



# The Public Life of Jesus

## Begin

Read aloud the unit title on page 89. Write the names of four sports teams and ask your child to share his or her viewpoint about each one. Then share your viewpoint. **Say:** *Not everyone sees teams or other things exactly the same way. People have different perspectives on, or ways of looking at, things. Likewise, because we have four Gospels, we have more than one perspective on Jesus. Each Gospel tells the Good News from its own perspective. Together the Gospels tell about Jesus, our Savior and Redeemer.* Explain that this unit will explore the mysteries of Jesus' public ministry.

## Introduce the Saints

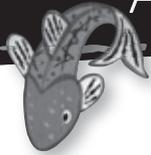
Ask your child to read aloud the paragraph on page 89. Draw a time line that shows these dates: Mark, A.D. 65–70; Matthew and Luke, A.D. 70s–80s; John, A.D. 90s. **Say:** *Jesus' Crucifixion and Resurrection took place about 40 years before Mark wrote his Gospel account. Imagine how much the faith had grown during that time. Imagine how daily life, politics, and the audience influenced each writer. It is no wonder the accounts are not identical.*

Invite your child to read aloud How the Saints Relate. Discuss the meaning of a reliable source. **Say:** *The four Evangelists help us understand the public life of Jesus. Through their Gospels, the true identity of Jesus is revealed.*

Turn to page 90. Take turns reading aloud the title and page. Read aloud the definition of *Evangelists* in the Glossary. **Ask:** *Why were the Gospels written? (to preserve the teachings of Jesus and to ensure that future generations would know Jesus' importance to our Salvation)*

Draw three columns with the headings *First Stage*, *Second Stage*, and *Third Stage*. Together list important details under each heading. Explain that it took centuries for the Church to determine the official list of books that make up the Bible. This official list is called the canon. **Say:** *The Gospels are our source of truth. When we read them, we learn about Jesus and how he wants us to live.*

Together add the feast days of the four Gospel writers to your calendar as follows: Matthew, September 21; Mark, April 25; Luke, October 18; John, December 27. To learn more about the Evangelists, refer your child to pages 258–262 in Prayers and Practices.



## Jesus Prepares for His Ministry

### Engage: Page 91

- ▶ Prepare a message-in-a-bottle prop that contains a positive message to your child. Discuss reasons why people send messages. Point out that because a message is short, it must deliver a big idea with few words. Invite your child to read your message. **Say:** *If you can discover the values that are at the heart of a message, then you can decide whether you want to listen to and follow it.*
- ▶ Read aloud the title and discuss the text in the box on page 91. **Say:** *Jesus, a master teacher, has a big message to share with us.*
- ▶ **Ask:** *How can we better understand Jesus' message?* Pray aloud the prayer together. Pray aloud the Sign of the Cross.

### Explore: Pages 92–93

- ▶ **Ask:** *When you are chosen to do something, how do you feel?* (Possible answers: proud to be trusted, happy to have responsibility, annoyed by the distraction) Read aloud the article title Jesus, Son of God and the first paragraph on page 92. **Say:** *We learn an important truth about Jesus' identity when he is baptized in the River Jordan by John the Baptist.*
- ▶ Invite your child to read aloud the sections Holy Spirit and Fire and Anointed for the Mission. **Ask:** *Why did people ask John to baptize them?* (to repent publicly for their sinfulness) **Say:** *The Sacrament of Baptism is a public statement about our faith.* Explain that although each Gospel is unique in its portrayal of Jesus' life, three of the four—Matthew, Mark, and Luke—have striking similarities, so we call them *synoptic*, from the Greek word for “a seeing together.” In the opening of each Synoptic Gospel, God identifies Jesus as his “beloved Son,” and Jesus receives the Holy Spirit.
- ▶ Read aloud the section Manifestation of God. Discuss the meaning of *epiphany* in the Glossary. Discuss what makes Jesus' baptism an epiphany.
- ▶ Ask your child to read aloud the Our Catholic Character feature. Point out that the Feast of the Epiphany is only one of the four epiphanies, but it is best known because it is a feast day during the Church year.
- ▶ Invite your child to read aloud the section The Messiah's Test. Together find and read aloud the meanings of *Satan* and *temptation* in the Glossary. **Say:** *Jesus was in the desert for 40 days. In the Bible, the number 40 is significant. It represents a period of time in which someone's faithfulness is tested and determined.*
- ▶ Read aloud the sections Tempted in the Desert and Jesus Is the Messiah on page 93. **Ask:** *How is Jesus' identity as Messiah confirmed?* (He renounces Satan and a material kingdom. Jesus is the new Adam. He spends 40 days in the desert and remains faithful to God.) Read aloud Matthew 4:1–11 to learn how Jesus responds to each temptation.
- ▶ Read aloud the directions for the Recognizing Temptation activity and brainstorm ideas. Invite your child to complete the activity.
- ▶ Draw the discussion to a close. **Ask:** *What temptations are most difficult for you to resist? How can you take steps to avoid them?*
- ▶ Use the Study Corner as a quick review of the article.



### Explore: Pages 94–95

- ▶ Encourage your child to discuss temptations he or she has faced. Discuss what Jesus would have done had he faced similar temptations. **Say:** *Just like you, Jesus had real temptations. He shows us how to respond to them by relying on his relationship with the Father.*
- ▶ Read aloud the article title Facing Temptation on page 94. Then together read aloud the whole page. **Say:** *The struggle to avoid temptation and sin is a struggle that all people share.* **Ask:** *Why is temptation dangerous for a Christian? (It turns our attention away from God's truth and can lead to sin.)* Invite your child to read aloud the definition of *parable* in the Glossary.
- ▶ Continue reading the section Parable of the Sower on page 95. Discuss how Jesus' parable helps us understand how a deep-rooted faith can assist us when we are tempted to turn away from God. Read aloud the section We Are Tested. **Say:** *Just as an athlete prepares for an event, we need to prepare for inevitable times of temptation so that we aren't caught off-guard.*
- ▶ Read aloud the Past Meets Present feature. Brainstorm examples of human laws that do not correspond with the spiritual teachings of the Church.
- ▶ Invite your child to read aloud the Sacred Art feature. Together find images from Jesus' parable in the art. Discuss how the art helps us gain insight into a religious teaching.
- ▶ Draw the discussion for the article to a close. **Ask:** *What can you do every day to arm yourself against temptation? How can you help others resist temptation? (Answers will vary.)*
- ▶ Use the Study Corner as a quick review of the article.

### Reflect: Pages 96–97

- ▶ Read aloud the title Praying with the Saints on page 96. Take turns reading aloud the paragraphs in the left column. **Say:** *Saint Thomas Aquinas was a brilliant theologian and scholar who showed that faith and reason could coexist.*
- ▶ Read aloud the Leader part of the Prayer of Saint Thomas Aquinas. Together pray the prayer slowly and reverently. Then pray together the All part and the Sign of the Cross.
- ▶ Look at page 97 and read aloud the introductory text of Where Do I Fit In? **Ask:** *What does integrity mean? (firmly maintaining moral values, honesty; doing what's right)* **Say:** *Distinguishing the truth can be hard. Let's find out what the author says about this.*
- ▶ Take turns reading aloud Seeking Real Truth. Together discuss the barrage of media messages we often receive. **Ask:** *How does the author suggest we filter junk out of the messages we receive? (praying the Beatitudes or a Daily Examen, talking with people of faith, reading the Bible, meditating)*
- ▶ Read aloud the directions in the Unlocking the Message activity. Together brainstorm some ideas. Invite your child to write responses.
- ▶ Ask your child to suggest strategies that will help your family better process or minimize the effects of media messages in your lives.

### Respond: Page 98

- ▶ Read aloud the directions in What's What? Have your child complete the crossword puzzle.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Reflect quietly before asking your child to write a response. Encourage your child to write his or her reminder on a slip of paper.
- ▶ Invite your child to access a 3-Minute Retreat at [www.loyolapress.com/retreat](http://www.loyolapress.com/retreat).