Part two of your project involves the next three steps. It is worth 20 points and is due on Canvas.

3. YOUR TEXT IN CONTEXT
- By now you’ve lived with your passage for some time. Begin by offering a description of precisely where your passage falls in the larger plotline of the gospel (two substantial paragraphs). What is the scene? Who are the characters? Where are we in the story?

4. GOSPEL PARALLELS
- Offer a thorough analysis of your entire passage using Aland’s Synopsis, according to the directions for using the Synopsis found on Canvas. You are welcome to present this in a column-format, but please note: I’m interested in your analysis, not just that you can recognize the similarities and differences.

5. SOURCES and BACKGROUND – three components here
- TEXTS: Take a moment at this point to list off any and all sources that appear to stand behind your text. While there may be any number of different sources involved (e.g. extra-biblical historical references) for the most part we are interested in Old Testament passages being quoted, alluded to, or echoed. At this point you’re just going to list them all and offer your own short consideration of their possible significance, so do not worry about detailed research just now. You may find it useful to consult a resource that will help you discover what is being quoted and/or alluded to, e.g.:
  - Often a good study bible will point out OT references in the study notes, so look there as well.

- CONCEPTS: Sometimes your author is quoting or alluding to particular OT texts, but other times there are basic “OT Background” issues assumed by the author but not necessarily understood by modern readers. List off some “relevant historical background” questions that might be raised or material in the passage that requires knowledge of OT history and/or theology to understand.
  - Examples: Herod thinks Jesus is “Elijah” – why Elijah of all people? Jesus offers his disciples a “new commandment” – how would this have been heard by an ancient Jew for whom “commandments” meant something in particular? The devil tempts Jesus by saying, “If you are God’s son…” What were the Jewish expectations around this title?

- GOING DEEPER on TEXTS/CONCEPTS: Choose one [1] TEXT or CONCEPT and use the same skills you used in Part 1 (e.g., word study or dictionary/encyclopedia) to determine why the text or concept is significant for interpreting your passage. This will be most rewarding if you use a broader concept and a dictionary/encyclopedia, but pick something that you think will shed light on background you need illuminated in order to understand your passage better. The only sources you can use to answer your questions here are the sources listed for Part 1 or sources that I’ve approved. In other words, this is not your opportunity to find out everything the library has. Instead, it’s to see how much you can determine from a fairly small (but helpful!) pool of resources.

- ATLASES: Our library carries a number of Bible atlases, which are useful for tracing Jesus’ movements in the gospel narrative.
Even if your pericope doesn’t include any overt geographical references, Jesus is always somewhere in the gospel! Include a paragraph or two describing the nature of Jesus’ movements and their potential interpretive significance.

- As with paper #1, append a thorough bibliography.