Level: 4
Title: WHO IS JESUS IN LUKE’S GOSPEL?
Strand: JESUS CHRIST: Jesus of Nazareth, Saviour, Word Made Flesh.
Suggested Duration: 6 weeks

Unit Focus
In this unit students study some of the images of Jesus as presented in Luke’s gospel, as well as Jesus’ special concern for the marginalised. The students will examine the way in which Luke illustrates the pattern of Christian life and explore how the values and themes of this Gospel can be applied to life.

Level Outcome
By the end of Level Four students should be able to:

Articulate an understanding that Jesus, present in our lives in many ways, offers hope to the world.

Unit Outcomes
By the end of this unit students should be able to:

2. Express an understanding of the different portraits of Jesus provided by Luke’s Gospel.
3. Identify ways that Jesus challenges our lives today.

<table>
<thead>
<tr>
<th>STRAND</th>
<th>DOCTRINAL CONCEPTS</th>
<th>CATECHISM REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesus Christ</td>
<td>2. In his life, death and resurrection Jesus reveals the saving love of God and gives hope to the world.</td>
<td>653, 654</td>
</tr>
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<td></td>
<td>3. Jesus identified with the poor, the lonely, the sick and the outcast.</td>
<td>544</td>
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<td></td>
<td>4. The Holy Spirit, gift of Jesus, inspires and renews the Church community to live as Jesus did.</td>
<td>737</td>
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<tr>
<td>Scripture</td>
<td>1. The Old and New Testaments contain different types of writing.</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>3. The New Testament teaches us about Jesus and the early Christian communities.</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>4. The Gospel of God’s saving love invites us to live Christian lives.</td>
<td>2419</td>
</tr>
</tbody>
</table>

Key Understandings for Students
- The Gospels provide distinctive insights into the person and life of Jesus.
- The Gospel of Luke was written for Gentile communities and the writer explains material unfamiliar to non-Jewish readers.
- The theme of journey is important in this Gospel. The central part of the Gospel tells the story of Jesus’ journey to Jerusalem and it is a symbol of our journey towards fullness of faith.
- Important types of stories in Luke’s Gospel are parables, healing stories and hospitality stories eg meals, feasts. They illustrate the way in which Jesus reached out to the marginalised. These stories tell us through word and action of the Christian way of life.
- The same Holy Spirit that was upon Jesus at Nazareth is with the Church in its work, and with each Christian through baptism. As baptised Christians we are called to continue Jesus’ ministry of service.
- The teachings of the Gospel can be applied to our lives today.

Curriculum Links - VELS
Victorian Essential Learning Standards
The Unit Who is Jesus in Luke’s Gospel? can be used to assess a range of VELS. The table below gives examples of how Level 4 standards could be assessed..

<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
<th>Key elements of Standards Students…</th>
</tr>
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Awakenings December 2007
Physical, Personal and Social Learning

Interpersonal Development

Working in teams

- "work cooperatively to allocate tasks and develop timelines"
- "accept responsibility for their role and tasks."

Building Social Relationships

- "demonstrate, through their interactions in social situations, respect for a diverse range of people and groups."

Interdisciplinary Learning

Communication

Presenting

- "summarise ideas and organise ideas and information logically and clearly in a range of presentations"
- "identify features of an effective presentation and adapt elements of their own presentation to reflect them."

Responding

- "summarise and organise ideas and information, logically and clearly in a range of presentations."

Thinking

Reasoning, processing and inquiry

- "develop their own questions for investigation. They collect relevant information from a range of sources and make judgements about its worth"

Creativity

- "generate imaginative solutions when solving problems"

Reflection, evaluation and meta-cognition

- "use a broad range of thinking processes and tools and reflect on and evaluate their effectiveness."

Curriculum Framework Context

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<tbody>
<tr>
<td>Followers of Jesus</td>
<td>Who Is Jesus in Luke’s Gospel?</td>
<td>How Can We Make a Difference?</td>
</tr>
</tbody>
</table>

Student Context

Students may still consider the New Testament as a narrative account of the life of Jesus. The children’s first understanding will be literal, and that literal understanding is an essential stage of faith development. Their developing intellectual capacity in skills of reasoning and analysis will help them deal with understanding the miracle genre and its interpretation. Students will need assistance in recognising that the Scriptures continue to be relevant and meaningful today. At this level the students are engaging with different text types in English, and other domains. They are able to recognise and analyse pieces of text in a structured way and they are becoming aware of the key role that an author has in shaping text.

Theological Background for Teachers

- The Gospels not only provide information about Jesus but also in a real sense make him present to us.
- Drawing on the oral tradition and available written sources, the four evangelists composed their Gospels in a way suited to the particular needs of their own faith community. The Gospels are not historical biographies in our modern sense. Rather they are interpretations of the life and ministry of Jesus, though based on historical fact. They were inspired by God, and are (like the Hebrew Scriptures) a means of God's revelation to humankind.
- The theme of journey is prominent in Luke’s Gospel. The central part of his Gospel tells of Jesus’ missionary journey from the shores of Galilee to Jerusalem, to his death and resurrection. But this journey is deeply symbolic. It is made in company with his disciples whom he instructs and forms into a community on the way. They share his mission, as they will later (in Acts) share his suffering. This is for Luke a pattern of the Christian life. We too journey, accompanied by Jesus, towards fullness of faith and our own share in his death and resurrection. And Jesus forms us into a caring community along the way.
- The Holy Spirit figures prominently in Luke’s understanding of Jesus, for example he is conceived through the power of the Spirit, and the Spirit comes upon him to prepare him for his ministry. Luke’s message is that the same Holy Spirit is with the Church in its work, and with each Christian through baptism.
Jesus’ teaching receives, from the beginning, a mixed reception. He speaks with homely parables that people can readily relate to, and accompanies his preaching with many cures. Jesus pays particular attention to instructing his disciples as they journey towards Jerusalem. Luke’s picture is of a busy ministry in which Jesus is always on the move, seeking to bring his message to as many places as possible.

In Luke’s Gospel, the miracles of Jesus healing people are not simply signs of Jesus’ power over evil. They illustrate his deep compassion and tender mercy.

Parables are stories used to illustrate a teaching. The primary purpose of a parable is to make the listener reflect on their behaviour and evoke a response. More than half of Jesus’ teaching was done through parables. The main idea of these stories was that God and the kingdom of God can be seen in the lives of ordinary people.

Jesus consistently told parables which were thought provoking and challenged the listener to some form of action. He tried to jolt the listeners out of a routine existence and force them to view reality in a new light. It was through parables that Jesus proclaimed the Reign of God. The parables instruct and challenge us.

In Luke’s Gospel we see Jesus constantly in contact with and taking the side of the poor and marginalised. He is born in poverty in a stable, relates with sinners. Jesus sought to bring the “Good News” to the poor, to care for the sick and rejected.

The knowledge of these attributes of the life of Jesus, inspire us to model our lives on his.


Scripture

Teacher and Student Reference NRSV

Lk 18: 1-8  **The Parable of the Widow and Unjust Judge**
Then Jesus told them a parable about their need to pray always and not to lose heart. He said, “In a certain city there was a judge who neither feared God nor had respect for people. In that city there was a widow who kept coming to him and saying, ‘Grant me justice against my opponent.’ For a while he refused; but later he said to himself, ‘Though I have no fear of God and no respect for anyone, yet because this widow keeps bothering me, I will grant her justice, so that she may not wear me out by continually coming.'” And the Lord said, “Listen to what the unjust judge says. And will not God grant justice to his chosen ones who cry to him day and night? Will he delay long in helping them? I tell you, he will quickly grant justice to them. And yet, when the Son of Man comes, will he find faith on earth?”

Lk 4:16-19  **The Rejection of Jesus at Nazareth**
When he came to Nazareth, where he had been brought up, he went to the synagogue on the Sabbath day, as was his custom. He stood up to read, and the scroll of the prophet Isaiah was given to him. He unrolled the scroll and found the place where it was written: “The spirit of the Lord is upon me, because he has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free, to proclaim the year of the Lord’s favour.”

Lk 4:38-40  **Healing at Simon’s House**
After leaving the synagogue he entered Simon’s house. Now Simon’s mother-in-law was suffering from a high fever, and they asked him about her. Then he stood over her and rebuked the fever, and it left her. Immediately she got up and began to serve them. As the sun was setting, all those who had any who were sick with various kinds of diseases brought them to him; and he laid his hands on each of them and cured them.

Lk 14:15-24  **Parable of the Great Banquet**
One of the dinner guests, on hearing this, said to him, ‘Blessed is anyone who will eat bread in the kingdom of God!’ Then Jesus said to him, ‘Someone gave a great dinner and invited many. At the time for the dinner he sent his slave to say to those who had been invited, “Come; for everything is ready now.” But they all alike began to make excuses. The first said to him, “I have bought a piece of land, and I must go out and see it; please accept my regrets.” Another said, “I have bought five yoke of oxen, and I am going to try them out; please accept my regrets.” Another said, “I have just been married, and therefore I cannot come.” So the slave returned and reported this to his master. Then the owner of the house became angry and said to his slave, “Go out at once into the streets and lanes of the town and bring in the poor, the crippled, the blind,
and the lame." And the slave said, “Sir, what you ordered has been done, and there is still room.’ Then the master said to the slave, “Go out into the roads and lanes, and compel people to come in, so that my house may be filled. For I tell you, none of those who were invited will taste my dinner.”

### Suggested Assessment Tasks

**Assessment tasks for this unit may include:**

**Outcome 1:** Articulate features of the Gospel of Luke in terms of particular themes and concerns

- For Luke, Jesus’ ministry is a journey from Galilee to Jerusalem, this journey is deeply symbolic.
  
  Choose both a healing and a hospitality story, using Appendix 1, and break open the scripture under these headings:
  
  - **Healing Story**
    - Who needs healing? Type of healing? Result? Place?
  
  - **Hospitality Story**
    - To whom is hospitality offered? How is hospitality shown?

**Outcome 2:** Express an understanding of the different images of Jesus provided by Luke’s Gospel.

- Illustrate an image of Jesus, from a story in Luke’s gospel, that depicts the fulfilment of Jesus’ mission. (Lk 4:16-19)
  - Include a short synopsis, with reference of the chosen story.

**Outcome 3** Identify ways that Jesus challenges our lives today.

- Locate a story from Luke and use a Scriptural Think Pad (White, D. Into the DEEP pp 82-84), to express understanding of the text.
- Name those who are marginalised today and describe how Jesus would act towards them.

**N.B** The following Outcomes 1 and 2 lend themselves to reporting in the dimension of Knowledge and Understanding

### Suggested Teaching & Learning Experiences

**Focusing Activity:**

Using images of people in different contexts and situations discuss the following: what do we know about this person? How do we know this? (from the picture). What else do we want to know about these people?

- Create a database on Luke e.g. Luke was a Gentile, probably from …, probable profession …, he wrote…
- The Jesus in Luke’s Gospel teaches us to challenge injustice. Think of a current issue that you believe to be unjust. Journal your response in word or image.

**Questions for guided reflection:**

1. What do these healing stories tell us about Jesus?
2. What do they tell us about how we should act?

- Identify, the people in our world who are the marginalised. How would Jesus react to these people and their circumstance? What is the Christian response?
- After reading the text of the ‘Parable of the Great Banquet’ Lk 14:15-2 identify the ways that Jesus challenged society in this parable.
- Read or retell the main events of Lk 18:1-8 ‘Parable of the Widow and the unjust judge’, emphasising that God is a God of Justice.
- Lk 4:38-40 To PREPARE TO HEAR the Word - this is the first time Luke shows Jesus as healer. This story shows that Jesus was still an observant Jew. This story illustrates Jesus’ deep compassion and tender mercy
- Lk 4:38-40 To ENCOUNTER the Word after reading the text from the Bible, students complete a triptych (A work consisting of three picture panels)
- Lk 4:38-40 To RESPOND to the Word – create a front page newspaper headline and story reflecting on the message of Jesus love and compassion
- Lk 4:38-40 To RESPOND to the Word – Locate current news stories that highlight Jesus’ compassion in the world
During daily prayer build up a litany about how we can show God’s hospitality to all those we meet. eg To those who feel rejected … Let us show God’s hospitality as Jesus did. To those who hunger for love … Let us show God’s hospitality as Jesus did. To those who are bullied … Let us show God’s hospitality as Jesus did. (Prayer Strategies, Beth Nolen)

Give students the opportunity to reflect on times when they have encountered injustice in their lives and the response they made.

Design a Facebook profile page for someone you know well, highlighting the qualities that you want to share with the wider world.

After designing your Facebook profile list the reasons why you want the world to know about the special qualities of your chosen person

Christians believe that when people act against injustice they are being Jesus in the world. When I …… I am being Christlike.

At the conclusion of the unit invite students to take part in the Litany of Blessing. (Just Imagine, Rina Wintour)

Students choose a story from each of the four sections of Luke: 1 Birth Narratives. 2 The Galilean Ministry. 3 The Journey to Jerusalem. 4 The Death and Resurrection of Jesus. Students use a ‘retell strategy’ to present their selected text.

Use the ThinkPad strategy to analyse some well known and accessible scripture from Luke.

Create a Character map from the Jesus presented in Luke’s Gospel.

Use the created Character map to suppose Jesus’ response to school, local and international issues.

Resources

For resources to support this unit, refer to the online planning tool. For additional resources, refer to the Resource Centre Catalogue: http://www.ceoballarat.catholic.edu.au and follow links to Resource Centre.
### APPENDIX 1

#### Healing Stories

<table>
<thead>
<tr>
<th>Story Description</th>
<th>Luke Reference(s)</th>
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</thead>
<tbody>
<tr>
<td>Cure of Simon's mother-in-law</td>
<td>Lk 4:38-40</td>
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<tr>
<td>The paralytic saved</td>
<td>Lk 5:17-26</td>
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<tr>
<td>The faith of a pagan</td>
<td>Lk 7:1-10</td>
</tr>
<tr>
<td>The son of a widow restored to life</td>
<td>Lk 7:11-16</td>
</tr>
<tr>
<td>Jesus, the woman and the Pharisee</td>
<td>Lk 7:36-50</td>
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<tr>
<td>The ten lepers</td>
<td>Lk 17:11-19</td>
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</tbody>
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#### Parables

<table>
<thead>
<tr>
<th>Parable Description</th>
<th>Luke Reference(s)</th>
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<tbody>
<tr>
<td>The Two Builders</td>
<td>Lk 6:47-49</td>
</tr>
<tr>
<td>The Two Debtors</td>
<td>Lk 7:41-43</td>
</tr>
<tr>
<td>The Sower</td>
<td>Lk 8:5-8, 11-15</td>
</tr>
<tr>
<td>The Good Samaritan</td>
<td>Lk 10:29-37</td>
</tr>
<tr>
<td>The Friend at Midnight</td>
<td>Lk 11:5-8</td>
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<tr>
<td>The Rich Fool</td>
<td>Lk 12:16-21</td>
</tr>
<tr>
<td>The Faithful or Unfaithful Servant</td>
<td>Lk 12:42-46</td>
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<tr>
<td>The Barren Fig Tree</td>
<td>Lk 13:6-9</td>
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<tr>
<td>The Mustard Seed</td>
<td>Lk 13:18-19</td>
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<tr>
<td>The Leaven</td>
<td>Lk 13:20-21</td>
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<tr>
<td>The Great Feast</td>
<td>Lk 14:15-24</td>
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<tr>
<td>The Tower Builder</td>
<td>Lk 14:28-30</td>
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<tr>
<td>The Warring King</td>
<td>Lk 14:31-32</td>
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<tr>
<td>The Lost Sheep</td>
<td>Lk 15:3-7</td>
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<tr>
<td>The Lost Coin</td>
<td>Lk 15:8-10</td>
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<tr>
<td>The Prodigal Son</td>
<td>Lk 15:11-32</td>
</tr>
<tr>
<td>The Unjust Steward</td>
<td>Lk 16:1-8</td>
</tr>
<tr>
<td>The Rich Man and Lazarus</td>
<td>Lk 16:19-31</td>
</tr>
<tr>
<td>The Master and Servant</td>
<td>Lk 17:7-10</td>
</tr>
<tr>
<td>The Persistent Widow</td>
<td>Lk 18:1-8</td>
</tr>
<tr>
<td>The Pharisee and the Tax Collector</td>
<td>Lk 18:9-14</td>
</tr>
<tr>
<td>The Pounds(The Talents)</td>
<td>Lk 19:11-27</td>
</tr>
<tr>
<td>The Wicked Tenants</td>
<td>Lk 20:9-18</td>
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</tbody>
</table>


#### Hospitality Stories

<table>
<thead>
<tr>
<th>Story Description</th>
<th>Luke Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesus visits Martha and Mary</td>
<td>Lk 18:38-42</td>
</tr>
<tr>
<td>Humility and Hospitality</td>
<td>Lk 13:7-14</td>
</tr>
<tr>
<td>Jesus and Zacchaeus</td>
<td>Lk 19:1-10</td>
</tr>
</tbody>
</table>
The symbol of Luke