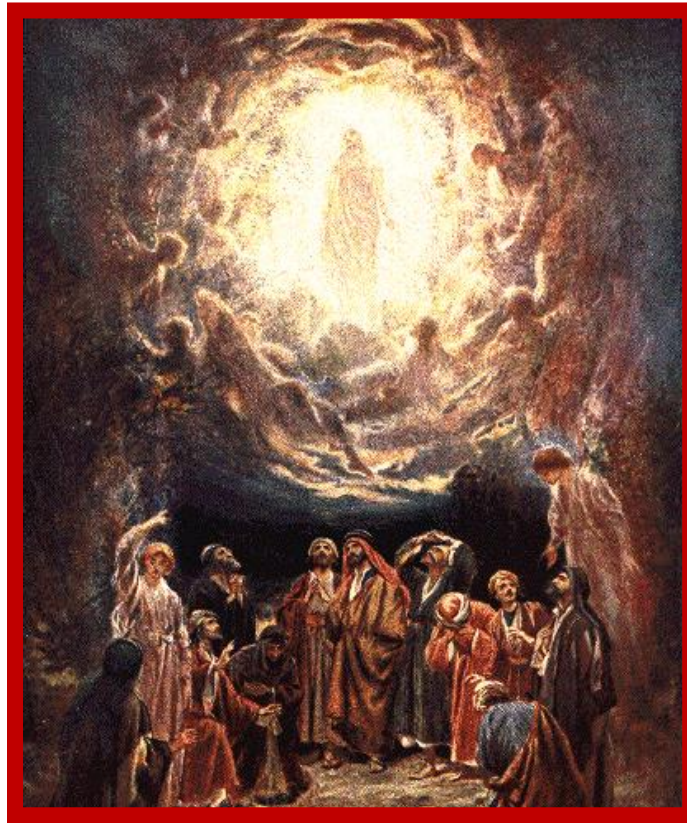


Jesus' Ascension & Apostles' Commission



biblegallery.com

Task	Title	Focus	Page
	<i>Introduction to Unit 1</i>		2
1	<i>The Sequel</i>	<i>Preparation</i>	4
2	<i>The Day He Was Taken Up</i>	<i>Listening</i>	8
3	<i>Jerusalem Times</i>	<i>Interviewing</i>	12

Introduction to Unit 1: *Jesus' Ascension & Apostles' Commission**

The text begins with a brief reference back to Christ's life, death and resurrection (a biography of Christ so to speak) described in the first of Luke's two-volume work. Then Luke describes Christ's ascension and introduces the 'rest of the story' which brings the ideas begun in the Gospel of Luke to their fulfillment. This text details the promise of the Holy Spirit which will empower the disciples for their work as witnesses beginning in Jerusalem and radiating into the entire world.

Before teaching this unit...

- 1) Ask the learners if they have ever heard of Luke, the Gospel writer, and if so, what they know about him. Do not give the learners a lot of information at this point. This question is merely to activate their prior knowledge of Luke, the writer.
- 2) Hand out the **Unit 1** title page. Draw the learner's attention to the title and the map. Elicit from the learners what the title may be referring to. Explain to the learners that in this curriculum we will focus on the Acts of the Apostles after Christ's ascension.
- 3) Draw the learners' attention to the titles of each task. Explain to the learners that in this unit they will be studying the language needed to listen to and talk about the events in Acts.

* Tiessen, Gail. **Faith Portraits II**, Steinbach, Joy Two Publications 2012

How it all ties together...

Pre-listening

Task 1: The Sequel serves as an introduction to the curriculum in several ways. It looks back to the events in Luke's first volume (the Gospel of Luke – the basis of *Faith Portraits I*). It also serves as a speaking activity to help the learners get to know one another at the beginning of the course and elicit predictions in terms of what is to come in this curriculum.

Listening

Task 2: The Day He Was Taken Up introduces the main events of this unit's script.

Step 1: The learners receive people and places cards pertaining to the unit in order for them to focus on while listening to the text and to activate their prior knowledge.

Step 2: The learners listen to the audio of the script.

Step 3: The listening task is followed up with a sequencing task in which summary statements are ordered according to the events in the text. The learners receive a copy of the text and compare the sequence of the statements to the text.

Step 4: They retell the story in their own words.

Speaking

Task 3: Jerusalem Times has a socio-cultural focus in which learners are guided into a deeper understanding of the meaning of the text.

Step 1: The learners prepare to conduct an interview by answering questions about the events on the Mount of Olives.

Step 2: Learners are introduced to the language used for asking for information.

Step 3: The task includes a role play between journalists and disciples.

Task 1**Language Objectives:**

- to **activate** prior knowledge about sequels, past events and the book of Acts
- to **discuss** the main events of the Gospel of Luke
- to **share** ideas and experiences with one another

Approx Time: 60 minutes

Materials:

- **The Sequel Worksheet** for each learner
- a set of **Portrait Cards** and **Summary Statements** for each group
- **Answer Key SLIDE**

Reference:

Acts 1:1-14

The Sequel

Instructions:**Part A**

1. Hand out **The Sequel Worksheet** to each learner. Explain to the learners the meaning of the word 'sequel' – *a book which continues the story of a previous book*.
2. Explain that in this unit we will look briefly at a '**biography**' (**life story**) of the life of Jesus, who lived a **long time ago** (over 2000 years ago). This 'biography' is a summary of the Gospel of Luke. In this course we will study Acts which Luke wrote as a **sequel** to the Gospel of Luke. In Acts, the story of Jesus and his disciples continues - the story of First Century Christianity. For this reason we are going to begin by talking about your own '**biography**', about what time in the **distant past** you would like to travel to if you could, and about a **sequel** that you have read.
3. Read the questions aloud and ask the learners to place their answers in column #1.
4. Ask the learners to interview three other classmates using the questions as a guide, filling in columns 2-4.
5. Reconvene the class. Elicit answers from the learners about the classmates they interviewed. Encourage the learners to use indirect speech. Use the following format, asking several learners for each question:
 - a. **Question:** Janif, who did your classmates choose to write their biographies?
 - b. Janif: Jun said that.... he would choose his sister, who is a writer.

Questions	#1 Your answers	#2 Classmate's answers	#3 Classmate's answers	#4 Classmate's answers
1. Who would you choose to write a biography of your life?				
2. If you had a time machine that could take you into the past, what time and place would you go?				
3. Which books have you read that have a sequel?				

The Sequel Worksheet

Part B

1. Ask the learners what they know about the Gospel of Luke. Who were some of the people? What happened to whom? What were some of the main events?

2. Hand out a set of **Portrait Cards** and **Summary Statements** to each group



of four learners. Explain to the learners that these are the titles and pictures related to twelve units of *Jesus' biography*, based on the text of the Gospel of Luke.



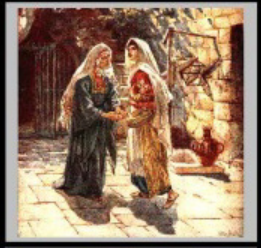

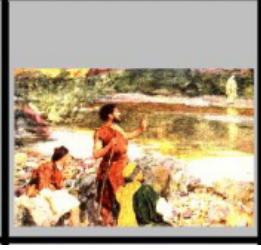

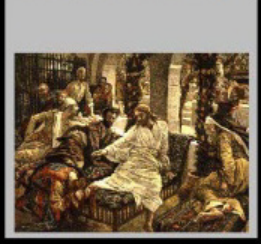
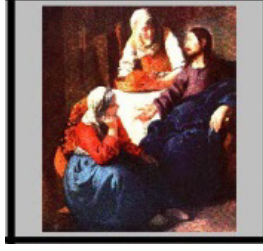

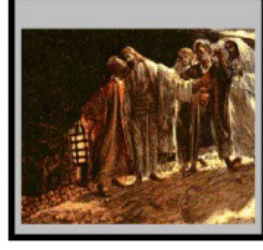
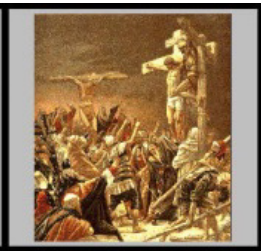
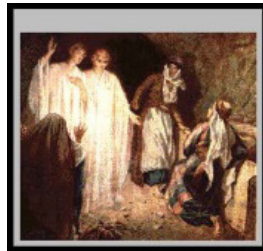
biography, based on the text of the Gospel of Luke.

- Ask them to match the **Portraits** and the **Summary Statements**.
- Have each group of learners put the events into chronological order.
- When each group has finished ordering the pictures and statements, verify the order by having the learners read the summary statements. Use the **Answer Key SLIDE** to confirm the order.



Note to Instructor: Explain to the learners that titles 6, 7, 8 and 9 are more difficult to place in a specific order but the main idea here is to get the first five and the last three in the correct order.

3. Elicit from the learners (if they know) some of the events in the Book of Acts that happened after these events.

	<p>We meet Luke, the writer of the Gospel of Luke as well as Theophilus, the man to whom the Gospel is addressed. This biblical text serves as a prologue to the entire Gospel as well as to Acts, also written by Luke. The title is <i>The Painter</i>, alluding to the descriptive style of Luke's writing. Through Luke's text, we get a 'picture' of the people and events surrounding the life of Jesus and his followers.</p>		<p>We are introduced to Elizabeth and Zachariah, an elderly couple with no children. The title is <i>The Childless Couple</i>, in which the pattern of promise and fulfillment with respect to the Messiah is introduced.</p>
	<p>We meet Mary, the mother of Jesus. The title is <i>The Lord's Maid</i>. Mary, a young Jewish virgin, is given the promise that she is to bear the long-awaited Messiah.</p>		<p>We learn about the birth, childhood and coming of age of Jesus. The title is <i>The Obedient Son</i>.</p>
	<p>We learn about John the Baptist and his preparatory role for the Messiah. Luke presents Jesus as fully human (Son of Man) and fully divine (Son of God). The title is <i>The Stagehand and the Main Character</i>.</p>		<p>Jesus begins his ministry in Galilee, responding to the needy and suffering people around him. Luke presents Jesus as the fulfillment of the prophecies of Isaiah in bringing a message of good news to the poor. The title is <i>The Burdened and the Messiah</i>.</p>
	<p>We get a glimpse of Jesus' controversial encounter with a prostitute and a Pharisee. We encounter the truth that unlikely people are welcome in God's family. Jesus tells a parable of a farmer and his crop. The title is <i>The Family of God</i>.</p>		<p>We encounter Jesus the Teacher, speaking of values and priorities in God's Kingdom that contrast with those commonly aspired to by many people. We get a window into Jesus' encounter with his friends, a pair of sisters. We hear Jesus the Teacher as he speaks about prayer. The title is <i>The Sisters and the Teacher</i>.</p>
	<p>We encounter Jesus as he faced his critics. He tells a number of stories about things lost and found. The joy flowing from his stories contrasts with the unhappiness of his critics. The title is <i>The Critics and the Storyteller</i>.</p>		<p>Jesus and his disciples are at the Passover in Jerusalem. Luke describes Christ's agony in the Garden, Judas' betrayal, Christ's arrest and Peter's denial. The title is <i>The Traitor and the Betrayed One</i>.</p>
	<p>Jesus is interrogated by both Jewish and Roman leaders and jeered at by soldiers and the crowds. In the end he is found guilty only of claiming to be the Messiah. He is sentenced to death by crucifixion while a criminal is set free in his stead. The title is <i>The Accusers of the Crucified Messiah</i>.</p>		<p>We encounter the disciples, first in their grief and disappointment, then in their joy, as the Resurrected Jesus appears to them. Jesus commissions them as witnesses of the life-changing events to be proclaimed to all nations. He ascends and the disciples return to Jerusalem with great joy. The title is <i>The Joyful Witnesses</i>.</p>

Answer Key SLIDE

Task 2**Language Objectives:**

- to **listen** for main ideas, events, people and places
- to **sequence** summary statements
- to **retell** the story

Approx Time: 60 minutes

Materials:

- **Unit 1 Title SLIDE**
- **Unit 1 Video/Audio**
- **Summary Statements** for each pair
- **Summary Statement Worksheet** for each learner
- **Unit 1 Script** for each learner

Reference:

Acts 1:1-14

The Day He Was Taken Up

Instructions:**Part A**

1. Show the **Unit Title Page SLIDE** of the unit. Lead a discussion with the learners as to what they expect to hear in the visual presentation of the first chapter of the book of Acts: names of people, names of places, events? Write the main words on the blackboard.
2. Have the learners listen to/view the **Unit 1 Text**. Instruct the learners to listen for people and places and events.

Instructor Note: The **Audio File SLIDE #7 & Video SLIDE #8** are embedded into the **Unit 1 PPT SLIDES**
3. Elicit from the learners which names or places or activities were correctly predicted. Erase any that do not fit.

Part B

1. Hand out a set of **Summary Statements** to each pair of learners. Ask them to sequence them in order of events.
2. Hand out the **Unit 1 Script** to each learner. Have the learners check the sequencing of their statements.
3. Have learners compare their answers with another pair of learners. Have them explain their ordering to each other and come to a common agreement.
4. Choose one pair and have them retell the story to the class.
5. Hand out the **Summary Statement Worksheet** and have the learners put in the numbers for each statement.

<i>Answer Key:</i>
1. Luke wrote Theophilus a previous book about what Jesus began to do and to teach his apostles until he was taken up to heaven. ¹
2. Jesus showed himself to these men for 40 days and proved he was alive to them. ¹
3. Jesus commanded the apostles to stay in Jerusalem and wait for the gift of the baptism of the Holy Spirit. ¹
4. The apostles wanted to know about the restoration of Israel but Jesus told them that they were not to know the times and dates of that. ¹
5. Jesus told the apostles that the Holy Spirit would give them power to be witnesses in Jerusalem, all of Judea, Samaria and to the ends of the world. ¹
6. Jesus was taken up into the sky before the eyes of the apostles. ¹
7. Two men dressed in white told the apostles that Jesus would come back in the same way he left. ¹
8. The apostles returned to Jerusalem from the Mount of Olives. ¹
9. In Jerusalem, the eleven apostles stayed in an upstairs room with Mary, Jesus' mother, Jesus' brothers and the women to pray together. ¹

Number the statements in the proper sequence.

In Jerusalem, the eleven apostles stayed in an upstairs
— room with Mary, Jesus' mother, Jesus' brothers and the
— women to pray together.¹

The apostles returned to Jerusalem from the Mount of
— Olives.¹

Jesus showed himself to these men for 40 days and
— proved to them that he was alive.¹

Jesus was taken up into the sky before the eyes of the
— apostles.¹

The apostles wanted to know about the restoration of
— Israel but Jesus told them that they were not to know
— the times and dates of that.¹

Luke wrote a previous book for Theophilus about
— what Jesus began to do and to teach his apostles until
— he was taken up to heaven.¹

Jesus told the apostles that the Holy Spirit would give
— them power to be witnesses in Jerusalem, all of Judea,
— Samaria and to the ends of the world.¹

Jesus commanded the apostles to stay in Jerusalem
— and wait for the gift of the baptism of the Holy Spirit.¹

Two men dressed in white told the apostles that Jesus
— would come back in the same way he left.¹

Summary Statements Worksheet

Unit 1 Script Acts 1:1-14

Luke: In my former book, Theophilus, I wrote about all that Jesus began to do and to teach until the day he was taken up to heaven, after giving instructions through the Holy Spirit to the apostles he had chosen.

Luke 2: After his suffering, he showed himself to these men and gave many convincing proofs that he was alive. He appeared to them over a period of forty days and spoke about the kingdom of God. On one occasion, while he was eating with them, he gave them this command

Jesus: Do not leave Jerusalem, but wait for the gift my Father promised, which you have heard me speak about. For John baptized with water, but in a few days you will be baptized with the Holy Spirit.

Luke: So when they met together, they asked him,

Apostles: Lord, are you at this time going to restore the kingdom to Israel?

Jesus: It is not for you to know the times or dates the Father has set by his own authority. But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.

Luke: After he said this, he was taken up before their very eyes, and a cloud hid him from their sight.

Luke 2: They were looking intently up into the sky as he was going, when suddenly two men dressed in white stood beside them.

Man One: Men of Galilee, why do you stand here looking into the sky?

Man Two: This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven.

Luke 2: Then they returned to Jerusalem from the hill called the Mount of Olives, a Sabbath day's walk from the city.

Luke 1: When they arrived, they went upstairs to the room where they were staying. Those present were Peter, John, James and Andrew; Philip and Thomas, Bartholomew and Matthew; James son of Alphaeus and Simon the Zealot, and Judas son of James. They all joined together constantly in prayer, along with the women and Mary the mother of Jesus, and with his brothers.

Task 3**Language Objectives:**

- to **imagine** oneself in a different geographic location and situation
- to **make** inferences and draw conclusions
- to **ask** for information, to introduce a topic, to thank, to present a role play

Approx Time: 45 minutes

Materials:

- **Preparing for an Interview with the Jerusalem Times Worksheet** for each learner
- **Asking for Information SLIDE**
- **Topic Cards** for each pair

Reference:

Acts 1:1-14

Jerusalem Times

Instructions:**Part A** *Making Inferences and Drawing Conclusions*

1. Instruct the learners that they will put themselves into the shoes of the people in the text. Explain that they will be required to make informed guesses (inferences) based on their understanding of the text.
2. Hand out **Preparing for an Interview with the Jerusalem Times Worksheet** to each learner.
3. Explain that these are a series of questions designed to lead the learners deeper into the events of the text. Explain that the first step in preparing for an interview will be to supply answers to these questions.
4. Have the learners answer the questions individually, then share the answers with a partner.

Reading Strategies:

Making inferences: is a reasonable conclusion based on evidence

Drawing conclusions: means the student uses written or visual clues to figure out something that is not directly stated in the reading

Instructor Note: they may not be directly answered in the text. Some of them require making informed guesses (drawing inferences)

Preparing for an Interview with the *Jerusalem Times*

Read the text and answer the following questions.

1. In what ways did Jesus show that he was alive?

2. How is John's baptism different than the baptism the disciples will experience?

3. What are the disciples expecting from Jesus?

4. In what ways is the disciples' idea of the Kingdom different from that of Jesus?

5. Why are the disciples looking up into the sky?

6. Imagine you were one of the apostles. What thoughts and questions would you have as you looked up into the sky?

7. If two men in white appeared to you with a message, would you believe them? Why or why not?

8. Suppose you were among the disciples in the upstairs room praying together. What would you pray for?

9. Predict how the apostles will be witnesses of Jesus.

Part B *Language for asking for information*

1. Explain to the learners that in order to conduct an interview they need key language for introducing a topic, asking questions and thanking.
2. Put up the **Asking for Information SLIDE**. Read the sentence heads aloud to the class.

Asking for Information

Introducing a Topic

- *I'd like some information on/about...*
- *Do you have any information on/about...*
- *Could you tell me about...*
- *I'm interested in _____.*
Do you have any information on that?
- *I was wondering if you had any information on/about...*
- *I was wondering if you could tell me about...*

Thanking

- *Thanks. Thank you.*
- *Thank you very much.*
- *Thank you very much for your time.*
- *Thank you. You've been very helpful*
- *Thank you for taking the time to talk with me.*
- *I really appreciate it.*
- *Thanks anyway. /Thank you anyway.*

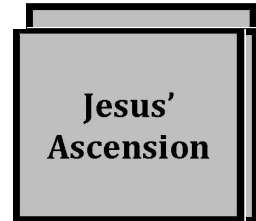
Asking for Information SLIDE

3. Have the learners form pairs.



4. Hand out the **Topic Cards**. Have learners conduct mini-conversations on the topic of the card and choosing one of the sentence heads for asking for information. *e.g.*

- a. Learner A: *I'd like some information about Jesus resurrection. Could you tell me about it?*
- b. Learner B: *Yes, Jesus rose from the dead. Then he showed himself to his disciples many times in the 40 days following.*
- c. Learner A: *Thank-you.*



Part C *The Interview*

1. Explain to the learners that they will now conduct the actual interview. Give the learners the following instructions on how to prepare:
 - Prepare an interview in which a **reporter** interviews one of the **disciples** about the events in the text.
 - Use the questions on the worksheet (Part A) as examples to formulate your own questions and answers.
 - One of you will be the reporter for the **Jerusalem Times**; the other will be one apostle (you may choose any apostle).
 - Work out the questions and answers together.
 - Practice your interview. You will be presenting your interview to the class.
2. Have each pair present their interview to the class. If you have a large class, you may want to do this in groups of three pairs who present their interviews to one another.