

Inductive Bible Study Process Stephen C. Kilgore

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

READ: The journey begins with careful reading. What did it mean to the first audience?

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| R ead | Read: Conscious concentration with repetition |
| O bserve | Record: Write down what you see in what you read: Observe key thoughts, insights, summarize, paraphrase |
| A nalyze | Reflect: Meditate —what is going on in the passages; consider the truths and the implications for yourself, what can you learn about God and yourself |
| D o | Respond: Act on the truth you have learned and worship the Lord |
| S hare | |

OBSERVE: What do I see? What does it say? Probe, Discover, Detect, Explore

How to Get the Big Picture

1. Look for what is listed first and last—that is usually the emphasis
2. The Law of Proportions—where the author spends most of his time—that is the emphasis
3. Look for repetition: themes, names, items, etc.

PRECISE Reading and Observation

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| Prayerfully | Conscious dependence (before, during and after—with humility) | |
| Reflectively | Repeatedly, whole book or pericope in one sitting, use different translations | |
| Extensively | Background issues | Background |
| | Big Idea | A —Author Who? Background/Experience |
| | Basic structure and flow | P —Participants Who? |
| | Broad strokes | Background/Culture/Situation |
| | Use structural rewrite | P —Purpose Circumstance and Context |
| | | L —Location Geography (from — to) |
| | | Y —Year (Time) Dates (time of year), Period—Cultural/Historical/Political |

Creatively Imagination View points Try to see, feel, experience the event/interaction

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| Intensively | Read for: | Questions, Questions, Questions | Use your |
| | Who? | What is said about them, what do they say? | |
| Look at: | What? | What is taking place, what is the point, what is going on? | Alike / Unlike |
| | Where? | Do not assume you understand the location | Different |
| Structure | When? | What time, what day, sequence? | Accentuated |
| | Why? | Purpose, why does the author include/exclude it? | Related |
| Context | How? | In what manner or way, by what means? | To look for things that are emphasized |
| | Wherefore? | So what, what is the point, proper response? | |

Specifically **Purposefully**—with the view of the author in mind Look at details, ask questions

Effectively By unit of thought—**THINK Context!** A Text without a Context is a Pretext.

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| Grammatical Construction | Simple Steps to Study a Word— |
| Paragraph: basic unit of thought, smallest unit of study | Words have usage more than meaning |
| Verbs: action, who is doing what (Active, Passive, Middle / Reflexive) | Context—determine the word to be studied, keep it in the context |
| Subject: the one doing the action | Comparison and contrast—note extended context: usage by author, different translations |
| Object: the one being acted upon | Concordance—look up every use of the word (original language), group by usage |
| Modifiers: descriptive words, adjectives and adverbs | Consult—check lexicons, Bible dictionaries and commentaries, pay attention to context |

Connectives

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| Coordinating: and | Logical indicator |
| Contrasting | Reason: because, for, since, for this reason |
| Contrast: but, yet, much more, nevertheless, otherwise, then | Result: so, then, therefore, thus, consequently, that |
| Concession: although | Conclusion: then, so |
| Comparison (correlation): also, and, as, just as—so, likewise, so also | Purpose: in order that, so that, that |
| | Conditional: if |
| Time: after, as, before, now, then, until, when, while, finally | Series of facts (addition): and, first of all, in addition, last of all, or, also, |
| Place: where | Emphatic: indeed, only |

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| Things to Look For: | Prepositions—go with noun to form a phrase | |
| Verbs | Pronouns | Conjunctions |
| Figures of Speech | Conditional | Clauses |
| Laws of Structure | | |
| Cause & Effect | Interchange | |
| Climax | Introduction & Summary | |
| Comparison | Pivot or Hinge | |
| Contrast | Proportion | |
| Explanation or Reason | Question & Answer | |
| Repetition | Dialogue | |
| Purpose/Result | Lists | |
| Specific to General/General to Specific | | |
| Sphere | Location: in, on, at | Logical |
| Motion: to, from | Direction: toward | Means: by |
| Position: over, at | Permeation: through | Accompaniment: with |
| Entrance: into | | Benefit: for |
| | | Origin: of |
| | | Characteristic: of |
| | | Identity: of |
| | | Opposition: against |
| | | Conformity: according |
| <i>Chronological Time: before</i> | | |

ANALYZE: What does it mean? Mull, Digest, Judge, Explain

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| Overlap between Observation & Interpretation | Content | Observe—ask questions |
| Content: Immediate and Extended (Analogy of Faith) | Context | Context Rules! |
| Background: Historical (Author/Audience) and Cultural (Socioeconomic/Religious) | Comparison | Scripture clarifies Scripture |
| Structure: Grammar and Words | Culture | Time—When? |
| Literary Genre: Exposition, Narrative, Proverb, Prophecy, Poetry, Parable | <i>Bridge the gap</i> | Space—Where? |
| | | Customs—Why/How? |
| | Consultation | Last step—check resources |

Meaning—what the author intended to convey to his readers by words, literary form he choose
 Interpretation—what the original readers would have understood, the one meaning of the text
 Implications—additional truths within the text that are secondary to the primary meaning

Subject/Purpose Statement: A statement which summarizes the content (*what*) of a given passage (or book) and the author's purpose (*why*) for recording the content.

Correlation: Where does it fit?

Analogy of Faith: No interpretation is acceptable if it is contrary to the general tenor of the rest of Scripture: therefore, interpret more difficult/obscure passages by the use of more simple/clear passages and remember the more natural interpretation is to be preferred.

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| Getting the Big Picture | Biblical Theology — Structure for thinking |
| Particular to General (Synthesis) | Biblical World-life view — Structure for living |

Do: Application—How does it work?

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| Four Steps | Personal Application with SPECS? | Nine Questions to Ask |
| Know the text & yourself | Sin to be forsaken? | 1. Is there an example to follow? |
| Relate it to experience | Promises to be Claimed? | 2. Is there a sin to avoid? |
| Meditate | Examples to be followed? | 3. Is there a promise to claim? |
| Practice | Commands to be obeyed? | 4. Is there a prayer to repeat? |
| | Stumbling block or hindrance to be avoided? | 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? |

SHARE: How to pass it on (Be a tree not a pipe)

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| CAP Your Lesson | Goal | Communication and Application | |
| Content (Information) | Transformational | Be Textual | Be Concrete |
| Application (Relevance) | Biblical | Be Specific | Be Relevant |
| Practice (Concrete) | Teaching | Be Practical | Be Realistic |
| | | | Be Direct |

Summary: ROADS lead to transformation

The goal is to determine what the text meant to the original (biblical) audience, then to understand what the author intended us to understand—so that we can know God better and honor Him by responding to His revealed character rather than doing the W/FRA—*What Feels Right Approach*.

Bibliography and Helpful Resources

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