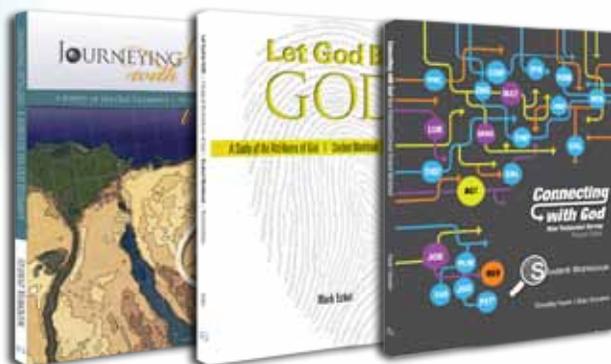


**Also Available for Bible Grades 9-10**



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# Introduction to the Course

If our students are to develop into mature disciples of Jesus Christ, they need to know how to correctly handle the written Word of God (2 Timothy 2:15)—the Scriptures—“which are able to make [them] wise for salvation through faith in Christ Jesus” (2 Timothy 3:15). They need to learn—by instruction and practice—how to read the Bible knowledgeably, interpret it accurately, and apply it appropriately. *Mastering Bible Study Skills* was written to help high school students develop these vital life skills.

What sort of Bible students do we want to develop? On the one hand, students need to be able to step back from a Bible text, examine it within its context, analyze its meaning, correlate it with other passages, explain the author’s intent, and apply its truths consistently and coherently to contemporary needs—academic skills that we would expect to develop in a school classroom. On the other hand, they need to approach the Bible with personal passion, commitment, engagement, and submission; they must be convinced that because the Bible is the Word of God and because Christian believers are indwelt by the Holy Spirit, God’s Word speaks to them with authoritative force—attitudes that can be developed only by the Holy Spirit.

Achieving these objectives would be a challenging task under any circumstances, but it may be especially difficult in today’s spiritual environment. For many Christians, the Bible is a collection of sayings or sound bites to be gathered and filed and posted when specific problems arise. For others, the Bible is a tool they manipulate to build support for their own agendas. For others, it is a source of advice or insight or therapy to meet their own private needs. Many contemporary Christians believe that whatever they “get out of” Scripture is acceptable; if it works for them, it must be true. Many teachers and preachers are afraid to correct the untaught; therefore, they give the impression that almost any interpretation is acceptable. And if most of your students have been immersed in the Bible since childhood, you may have an additional challenge—students who think there’s nothing more they can learn about the Bible.

We would do well to take seriously what Peter said about the writings of Paul: “His letters contain some things that are hard to understand, which ignorant and unstable people distort, as they do the other

Scriptures, to their own destruction” (2 Peter 3:16). At the very least, we should understand this verse to say that it takes hard work to understand and interpret Scripture. It requires as much mental rigor as do subjects such as English, mathematics, science, and social studies. In fact, because so much is at stake when we interpret Scripture, we must exercise the very highest standards when we are interacting with God’s Word.

David L. Thompson, professor of biblical studies at Asbury Theological Seminary, defines Bible study as “the regular, careful, systematic examination of the Scriptures themselves, with an alert mind and a prayerful, open heart, and with the intent to understand and live God’s Word” (1994, 16)—an apt description of the aims of this course. We want students to look carefully into the Word of God in order to understand it and then live it out day by day (James 1:25).

In this course, you will be both a teacher and a coach. As a teacher, you will make sure your students acquire accurate data, guide students as they explore related information, and link them to resources for further study. As a coach, you will demonstrate the skills you want the students to learn, motivate students to practice and refine those skills, track student progress, and provide opportunities for students to demonstrate their expertise.

As you teach and coach, be sure to give large doses of encouragement. Many students feel intimidated by the prospect of Bible study. Don’t be afraid to share your own struggles, including major mistakes you may have made! Keep reminding your students that their Bible study will not end when this class is over. Your students are learning skills they will use the rest of their lives. Let them know that when it comes to studying the Bible, you’re still a learner—and they will always be learners also.

As your students grow in their ability to understand and apply God’s Word, they will “grow in the grace and knowledge of our Lord and Savior Jesus Christ” (2 Peter 3:18). And as they grow, they will have the privilege of teaching and training others (2 Timothy 2:2).

May God use this course to equip many students for a lifetime of Bible study.

# Course Overview

Unit Titles	Student Worktexts	BLMs	Class Activities
Unit 1 Introduction to the Bible	1.1. Thinking About the Bible 1.2. Basic Bible Facts 1.3. The Big Story of the Bible 1.4. Studying a Bible Book 1.5. Effective Quiet Time 1.6. Journaling 1.7. Journal Template	1.1. Do You Want ... 1.2. Course Outline 1.3. Basic Bible Facts 1.4. The Big Story of the Bible 1.5. Studying a Bible Book 1.6. Effective Quiet Time 1.7. Journaling 1.8. Journal Template 1.9 Quiz	Day 1: Basic Bible facts Day 2: The Big Story of the Bible Day 3: Bible book study demonstration Day 4: Quiet time Day 5: Journaling, unit quiz
Unit 2 Inspiration and Authority of the Bible	2.1 God's Revelation to Us 2.2 Inspiration of Scripture 2.3 How Does the Bible Affect Me?	2.1 God's Revelation to Us 2.2 What Do We Mean by Inspired? 2.3 Inspiration of Scripture 2.4 How Does the Bible Affect Me? 2.5 Test on Revelation and Inspiration	Day 1: Revelation Day 2: Inspiration Day 3: Authority Day 4: Begin book study project Day 5: Unit test
Unit 3 Transmission and Translation of the Bible	3.1 Writing the Old Testament 3.2 The Canon of Scripture 3.3 History of Bible Translation 3.4 History of the English Bible	3.1 Writing the Old Testament 3.2 Quiz on Ancient Writing 3.3 The Canon of Scripture 3.4 The Old Testament Canon 3.5 Canon Quiz 3.6 History of Bible Translation 3.7 Quiz on Translation History 3.8 History of the English Bible 3.9 Test on Transmission and Translation of the Bible	Day 1: Writing and transmission of the Old Testament Day 2: Canon (incl. LXX) Day 3: History of translations Day 4: The English Bible Day 5: Unit test
Unit 4 Transmission and Translation Projects	4.1 Scribal Project 4.2 Practice Translation Project 4.3 Tips for the Translation Project	4.1 Scribal Project 4.2 Grading Rubric: Scribal Project 4.3 Is Word-for-Word Best? 4.4 Paraphrase or Translation? 4.5 Tips for the Translation Project 4.6 Grading Rubric: Translation Project 4.7 Translation Project Instructions 4.8 Presentation Page: Translation Project	Day 1: Scribal project Day 2: Workday, scribal project Day 3: Translation project Day 4: Workday, translation project Day 5: Finish and display projects
Unit 5 Bible Study Tools	5.1 Bible Study Tools 5.2 The Right Tool for the Job 5.3 Studying My Bible Book: What Tools Will Help?	5.1 Bible Study Tools 5.2 Quiz on Bible Study Tools 5.3 The Right Tool for the Job 5.4 Studying My Bible Book: What Tools Will Help?	Day 1: Intro to variety of tools Day 2: Handle tools, take quiz on which tools to use for which purposes Day 3: Use tools on Bible book study project Day 4: Use tools on Bible book study project Day 5: Share experiences with other students

Unit Titles	Student Worktexts	BLMs	Class Activities
Unit 6 Context, Context, Context	6.1 Context, Context, Context	6.1 Context, Context, Context 6.2 Context Project 6.3 Template for the Context Project 6.4 Grading Rubric: Context Project	Day 1: Walk through textual context of John 3:16 Day 2: Begin context project Day 3: Workday, context project Day 4: Intro to historical, geographical, cultural, and linguistic contexts Day 5: Finish and display context project
Unit 7 Literary Genres	7.1 Bible Narrative 7.2 Narrative Exercise 7.3 Bible Poetry 7.4 Poetry Exercise 7.5 Gospel 7.6 Gospel Exercise 7.7 Epistle	7.1 Bible Narrative 7.2 Bible Poetry 7.3 Poetry Exercise 7.4 Psalm 20, NIV 7.5 Gospel 7.6 Gospel Exercise 7.7 Epistle 7.8 Quiz on Literary Genres	Day 1: Narrative Day 2: Poetry Day 3: Gospel Day 4: Epistle Day 5: Quiz on literary genres
Unit 8 Inductive Bible Study Method	8.1 Overview of the Inductive Bible Study Method 8.2 Practicing the Inductive Bible Study Method 8.3 Inductive Bible Study Exercises 8.4 Inductive Bible Study Template	8.1 Reading the Bible Is ... 8.2 Overview of the Inductive Bible Study Method 8.3 Inductive Bible Study Exercises 8.4 Inductive Bible Study Template 8.5 Inductive Bible Study Quiz 8.6 Grading Rubric: Inductive Bible Study Quiz	Day 1: Overview and practice Day 2: Exercises Day 3: Exercises Day 4: Apply inductive Bible study method to Bible book study project Day 5: Quiz
Unit 9 Literary Devices Project	9.1 Literary Devices 9.2 Bible Study: Literary Devices	9.1 Literary Devices 9.2 Bible Study: Literary Devices 9.3 Literary Devices Project Assignment 9.4 Grading Rubric: Literary Devices Project 9.5 Presentation Page: Literary Devices Project	Day 1: Literary devices Bible study Day 2: Begin literary devices project Day 3: Workday, literary devices project Day 4: Workday, literary devices project Day 5: Review of literary devices
Unit 10 Box Diagram Project	10.1 Introducing the Box Diagram 10.2 Practicing the Box Diagram 10.3a–10.3e Box Diagrams for 1 Peter	10.1 Introducing the Box Diagram 10.2 Practicing the Box Diagram 10.3a–10.3e Box Diagrams for 1 Peter 10.4 Grading Rubric for the Box Diagram Project 10.5 The Box Diagram Project 10.6 Box Diagram Characteristics	Day 1: Introduction to and practice with box diagrams Day 2: Workday, box diagram project Day 3: Workday, box diagram project Day 4: Workday, box diagram project Day 5: Finish box diagram project

Unit Titles	Student Worktexts	BLMs	Class Activities
Unit 11 Historical and Cultural Context	11.1 Historical and Cultural Context of the Bible 11.2 My Bible Study Book: Historical and Cultural Context	11.1 Historical and Cultural Context of the Bible 11.2 Quiz on Historical and Cultural Context 11.3 Grading Rubric: Quiz on Historical and Cultural Context	Day 1: Overview of historical and cultural context of the Bible Day 2: Research historical and cultural context of the Bible Day 3: Workday, historical and cultural context of Bible study book Day 4: Workday, historical and cultural context of Bible study book Day 5: Quiz on historical and cultural context
Unit 12 Overview of Interpretation	12.1 What the Bible Says About Interpretation 12.2 Biblical Interpretation Guidelines 12.3 Interpreting Figures of Speech 12.4 Practice with Figures of Speech	12.1 Does It Really Say That? 12.2 Scripture on Interpretation 12.3 Quiz on Biblical Interpretation 12.4 Figures of Speech Project 12.5 Grading Rubric: Figures of Speech Project	Day 1: What the Bible says about interpretation Day 2: Quiz Day 3: Biblical interpretation guidelines Day 4: Quiz, intro to figures of speech project Day 5: Finish figures of speech project
Unit 13 Author and First Readers	13.1 What Do We Know About ...? 13.2 Interpreting a Difficult Passage	13.1 What Do We Know About ...? 13.2 Author and First Readers Project 13.3 Grading Rubric: Author and First Readers Project 13.4 Difficult Passage Project Cover Sheet 13.5 Grading Rubric: Difficult Passage Project	Day 1: Exercise, research Bible author Day 2: Begin author and first readers project Day 3: Finish author and first readers project Day 4: Begin difficult passage project Day 5: Workday, difficult passage project
Unit 14 Interpretation Exercises	14.1 Interpretation Exercises 14.2 Creative Paraphrase Project	14.1 Challenges for the Paraphraser 14.2 Creative Paraphrase Project Cover Sheet 14.3 Grading Rubric: Creative Paraphrase Project	Day 1: Workday, difficult passage project Day 2: Finish difficult passage project Day 3: Practice finding strategies for tackling difficult passages Day 4: Begin creative paraphrase project Day 5: Workday, creative paraphrase project

Unit Titles	Student Worktexts	BLMs	Class Activities
Unit 15 Specialized Bible Studies	15.1 Word Study 15.2 Word Study Project 15.3 Topical Study	15.1 Word Study 15.2 Word Study Project Cover Sheet 15.3 Grading Rubric: Word Study Project 15.4 Topical Study Project Cover Sheet 15.5 Grading Rubric: Topical Study Project	Day 1: Hand in creative paraphrase project; begin word study project Day 2: Workday, word study project Day 3: Hand in word study project; begin topical study Day 4: Workday, topical study project Day 5: Finish topical study project
Unit 16 Overview of Application	16.1 Applying Biblical Truth 16.2 Overview of Application 16.3 Application Project	16.1 Overview of Application 16.2 Application Practice 16.3 Application Project Cover Sheet 16.4 Grading Rubric: Application Project	Day 1: Overview of application Day 2: Application practice; begin application project Day 3: Workday, application project Day 4: Workday, application project Day 5: Finish application project
Unit 17 Personalizing Scripture	17.1 Personal Application of Scripture 17.2 Personalizing Scripture 17.3 Prayer Writing Project 17.4 Devotional Project Instructions 17.5a–17.5b Devotional Project Phase one: Observation 17.6 Devotional Project Phase Two: Interpretation 17.7a–17.7b Devotional Project Phase Three: Application	17.1 Personal Application of Scripture 17.2 Grading Rubric: Prayer Writing Project 17.3 Grading Rubric: Devotional Project	Day 1: Exercise, personalizing Scripture Day 2: Begin prayer writing project Day 3: Hand in prayer writing project; begin devotional project Day 4: Workday, devotional project Day 5: Workday, devotional project
Unit 18 Synthesis and Review	18.1 Course Review	18.1 Bible Book Study Project Cover Sheet 18.2 Course Review 18.3 Course Evaluation	Day 1: Hand in devotional project; workday, Bible book study project Day 2: Workday, Bible book study project Day 3: Hand in Bible book study project; course review Day 4: Display course memory work Day 5: Display journal; complete course evaluation

# How to Use This Guide

## Classroom Materials

*Class Bibles.* The textbook for this class is the Bible. For optimal learning and interaction, all students should use the same Bible—the same translation, edition, printing, etc.—for both in-class and at-home course work. Because many of the activities and projects are done in groups, having the same Bible facilitates discussion, collaboration, and interaction. The class Bible should have the Bible text only, without cross-references or study notes; however, a Bible that contains a basic concordance is fine. Though the course includes instructions for using Bible study helps, you'll want students to distinguish between those helps and the text itself, which should be their main focus.

**Note:** The course materials are based on the New International Version, but they can be used with any Bible translation. The important thing is that all students use the same class Bible.

*Resource library.* Many in-class activities and student projects require additional resources; therefore, the classroom will need a resource library of Bible study helps. You will also find such resources helpful for your own lesson preparation. You may find pastors, teachers, and parents who would be willing to lend personal Bible resources for this purpose. (Be sure to let them know that you'll need those resources for the entire semester.) You may also be able to bring book carts from your school library into your classroom for the periods when you're teaching this course. Here are some types of Bible study tools that would be useful for your resource library:

- Study Bibles
- Bibles in various translations
- Commentaries
- Concordances
- Topical Bibles
- Bible atlases
- Bible encyclopedias
- Bible dictionaries
- Bible handbooks
- Word-study books • Bible surveys
- Bible charts
- Bible time lines
- Systematic theologies
- Hermeneutics books
- Historical and cultural studies

*Presentation materials.* Included in this course is a CD containing a number of instructional aids. Blackline masters (BLMs) can be printed as overhead transparencies or photocopied for distribution to students. The CD also contains a number of PowerPoint presentations. The first page of each unit in this teacher guide contains a "Preparation of Lesson Materials" section that will alert you to the days when specific instructional aids are needed and whether you will need to duplicate them for distribution to students or prepare them to be displayed or projected.

*Room layout.* For maximum impact, your classroom layout should allow both whole-class and small-group activities. For lectures and other whole-class activities, you should have the capability of displaying content to the whole group at once. This can be done on a chalkboard or whiteboard, an overhead projector, a computer and projector, or a combination of these. Other activities require students to be in groups of two or three students, so seating should be movable.

## Course Design and Objectives

This course is designed to accomplish three things in the lives of your students:

- stimulate enthusiasm for Bible study,
- develop Bible study skills, and
- foster accountability in their handling of the Bible text.

*Projects.* The course includes a wide variety of Bible study projects utilizing a variety of learning approaches and teaching a variety of study skills. Students will learn general principles and guidelines for studying the Bible. They will also follow the three basic steps of the inductive Bible study method: observation, interpretation, and application. They will acquire the habit of reading and interpreting the Bible in community with other Christians rather than in isolation.

*Lectures.* When this teacher guide calls for a lecture, lecture notes are provided. *Lecture notes are not intended to be read to students*, but the hope is that the structure of the lecture and the development of its main points will provide a good foundation for your own lecture. Some lecture outlines are provided as BLMs or as PowerPoint presentations.

*Bible memory.* The course features a systematic Bible memory program. Verse by verse, students memorize passages of Scripture. Memorizing passages instead of isolated verses reinforces the importance of context for Bible study.

*Journaling.* Another weekly discipline is a daily time of Bible reading and prayer. As part of this daily quiet time, students are urged to record in a journal their thoughts and observations about the Scripture passage for the day. The journals are not graded; journal entries should be checked for completion only. Some students, of course, may treat these assignments as meaningless busywork, so remind students often that a daily quiet time, combined with journal writing and Bible memory, are opportunities to deepen their appreciation of Scripture and to hone the skills they are learning in the course.

*Bible book study.* In this course, students will learn Bible study skills by doing them. Students will study a Bible book of their own choosing—a semester-long project. This teacher guide will provide regular checkpoints so that you can keep track of progress on this project. While students may choose any book of the Bible for this project, we have found that a New Testament epistle of four to six chapters provides the best combination of manageability and depth.

(Note: Because high school students vary greatly in experience and ability, you may want to require that students get personal approval from you for their choice of book.)

## Cross-Curricular Engagement

This course provides many opportunities for cross-fertilization with other academic subjects. Well before the start of the course, meet with other teachers and plan ways to involve them in the course. Cross-curricular experiences can powerfully reinforce the truth that the Bible is relevant to all areas of study. Here are some suggestions for ways other teachers can enhance your instruction:

- History teachers can help students understand social and political conditions in the place and time a Bible book was written (units 3, 4, and 11).
- Foreign-language teachers can help students appreciate the challenges of translation, especially when the text includes idioms and figures of speech (units 3 and 4). A visiting missionary who is a Bible translator would be highly desirable!

- Literature teachers can show how literary analysis enables readers to discern key differences among literary genres and to understand an author's intentions (units 6 and 7).
- Art teachers can give insight into the challenges of hand lettering Scripture manuscripts (units 3 and 4).
- Pastors or seminary professors can help students grasp the theological implications of Bible interpretation. (Show the course outline to several trusted Bible study experts, and discuss which units they would like to participate in.)

## Workdays

The days when students are busy working in class on study projects can be among the most rewarding in your Bible teaching. What could thrill the heart of a Bible teacher more than to see a room filled with students—individually, in pairs, and in small groups—studying the Bible? And students will not just be answering questions in a workbook. They will be wrestling with the text of the Bible as they attempt to understand and apply it. Your role on these workdays is to be an advisor and guide for those who need assistance.

Try to help students realize how critical these class workdays are to their success as lifelong Bible students. Bible study requires the development of specific skills, and like any other skills, they need to be honed and perfected through practice. Some students depend on the stimulus of constant input from the instructor (another lecture, another video, another worksheet). But Bible study requires more than information; it requires work and practice—sometimes alone, sometimes in collaboration with other Christians—to master the skills needed for effective Bible study. Encourage, cajole, and motivate all students to participate in Bible study workdays!

This teacher guide provides instruction for five days per week. If your Bible classes operate on a four-day week (with chapel on the fifth day), you may have to omit some workdays and reviews and combine two days into one.

## Grading

There are a several tests and quizzes, but most major grades in this course will be for projects. Since there are many projects, you may find it necessary to use some of your class time for grading. You may not be able to do all

your grading in class; however, because students get a lot of class time to work on their projects, you will have some extra time to grade the projects, and during those in-class grading sessions you can be available for questions and suggestions.

Most of the projects are presented in a concise format that will expedite your grading. In addition, the grading rubrics provided will give focus as you evaluate your students' work. You may want to display each grading rubric as an overhead transparency or photocopy and distribute it to give students a better idea of what you will look for in each project.

Most projects include a presentation page in the form of a blackline master. The presentation page also includes extra information that will aid your grading: the grade the student thinks he or she deserves, the time spent on the project, the number of times the student read the passage during the project, and so forth. At the end of each presentation page is a final "So what?" section that invites the student to contemplate personal implications of the truths he or she studied during the project.

Because there are so many projects, it is possible that some students will fall behind and miss a deadline. And since a new project begins right away, it would be easy for students to stop working on the missed project. It might be helpful about halfway through the first grading period to show students what one missed project (counted as a zero) could do to an otherwise healthy grade. Above all, keep students informed of their status, especially when projects are missing. As much as your school and classroom policies allow, encourage students to make up late work for partial credit. The object, after all, is for them to develop Bible study skills, and they will learn more by doing late work than by abandoning projects altogether.

## Deadlines

As a rule of thumb, plan for a unit to take one week. Although deadlines are provided in the lesson plans for this one-semester course, you may find it necessary to modify the time given for some of the projects. There are a couple of options available to you:

- After your students have begun a project, ask a few of the diligent ones how far they have progressed. This will give you a benchmark for judging how much time your students are likely to need.

- You can set a final deadline at the beginning of the project and then adjust the number of class days you give to the work. If students are failing to utilize class time, you can take away further class time and begin the next unit or project, keeping the deadline for the previous project still in place.

Remember that getting all the way through the curriculum is not the main objective; the goal is to build enthusiasm, confidence, and Bible study skills. If you fall behind, however, be sure that you do not cut out the application units (16 and 17). It would be better to cut one of the earlier projects.

## Scripture Memory

Each unit includes three suggested memory passages, following three separate tracks: 1 Peter, Psalm 119, and "bibliology" (selected passages about the Scriptures). Unless you have your own memorization plan, ask each student to select one of those tracks and pursue it throughout the semester. Students will be asked to recite the unit's memory work on day 5 of the unit. During unit 18, they will be asked to recite their memory work for the whole course.

Week	1 Peter	Psalm 119	Bibliology
1	1:3–5	1–4	2 Peter 1:16–18
2	1:6–9	5–8	2 Peter 1:19–21
3	1:10–12	9–12	Psalm 19:1–2
4	1:13–16	13–16	Psalm 19:3–4a
5	2:9–10	17–20	Psalm 19:4b–6
6	2:11–12	21–24	Psalm 19:7–8
7	2:13–14	25–28	Psalm 19:9–11
8	2:15–17	29–32	Psalm 19:12–13
9	2:18–19	33–36	Psalm 19:14
10	2:20–21	37–40	Psalm 1:1–3
11	3:13–14	41–44	Psalm 1:4–6
12	3:15–17	45–48	Isaiah 55:8–9
13	4:12–13	49–52	Isaiah 55:10–11
14	4:14–15	53–56	2 Timothy 2:14–16
15	4:16–17	57–60	2 Timothy 3:14–15
16	4:18–19	61–64	2 Timothy 3:16–17
17	5:5–7	65–68	James 1:21–23
18	5:8–10	69–72	James 1:24–25

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# Unit 1

## Introduction to the Bible

### Objectives

The students will

- identify their attitudes toward the Bible and Bible study
- be aware of features that make the Bible unique
- chart the Big Story of the Bible
- walk through the process for studying a Bible book
- learn how to have a purposeful, consistent quiet time
- develop the practice of journaling
- begin a Bible memory program

### Resources

Bible

Worktexts 1.1-1.7

Blackline masters 1.1-1.9

PowerPoints 1.1-1.3

### Memory Work Suggestions

1 Peter 1:3-5

Psalm 119:1-4

2 Peter 1:16-18

### Preparation of Lesson Materials

Day 1: display BLMs 1.1, 1.2, 1.3; show PP 1.1

Day 2: display BLMs 1.2, 1.3, 1.4; show PP 1.2; book (see lecture notes)

Day 3: display BLM 1.5; show PP 1.3

Day 4: display BLM 1.6, 1.7, 1.8

Day 5: distribute BLM 1.9

*This one-week unit provides an introduction to the course, as well as an introduction to the Bible itself.*

# Introduction to the Bible

## Unit 1, Day 1

### Introduction

Before students arrive, display **BLM 1.1, Do You Want ...** as a teaser while students are coming into the room. Before you begin the class, make sure the students have read and thought about the quotation. Tell students that this is what this course is all about—committing time and energy to mastering the skills we need to study the Bible. Remove the BLM before the first class activity.

### Class Activities

*Opening survey.* Ask students to turn to **worktext 1.1, Thinking About the Bible**. Ask them to write answers to all the questions. Call their attention to the note at the beginning of this worktext; they will not be sharing their answers with anyone else, not even you! People come to Bible study with different backgrounds, experiences, expectations, attitudes, and knowledge. Some of these elements may have positive effects, but others may present barriers to Bible study. Some students may already be intrinsically motivated to become more skilled in Bible study; others may be taking the course only because it is required or because they feel pressured into taking it. This exercise is designed to help students think about what they bring to Bible study and identify areas they can focus on during this course.

*Course introduction.* Call students' attention to the opening page of their student book. Using **BLM 1.2, Course Outline**, lead them through an overview of the course. Call attention to the fact that there are quizzes and tests, but also many projects. Students will not be simply accumulating knowledge; they will be acquiring and polishing skills, and that process requires practice—hence, projects. (For example, all students will be asked to do an in-depth study of a Bible book—a semester-long project.) The course also involves two weekly disciplines: personal quiet time (including keeping a journal) and Bible memorization.

*Lecture notes.* This opening lecture is designed to provide facts about the Bible for the purpose of stimulating interest in the Bible and motivating students to value the Bible.

Begin by describing how you came to value the Bible. Perhaps you were raised in a Bible-reading home, and you may have taken the Bible for granted until you were in high school or college. If so, talk about the experiences that began to change your thinking about the Bible. Perhaps you didn't have any exposure to the Bible as a child. If so, talk about how you came to know about the Bible and about the experiences that led you to make the Bible central to your life. Finish this opening section by expressing, as eloquently as you can, what the Bible means to you today. Don't be afraid to show some passion! Your students need to see that the Bible is more than an academic subject to you.

After this very personal beginning, transition to the next part of the lecture by mentioning that you are not alone in your opinion about the Bible. Throughout history, millions of people have come to value the Word of God. Use **BLM 1.3**,

**Basic Bible Facts** or **PowerPoint 1.1** as your lecture outline. Students may follow along using **worktext 1.2**.

Note: The statements in the first part of the BLM, “The Bible Is Unique,” were adapted from *New Evidence That Demands a Verdict* (McDowell 1994). Feel free to consult other resources to add to this section if you wish.

Lead students through the next two sections: “The Bible by the Numbers” and “The Bible Is a Library.” Students who have been raised in Bible-reading families and have attended Christian schools will already be familiar with most of these statistics, but a review such as this is appropriate as part of the course kickoff.

Give students an opportunity to talk about their own experiences with and attitudes toward the Bible. After completing worktext 1.1, their minds should be sensitized to the subject. Though you won’t be looking at what they wrote on worktext 1.1, pay attention to student responses. Your students will likely reveal a range of experiences and motivations regarding Bible study, and your awareness of those differences will be valuable as you lead the class.

Of course, at the end of the lecture you’ll want to emphasize the title of the last section: “The Bible Is Worth Reading and Studying”! It’s possible that not all students are convinced of this truth at this point in the course. Pray that as your students faithfully study God’s Word this semester, the Holy Spirit will develop in them a deep love for the Bible.

*Class Bibles.* During this semester, all in-class Bible study should be done with the same Bible. Make sure each student has a copy of the class Bible.

*Homework.* Explain the Bible memory program for the semester. Students may choose one of three tracks for Bible memory, and they must follow the same track throughout the course. (The Bible memory tracks are provided at the end of the course introduction in the student worktext.) Have students skim through the verses in all three tracks. At the beginning of the next class, each student will be asked to identify the track he or she has chosen.

# Introduction to the Bible

## Unit 1, Day 2

### Introduction

In this class session, students will gain a broad overview of the Big Story of the Bible. This big-picture perspective is a key element in Bible study.

### Class Activities

*Bible memory.* Have students turn to the opening page of the student book. Point out the three Bible memory tracks. Remind students that they were supposed to announce their chosen tracks today. Depending on the size of the class, students can give their choices aloud or submit them on cards or sheets of paper.

*Lecture notes.* Before class, select a book that your students are not likely to be familiar with. The book can be fiction or nonfiction, ancient or modern. Flip through the book until you find a sentence that has little meaning unless one knows (1) the kind of book it is, (2) the author's intention, and (3) the context of the sentence. Mark the page and the sentence.

Begin the lecture by reminding students that the Bible is a collection of books. (Display BLM 1.3.) Though the Bible was written over a span of 1,500 years by over 40 authors, it tells one unified story. Ask, "Why do we need to know about the Big Story of the Bible?" Accept all answers without comment.

Pick up the book you have marked. (Don't let students see the book title or the name of the author.) Open the book and read the sentence you marked. Ask students what they understand that sentence to mean. Record their answers on a board or on a blank transparency. After you've noted all the answers, leave the answers displayed as you ask some analysis questions: What assumptions did you make about the book? What did you think the book was about? What did you assume about the author? What do you think the author was trying to accomplish? How does this sentence fit into the rest of the book?

After you've collected student responses, tell students the author and title of the book. Give a brief description of the purpose of the book. Then give the title of the chapter in which the quotation is found, the subtitles within the chapter, and the subtitle of the section in which the quotation is found. Then read the quotation in its context—the paragraph before the quotation, the paragraph in which the quotation is found, and the paragraph after the quotation. Talk about how awareness of the context illuminates the meaning of a text.

Inform students that one of the essentials of Bible study is *context*. Taking a verse—or even a paragraph or a chapter—out of its context can lead to error. When students finish this course, you want them to be able to not only study the Bible, but study it well. Therefore, they will hear the word *context* many times!

Discuss the biggest context for Bible study—the Big Story of the Bible (sometimes called the metanarrative of the Bible). Display **BLM 1.4** or show **PowerPoint 1.2**.

As you discuss each stage of the Big Story, add the relevant Bible section that contains each stage. (For example, write or say “the Gospels” or “Matthew, Mark, Luke, John” for the Jesus stage.) Let students know that the last stage, Restoration, is still in the future. Revelation 21 talks about a new heaven and a new earth, which will be the culmination of God’s saving activity.

When we study the Bible, it’s important to identify the stage in which the passage we’re studying is located. Though the author of a book written in one stage may be conscious of what happened in an earlier stage, the author of an earlier-stage book does not know exactly what will happen in a later stage—even though, by divine inspiration, he may describe events that will happen in that later stage. These principles also apply to people who lived in the early and late sections of the same stage. For example, Abraham didn’t know what would happen in later centuries, but Moses, David, Jeremiah, and Paul could look back and see how God’s promises to Abraham were related to what was happening in their day.

To demonstrate these principles, have students turn to Matthew 11:10. To describe John the Baptist, Jesus quotes Malachi 3:1. The prophet Malachi wrote in about 400 B.C., in stage 3. Matthew wrote over 450 years after Malachi—between AD 61 and 64—in stage 5. What did Malachi know when he wrote that a messenger would come to prepare the way of the Lord? He may have had only a vague idea. What did Matthew know? As one of the original twelve disciples, he was able to look at the Hebrew Scriptures through the life of Jesus. Matthew, looking back, was able to see Malachi’s writings more clearly than Malachi could!

Another implication of the Big Story is what theologians call progressive revelation. God revealed more and more about Himself as the story progressed. Abraham learned a lot about God while he was conversing with Him. When God talked with Moses, Moses already knew a lot of what Abraham knew, but God revealed even more about Himself. David, building on the foundation of information in the books of Moses, learned even more. Prophets such as Isaiah and Jeremiah, building on all that God had revealed until then, acquired a greater knowledge of God as He spoke with them. In the Gospels, Jesus showed that He was familiar with all the Old Testament, and He revealed much more about God. Through the Holy Spirit, Jesus revealed even more to His disciples after His resurrection and ascension. Under the inspiration of the Holy Spirit, Paul and the other New Testament writers built upon the life of Jesus as well as the teachings of the Old Testament.

*Practice the concept.* Have students turn in their Bibles to Genesis 15:1–6. Ask one student to read the passage while the others follow along. Then ask for responses to the following questions:

- In what stage of the Bible’s Big Story did this event take place?
- What did God promise Abram?
- What do you think Abram “believed” (verse 6)?
- What do you think Abram and Moses (the author) understood about the words “credited it to him as righteousness”?

## Unit 1, Day 2

Now have students turn to Romans 4:18–25. Again, have one student read it aloud while the others follow along. Ask these questions:

- In what stage of the Bible’s Big Story did Paul write these words?
- How do you think Paul’s Jewish readers understood the Genesis 15 passage?
- What information did Paul have that Abram and Moses did not have?
- How was Paul’s interpretation of “credited to him as righteousness” different from—or more complete than—the interpretation of Abram and Moses?
- When we read and interpret Genesis 15:1–6, why is it important to remember that it was written in stage 3? How does that fact affect the way we interpret the Genesis 15 passage?
- Why is it important to remind ourselves that even though Paul quotes Genesis 15, he wrote the book of Romans in stage 5? How does that fact affect the way we interpret Romans 4?

Many modern translations identify the source of Old Testament quotations in the New Testament. Remind students that when they’re studying a New Testament passage that quotes the Old Testament, it’s important for them to check out that quotation in its original context. Doing this will enhance their understanding of the New Testament passage and will help them become more accurate interpreters of Scripture.

*Homework.* Ask students to read the book of Philemon before the next class. Suggest they read it several times. Also remind them to continue working on this week’s memory work.

# Introduction to the Bible

Unit 1, Day 3

## Introduction

Review the illustration of context that was used at the beginning of yesterday's lecture. Remind students that whenever they read a portion of Scripture, they should note where that Scripture is located in the Big Story. Today your students will narrow that broad context a bit more—to one book of the Bible.

In today's class you will lead students through a study of the book of Philemon. At various points, your students will be consulting Bible commentaries or study Bibles. It is important to maintain a good pace. When study resources are involved, there are many possibilities for detours and time-consuming discussion. Your purpose in this exercise is not to exhaust all that can be gleaned from the book of Philemon—it can't be done in the time you have!—but to demonstrate, within one short class period, the *process* of Bible book study. So keep the class moving!

## Class Activities

*Bible book study demonstration.* Divide the class into work groups of two or three students each. Each student should have a classroom Bible and student book. Ask students to open their books to **worktext 1.4**, "Studying a Bible Book." Display **BLM 1.5**, which is a duplicate of worktext 1.4. (You may choose to use **PowerPoint 1.3** as your lecture outline.) If you're using a transparency, write *Philemon* on the first line. Then have students write answers to the two questions in the Preparation for Study section of worktext 1.4. They should answer these questions individually, without consulting other members of their groups. When all students have finished writing, ask them to share their answers within their groups.

Note: Every student of the Bible brings something unique to the study. Everyone starts at a different level of knowledge and experience. There's no need to mention this fact at this point (it will probably become obvious as you progress through the course), but pay attention to student answers in order to get a feel for their prior knowledge.

Tell your students that you are going to lead them through the study of a Bible book. Because the book of Philemon is a very short book, tell students you expect to finish the study in this class session. When they study a longer book later on in this course, they should expect it to take weeks!

*Observation.* Have students open their Bibles to Philemon. Ask a student in each group to read the book aloud while the others in the group follow along in their Bibles. Using **BLM 1.5**, lead students through the Observation section. Have them write answers to as many questions as possible. If a question can't be answered from reading the book of Philemon, they should leave it blank.

Give each group a Bible commentary or a study Bible. Have one student in each group read the resource's introduction to Philemon; then the group should go through the Observation questions again. When they are finished with this ex-

## Unit 1, Day 3

ercise, ask students to share answers to the Observation questions. Call their attention to the fact that some information about a Bible text (for example, the date the book was written) can't be learned from the text alone. That's normal. It's also very likely that the study resource contributed some insights that your students missed. That's also normal. *The Bible was never intended to be studied by individual Christians in isolation.* It was given to the Church; therefore, we will be better students of the Bible if we study in the company of other Christians. Thanks to hundreds of years of publishing, those other Bible students may be separated from us by many miles and many years!

Emphasize the importance of the Observation step. Many mistakes in Bible study are caused by careless or hurried reading. We need to be clear about what the text says—and what it does not say—in order to be able to understand it.

*Interpretation.* Have students work through the questions in the Interpretation section. Then have them go through the questions again, this time consulting their study resource. Tell them that if a book is unfamiliar or especially difficult to understand, they may want to consult one or more Bible study resources. However, for the sake of time, they are consulting only one resource today. Ask students to share their answers within their groups.

Emphasize the importance of the Interpretation step. We must take the time to think carefully about the text. It's especially important to compare one section of Scripture with other sections that deal with the same themes, as well as other parts of Scripture written by the same author. (For example, an in-depth study of Philemon would involve comparing what Paul says about slavery in this book with other Bible passages that deal with that subject.) Going with a first impression and assuming that there's nothing more to learn about a text has led to many strange interpretations! And if the interpretation is off, the application will be off also!

*Application.* Notice that Application has two aspects. The first is more general: "What message does this book have for people today?" Thoughtfully answering this question can strengthen students' appreciation of the timelessness of Bible truth. Though a text was written in a particular place and time for a specific people and purpose, God intends it to have far-reaching effects. (Remind them that when Paul wrote 2 Timothy 3:16–17 about the importance of Scripture, he was writing about the Old Testament!) Another reason for answering the general application question first is that doing so reinforces the fact that the Bible was written for everyone in the Church. It's not merely a personal message from God to a present-day individual. Some passages do make personal demands on an individual reader, but others give instruction for the Christian community. Because of this fact, don't force a student to come up with a personal application for every single text.

The second aspect of application is more personal and individualized: "How might you apply the message of this book to your life?" Many texts require significant changes in a person's thoughts, attitudes, or actions. Encourage students to look for an application that the text requires, even though they may not see how it applies to them as individuals today. Sometimes God teaches us things long before we need them!

Note: As an example of a delayed-action interpretation, consider the many Scripture passages related to marriage. It's unlikely that your students are married, so such passages won't have a present-day application. Some marriage passages might have application to the dating life of teenagers, but many do not apply directly because the writers of Scripture knew nothing about the Western practice of dating. However, the not-yet application is still very important for your students to understand. Many of these passages contain truths they need to keep in mind as they look for a marriage partner by giving insights regarding what kind of person to look for. Other passages can prevent young adults from having unrealistic expectations about marriage. Other passages give guidance about personal preparation—including spiritual and moral maturity—that can have a great impact on one's qualifications for marriage. Therefore, even though Bible teachings about marriage apply more generally to the community of Christians than to individual teens in your class, that general application can have significant personal implications for your students even today.

*Wrap-up.* Have students write short answers to the Wrap-up questions. God intends His Word to change lives. Therefore, after studying a book of the Bible, we should be different in some ways than when we began the study. Encourage students to compare their answers in the Wrap-up section to the ones they wrote in the Preparation for Study section. Of course, this whole study was completed in one class period, so don't expect to see dramatic differences! However, when students use this process for a longer book (for example, they will have a semester-long Bible book study project) they may be amazed at how they change as a result of their study. They will likely have new appreciation for a book, especially if they originally expected the book to have little relevance or interest for them.

*Homework.* Remind students to persevere in their Bible memory work.

# Introduction to the Bible

## Unit 1, Day 4

### Introduction

It's likely that yesterday's lesson produced some stress for you and for your students, primarily because you were asked to do many things during your limited class time. Some students may be breathing a sigh of relief: "I'm glad that's over!" Gently inform them that what they experienced yesterday is the pattern for the rest of the course! In fact, one of the course requirements for every student is to do an in-depth study of a Bible book.

Today you will introduce students to one of the daily disciplines that will be required for this course: a daily quiet time.

### Class Activities

*Lecture notes.* How is a personal quiet time similar to Bible study? How is it different? Many of your students who have been raised in Christian homes and have attended Sunday school, church camps, and youth groups have heard of—and have been urged to implement—a personal quiet time (also called personal devotions). Many may be practicing this spiritual discipline already. Others may feel guilty because they're not doing so. Others may not be sure why a quiet time is important or how to do it. Your purposes in this lecture are the following:

- to give biblical support for the practice of personal devotions
- to distinguish a quiet time from a more-concentrated Bible study
- to show what quiet time and Bible study have in common
- to provide guidelines and suggestions for beginning and maintaining an effective quiet time
- to encourage students to make a quiet time a daily priority

A quiet time consists of, at the minimum, Bible reading and prayer. In many passages, the Bible encourages these practices. Of course, because most people in Bible times did not have written Scriptures available to them, the Bible very seldom mentions reading the Scriptures; instead, we find references to hearing, listening, telling, remembering, and meditating on the Word of God. (Psalm 119, the longest chapter in the Bible, is a hymn about God's Word; it beautifully combines the two elements of Scripture meditation and prayer.) Ask different students to look up the following Bible references and read the verses aloud. (Feel free to select only a few of these passages or add to the list.) After each verse or passage is read, ask the other students to summarize what the passage is teaching about the Word of God and prayer.

Deuteronomy 6:6–7

Psalm 1:1–2

Deuteronomy 31:9–13

Psalm 5:3

Psalm 88:1, 13

Luke 6:12

Psalm 55:17

Matthew 6:6

Psalm 119:15

Psalm 119:33–35

Bible study and personal devotions both involve Bible reading and prayer. Both require careful reading and attention. Both require appropriate, accurate inter-

pretation. (Personal devotions do not permit the reader to skip the observation and interpretation steps and go directly to application through some sort of special intuition.) Nevertheless, there are a few key differences. When doing Bible study, we usually plan to spend more time in a study session than a person would spend in a devotional session. We usually have a certain goal in mind for our study—for example, a school assignment, a lesson to teach others, a Bible study, a workbook or curriculum to work through, or a sermon. Therefore, we usually study the Bible in specific chunks (a book, a psalm, a parable, and so on). And Bible study often goes into great detail and depth. Personal devotions usually involve shorter segments of time. A quiet time should be done regularly, at frequent intervals—usually once a day—not just to accomplish a specific goal. In personal devotions, Bible reading and meditation are usually cumulative.

For example, a person studying the Gospel of John will usually begin by reading the entire Gospel at one sitting; then that person will proceed to outline and subdivide the book so that he or she can thoroughly analyze the book. A devotional plan for the Gospel of John will usually begin at the beginning, without necessarily reading through the whole book first. As the reader continues through the book one section at a time, he or she will become aware of more and more of the context. Every day's reading should remind the reader of what came before, and that awareness of context will help the reader's understanding of the current day's section. Throughout church history, Christians have found that keeping a journal during personal devotions helps them remember and reflect on what they have already read so that there is continuity from day to day.

How can we plan for our quiet time to be most effective? Display **BLM 1.6, Effective Quiet Time**, and have students turn to **worktext 1.5** in their books. As you lead students through this document, ask for additional suggestions from students. Add those suggestions to your own notes. Many of your students have established a regular practice of personal devotions, and their suggestions will mean a lot to the other students.

Note: As you lead students through this exercise, emphasize repeatedly that their suggestions should help a person organize a *daily* activity. For instance, ask, What is a good place for having a quiet time *every day*? When is a good time for having a quiet time *every day*? (At the very least, they should plan to have this quiet time every weekday—five times a week.) Also emphasize the need for a firm starting and ending time. A quiet time takes place within the lives and schedules of real people. A student who has a quiet time first thing in the morning still needs to make it to school on time!

End your lecture by sharing what a quiet time means to you. You may want to talk about some of the adjustments you've had to make over the years, some of the obstacles you've had to overcome, and the discipline required to stick to a plan. Finish with concrete examples of how maintaining a quiet time has been effective in your life. What have you learned about God and about yourself? How has your faith been strengthened? How has God used your devotional time to change your thoughts, attitudes, and actions? One of the requirements for students in this

## Unit 1, Day 4

course is to have a regular quiet time. Enthusiastically communicate to them that faithfully establishing this practice in their lives will have benefits throughout this life, and into eternity!

*Journaling.* Every time a student has a personal quiet time, he or she should make a journal entry. Ask students to turn to **worktext 1.6**, and display **BLM 1.7**. Walk students through this instruction sheet. Then have them turn to **worktext 1.7** as you display **BLM 1.8**. Ask students to follow this template as they keep their journals. Remind them that the purpose of a daily quiet time is not to do an exhaustive study of a text. As they read systematically through a Bible book, they will be thinking about what they've already read in that book and about what the day's text says. They should write *at least one sentence* under each of the three steps: observation, interpretation, and application. Their personal journals don't even need to have those subheads. The important thing is to go through all three steps and to write a sentence for each step.

Students will be asked to show their journals regularly. It's best to designate one day of the unit—usually the last day—as journal day so that students remember to bring their journals to class on that day. If some students choose to keep their journal entries on a computer, they should bring a printout of the previous week's journal entries on that day.

*Homework.* Have students do one journal entry before tomorrow's class. Ask them to bring their entries to class. They will show their entries to other students in small groups, and some students will be asked to read a journal entry aloud. In this feedback process, they should be able to get encouragement and support for the practice; they will also get useful ideas from other students. In addition to sharing their journals, students will be reciting their memory work for this unit.

Let students know that there will also be a quiz tomorrow on Bible facts and on the Big Story of the Bible.

# Introduction to the Bible

Unit 1, Day 5

## Introduction

This week has probably been a challenge for many of your students. As you have presented the requirements of the course and delivered a significant amount of content, students might have felt a bit overwhelmed. Use today's class and the unit quiz to review the week's instruction and to encourage students as they face the rest of the course.

## Class Activities

*Unit quiz.* Distribute **BLM 1.9, Bible Introduction Quiz**. After they complete the quiz, have students trade papers with another student. Walk through the answers with the students, using the answer key at the end of this teacher guide. Students should mark the incorrect items and return the quizzes to the students who wrote them. Assure students that you will not record their grade for this quiz; the purpose of this quiz is to help them review some of the basic facts from this unit.

*Course overview.* Display BLM 1.2. Ask students if they have any lingering questions about the requirements of the course.

*The Big Story of the Bible.* Display BLM 1.4 and briefly review the six stages. Ask if anyone would like more information about the Big Story and how it affects the study of a Bible book or passage.

*Bible book study.* Display BLM 1.5. Students are more likely to have questions about this subject than about anything else they learned this week. Go through the steps again, answering any questions. Encourage students by telling them that Christians have been studying the Bible for hundreds of years, and they can do it too!

*Quiet time and journaling.* Ask students whether they've decided when and where to have their quiet time. By asking the question, you will reinforce this class requirement and also provide a forum for sharing suggestions. Ask each student to share his or her sample journal entry with one other student. Circulate among the students as this sharing is going on. Ask for volunteers to read their entries aloud. Encourage students to begin their daily journals this week.

*Scripture memory.* Ask students to demonstrate their Scripture memory work to the same students they showed their journal entries to. Circulate among the students. Ask all students to indicate whether they memorized the assigned verses. Ask random students to recite their memory work to the class. Remind students to continue their memory work for the coming week.

*Homework.* Have students begin the process of choosing a Bible book for their book study project. Each student will complete the study of a Bible book for this course. Their book study must follow the pattern in student worktext 1.4. Give students a list of books to choose from. A book of three to six chapters (depending on length and difficulty) should be manageable. You may want to limit the choices to

## Unit 1, Day 5

three or four books. Doing so will make your task of advising students and evaluating the finished projects more manageable. You will also want to group students with others who are studying the same book. Keep in mind that Old Testament books may be a bit more challenging because they're likely to be less familiar. (Christian preachers and teachers tend to focus on New Testament texts.)

Here is a suggested list of books to choose from; each book has three to six chapters: Ruth, Lamentations, Jonah, Habakkuk, Malachi, Galatians, Ephesians, Philippians, Colossians, 1 Thessalonians, 2 Thessalonians, 1 Timothy, 2 Timothy, Titus, James, 2 Peter, 1 John.

Note: 1 Peter is not included because some students will be using it for memory work and because the course contains several activities for the whole class based on 1 Peter. Also note that if you give students the option of studying 1 or 2 Thessalonians, 1 or 2 Timothy, or 2 Peter, those students will have to relate one letter to the other letter in order to do a thorough job of interpretation.

Students should scan the text of all the books on the list and choose one book for study. Tell students you will ask for their choices next week. Specify the day. (This teacher guide gives day 4 of next week as the deadline.)

# Answer Keys

Student Worktext



Answers will vary.

Worktext 1.1



## Thinking About the Bible

Please answer the following questions honestly. You will use your answers in a class discussion, but **you will not be handing in this page!**

### What I've Heard

- What kind of book is the Bible? How have other people described the Bible to me?
- Why do I need to learn about the Bible? Why is the Bible important?
- Why do I need to become skilled at studying and understanding the Bible?
- What difference will it make in my life if I regularly read and study the Bible?
- Who models for me what it means to be a student of the Bible?

### What I Think

- My own attitude toward reading the Bible
- My own attitude toward studying the Bible
- My current practice of Bible reading (How often? How much?)
- My current practice of Bible study (How often? How much?)
- My Bible reading goals
- My Bible study goals
- My expectations for this class

Name \_\_\_\_\_

# Student Worktext 1.2

Worktext 1.2



## Basic Bible Facts

### The Bible Is Unique

The Bible is the best-selling book of all time.  
More people have read the Bible than have read any other book.  
Billions of Bibles have been printed and distributed.  
The Bible (or portions of it) has been translated into over 2,200 languages.  
The Bible has been a major cultural influence throughout the world.  
The Bible has survived repeated attempts to destroy or discredit it.

### The Bible by the Numbers

Total of 66 books

39 in the Old Testament

27 in the New Testament

At least 40 authors

Written over a span of 1,500 years

Written in 3 languages

### The Bible Is a Library

#### Old Testament

Law: 5 books

History: 12 books

Poetry and Wisdom: 5 books

Prophecy: 17 books

#### New Testament

Gospels: 4 books

History: 1 book

Epistles: 21 books

Prophecy: 1 book

Yet it tells 1 unified story!

### The Bible Is Worth Reading and Studying

*Don't miss out!*

Name \_\_\_\_\_



## The Big Story of the Bible

The Bible is one book, one history, one story, His story. Behind 10,000 events stands God, the builder of history, the maker of the ages.... You can go down to the minutest detail everywhere and see that there is one great purpose moving through the ages: the eternal design of the almighty God to redeem a wrecked and ruined world.

—Henrietta Mears, *What the Bible Is All About*

The Big Story of the Bible is God's redemption of sinful people and His restoration of a broken world. The Bible presents this story in six stages.

### 1. Creation

God created the world, including human beings (Genesis 1–2). He called His own work “very good” (Genesis 1:31).

### 2. Fall

Adam and Eve sinned, and God's perfect creation began to deteriorate (Genesis 3–11). God promised a future redeemer (Genesis 3:15).

### 3. Israel

God chose the descendants of Abraham (Genesis 12:2–3) as the people through whom God's redemption would come (Genesis 12–Malachi). The Law given to Moses prepared the way for Jesus' sacrifice for sin (Galatians 3:24–25, Hebrews 9:15).

### 4. Jesus

Jesus is the Redeemer who was foretold in the Old Testament (Matthew 5:17, John 1:17, Romans 10:4). The Gospels (Matthew–John) tell His life story.

Name \_\_\_\_\_

# Student Worktext 1.3 (cont.)

## **Worktext 1.3 (cont.)**

### **5. Church**

After Jesus' death and resurrection, God the Holy Spirit established the Church. Most of the New Testament (Acts–Revelation) gives instructions about how people in the Church are supposed to live. This stage will end with the second coming of Christ. We live in stage 5.

### **6. Restoration**

This stage will begin with the general resurrection at the second coming of Christ and will last forever. God will bring all things in heaven and earth under Christ (Ephesians 1:10). Every knee shall bow and every tongue confess that Jesus is Lord (Philippians 2:10–11). There will be a new heaven and earth (Revelation 21:1–2).

Answers will vary.

Worktext 1.4



## Studying a Bible Book

Name of book \_\_\_\_\_

### Preparation for Study

Answer the following two questions *before* reading the book:

1. What do you expect to find in this book? \_\_\_\_\_
2. What do you already know about this book? \_\_\_\_\_

### Observation

Read the following questions before reading the book. As you are reading, jot down answers to the questions, as well as personal notes, observations, and questions.

Read the entire book.

1. Who wrote the book? \_\_\_\_\_
2. When was the book written? \_\_\_\_\_
3. Who were the first readers? \_\_\_\_\_
4. What kind of writing is in the book (narrative, poetry, Gospel, letter, etc.)?  
\_\_\_\_\_

5. What are some of the major themes or topics covered in the book? \_\_\_\_\_  
\_\_\_\_\_

6. What seem to be the key verses or passages in the book? \_\_\_\_\_  
\_\_\_\_\_

7. What other parts of Scripture were you reminded of as you read the book? \_\_\_\_\_  
\_\_\_\_\_

8. What unfamiliar words or ideas did you find? \_\_\_\_\_  
\_\_\_\_\_

9. What questions do you have after reading the book? \_\_\_\_\_  
\_\_\_\_\_

10. Consult another interpreter—a Bible commentary, study Bible, or other study resource—and read the introduction to this book. With that introduction in mind, read the Observation questions again. Add new notes to the Observation section.

Name \_\_\_\_\_

# Student Worktext 1.4 (cont.)

## Worktext 1.4 (cont.)

Answers will vary.

### Interpretation

Answer the following questions; skim or reread parts of the book as needed.

1. What was the author's purpose in writing the book? \_\_\_\_\_
2. What response did the author want from the first readers? \_\_\_\_\_
3. How does the book fit into the Big Story of the Bible? \_\_\_\_\_
4. What does this book say about God? \_\_\_\_\_
5. What does this book say about human beings? \_\_\_\_\_
6. Construct an outline of the book. Identify a key verse or phrase for each section of the outline. Read over your outline and identify the main themes of the book.
7. Consult study resources as you review the book. Make appropriate notes in the Interpretation section as you acquire additional information from this interpreter.
8. How has this interpreter (study resource) enriched your understanding? \_\_\_\_\_

### Application

1. What message does this book have for people today? \_\_\_\_\_
2. How might you apply the message of this book to your life? \_\_\_\_\_  
\_\_\_\_\_

### Wrap-up

Review your answers in the Preparation for Study section above.

1. How has your thinking about this book changed? \_\_\_\_\_  
\_\_\_\_\_
2. How has this study changed your thinking about the truths presented in the book? \_\_\_\_\_  
\_\_\_\_\_



## Effective Quiet Time

### Prepare the Place

Find a place where you can be alone.

Clear away clutter.

Make sure the place is free of distracting noise.

Equip the place with a Bible, a journal, and a pen.

Other suggestions:

### Schedule the Time

What time of day? That depends of several factors: body clock, personal schedule

\_\_\_\_\_.

How long should your quiet time take? You need enough time to read, meditate, and pray

\_\_\_\_\_ without rushing.

List other suggestions:

### Prepare Your Heart

Relax your body.

Pray that God will quiet your spirit.

Ask God to open your mind and heart to what He will communicate during this time.

List other suggestions:

### Read the Word

Read systematically through a book of the Bible.

Decide the exact passage you will read.

If the passage is too short, it may not be meaningful; if it is too long, you may not have enough time for prayer.

Read expectantly.

List other suggestions:

Name \_\_\_\_\_

# Student Worktext 1.5 (cont.)

## Worktext 1.5 (cont.)

### Write Your Thoughts

Write the reference of the passage at the beginning of your journal entry.

Use the three-step journal method:

1. Observation: What does it say?
2. Interpretation: What does it mean?
3. Application: What does it mean to other Christians and to me today?

List other suggestions:

### Talk with God

Pray conversationally.

Remember, you are talking to a person.

Thank Him for the privilege of spending time with Him.

Ask Him for specific help you need today.

Other suggestions:

### Overcome Obstacles

In the left column list some of the *obstacles* you face when trying to have a consistent quiet time. In the right column, suggest *solutions* for overcoming those obstacles.

Obstacles

Solutions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



# Journaling

Many Christians have found great benefit in keeping a journal record of the time they spend in the Scriptures. This ongoing project will help you improve your Bible study skills throughout the semester.

You may keep your journal in any sort of notebook: spiral-bound notebook, composition book, three-ring folder or binder, blank journal book—whatever suits you. But you should use the same notebook consistently.

The following three-step journal entry method will help open your mind and heart to God's Word. Each journal entry should include at least one sentence for each of the following questions.

### 1. Observation

#### *What does it say?*

- Identify the main events or ideas in the passage.
- Write any questions you have about the passage.
- Note any observations you find interesting or significant.
- Link the passage to passages you've read before.

### 2. Interpretation

#### *What does it mean?*

- Identify one or more timeless principles—about God, people, relationships, right and wrong, etc.—suggested by the passage.
- What seems to be the author's purpose in this passage?
- What response did the author want from his readers?
- How does this passage help you understand other parts of Scripture?

### 3. Application

#### *What does it mean to me? How does it apply to people today? How can I apply it to my life?*

- What difference would it make if that principle were a reality in your own life?
- How would your groups (family, school, church, etc.) be different if everyone lived out these principles?

The key to making this a valuable experience is not quantity of words but quality of thought. You can increase the benefit of this exercise by spending at least as much time thinking and praying as you do writing.

## Frequency

The object of this discipline is not perfection but consistency. You are encouraged to keep a journal every day; however, the minimum requirement for this course is five entries per week.

The length of the passage you read will most likely be determined by the time you have budgeted for your quiet time. Even short passages can be profitable. Try to use existing divisions in the text (chapters, paragraphs) to determine the starting and ending points.

Name \_\_\_\_\_

## Student Worktext 1.6 (cont.)

### Worktext 1.6 (cont.)

One final note: Go completely through one Bible book before switching to another one. (Use any Bible book *except 1 Peter*, which will serve as your “lab” for practicing Bible study skills.) You will soon find that you’ll grow to enjoy and appreciate the passages more as they become a part of your life.

Answers will vary.

Worktext 1.7



## Journal Template

Date \_\_\_\_\_

Bible passage \_\_\_\_\_

1. Observation: What does it say?

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2. Interpretation: What does it mean?

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3. Application: What does it mean to other Christians and to me today? How can I apply it to my life?

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Name \_\_\_\_\_

# Answer Keys

Blackline Masters





www.tagxedo.com

Do you want to read through the Bible? Leave 80 hours for it.

**Schedule that time. How much time can you give each day?  
How many days a week?...**

“If we are going to know the Bible, we must give time to it and arrange for it. We must adjust our lives so that time is made. Unless we do, we shall never come into a worthy knowledge of the Word.”

—Henrietta Mears, *What the Bible Is All About*

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## Course Outline

Unit 1 Introduction to the Bible

Unit 2 Inspiration and Authority of the Bible

Unit 3 Transmission and Translation of the Bible

Unit 4 Transmission and Translation Projects

Unit 5 Bible Study Tools

Unit 6 Context, Context, Context

Unit 7 Literary Genres

Unit 8 Inductive Bible Study Method

Unit 9 Literary Devices Project

Unit 10 Box Diagram Project

Unit 11 Historical and Cultural Context

Unit 12 Overview of Interpretation

Unit 13 Author and First Readers

Unit 14 Interpretation Exercises

Unit 15 Specialized Bible Studies

Unit 16 Overview of Application

Unit 17 Personalizing Scripture

Unit 18 Synthesis and Review





## Basic Bible Facts

### The Bible Is Unique

The Bible is the best-selling book of all time.  
 More people have read the Bible than have read any other book.  
 Billions of Bibles have been printed and distributed.  
 The Bible (or portions of it) has been translated into over 2,200 languages.  
 The Bible has been a major cultural influence throughout the world.  
 The Bible has survived repeated attempts to destroy or discredit it.

### The Bible by the Numbers

Total of 66 books  
39 in the Old Testament  
27 in the New Testament  
 At least 40 authors  
 Written over a span of 1,500 years  
 Written in 3 languages

### The Bible Is a Library

#### Old Testament

Law: 5 books  
 History: 12 books  
 Poetry and Wisdom: 5 books  
 Prophecy: 17 books

#### New Testament

Gospels: 4 books  
 History: 1 book  
 Epistles: 21 books  
 Prophecy: 1 book

Yet it tells 1 unified story!

### The Bible Is Worth Reading and Studying

Don't miss out!



## The Big Story of the Bible

The Bible is one book, one history, one story, His story. Behind 10,000 events stands God, the builder of history, the maker of the ages.... You can go down to the minutest detail everywhere and see that there is one great purpose moving through the ages: the eternal design of the almighty God to redeem a wrecked and ruined world.

—Henrietta Mears, *What the Bible Is All About*

The Big Story of the Bible is God's redemption of sinful people and His restoration of a broken world. The Bible presents this story in six stages.

### 1. Creation

God created the world, including human beings (Genesis 1–2). He called His own work “very good” (Genesis 1:31).

### 2. Fall

Adam and Eve sinned, and God's perfect creation began to deteriorate (Genesis 3–11). God promised a future redeemer (Genesis 3:15).

### 3. Israel

God chose the descendants of Abraham (Genesis 12:2–3) as the people through whom God's redemption would come (Genesis 12–Malachi). The Law given to Moses prepared the way for Jesus' sacrifice for sin (Galatians 3:24–25, Hebrews 9:15).

### 4. Jesus

Jesus is the Redeemer who was foretold in the Old Testament (Matthew 5:17, John 1:17, Romans 10:4). The Gospels (Matthew–John) tell His life story.

### 5. Church

After Jesus' death and resurrection, God the Holy Spirit established the Church. Most of the New Testament (Acts–Revelation) gives instructions about how people in the Church are supposed to live. This stage will end with the second coming of Christ. We live in stage 5.

### 6. Restoration

This stage will begin with the general resurrection at the second coming of Christ and will last forever. God will bring all things in heaven and earth under Christ (Ephesians 1:10). Every knee shall bow and every tongue confess that Jesus is Lord (Philippians 2:10–11). There will be a new heaven and earth (Revelation 21:1–2).

Answers will depend on book chosen. **BLM 1.5a**



## Studying a Bible Book

Name of book \_\_\_\_\_

### Preparation for Study

Answer the following two questions *before* reading the book:

1. What do you expect to find in this book? \_\_\_\_\_
2. What do you already know about this book? \_\_\_\_\_

### Observation

Read the following questions before reading the book. As you are reading, jot down answers to the questions, as well as personal notes, observations, and questions.

Read the entire book.

1. Who wrote the book? \_\_\_\_\_
2. When was the book written? \_\_\_\_\_
3. Who were the first readers? \_\_\_\_\_
4. What kind of writing is in the book (narrative, poetry, Gospel, letter, etc.)? \_\_\_\_\_  
\_\_\_\_\_
5. What are some of the major themes or topics covered in the book? \_\_\_\_\_  
\_\_\_\_\_
6. What seem to be the key verses or passages in the book? \_\_\_\_\_  
\_\_\_\_\_
7. What other parts of Scripture were you reminded of as you read the book? \_\_\_\_\_  
\_\_\_\_\_
8. What unfamiliar words or ideas did you find? \_\_\_\_\_  
\_\_\_\_\_
9. What questions do you have after reading the book? \_\_\_\_\_  
\_\_\_\_\_
10. Consult another interpreter—a Bible commentary, study Bible, or other study resource—and read the introduction to this book. With that introduction in mind, read the Observation questions again. Add new notes to the Observation section.

# BLM 1.5b

Answers will depend on book chosen. **BLM 1.5b**



## Interpretation

Answer the following questions; skim or reread parts of the book as needed.

1. What was the author's purpose in writing the book? \_\_\_\_\_
2. What response did the author want from the first readers? \_\_\_\_\_
3. How does the book fit into the Big Story of the Bible? \_\_\_\_\_
4. What does this book say about God? \_\_\_\_\_
5. What does this book say about human beings? \_\_\_\_\_
6. Construct an outline of the book. Identify a key verse or phrase for each section of the outline. Read over your outline and identify the main themes of the book.
7. Consult study resources as you review the book. Make appropriate notes in the Interpretation section as you acquire additional information.
8. How has this interpreter (study resource) enriched your understanding? \_\_\_\_\_  
\_\_\_\_\_

## Application

1. What message does this book have for people today? \_\_\_\_\_  
\_\_\_\_\_
2. How might you apply the message of this book to your life? \_\_\_\_\_  
\_\_\_\_\_

## Wrap-up

Review your answers in the Preparation for Study section above.

1. How has your thinking about this book changed? \_\_\_\_\_  
\_\_\_\_\_
2. How has this study changed your thinking about the truths presented in the book? \_\_\_\_\_  
\_\_\_\_\_



## Effective Quiet Time

### Prepare the Place

Find a place where you can be alone.

Clear away clutter.

Make sure the place is free of distracting noise.

Equip the place with a Bible, a journal, and a pen.

List other suggestions:

### Schedule the Time

What time of day? That depends of several factors: body clock, personal schedule.

How long should your quiet time take? You need enough time to read, meditate, and pray without rushing.

List other suggestions:

### Prepare Your Heart

Relax your body.

Pray that God will quiet your spirit.

Ask God to open your mind and heart to what He will communicate during this time.

List other suggestions:

### Read the Word

Read systematically through a book of the Bible.

Decide the exact passage you will read.

If the passage is too short, it may not be meaningful; if it is too long, you may not have enough time for prayer.

Read expectantly.

List other suggestions:





# Journaling

Many Christians have found great benefit in keeping a journal record of the time they spend in the Scriptures. This ongoing project will help you improve your Bible study skills throughout the semester.

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## 1. Observation

### What does it say?

- Identify the main events or ideas in the passage.
- Write any questions you have about the passage.
- Note any observations you find interesting or significant.
- Link the passage to passages you've read before.

## 2. Interpretation

### What does it mean?

- Identify one or more timeless principles—about God, people, relationships, right and wrong, etc.—suggested by the passage.
- What seems to be the author's purpose in this passage?
- What response did the author want from his readers?
- How does this passage help you understand other parts of Scripture?

## 3. Application

### What does it mean to me? How does it apply to people today? How can I apply it to my life?

- What difference would it make if that principle were a reality in your own life?
- How would your groups (family, school, church) be different if everyone lived out these principles?

The key to making this a valuable experience is not quantity of words but quality of thought. You can increase the benefit of this exercise by spending at least as much time thinking and praying as you do writing.

## Frequency

The object of this discipline is not perfection but consistency. You are encouraged to keep a journal every day; however, the minimum requirement for this course is five entries per week.

The length of the passage you read will most likely be determined by the time you have budgeted for your quiet time. Even short passages can be profitable. Try to use existing divisions in the text (chapters, paragraphs) to determine the starting and ending points.

One final note: Go completely through one Bible book before switching to another one. (Use any Bible book *except 1 Peter*, which will serve as your "lab" for practicing Bible study skills.) You will soon find that you'll grow to enjoy and appreciate the passages more as they become a part of your life.

Answers will vary.

**BLM 1.8**



## Journal Template

Date \_\_\_\_\_

Bible passage \_\_\_\_\_

1. Observation: What does it say?

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2. Interpretation: What does it mean?

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3. Application: What does it mean to me? How does it apply to people today? How can I apply it to my life?

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## Bible Introduction Quiz

### The Bible by the Numbers

Total of 66 books

39 in the Old Testament

27 in the New Testament

At least 40 authors

Written over a span of 1,500 years

Written in 3 languages

### The Bible Is a Library

Old Testament

Law: 5 books

History: 12 books

Poetry and Wisdom: 5 books

Prophecy: 17 books

New Testament

Gospels: 4 books

History: 1 book

Epistles: 21 books

Prophecy: 1 book

### The Big Story of the Bible

List the six stages of the Big Story of the Bible. Write a sentence describing each stage.

1. Creation

2. Fall

3. Israel

4. Jesus

5. Church

6. Restoration

Answers will vary.

BLM 18.2a



## Course Review

The following is a list of the main events you've participated in during this course. They are organized by unit.

For each item, answer these questions:

What important skills or knowledge did you gain from this unit?

What would you like to learn more about?

<p><b>Unit 1</b> Bible facts The Big Story of the Bible Journaling Bible memory</p>	
<p><b>Unit 2</b> Inspiration and authority</p>	
<p><b>Unit 3</b> Transmission and translation</p>	
<p><b>Unit 4</b> Scribal project Translation project</p>	
<p><b>Unit 5</b> Bible study tools</p>	
<p><b>Unit 6</b> Context project</p>	

# BLM 18.2b

Answers will vary.

BLM 18.2b



For each item, answer these questions:

What important skills or knowledge did you gain from this unit?

What would you like to learn more about?

<b>Unit 7</b> Literary genres project	
<b>Unit 8</b> Inductive Bible study method	
<b>Unit 9</b> Literary devices project	
<b>Unit 10</b> Box diagram project	
<b>Unit 11</b> Historical and cultural context	
<b>Unit 12</b> Figures of speech project	

# BLM 18.2c

Answers will vary.

BLM 18.2c



For each item, answer these questions:

What important skills or knowledge did you gain from this unit?

What would you like to learn more about?

<b>Unit 13</b> Author and first readers	
<b>Unit 14</b> Difficult passages project	
<b>Unit 15</b> Word study Topical study	
<b>Unit 17</b> Prayer writing project	
<b>Unit 18</b> Devotional project Bible book study project	

Answers will vary.

BLM 18.3



## Course Evaluation

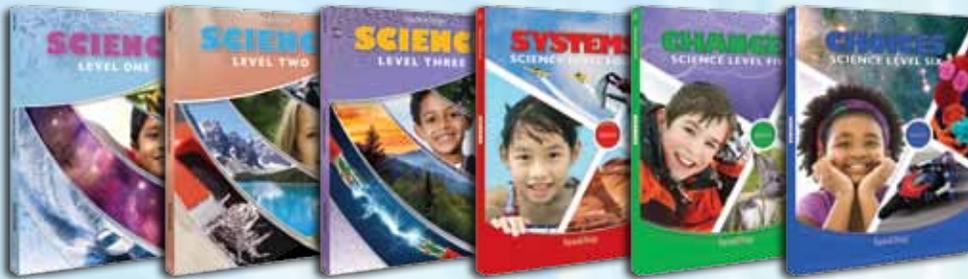
Please answer the questions below candidly and honestly. Your answers will help us improve this class for future students. The list below is provided for reference.

Bible facts	Bible study tools	Author and first readers
The Big Story of the Bible	Context project	Difficult passages project
Journaling	Literary genres project	Word study
Bible memory	Inductive Bible study method	Topical study
Inspiration and authority	Literary devices project	Prayer writing project
Transmission and translation	Box diagram project	Devotional project
Scribal project	Historical and cultural context	Bible book study project
Translation project	Figures of speech project	

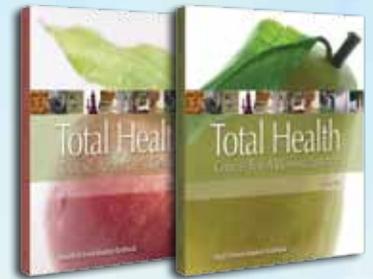
1. Which part or parts of the course were most enjoyable?
2. Which part or parts of the course were most difficult?
3. Were any parts too easy? If so, which ones?
4. What do you think were the most important things you learned in this course?
5. Were any parts too rushed? If so, which ones?
6. What suggestions would you make to improve this course the next time it is taught?

# Other resources from Purposeful Design Publications ...

## Science (Levels 1–6)



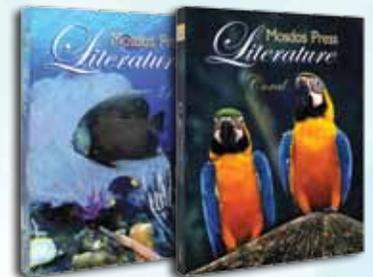
## Health (Middle and High School)



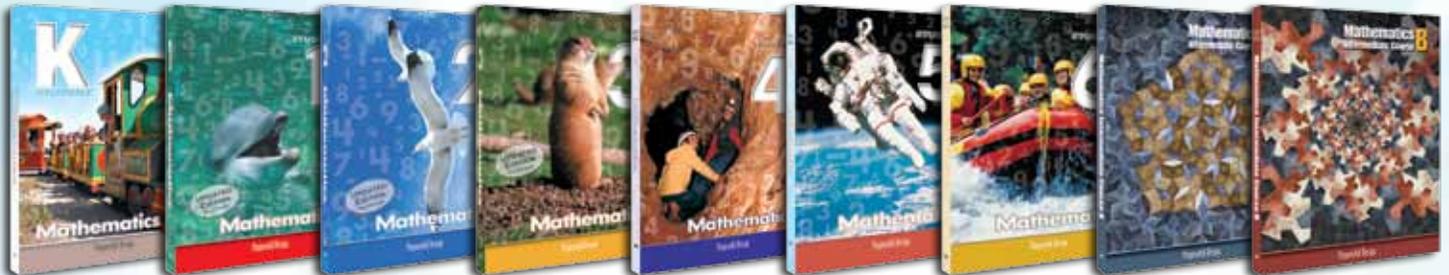
## Bible (Preschool–Grade 6)



## Literature (Grades 3–12)



## Mathematics (Grades K–8)



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