

Evangelicals are 2% of Spanish population
Official data show that evangelicals have multiplied eightfold in the last 30 years
Evangelical places of worship keep growing, there are over 4,200 throughout

THE GOOD NEWS

A STUDY IN THE GOSPEL OF MARK

Christian persecution in India to increase in 2021
12/29/2020 Hindu Christian Concern - According to a report by Release International Christian
persecution in India is set to increase in 2021. Release International reports the growing influence of radical
Hindu r... man driver of increased persecution.

Elite And Co... Push America Into A Post-Christian Era

Islam Fastest Growing Religion, Set to Overtake Christianity

Only socialism can save China
A great nationalistic display. Hong Kong and the persecution of religious minorities continue to be important human rights issues.
A 'new world'
Socialist movement for the "new world" they had created and underlined that his leadership seeks to maintain "stability" on an...
... and the members of ... the "new world" ... that his ... and ... level
... to attract ...

MARK READING PLAN | ACT 2

He promised ...
China's ...
socialism ...
closed ...
titled "What ...
There Would ...

ABOUT THIS READING PLAN

Each week's questions will take you on a journey to study one passage of the book of Mark over the course of five days. These questions are designed to equip you in good Inductive Bible study methods, learning to **observe** the passage through the lens of the original audience, **interpret** the passage through the lens of Christ's full plan of redemption, and to **apply** the passage through the lens of a 21st Century follower of Jesus. Here are some key skills you will develop:

1. **Observation Skills** – You will learn how to isolate individual scenes or “periscopes” and look for repetition of themes and words. You will practice finding the plot or the “narrative arc” of the passage. (see **Appendix 2**).
2. **Interpretation Skills** – You will learn how to use the features you observed to discover the author's intent. You will also learn how to use the whole context of the book and cross-references in the Bible to check and deepen meaning and understanding.
3. **Application Skills** – Learn how to create faithful and specific applications that are in line with the author's original intent for writing.

We urge you to make the most of this study, devoting yourself to daily reading and prayerful study. Each time you sit down with God's word, you can follow this pattern:

- **Pray** – Ask God to give you understanding and to transform you through his word.
- **Read** – Read slowly and carefully. Use the daily study questions to continually add to your understanding.
- **Pray** – Ask God to impress what you have read upon your heart. Pray for the opportunity to share it with someone else, and pray for others in our church as they seek to walk in this truth with you.

Finally, we hope you will take advantage of all the resources available at www.oakhillfellowship.com/mark. There you will find a link to biblestudytools.com where there are free online tools like Bible dictionaries, encyclopedias and Greek lexicons.

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INTRODUCTION

DURING THE 2020 PANDEMIC, THE BAD NEWS IN THE TYPICAL MEDIA OUTLETS WAS SO PERVASIVE THAT SOME WELL-MEANING CELEBRITIES STARTED “THE GOOD NEWS MOVEMENT,” HIGHLIGHTING STORIES OF CUTE PUPPIES AND PEOPLE DOING NICE THINGS. WHILE THIS TYPE OF GOOD NEWS IS REFRESHING TO READ SOMETIMES, IT DOES NOT SATISFY THE DEEP SOUL ACHE CAUSED BY THE BAD NEWS IN ANY LASTING WAY. IT IS NOT POWERFUL ENOUGH TO RESOLVE THE TENSION AND DESPAIR OF THE FALLEN WORLD.

The world needs good news: ***THE good news.*** 2000 years ago, the Son of God came to earth to live among us, die for us, and rise again to be forever with us. He is the good news and the only one who can reverse the curse of sin in our lives.

After Jesus ascended, the good news of his life, death, and resurrection spread on the lips of messengers throughout the Roman Empire, saving souls and establishing churches far and wide. After thirty-or-so years, the Apostles realized the need to have a written record of the events of Christ’s life that bore witness to his person and work. Church tradition teaches that a young disciple named John Mark was under the leadership and teaching of the Apostle Peter at the time and recorded Peter’s eyewitness account. Many modern scholars believe this was the first of our four Gospels to be written, somewhere in the early-to-mid-60s of the first century.

Mark wrote the most concise account of the four Gospel writers, and he was concerned not so much about the chronology of events, but about the theological purpose of Christ’s life. He takes us on a true-story journey from Jesus’

early ministry days in Galilee, to the trying season as he prepared to enter Jerusalem, to his final days in that fateful city where he was rejected, crucified, and ultimately rose again.

All throughout, Mark invites the reader to consider how they must respond to “the good news of Jesus Christ, the Son of God” (Mark 1:1). As you embark on this study, we pray you will respond in three ways:

1. **Proclaim Jesus** - That you would grow to know and love Jesus more closely.
2. **Equip Servants** - That you would be able to clearly communicate the person and work of Christ to others.
3. **Send Witnesses** - That you would help at least one unbeliever to encounter Jesus this year, potentially inviting them to read the Gospel of Mark and discuss it with you.

The Reading Plan is designed to help you grow in good Bible study skills, studying each section using an inductive method over the course of a week. Following that study, you will listen to a sermon on the same passage in our weekly Celebration Service. Finally, we hope you will discuss your application with others in your Gospel Community.

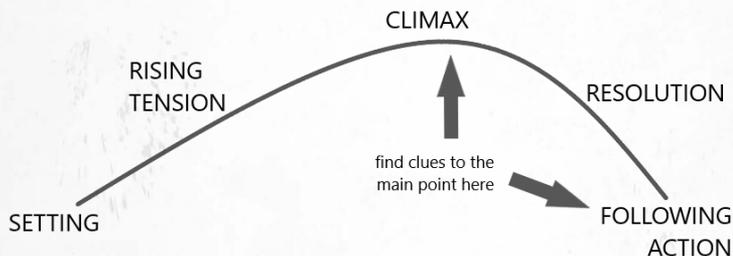
We pray that you encounter the only good news that can rescue you from your sin and restore this fallen world. We want you to be convinced that “NOW is the time to tell others the good news about Jesus Christ, the Son of God.”

READ: MARK 8:22-26

DAY 1 READING

Prayerfully read through the passage twice (preferably in two translations), asking God to grow your knowledge and love for Jesus through your study this week. Note differences between the translations and how they enhance your understanding.

DAY 2 OBSERVATION



Using the diagram above identify the following parts of the plot:

- Setting
- Rising tension
- Climax
- Resolution
- Following action

DAY 3 INTERPRETATION

Read the paragraphs before and after this section and note the theme of “understanding.” In what ways are the disciples like the blind man after Jesus asks him what he sees the first time?

DAY 4 INTERPRETATION

The second “act” of Mark’s Gospel begins and ends with the healing of a blind man (see Mark 10:46-52). It also begins far away from Jerusalem (Bethsaida) and ends very near Jerusalem (Jericho). What could these observations communicate about Mark’s intentions for this section?

DAY 5 APPLICATION

What do you only partially understand about Jesus that you need to understand more fully?

READ MARK 8:27-38

DAY 1 READING

Prayerfully read through the passage twice (preferably in two translations), asking God to grow your knowledge and love for Jesus through your study this week. Note differences between the translations and how they enhance your understanding.

DAY 2 OBSERVATION

Consider this passage in three sections: v. 27-30, v. 31-33, and v. 34-38. How would you describe the progression of thought between these three sections?

DAY 3 OBSERVATION

Notice the following “chiastic” structure (a sequence of ideas presented, and then re-presented in reverse order) in this text:

A: “Who do **people** say that I am?”

B: Peter’s Confession

B₁: Peter’s Rebuke

A₁: “Calling the **crowd** to him...”

Peter's responses to Jesus from the perspective of a disciple stand at the climax of this confession. Why?

DAY 4 INTERPRETATION

Compare and contrast the dialogue between Jesus and Peter in verse 29 and v. 32-33. How do you account for the differences?

DAY 5 APPLICATION

Practically, what does it look like for you to deny yourself, take up your cross, and follow Jesus? Why should you do this?

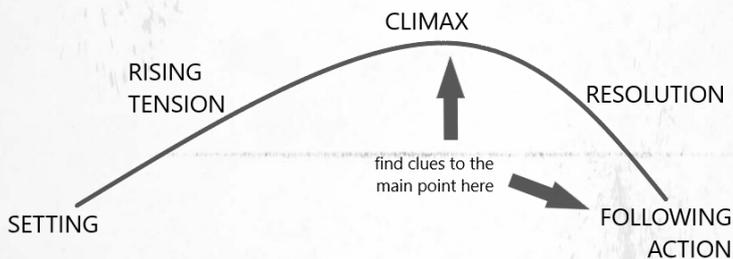
READ MARK 9:1-13

DAY 1 READING

Prayerfully read through the passage twice (preferably in two translations), asking God to grow your knowledge and love for Jesus through your study this week. Note differences between the translations and how they enhance your understanding.

DAY 2 OBSERVATION

Identify the following parts of the plot: setting, rising tension, climax, resolution, following action. Note the climax (v. 7) and consider how it gives light to the meaning of the text.



- Setting
- Rising tension
- Climax
- Resolution
- Following action

DAY 3 INTERPRETATION

Read Nehemiah 8:13-18. How could this passage give a backdrop to Peter's desire to make tents (i.e. booths) for them all?

DAY 4 INTERPRETATION

Verse 1 is often a confusing verse to people. In the context of the Transfiguration, what could it mean?

DAY 5 APPLICATION

Jesus is the glorious Son of God, veiled in flesh as the Son of Man (see Daniel 7). He is the Christ (Messiah) who fulfills all of the law and prophets, yet he was/is treated with contempt. How do you respond to this revelation of Jesus?

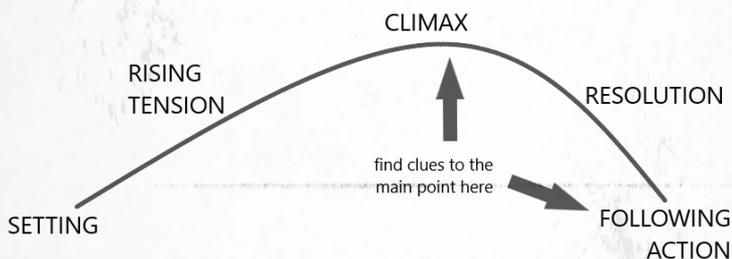
READ MARK 9:14-29

DAY 1 READING

Prayerfully read through the passage twice (preferably in two translations), asking God to grow your knowledge and love for Jesus through your study this week. Note differences between the translations and how they enhance your understanding.

DAY 2 OBSERVATION

Identify the following parts of the plot: setting, rising tension, climax, resolution, following action. Note that the climax comes in v. 26-27. What does this climax teach us about Jesus' unique authority over death and the powers of darkness?



- Setting
- Rising tension
- Climax
- Resolution
- Following action

DAY 3 INTERPRETATION

What does Jesus' replies to the disciples' inability in v. 19 and v. 29 imply about how they were attempting to cast out the demon?

DAY 4 INTERPRETATION

Notice the repetition of the variation on the words "faith" and "belief." What does this narrative teach us about belief and salvation from the powers of darkness?

DAY 5 APPLICATION

In what areas of your life would you need to pray, "I believe, Lord help my unbelief"? How does your belief need to be strengthened? Pray that prayer specifically over your life.

READ MARK 9:30-50**DAY 1 READING**

Prayerfully read through the passage twice (preferably in two translations), asking God to grow your knowledge and love for Jesus through your study this week. Note differences between the translations and how they enhance your understanding.

DAY 2 OBSERVATION

Consider this passage in four sections: v. 30-32, v. 33-37, v. 38-41, and v. 42-50. How would you describe the relationship/progression of thought between these four sections? Look for repeated themes, words, etc. that tie the sections together.

DAY 3 OBSERVATION

Jesus speaks in hyperbole (extreme exaggeration to make a point) in v. 42-49. Why is this appropriate here, and what is he communicating through this figurative language?

DAY 4 INTERPRETATION

Compare and contrast Mark 9:30-32 with Mark 8:31-33 and Mark 9:12. What do you notice about Jesus' words and the disciples' response?

	<i>MARK 9:30-32</i>	<i>MARK 8:31-33</i>	<i>MARK 9:12</i>
COMPARE			
CONTRAST			

DAY 5 APPLICATION

In two columns, compare the thinking of Jesus to the thinking of this world. Which column shapes your thinking more? Ask Jesus to help you see things from his perspective.

READ MARK 10:1-12

DAY 1 READING

Prayerfully read through the passage twice (preferably in two translations), asking God to grow your knowledge and love for Jesus through your study this week. Note differences between the translations and how they enhance your understanding.

DAY 2 OBSERVATION

Fill in the chart with the dialogue from this section. What do you notice about the difference in Jesus' response to the Pharisees vs. his response to the disciples?

<i>PHARISEES</i>	
<i>JESUS</i>	
<i>PHARISEES</i>	
<i>JESUS</i>	
<i>DISCIPLES</i>	
<i>JESUS</i>	

DAY 3 INTERPRETATION

Verse 2 indicates that the Pharisee's initial question was to "test him." How does this motive seem to shape Jesus' response to them?

DAY 4 INTERPRETATION

Summarize what Jesus teaches about divorce in this passage, also comparing it with Matthew 19:1-9. Do you believe this teaching? If you struggle to believe this teaching, talk to a trusted church leader about it.

DAY 5 APPLICATION

Are there any ways you are evidencing hardness of heart to any other parts of God's word like the Pharisees did?

READ MARK 10:13-16**DAY 1 READING**

Prayerfully read through the passage twice (preferably in two translations), asking God to grow your knowledge and love for Jesus through your study this week. Note differences between the translations and how they enhance your understanding.

DAY 2 OBSERVATION

Notice two strong words in v. 13-14: “rebuked” and “indignant.” What do these words demonstrate about the tone/mood of the scene? How does this mood resolve?

DAY 3 OBSERVATION

Break down each phrase in Jesus’ response to the disciples. Ponder and explain each phrase in your own words.

DAY 4 INTERPRETATION

Compare/contrast this passage to Mark 9:36-37. What do these passages together teach us about children? About discipleship?

	<i>MARK 10:13-16</i>	<i>MARK 9:36-37</i>
CONTRAST		

DAY 5 APPLICATION

Have you received the Kingdom of God like a child? How can you tell?

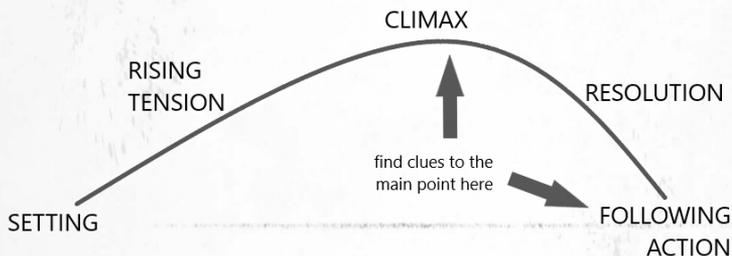
READ MARK 10:17-31

DAY 1 READING

Prayerfully read through the passage twice (preferably in two translations), asking God to grow your knowledge and love for Jesus through your study this week. Note differences between the translations and how they enhance your understanding.

DAY 2 OBSERVATION

Identify the following parts of the plot of v.17-22: setting, rising tension, climax, resolution, following action. Note that the climax comes in v. 21. What does this climax teach us about the heart of discipleship?



- Setting
- Rising tension
- Climax
- Resolution
- Following action

DAY 3 OBSERVATION

Fill in the chart with the dialogue for v. 23-30. What does this dialogue teach us about his interaction with the Rich Young Man?

<i>JESUS</i>	
<i>DISCIPLES</i> <i>NON-VERBAL</i>	
<i>JESUS</i>	
<i>DISCIPLES</i>	
<i>JESUS</i>	
<i>PETER</i>	
<i>JESUS</i>	

DAY 4 INTERPRETATION

Compare this passage to 8:34-38 and 9:33-37 making a chart like the one modeled on the past weeks of this reading plan. What is Mark conveying about discipleship in Act 2 of his Gospel?

DAY 5 APPLICATION

How does your definition of discipleship compare to Mark's definition of discipleship in this section of his book? Are you following Jesus closely as his disciple, denying yourself to follow him?

READ MARK 10:32-45

DAY 1 READING

Prayerfully read through the passage twice (preferably in two translations), asking God to grow your knowledge and love for Jesus through your study this week. Note differences between the translations and how they enhance your understanding.

DAY 2 OBSERVATION

Fill in the chart with the dialogue for v. 23-30. What does this dialogue reveal about the disciples' understanding of what it means to follow Jesus?

JESUS	
JAMES & JOHN	
JESUS	
JAMES & JOHN	
JESUS	
JAMES & JOHN	
JESUS	
THE TEN	
JESUS	

DAY 3 INTERPRETATION

Compare this passage to 8:33-37. Why do you think this conversation about greatness is so frequent among the disciples? How is Jesus seeking to redefine greatness for them?

DAY 4 INTERPRETATION

According to this passage, how does Jesus define and use authority?

DAY 5 APPLICATION

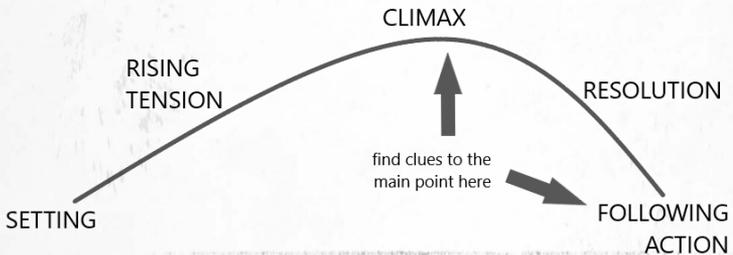
Compare your definition of greatness and authority with Jesus' definition. How does his definition transform the way you relate to and exercise authority?

READ MARK 10:46-52

DAY 1 READING

Prayerfully read through the passage twice (preferably in two translations), asking God to grow your knowledge and love for Jesus through your study this week. Note differences between the translations and how they enhance your understanding.

DAY 2 OBSERVATION



Identify the following parts of each scene:

- Setting
- Rising tension
- Climax
- Resolution
- Following action

DAY 3 INTERPRETATION

Notice the title “Son of David” that Bartimaeus uses for Jesus, as well as the particular cry for “mercy.” What does this communicate about who he believes Jesus to be?

DAY 4 INTERPRETATION

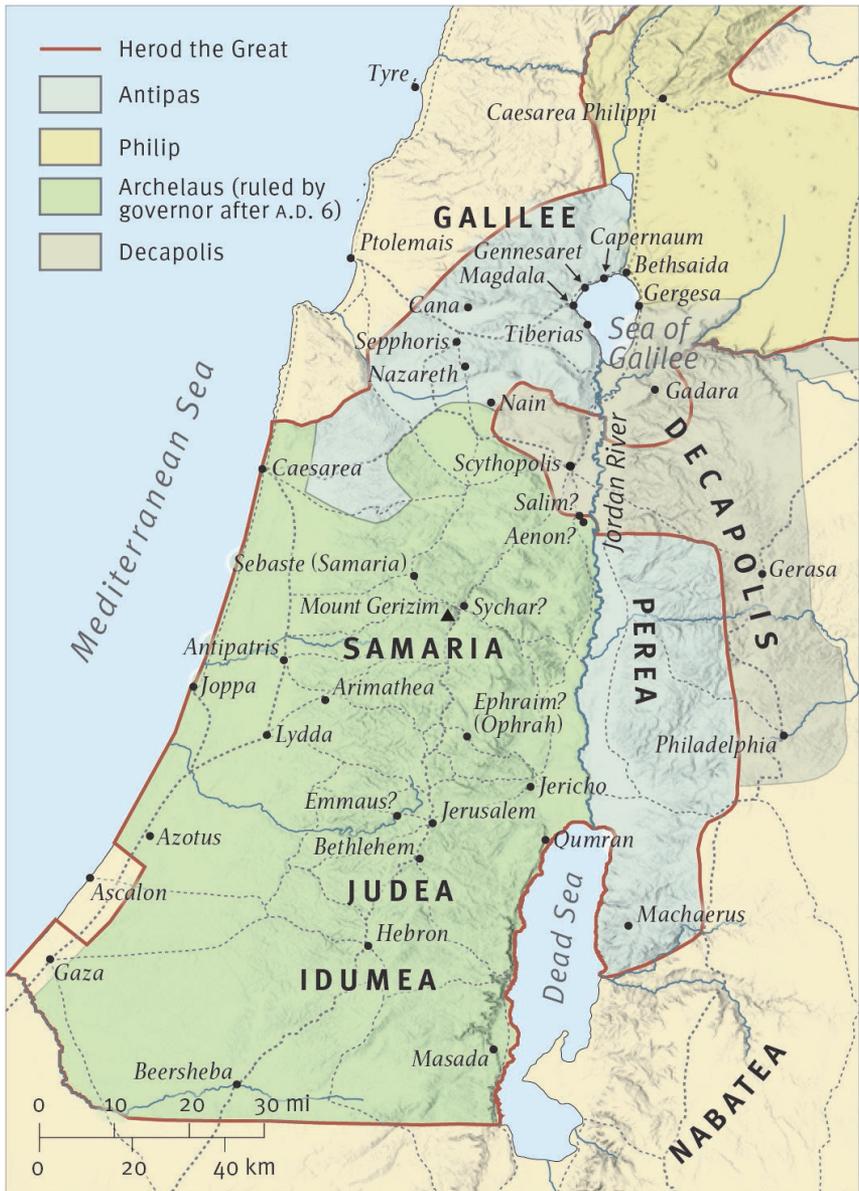
In the first passage of Act 2, we noted that the second “act” of Mark’s Gospel begins and ends with the healing of a blind man (see Mark 10:46-52). It also begins far away from Jerusalem (Bethsaida) and ends very near Jerusalem (Jericho). Now having studied all of Act 2, what further significance can you draw from these facts?

DAY 5 APPLICATION

For what do you need to express faith and cry out for the mercy of God?

APPENDIX 1

MAP: THE SETTING OF MARK

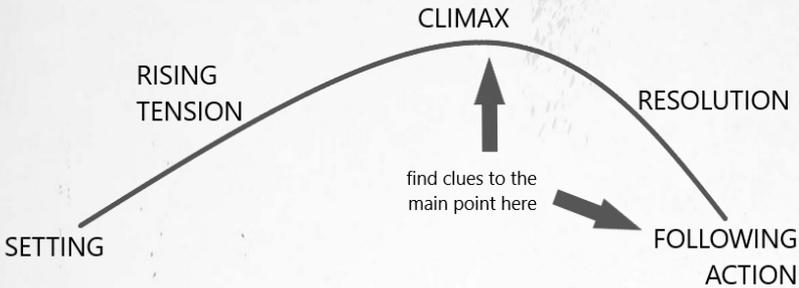


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APPENDIX 2

THE NARRATIVE ANALYSIS

Many people like truth to be spelled out for them. Other people are greatly helped by hearing truth delivered in story form. Thankfully, God has revealed himself in both ways in his word. In order to interpret a story, you need to be able to observe how a plot works together.



In this reading plan, you will often be asked to identify the following parts of a plot:

Setting - What is the place, people, environment, etc. Look for descriptions that give more information than you might think you need and see how they relate to the theme of the story later.⁴

Rising Tension - What is the main conflict or problem to be resolved.

Climax - What is the “breaking point” of the tension or “the point of no return.” This is where you will most often find the main point of the text.

Resolution - How does the rising tension get resolved?

Following Action - What information moves us on to the next scene? Is there any summary of teaching or added facts placed after the main events of the story?

Identify each plot section with verse numbers and brief a brief summary. Then go back and see how it all works together.

When studying narrative, it is also helpful to identify the characters and the way they interact (dialogue, non-verbal responses when described, etc.).

