Take-home portion of Final Exam 46 points total
Due by NOON, Friday, May 10 in my mail basket, 327 Boyle

Instructions:
1. Read all the instructions first!

2. We have been practicing this format all semester, so the factors for earning points should be familiar by now. See the following instructions to remind you how to do this.

3. Regarding organization:
   • For each of the questions, write a short, typed essay response.
   • Your paragraph(s) should have an organized argument. If I give you hints as to what to include, do not just mindlessly discuss them in order, as if you were answering a list of questions. Take notes on the points you want to make, and then organize them into a logical discussion in your write-up.

4. Regarding quotations from the text:
   • Support your answer with direct quotations from the text and cite bk, ch, verse.
   • But, they should be only as long as is needed to support your points—often this will only be a few words at a time. Do not just quote the whole passage, and call it your “support.” In other words, show me that you can pick out the necessary “bytes.”

5. Regarding background info:
   • You may access any and all course materials to prepare your answers.
   • You may not access any resources outside of course materials.*
   • Background info must be accurate AND pertinent to your argument. If I have to wade through too much extraneous information, I will turn into a grumpy professor, and start subtracting points 😞

6. You may not collaborate with each other.*

7. Regarding your logic/reasoning: Clearly show me the steps in your reasoning.

8. The number of points is a clue to the minimum number of pieces of...
   support from the text
   and/or support from background info
   and/or statements of logic or reasoning
   ... that you need to complete the analysis

9. You do not need an introductory or concluding paragraph. Just jump into your analysis, and stop when it’s complete. But make sure it follows a logical progression! I DO NOT want to spend time trying to figure out if it makes sense. Grrrr....

10. Handing in your test:
    a. Put a hard copy in my mail basket, 327 Boyle, by noon, Fri, May 10.
    b. *Sign your name on the paper as an indication that you have honorably complied with the restrictions on resources and collaboration noted in 5 & 6 above.
    c. Email a copy via attachment to me by sometime on May 10.
QUESTION #1, PART I       20 points

Luke often refers to and portrays Jesus as a “prophet.” Compare Jesus’ message and priorities, as illustrated in Luke 13.10-16, with those typical of Hebrew Bible Prophets, as illustrated in Amos 5.21-24 and Micah 6.6-8.

Your discussion should include:
First, read Luke 13:10-16 and analyze what Jesus is being criticized for. Examine what Jesus has chosen to do, why he is being criticized for that choice, and by whom. Does the person criticizing Jesus have a legitimate reason to think Jesus is doing wrong (consider the Ten Commandments, especially Exod 20.8-11)? What reason(s) or argument does Jesus give for his choice? (~8 pts)

Next, summarize your conclusions about Jesus’ priorities vs. the priorities of those criticizing him. For example, in these passages, what is each focused on accomplishing? (~2 pts)

Now analyze the passages from the prophets Amos and Micah as follows:* 
*[Recall that “justice” in the prophets’ context refers to social (not criminal or procedural) justice. Your answer should therefore clarify what the prophetic texts mean when they mention “justice.”]
Amos 5:21-24: Here Amos is speaking for God. What do God’s priorities appear to be?
Micah 6:6-8: Micah is reflecting on what he (and/or other people) should focus on. What does he appear to be deciding about the correct priorities? (~8 pts)

Finally, compare Jesus’ message and priorities to those of these HB prophets. Do you see any similarities or parallels? Support and illustrate your answer with details from your previous comments. (~2 pts)

QUESTION #1, PART II       2 points.

If these passages (in Part I above) come down to ordering priorities, what similar real life situations have you observed among today’s religious organizations and/or religious individuals? That is, what conflicting choices have you observed, and which ones ultimately were given priority (by the individual persons and/or organizations)? OR, when have you observed very “religious” behavior in an individual whose behavior in every day relationships might not measure up to the priorities of the “Christian God”? (aka: Not “walking the talk.”) Describe these in a way that shows you can apply these concepts to your own experience, or to your observations of others’ experiences.

QUESTION #2       14 points.


Your discussion should include:
What does the Leviticus passage help you understand about Mary and Joseph: what kind of people were they? (and therefore what was Jesus’ family like?), and why did they do what they did? Why would Luke wish to describe their actions? (do any of their actions fit his themes?)
Include any pertinent background information on the ancient Israelite concepts of “clean” and “unclean” which is necessary to fully understand these passages.
QUESTION #3  5 points.

Discuss how the meaning of “my blood of the covenant” in Mk 14.24 is enlightened by understanding what Moses was doing with blood in Exodus 24.3-8.

Your discussion should include:
- The fact that in the Mark passage, Js gives his disciples some wine to drink, and calls it “my blood of the covenant.”
- An explanation of Moses’ use of blood in the Exodus passage.
- An informed, intelligent suggestion for why Mark choose to quote Exodus 24.8—what was Mark trying to get across?

QUESTION #4  5 points.

In John 18.1-6, those arresting Jesus do something rather odd at the end of v. 6. Describe this odd behavior, and discuss how it is enlightened by understanding the meaning of Exodus 3.13-15.