

3 (NIV)

Major Divisions

Unit Title: Jesus calls, prepares, and sends the 12																									
3:35				4:1								4:34		4:35						5:43		6:1		6:6	
J called by family and teachers				Parables								Miracles								Jesus' hometown					
21			3:31	3:35	4:1		4:20		4:21	4:25	4:26	4:29	4:30	4:34	4:35	4:41	5:1	5:20	5:21		5:43				
/			J's family arrives		Parable of the sower				Lamp		Growing seed		Mustard seed		Calming the storm		Exorcism of "legion"		Jairus and the bleeding woman						
	3:22	3:30			4:1	4:9	4:10	4:20											5:21	5:24a			5:35	5:43	
	J accused by teachers				Parable content		explanation of parable												Jairus approaches				Raising Jairus's daughter from the dead		

I’ve chosen to split the unit into 6 main sections. However, it was important to note the different subdivisions along the especially true for such a large unit. I have split the 6 sections into subunits in order to accurately describe my observati this survey.

- i. Calling the twelve: I have chosen to separate this section because it clearly refers to the calling of the 12 disciple the scene for the remaining unit. It also contains key and strategic areas for the primary structures discussed bel
- ii. J accused by family and teachers: this is the first of many narratives found in this unit. The new section begins wi family seeking him. The section itself contains a Markan sandwich, which is why I have chosen to end the sector end of that sandwich.

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- iii. Parables: This section contains all of the parable accounts in this unit. It is easiest to create a divide between this structure and the miracle accounts that follow. The different parables can be subdivided into narratives/specific for the purpose of this large unit, I have chosen to group them together.
- iv. Miracles: likewise, the miracles deserve their own section in this unit. There are 4 miracles of note in this section two miracles form another Markan sandwich - the end of which provides the end of this section.
- v. Jesus' hometown: The unit shifts to address Jesus' workings in his hometown of Nazareth. There is much to learn section. There is a clear shift in narrative account from the previous miracle section.
- vi. Sending the twelve: The final section indicates a shift toward the sending of the twelve. This creates the bookend inclusio that I mention below. It also is a clear indication of the realization of Jesus' preparation of the twelve.

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#### Primary Structures and Interpretive Questions

##### Structure 1: Inclusio

- |  |                                 |
|--|---------------------------------|
| i. He appointed the twelve(3:14)         | Calling the twelve (6:7)        |
| ii. That he might send them out...(3:14) | he began to send them out (6:7) |

The entire passage is framed by the calling and appointing of the twelve disciples. The similar language at the beginning and end of the unit helps to frame the preparation and realization structure seen below. Without the bookends being in this manner, the preparation and realization might be lost. It is imperative that *inclusio* is used in order to frame the entire passage.

##### iii. Questions

1. What phrases create the bookends for the inclusio? (identification)
2. Are there multiple words or phrases that can be seen at the beginning and end of the unit? (identification)
3. Do the terms used always mean or indicate the same thing? (definition)
4. Are the terms used explicitly stated or simply implied through context? (identification/definition)
5. Why does the author use this primary structure? (reason)
6. How do the bookends frame the entire unit? (mode)
7. How do the bookends illuminate the overall purpose of the passage? (mode)
8. Why are these phrases important for this unit (reasons)
9. What are the implications of using the inclusio? (implications)
10. Does the use of inclusio lead to any additional primary structures? (implications)

##### Structure 2: Preparation and Realization

###### *Preparation (3:14-6:6)*

- i. He appointed twelve...that he might send them out  
He prepares the 12 through examples of teaching and miracles

###### *Realization (6:7; 12-13)*

He sends out the twelve so that they might bear witness to what he has taught them

The preparation of the 12 apostles begins with their calling at the beginning of this unit. It continues with different moments (parables) and signs of authority/power (miracles). Finally, we have an account where Jesus was rejected in his hometown, giving the twelve an example of how to respond in this scenario. The unit ends with the realization of the preparation - the sending out of the apostles.

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#### ii. Questions:

1. What are the different elements of the preparation? (identification)
2. What does each element of the preparation mean? (definition)
3. Is there more than one element in the preparation? (identification)
4. What is the realization? (identification)
5. How does the passage move from preparation to realization? (mode)
6. Why is the preparation important? (reason)
7. Why is the realization important? (reason)
8. How do the different elements of preparation illuminate the realization? (mode)
9. How might the realization point to the different elements of preparation? (mode)
10. What are the full implications of this structure? (implications)
11. What does the use of preparation/realization reveal about the overall themes? (implications)

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#### Strategic areas

##### Inclusio strategic areas

- i. 3:14 and 6:7
  1. "He appointed twelve that they might be with him and that he might send them out to preach..."
  2. "Calling the Twelve to him, he began to send them out two by two..."
    - a. Key phrase of *inclusio* in the passage "he might send" vs "he began to send"
    - b. These verses help create the bracket structure necessary for inclusio and engulf the unit as a whole

##### Preparation and Realization

- i. 3:14 and 6:12-13
  1. The first verse sets up the remaining preparation section of the unit. It explains why Jesus calls the Twelve followed by accounts of how he is preparing them.
  2. The second verse lists the different actions the Twelve performed. It specifically lists preaching, driving out demons, and healing. These are examples tied directly to the different elements of the preparation and give a clear picture of realization.

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#### Observations

Cause and Effect noticeable toward end of unit.

- i. There is a clear indication of cause and effect in the section about Jesus' hometown. Jesus' actions in his hometown caused his family and friends to take offense at him.
- ii. This is not a primary structure because it is not evident throughout the entire unit
- iii. How does this cause and effect contribute to the preparation of the disciples?

Recurring theme of the Kingdom of God

- i. There is recurrence of this theme throughout the passage. The theme is most prevalent when directly stated in the text.
- ii. The miracle accounts in this unit speak toward the Kingdom of God by demonstrating its power, but this is not enough to consider recurrence of this theme as a primary structure.
  1. The first section where Jesus is accused helps us identify Jesus' authority and the coming of this Kingdom which is a part of this Kingdom.
  2. The parables give more insight into the Kingdom's characteristics
  3. The miracles demonstrate the power of the Kingdom
  4. The sending of the disciples is the continuation and spreading of this Kingdom news
- iii. Should we look at how Jesus is preparing the disciples by teaching them about the Kingdom of God?
- iv. What might this theme say about the realization of sending the disciples?

Comparison of the Kingdom of God within parables

- i. The use of parables in this unit is very prevalent throughout the first half of the unit. Its absence from the second half of the unit is not listed as a primary structure
- ii. The Kingdom of God...
  1. Secret is revealed
  2. A lamp on a stand
  3. Like a growing seed
  4. Like a mustard seed

I find it interesting that the first parable is mentioned and then explained in further detail. Chapter 4 verses 1-9 speak to the Kingdom of God and teaching itself. Then, chapter 4 verses 10-20 demonstrate Jesus' explanation of this parable.

- i. Why does Mark choose to include the explanation for this particular parable? Did Jesus not explain the other parables?
- ii. What does this say about the importance of this lesson?

Repetition of "if anyone has ears to hear, let them hear?" (4:9, 4:23)

- i. This phrase is repeated in the first two parable-accounts in this unit. Why?

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- ii. What is the meaning behind this statement?
- iii. How does this statement relate to the mention of Isaiah 6:9-10?

#### Chapter 5 Verse 43

- i. Why does Jesus give strict orders not to let anyone know about the miracle?
- ii. This contrasts Jesus telling the man who was possessed to go and tell what the Lord has done for him
- iii. Is there a difference because one miracle is an exorcism and the other is a healing/raising from the dead?

#### References to faith and healing

- i. Jesus tells the woman that her faith has healed her
- ii. Jesus tells the people at Jairus's house that they must believe
- iii. What does this say about the importance of faith and miracles?
- iv. Are there any further implications of including the importance or mention of faith in these accounts?

#### Presence of Markan Sandwiches (intercalation)

- i. 3:20-35
  - 1. Jesus is sought after by his family
  - 2. Jesus is accused and addresses the teachers
  - 3. Jesus' family finds him/returns
  - 4. This is not a primary structure because it does not account for the majority of the unit and does not give insight into how the unit functions as a whole. However, it is still important to note that it exists within a of this unit.
- ii. 5:21-43
  - 1. Jairus come to Jesus
  - 2. Jesus heals the bleeding woman
  - 3. Return to Jairus and his daughter - healing account
  - 4. This is also not a primary structure because it does not speak to the unit as a whole. We begin this intercalation with an account of Jairus coming to Jesus about his dying daughter. We break from this narrative with a separate healing account. After that healing account we return to the Jairus narrative where Jesus eventually raises his daughter from the dead.

#### Contrast between how the crowd receives Jesus and how the teachers/family/hometown receive Jesus

- i. Throughout this unit we see different responses to the workings of Jesus. This demonstrates a basic concept of contrast. However, these contrasts do not speak to the larger interpretation and understanding of the unit. Instead they demonstrate an underlying lesson that is being taught or a minor observation. Throughout these accounts

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crowds and disciples respond to Jesus by gathering and being in awe (3:20, 3:4:41, 5:14-15, 5:20, 5:24b, 5:42). His teachers of the time and Jesus' family rejected him (3:21, 3:30, 6:3).

- ii. This contrast demonstrates the difference in "having ears to hear" that is mentioned during this unit and being closed to God's teachings. This is also highlighted in the parables. While the contrast speaks toward this large theme, its function within the unit as a whole. Instead it speaks to a recurring theme that occurs throughout Mark. In other words, it is an important observation, but not a primary structure.



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#### Interaction with Secondary Sources

Robert H. Stein. *Mark*. BECNT. Michigan: Baker Academic, 2008.

In reading through the individual summaries that Stein provides for each section of this unit, it is clear that there are many literary devices at work. Stein provides a more detailed look at each segment of this unit - but I believe his subdivisions provide insight into how this unit works as a whole.

- i. (201-203/211-212) For example, in Stein's analysis of the parables throughout this unit he adequately argues for the recurrent theme of the Kingdom of God. I believe this theme is very important in understanding how Jesus is preparing the twelve disciples to go out and preach about the Kingdom.
- ii. (212/261) Stein's commentary focuses on how the different parable accounts and miracle accounts would be have been interpreted by the readers of the time. This is an important note because we must understand why Mark has chosen his accounts in a particular way. While I agree with the statements Stein makes about the people being able to draw connections between the parables, the reactions, the miracles, and Jesus' death and resurrection; I believe that we should look at how the accounts demonstrate Jesus' teachings to his disciples. If this unit does function within the preparation/realization I described above, it would demonstrate how Jesus prepares his followers for their mission. The mission was to go and preach and demonstrate God's kingdom. Taking the lead from Stein's commentary, the readers would not only learn from the parable and miracles accounts separately, they would also learn from their association to Jesus/God prepares those that are within His Kingdom.

(213) Stein identifies a Markan sandwich within the first parable account (4:1-20). This Markan sandwich is not significant as a whole, but I wanted to note that it does exist. I previously separated this parable into two subsections - content and interpretation. However, after reading through Stein's commentary, I agree that this parable more closely aligns with the Markan sandwich formatting. The existence of the sandwich helps to highlight the middle section in which Jesus further prepares the disciples for coming to the realization of the Kingdom of God and His crucifixion. (211-212)

Stein relates 6:6b-13 to the following accounts. He has created a unit from 6:6b-8:21 titled "Mission and the Understanding of the Kingdom." This unit helps to highlight the workings/mission of the twelve. I agree with Stein's support for this division, however, I believe this is the only way these units can be divided. (287)

- i. 6:6b-13 creates an overlap between the previous unit and this new unit. It functions as the end and realization of the preparation of the disciples by Jesus. However, it also functions as a transition into the mission of the disciples. I believe it should be included within both units - and the units should overlap.

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opper, R. Alan. *Mark*. Smyth & Helwys Bible Commentary. Smyth & Helwys, 2007.

(107) Culpepper notes the importance of the calling of the apostles in chapter 3. He states that there is a two purpose c twelve: that they might be with Jesus and that they might be sent out. The importance of this clause is heightened with realization of the sending of the twelve. The first purpose for the twelve, as mentioned by Culpepper, is to be with Jesus learn from him and provide him companionship. However, their second purpose is to be sent out. I would argue that the must be with Jesus is because they are also to be sent.

(187) Culpepper makes a statement that those who follow Jesus should expect similar rejection to that which Jesus experi also notes that the miracle accounts leave the reader incredibly optimistic and they are quickly followed by an account rejection. In a way, this “burst the bubble” of the reader.

- i. In light of thinking about the different sections of this unit as preparation for the sending of the disciples, unders these sections from the viewpoint of the reader also speaks to preparation/realization. The reader has also beer through accounts of teaching and miracles. However, the reader is not given a false sense of security. The accou his hometown helps prepare the reader (and disciples) for the inevitable rejection they will experience. Howeve should not sway the disciples or the reader from their mission to proclaim and act.

, Sharyn. *Reading Mark: A Literary and Theological Commentary*. Macon, GA: Smyth & Helwys, 2000.

(32) Dowd argues that the disciples’ mission includes both proclamation and action. This supports the identification of th structure Preparation and Realization because it highlights that Jesus has prepared his disciples by giving examples of t proclamation and action. Throughout this unit, Jesus proclaims the coming of the Kingdom through parables and demon through the action of miracles. All of this preparation is realized at the end with the sending of the twelve.

(32-33) Dowd speaks to the observation that the Twelve are not given special authority. This realization also would imply preparation that exists in this unit is not exclusive. The unit demonstrates a preparation of all of God’s followers for their proclamation and action.

(63) Dowd attributes the commissioning of the disciples as being the conclusion of a chiastic section. I agree that this se explains the mission of the twelve disciples. I also agree with her statement that the disciples have been with Jesus and ready to be sent out. I disagree that this is the conclusion of a chiastic section. Instead, I would like to emphasize the rea disciples in favor of this being the realization of a preparation/realization structure.