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## Calvary Church: Coordinated Curriculum 2007-2009

### Romans: The Transforming Power of the Righteousness of God

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For those interested. What follows is an introduction and overview of the Inductive Bible Study Process. This process is the basis on which the Romans Coordinated Curriculum will be taught. The goal is to equip all participants with the ability to be self-feeders.

## Discover the Joy of Personal Bible Study

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### I. Tools of the Trade

- A. Bible
- B. Pen and Paper
- C. Quiet Place
- D. Teachable Heart (Prayerful and Open)
- E. Concordance
- F. Atlas
- G. Groups of Fellow Learners
- H. Additional resources
  1. Commentaries
  2. Systematic Theology works
  3. Bible Dictionary

### II. Method—Principles of Inductive Bible Study – *Overview*

Psalm 119:34 Give me understanding, that I may keep your law and observe it with my whole heart. (ESV)

- A. Purpose
  1. To determine what the text meant to the original (biblical) audience.
  2. To understand what the author intended us to understand.
- B. Barriers—Brief Overview (We will deal more when we get Hermeneutics)
  1. Chronology – Time
  2. Geography – Space
  3. Culture – Customs
  4. Linguistics – Language
  5. Literary – Writing form
  6. Supernatural – Spiritual
- C. Problem
 

If we do not understand the process of Bible study, we run into several potential problems, mainly driven by—Interpretation by WFRA— “What Feels Right Approach”

  1. Apply or misapply directly
  2. Spiritualize —or allegorizing, where little or no meaning is derived from the biblical context.
  3. Ignore—if we don’t like it, we ignore it.
- D. Process
  1. **Read** Read, Record, Reflect, Respond
    - a. Read: Conscious concentration with repetition.
    - b. Record: Write down what you see in what your read: Observation, key thought, insights, summarize.
    - c. Reflect: Meditate—ask yourself what is going on in the passages; what can you learn about God, yourself; what do you need to do. (Journal - what did you learn)
    - d. Respond: Act on the truth you have learned
  2. **Observation** What does it say? (Probe, Discover, Detect, Explore)
    - a. Terms—is a word used in a specific context
    - b. Structure —relation and interrelation of terms
      - (1) Grammatical structure
      - (2) Literary structure—cause & effect, climax
    - c. Literary Form—parables, poetry, narrative, didactic etc.

- d. Atmosphere —what is the mood? lookout from behind the authors eyes
3. **Analyze —Interpretation** What does it Mean? (Mull, Digest, Judge, Explain)
  - a. Question—don't always have the answer (admit it) (Use “?” symbol)
  - b. Answers—Interpretive answers come from observation  
Take more time in observation less time needed in interpretation with more accuracy
  - c. Integration—see the big picture, what is said & how is it organized.
4. **Do —Application** How does it Work? How should I respond?  
How it relates
  - a. For me—live it
  - b. For others—be a student of the people you minister to  
—listen—don't talk so much  
—exegete the Word and the world
5. **Share**
6. **Correlation / Communication** Where does it Fit? (Need to Develop Personal)
  - a. Biblical Theology—system of theology that puts it together
  - b. Biblical view of life—what difference does Christ make

### III. Read

The first step in Observation: **How to Read**

#### A. Overview<sup>1</sup>

1. Read, Reflect/record, Respond
  - a. *Realize* the truth of God as it is contained in the Scriptures. This realization comes from reading and study.
  - b. *Reflecting* upon that truth, considering its implications for me personally and for the world.
  - c. *Responding* to God in thanksgiving, worship, and obedience because of that truth.
2. Extensively
  - a. Seek to become familiar with the whole Bible.
  - b. Read through the whole Bible
  - c. Benefit: keeps use balanced in our interpretation and application
3. Intensive
  - a. Read Carefully
  - b. Read Repeatedly
  - c. Read Aloud
  - d. Read at Different Speeds
  - e. Read with Tools in Hand

#### B. 10 Specific Rules

Read the Bible...

1. Thoughtfully—involves study
2. Repeatedly (entire books in one sitting)
3. Patiently—develop 2nd wind, every time you are tempted to quite, go a little longer
4. **Selectively**

Who?—What is said about them, what do they say

What?—What's taking place, what's the point, what's going on

Where?—Don't assume

When?—What time, what day

Why?—Purpose, why does the author include that

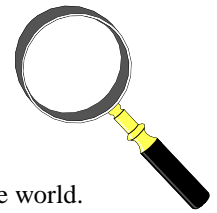
Wherefore?—So what

Observe

Analyze

Do

5. Prayerfully  
—listen to new converts and Children pray  
—remind God what He promised
6. Imaginatively  
God's Word is not boring, so: use imagination, see it, smell it, (get in the ship, smell the pasture)  
Think as though you were talking to the person, 1st hand experience  
The Bible must grip you if you want to change you
7. Reflectively—meditate, time, memorize scripture (review)
8. Purposefully—with view of writer in view (2 Tim. 3:16-17)  
—Profitable, teaching, for reproof, correction, training in righteousness



<sup>1</sup>Adapted from Doug McIntosh, *God up Close: How to Meditate on His Word*, (Chicago: Moody, 1998), p. 20 and p. 88-90.

9. Acquisitively—master of at least one book, but also of the whole Book (Bible)
10. Telescopically—we don't want parts - we want units, all parts contribute to whole

**C. Begin by reading for synthesis or overview**

- a. Look for over all subject or purpose (look for key terms)
- b. Major ideas, events, key people
- c. Repetition and contrast of major ideas
- d. Climax and turning points (difference between beginning and end)
- e. Always have a place for: "Questions for further study"
- f. **Read for chapter titles:** slows you down but makes you think about what is being said, meditation.
  - (1) Original
  - (2) Brief
  - (3) Memorable
- g. Reading for synthesis will lead to Charting in survey manor
2. Develop a plan for reading, so that you cover the whole Bible
3. Read with application in mind
  - a. Look for direct commands—what you should do
  - b. Look for promises—what God will do
  - c. Personal Application with 'SPECS?'
    - Sin to be forsaken?
    - Promises to be claimed?
    - Examples to be followed?
    - Commands to be obeyed?
    - Stumbling block or hindrance to be avoided?

- A
- D. Four General Principles: Review
    1. Read: Conscious concentration with repetition.
    2. Record: Write down what you see in what your read: Observation, key thought, insights, summarize.
    3. Reflect: Meditate—ask yourself what is going on in the passages; what can you learn about God, yourself; what do you need to do.  
(Journal—what did you learn)
    4. Respond: Act on the truth you have learned

**IV. Observation**

- A. Context: The Context must Control
  1. Meaning of Words in the context: We will be doing a word study, but this is part of context also.
    - a. Words, phrases and clauses may have multiple meanings.
    - b. False interpretations often result from ignoring the context.

**A Text without a Context is a Pretext.**

2. Immediate—preceding and following—where the verse or paragraph is in relation to other verses and paragraphs and the whole book.
3. Extended—Where the verse or paragraph is in relation to the book and the Bible
- B. Structure:
  1. **How to Get the Big Picture**
    - a. Look for what is listed first and last
    - b. The Law of proportions
    - c. Look for repetition: theme, names, items, etc.
  2. Pay attention to structure. Use **A RADAR<sup>2</sup>**
    - a. Ask Questions: Who, What, Where, When, Why, How
    - b. Repeated things
      - (1) Terms, phrases and clauses
      - (2) Characters
      - (3) Circumstances and incidents
      - (4) Patterns (contrasted)

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<sup>2</sup> From John Soden

- (5) From the OT
- c. **Alike things – comparisons**
  - (1) Similes: the use of "as" or "like"
  - (2) Metaphor: comparison without "as" or "like"
- d. **Different things — contrasted things**
  - (1) "But" — ask what contrast is being made
  - (2) Metaphor: contrast implied
  - (3) Irony
- e. **Accentuated things (emphasized)**
  - (1) Proportion
  - (2) Purpose statement
  - (3) Placement (logical order, order or flow)
  - (4) Progression: lesser to greater/greater to lesser, climax and pivot
- f. **Related things — conclusions, purposes, results, causes, prepositions**
  - (1) General to specific (Big idea to detail)
  - (2) Question and answer
  - (3) Cause and Effect

NOTE: Read and think in paragraphs or units of thought.

### C. **Things to look for in a Sentence or Paragraphs<sup>3</sup>**

- 1. Repetition of Words
  - a. First words repeated in the section you are studying
    - (1) Which words are repeated?
    - (2) How many times are they repeated?
    - (3) Is there a modifier or article preceding or following the word? Does it always appear?
    - (4) Is the use of the word consistent?

By observing the repetition we have preliminary signals as to the focus of the passage.

- b. See if the word is used in the rest of the paragraph, pericope, chapter, or book.
- c. If it is a work that requires definition or seems to be key, see if the author uses it in other places.
- d. Additional questions you can ask (mini-word study)
  - What part of speech (noun, verb, modifier, conjunction, etc)
- 2. Contrasts
  - a. Items
  - b. Ideas
  - c. Individuals
- 3. Comparison
  - Contrast focuses on the differences, comparison focuses on the similarities.
- 4. Lists
  - a. Identify lists
  - b. Is there an order?
  - c. Are the items grouped?
- 5. Cause and Effect
  - Be clear on what the cause is and what the effect is
- 6. Figures of Speech
  - a. Try to visualize the figure of speech
  - b. Stop to ponder the image
  - c. State the figure without using the figure
- 7. Conjunctions
  - “If we imagine the biblical text to be like a brick house, then conjunctions are the mortar that holds the bricks (phrases and sentences) together.”
  - Example
    - a. “But” — list what is contrasted
    - b. “Therefore” — state the conclusion

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<sup>3</sup> I have adapted and added to J. Scott Duvall and J. Daniel Hays, *Grasping God’s Word: A Hands-On Approach to Reading, Interpreting, and Apply the Bible*, (Grand Rapids: Zondervan, 2001), pp. 30-39.

- c. “and” —identify what is connected
- 8. Flow or Order: Logical connective
  - a. *Reason*: because, for, since, for this reason
  - b. *Result*: so, then, therefore, thus, consequently
  - c. *Conclusion*: then, so
  - d. *Purpose*: in order that, so that, that
  - e. *Contrast*: but, yet, much more, nevertheless, otherwise, then
  - f. *Comparison* (correlation): also, and, as, just as—so, likewise, so also
  - g. *Concession*: although
  - h. *Series of facts* (addition): and, first of all, last of all, or, also, in addition
  - i. *Conditional*: if
  - j. *Emphatic*: indeed, only
  - k. *Time*: when, until, finally
- 9. Verbs—Where All the Action Is
  - a. Try to identify the kind of action
    - (1) Past
    - (2) Present
    - (3) Future
  - b. Try to identify who is doing the action
    - (1) Active
    - (2) Middle
    - (3) Passive
- 10. Pronouns
  - Identify the antecedent

D. Rewrite to reveal structure (grammatically): Structural Layout

- To interact with the text
- To see the structure
- To observe what the text says
- To help us describe what we see

- 1. The paragraph is the basic unit of thought for structural/mechanical dissection.
- 2. Left margin: Main statement, whether assertion, question, or commands.
- 3. Individual Lines: contain one main statement and its modifiers,
  - a. providing there is not more than one modifier in each class,
  - b. and providing the modifier is not of extraordinary length.
- 4. Coordinate clauses: connected by—*and, but, either, or neither, nor, and for*—are generally regarded as containing main statements, and are written from the left margin unless context demands otherwise.
- 5. Indentation: Subordinate clauses and phrases below the lines of the main statement.
- 6. Revealing dependence: Two or more modifiers, including subordinate clauses, phrases, or plural objects are usually written directly beneath the words upon which they depend or modify.
- 7. Lists of names, qualities, or actions, are listed vertically for the sake of clarity.<sup>4</sup>

E. Interpretive Questions

The interpretive question is the intermediate step between observation and interpretation. It's how you get from what you see to what you understand it to mean. It can be part of our observation while at the same time moving us naturally towards interpretation. When we "observe" someone's writing, we often ask ourselves questions about why they wrote it. Those questions are part of the interpretive process. If we never question what we see, our understanding is limited, even shallow and incomplete.<sup>5</sup>

- Arise from observing: terms, structure, literary form, and atmosphere
- Seek to describe what is seen

## V. Analysis

A. General Rules

- 1. Why “general rules?” “General” because, each type of genre has specific rules.

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<sup>4</sup> Mark L. Bailey, (Unpublished class notes, 301 Hermeneutics, DTS, 1988.), Session 7. (Adapted from M. Tenney, *Galatians: The Charter of Christian Liberty*.)

<sup>5</sup> Summary of Robert A. Traina, *Methodical Bible Study* (Grand Rapids: Zondervan, 1980) p. 97.

2. Key Rules: *Ask More / See More*
  - a) Interpret grammatically. Since words are the vehicle of thought, and the meaning of a passage comes from the words, determining the grammar of a sentence is the first place to start.
  - b) Interpret contextually. Words and sentences do not stand in isolation. You must look at the context in order to gain the whole picture of what is being said.
  - c) Compare Scripture to Scripture.
  - d) Recognize the progressiveness of revelation. In the process of revealing Himself to man, God may choose to add to or develop what He has given in one era.
3. Stated another way
  - a) Seek the author’s intended meaning—it can not mean what it did not mean
  - b) Study the Bible using normal literary rules—study literarily
  - c) Study material within its context—has to fit the whole puzzle
  - d) Compare Scripture with Scripture—clearer is better
  - e) Respond to the authoritative nature of the meaning in a relevant manor
- B. *Comparison*: Use Scripture to interpret Scripture
  1. This will involve the use of cross-references and concordance
  2. Interpreting Scripture by Scripture
    - a) Parallel passages
      - (1) Verbal: same words or phrases
      - (2) Thought: same ideas
      - (3) Note differences as well as similarities. Must study each of the parallel passages in their own context as well.
      - (4) Examples: Romans and Galatians; Kings and Chronicles; Ephesians and Colossians; the Synoptic Gospels
    - b) An obscure or ambiguous text should not be interpreted in contradiction to a plain text.
    - c) Interpret more difficult passages by the use of simple or easier to understand passage. Remember the more “natural” interpretation is to be preferred.
    - d) Try to maintain a balance when viewing multiple passages; don’t over emphasize the meaning of one to the neglect of the other. This is especially true when formulating doctrine.
- C. *Culture*: interpreting against the proper backdrop, the study of historical and cultural setting
- D. *Consultation*: The use of secondary resources to help shed light on the Biblical passage
  1. Study Bible: NIV; Ryrie, Life Application, Thompson Chain
  2. Theology: Moody Handbook of Theology
  3. Bible overview: Talk Thru the Bible
  4. Concordance: Exhaustive
  5. Commentary: Bible Knowledge Commentary
  6. Internet Tools (A list of “good” sites will be provided.)
- E. Hazards to Avoid
 

*General caution*

Don’t “fill-in the gaps” if the text doesn’t say it.

Understand that we have presuppositions/pre-understandings and realize that our cultural and experiential backgrounds preform parameters that cause us to limit the possibilities of what a text may mean, even before we have grappled with the intended meaning.

  1. Misreading the Text
  2. Distorting the Text
  3. Contradicting the Text
  4. Subjectivism: the meaning of the text is in the text not in our feeling about the text
  5. Relativism: there is only one meaning in the text (“It means to Me”)
  6. Overconfidence: don’t ever think you have mastered the text, there is always more you can learn
- B. **Do**: Application
  1. Know
  2. Relate
  3. Meditate
  4. Practice
- C. Nine Questions to Ask
  1. Is there an example to follow?
  2. Is there a sin to avoid?
  3. Is there a promise to claim?

**The Process**

- What does it say?
- What does it mean?
- How does it fit other Scripture?
- How does it affect my life?
- How can I share it?

4. Is there a prayer to repeat?
5. Is there a command to obey?
6. Is there a condition to meet?
7. Is there a verse to be memorized?
8. Is there an error to mark?
9. Is there a challenge to face?

## VI. Share

- A. Key Question: How can I share what I am learning?
- B. Applying Application
  1. Moving From Biblical Text to Universal Principle to Present Day Application.
  2. When Communicating Application
    - a. Be Textual — One interpretation many applications: but don't generalize from the passage. The application must be tied to the text
    - b. Be Concrete — Visible reality of application: what will the application look like if accomplished?
    - c. Be Specific — Give a course of action: what steps should be followed?
    - d. Be Direct — Don't be afraid to speak about serious issues, and don't minimize sin.
    - e. Be Realistic — Don't expect complete radical change and don't discourage people when they fail.
    - f. Be Relevant
      - (1) Remember the message of Scripture does not change but our society does.
      - (2) Exegete your situation as well as your text: for personal application.
      - (3) Exegete your audience/culture, as well as your text. For public application: know your world and people, their needs and problems.
      - (4) Ask the same questions about your culture that you would about an ancient culture: values, world—views, money, communication, family, etc.
    - g. Be Practical

### Sources:

Howard G. Hendricks and William D. Hendricks, *Living by the Book*, Chicago: Moody Press, 1991.

Robert A. Traina, *Methodical Bible Study*, Grand Rapids: Zondervan, 1980.

Roy B. Zuck, *Basic Bible Interpretation*, Wheaton: Victor Books, 1991.

J. Scott Duvall and J. Daniel Hays, *Grasping God's Word: A Hands-On Approach to Reading, Interpreting, and Apply the Bible*, Grand Rapids: Zondervan, 2001.

Also Recommended: Doug McIntosh, *God Up Close*, Chicago: Moody Press, 1998

**Read** Read, Record, Reflect, Respond

**Observation** What does it say? (Probe, Discover, Detect, Explore)

**Analyze Interpretation** What does it Mean? (Mull, Digest, Judge, Explain)

**Do Application** How does it Work? How should I respond?

**Share** Telling others is a great way to process the material and encourage others