
Calvary Church: Coordinated Curriculum 2007-2009

Romans: The Transforming Power of the Righteousness of God

The material that follows is designed to help the teacher understand the purpose, structure and direction of the Coordinated Curriculum for 2007-2008.

Please be familiar with this material.

Please share the relevant parts with your class—particularly

- The material available to them

- The approach we are taking—inductive and interactive

- The new Bible translation we will be using (ESV)

It may also be necessary in some classes to take time to give an overview of the inductive Bible study process. You can do this by using the notes in Appendix 2 give a brief overview and then in each lesson be very intentional about showing the class, not only what the text says but show the process of study.

Calvary Church Strategic Plan

Every 3-5 years the Elders and Ministry Staff of Calvary Church conduct a thorough self analysis of the strengths, weaknesses, opportunities and threats of Calvary. Through this evaluation process a strategic plan is developed to focus attention on key areas needing development.

The last strategic plan identified six key areas: transitioning leadership, comprehensive bible study, staffing vital ministries, positioning for outreach, adapting to physical growth, add to our missions legacy.

This curriculum is an outworking of the desire to insure that we have **Comprehensive Bible Study:**

Vision: We want to be faithful to Scripture and multiplying disciples. We want to be a center for the faithful study, teaching and preaching of the Word of God, providing opportunity for each individual to be discipled from spiritual birth through spiritual reproduction, with each one loving the Lord and His Word.

Strategy: To develop a comprehensive, systematic approach to the study of the whole Bible for all age groups that will be relevant to daily life, resulting in the deepening of the spiritual life, growth in grace, and an expectation of accountability.

This focus has yielded the development of new curriculum for all ages including our ABF ministry.

Coordinated Curriculum Plan

Context

Mission

Calvary Church exists to bring glory to God through the growing of a biblical spiritual family of fully devoted followers of Jesus Christ who make disciples among the nations.

Vision

Founded on the Word, Focused on the world

Equipping people to:

Drink deeply of Christ and Flow to others from
Campuses to Continents
Neighborhoods to Nations
Grow up and Reach out

Values

God will be most glorified through Calvary Church by G.R.O.W.T.H. . .

Depth with G od	Focus on glory of God in dynamic worship
R eal Community	People are the focus not programs
Ministry O wnership	Participation in ministry is the norm
W orld Vision	Reaching the least reached
T horoughly Biblical	Equipping people to think and act biblically
Local H arvest	Impacting our community

Curriculum Outcomes

Our goal is to develop fully devoted followers of Christ—disciples who know and apply the Word of God consistently and faithfully in all areas of life.

This requires faithful biblical teaching and relational connections.

Our curriculum must be designed to provide a foundation (Biblical/Theological/Practical) on which a framework of additional truths can be built—the foundation and truths then don’t simply inform our world-view, they *form it*. Our theology is not simply informed by the Word, but is *formed by it*. And once our theology and world-view are formed by Scripture—they must be lived with integrity (wholeness).

To that end, the follow explains the driving forces behind our curriculum at Calvary Church.

Focus

God’s glory among the nations

The focus of our curriculum is the aim of our mission—to bring glory to God.

Therefore our curriculum content, teacher training and teaching methodology will seek to purposefully teach individuals to glorify God.

Therefore the content of the curriculum is the means, not the end.

Foundations

Knowing God and His Word personally

The foundational elements of our curriculum are a personal relationship with God (salvation) which is developed though a growing knowledge of Him by means of His Word.

Therefore our curriculum content, teacher training and teaching methodology will seek to help individuals understand the Bible’s authenticity, reliability and authority in all areas of life. That it is the primary means by which we can grow in our intimate understanding and passionate love for God and learn how to better respond to Him and His will in the context of community with other believers.

Therefore, the content of the curriculum is the means, not the end.

Fundamental Goals (Core competencies: Know, Be, Do)

The fundamental goals or core competencies of our curriculum aim at transforming the whole person—mind, heart and hands.

Therefore our curriculum content, teacher training and teaching methodology will seek to not only be practical but purposeful.

Therefore, the content of the curriculum is the means, not the end.

Know

Fluency with God’s Word in Life Situation

An understanding of essential core beliefs (theology) and their impact on daily life, not just information but a heart knowledge of God’s Word that produces a fluency with God’s Word in life situation.

Therefore our curriculum content, teacher training and teaching methodology will seek to equip individuals with a meaningful, practical and usable knowledge of the whole of Scripture—equipping individuals to study God’s Word for themselves and in community, with the hope of creating a thirst for God.

Be

Heart motivated Love for God and Others

Our goal is God centered, Spirit directed lives lived with integrity and purity clothed in humility created by the grace received and therefore freely given.

Therefore our curriculum content, teacher training and teaching methodology will seek to challenge heart change not simply behavioral change resulting in authentic living within community for the sake of others therefore loving God and others with all that we are.

Relational Issues (Available, Authentic, Accountable)

Spiritual Formation process—Change (inside out, heart issue, repentance and forgiveness)

Do

Impacting and Influencing others toward Christ

As we develop a biblical world view which produces intentional thinking and proactive living we seek to impact others believers and influence unbelievers towards Christ.

Therefore our curriculum content, teacher training and teaching methodology will seek to challenge individuals towards eager service, intentional reproduction, global perspective, relational priorities, and faith driven living.

Therefore, the content of the curriculum is the means, not the end.

Framework (Scope and Sequence)

The framework provides structure to our curriculum. For groups that are constantly changing, as in our children’s ministry, the framework is consistent and repeated. For groups that are for the most part constant, as in our adult ministries, the framework will be flexible though always seeking to accomplish what our focus, foundation and fundamentals outline.

For specific Scope and Sequence please see additional materials by age group.

Adult Bible Fellowship Coordinated Curriculum

Since a coordinated curriculum for ABFs has not been in use for many years, since our individual ABFs each are unique, and since we desire our curriculum to expository, the decision was made to start our coordinated curriculum with the study of the book of Romans.

Romans was chosen for a number of reasons:

1. to allow us to review and teach the basic truths of our relationship with God
2. to allow us to review and teach many basic doctrines
3. to allow us to teach inductive Bible study
4. to help us show that God’s program for the nations is evident throughout Scripture, not just in the Great commission

So as part of our overall curriculum plan the study through Romans has a number of goals:

For the church to

Provide an opportunity for all to learn or review fundamental understandings of God, His Word and His purpose for the church and the world

Provide the means by which people can better understand the foundational truths on which the church is founded

To equip teachers to

Enhance their abilities in understanding and communicating God’s Word

Engage people in active learning

To help students

- Develop a deeper understand of God
- Develop a better understanding of how the Bible and God’s plan flows from the Old Testament though the New Testament
- Develop a greater appreciation of the doctrines of salvation and sanctification and their continued impact on every area of life
- Develop an understanding of the priority of relationships in their growth process
- Develop an understanding of how to do personal Bible Study

Materials

Materials provided for the teachers:

The Holy Bible, English Standard Version. (© 2001 Crossway Bibles, a division of Good News Publishers.) This is the translation we are using for all our curriculum as it is functional for all ages and still good for study purposes.

Douglas Moo, *NIV Application Commentary, New Testament: Romans* (Grand Rapids: Zondervan, © 2000).

Available at our website <http://www.calvarychurch.org/259031.ihtml>

User Name: ABF Teachers

Password: engage

Teachers Study Notes

Fonts used in documents

Times New Romans

Ariel

Gill San MT

Greek and Galaxie Unicode Greek are free download (highly recommended)

http://www.galaxie.com/page.php?page_id=2 (a replacement for BibliaLS)

Charis SIL http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&id=CharisSIL_download

You may also be interested in

http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&id=SILEzra

Additional Hebrew Font: [Hebrewth.ttf](#)

Additional Greek Font: [Greekth.ttf](#)

Individual lesson plan with main idea and teaching suggestions

Additional resources

Materials provided for the student:

Available at our website <http://www.calvarychurch.org/288405.ihtml>

Personal Bible Study materials that can be used to prepare for each lesson

Class notes (which can be modified by the teacher)

Devotional Guide <http://devotional.calvarychurch.org/>

Overview of Romans Curriculum

The book of Romans can be divided in five sections within three units. Before each unit there will be several overview lessons to ensure students see the big picture. After each section there will be topical interludes to extend the learning.

Overview:	Introduction New Testament Survey Background material on Romans Biographical study of Paul Overview of Romans—purpose and flow
Section 1	Romans 1:1-3:20
Interlude 1	Global perspective, total depravity, affects of sin
Section 2	Romans 3:21-5:21
Interlude 2	Sharing your faith through life situations and current events
Section 3	Romans 6:1-8:39
Interlude 3	Spiritual formation and the growth process
Overview:	Old Testament Survey with a focus on promise, covenant and kingdom issues
Section 4	Romans 9:1-11:36
Interlude 4	Doctrine of God—sovereignty, grace and glory
Section 5	Romans 12:1-15:13
Interlude 5	Relationships and service
Conclusion	Romans 15:14-16:27 and Postlude

Inductive

The Romans curriculum is designed to be studied and taught from an inductive approach. Our desire is to equip people with the ability to be self-feeders. That is, we want all regular attendees at Calvary Church to know how to study the Bible for themselves.

With this in mind, let me encourage you as a teacher to also not only study but teach using the inductive bible study method.

ROADS

See appendix 2

PBS handouts

The students will have available to them worksheets to begin the process of inductive Bible study prior to attending class. The hope is that some of your class members will get involved in the study and add to the interaction.

Interactive

Engage

Our goal is not to communicate content, but to allow the Word of God used by the Spirit of God in the context of the church of God to transform individuals.

For the greatest transformation to occur, students must be engaged.

Encourage

Encourage students to read the devotionals
Encourage students to read and study the passage for the week
Encourage students to participate in class

Intentional

Main point

It will be impossible to teach every truth, every principle, and every doctrine in the book of Romans. We will seek to point people to the main point. Our goal is not to communicate all

that we can, but to communicate what we should. To help people grasp the truth with their minds allowing the truth to transform and mold them to the glory of God.

May we truly understand and live the transforming power of the righteousness of God.

Appendix 1: Summary—Calvary Church Strategic Plan 2005-2008

Transitioning Leadership

Vision: We want to continue to pursue the mission of Calvary Church to bring glory to God through the growing of a biblically healthy spiritual family of fully devoted followers of Jesus Christ who make disciples among the nations.

Strategy: To maintain the health of the body through a period of transition in pastoral leadership by identifying and carrying out a successful Senior Pastor Succession Plan (2005-2009).

Comprehensive Bible Study

Vision: We want to be faithful to Scripture and multiplying disciples. We want to be a center for the faithful study, teaching and preaching of the Word of God, providing opportunity for each individual to be discipled from spiritual birth through spiritual reproduction, with each one loving the Lord and His Word.

Strategy: To develop a comprehensive, systematic approach to the study of the whole Bible for all age groups that will be relevant to daily life, resulting in the deepening of the spiritual life, growth in grace, and an expectation of accountability.

Staffing Vital Ministries

Vision: We believe that each Christian is gifted by God to serve Him, His Church, and His world, and that it is the responsibility of the Ministry Staff and ministry leaders to equip others for the work of service until each member comes to maturity in Christ.

Strategy: To clarify opportunities and expectations for service inside and outside the church, challenging the busyness of our lifestyles in order to promote spiritual priorities in training and programming for both volunteer and professional staff.

Positioning for Outreach

Vision: We want to see significant numbers of seeking and newly saved people become part of the constituency of Calvary Church through our personal relationships and ministries, while being sensitive to the rapidly changing culture in order to capture our world for Christ.

Strategy: To be proactive in identifying and adjusting to potential threats to ministry, while at the same time taking advantage of special opportunities to reach out to our postmodern society in culturally sensitive ways.

Adapting to Physical Growth

Vision: We want to provide opportunity for all whom God leads here to be shepherded, cared for and held accountable in their spiritual life and growth, through participation in both large group and small group ministries.

Strategy: To adapt and/or increase the size of our facilities, and to take advantage of programming opportunities to increase the use of our facilities, while exploring options for extending ministry in the region.

Add to our Missions Legacy

Vision: We want to be a sending church with hundreds of our own people active in missionary service, emphasizing the lesser reached peoples of the world, and with each member globally aware and active.

Strategy: To develop a comprehensive systematic approach to missions education and involvement that challenges all age levels to prayer, giving and involvement in world evangelism.

Appendix 2: Inductive Bible Study

Stephen C. Kilgore

Discover the Joy of Personal Bible Study

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*

Psalms 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 you 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? look out from behind the author’s 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. Overview¹

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

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
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



Observe

Analyze

Do

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

- 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**²
 - 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)
 - (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 From John Soden

- (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**³

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
 - 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

³ 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.

- 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.⁴

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.⁵

- 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.
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.

The Process	
<input checked="" type="checkbox"/>	What does it say?
<input checked="" type="checkbox"/>	What does it mean?
<input type="checkbox"/>	How does it fit other Scripture?
<input type="checkbox"/>	How does it affect my life?
<input type="checkbox"/>	How can I share it?

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

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

- 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?
 - 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