p. 11).
7. **What deeds of the Herods are mentioned in Matthew 2; Luke 3; Mark 6; Luke 23?**
 - A. Matthew 2—Herod the Great ordered the execution of all the boys in Bethlehem from age two and under.
 - B. Luke 3—Herod Antipas imprisoned John the Baptist (cf. p. 23).
 - C. Mark 6—Herod Antipas ordered the execution of John the Baptist.

- D. Luke 23—Herod Antipas presided over an illegal trial in which Jesus Christ was mocked and beaten.

CHAPTER 3—The Scene of Christ's Labors

Chapter Checkup—Page 21

1. **Why was Palestine important to the countries surrounding it?** Set between the Mediterranean Sea and the desert, Palestine constituted a narrow “land bridge for the main trade routes” for residents of three continents (p. 14), hence its importance to neighboring countries. To those who understood such things also, Palestine was the geographical center from which spiritually significant things came.
2. **How does the location of Palestine help explain the variety of its land and climate?** Given its latitudes, Palestine is bounded on the west by the Mediterranean Sea, on the east by desert. This helps explain the rainfall and fertility of parts of the area and the hot, arid climate of other parts. Its location along a fault line in the earth’s crust has also produced further variations in land formations and climate in the mountains and the Jordan Valley (p. 15).
3. **What is unusual about the Jordan Valley?** The Jordan Valley is unusual in that it was formed in a fault zone in the earth’s crust, resulting in steep sides and a bottom that is very low in elevation (p. 15).
4. **During which months does rain fall in Palestine?** In Palestine, rain falls from October through April, and especially at the beginning and ending months of that period (pp. 15, 18).
5. **Which parts of Palestine get the most rain?** The northern areas of Palestine generally receive more rain than the southern areas; the areas west of the largely north-south directed mountains receive more than the areas east of the mountains (p. 18). Moisture-laden air from the Mediterranean rises as it flows eastward and up the mountains, where it cools and thus drops most of its moisture content as rain before moving further east, past the mountains.
6. **Why did the Coastal Plain have little influence on the life of Jesus?** The Coastal Plain apparently had little influence on the life of Jesus because historically it was “never really a part of Israel” (p. 18).
7. **Why did the people who lived in Judea despise Galilee?** In the days of Jesus, Galileans were often despised because their location, it was believed, made them “too independent in their thinking and too easily influenced by the Gentiles” (p. 19).
8. **Describe Judea.** The portion of Judea in which Jesus traveled is about 30 miles long by 18 miles wide. Mountain ranges run “from north to south.” The western portion receives relatively more rainfall, though none of Judea is very fertile. The east and south (including the area on the shores of the Dead Sea) is very dry, barren, and rocky (p. 19).
9. **Describe the location of Jerusalem.** Jerusalem sits high, just east of the mountain ridge; it “perches on the edge of the descent to the Jordan near the wilderness” (pp. 19-20).
10. **Describe the Jordan Valley.** The Jordan Valley is described in much detail on p. 20. Among other features, it includes a deep rift east of the Hill Country where the Jordan River runs (southward) into and out of the Sea of Galilee. The Dead Sea is also located in the valley. An area north of the Dead Sea has a tropical climate. Wild beasts once inhabited an area north of the Dead Sea where the river cut a deeper channel than the rift.

CHAPTER 4—The People of Christ's Land

Chapter Checkup—Pages 30-31

1. **How was Palestine governed in Jesus’ time?** At the time of Jesus’ birth, Palestine was ruled by a king who answered to Rome, Herod the Great. After Herod the Great’s death, Palestine was divided into smaller provinces and given to his children. “Herod Antipas ruled in Galilee, and Philip ruled over the area north and east of the Sea of Galilee.” Archelaus ruled briefly over Judea. After