

*Community Baptist Church*

# LADIES BIBLE STUDY & TEACHING

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EQUIPU

# Unit 1: How to Study the Bible

## *Arriving at the Author's Message*

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Objective: Describe how to arrive at the author's message

### The Goals of Bible Study

- Understand the Author's message in the original context
- Know God more fully
- Be conformed to the image of Christ

### Four Helpful Questions:

1. *What is the writer saying?*
2. *What does the Bible say about this in other places?*
3. *What does this teach me about God?*
4. *How do I apply this to my life?*

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## Proper and Improper Presuppositions

### Proper Presuppositions:

1. This is true
2. This is understandable
3. This agrees with the rest of Scripture
4. This is going to reveal something about God
5. This is going to reveal something me

### Improper Presuppositions

1. I know how this word is used today so I know what it meant then
2. My experience is a trustworthy lens through which to understand what is being said
3. This is about me
4. What this means to me is most important
5. I'm already nailing whatever I see here - There is nothing for me here.

*Key words are words that are:*

- *doctrinal*
- *unfamiliar*
- *cultural*
- *repeated in the text*  
*or*
- *critical to understanding the text.*

**WE CANNOT ARRIVE AT A PROPER APPLICATION WITHOUT PROPER INTERPRETATION. IF WE CANNOT ARRIVE AT WHAT THE AUTHOR IS SAYING WE CANNOT TRULY BENEFIT FROM STUDYING THE TEXT.**

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## Things to look for

- Repetition
- Key Words
- Lists
- Dates
- Names/Locations

## Unit 2: Tools to Go Deeper

### *Study Helps*

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Objective: be familiar with and know how to use basic tools for study

#### Word study

*The text of Scripture, in its original language, ought to be interacted with as much as possible to avoid assumptions and interpretive gaps.*

*There are a multitude of resources available for this. After identifying key words in our text, or words that pose a particular challenge to us, we can begin zeroing in on those to study.*

#### **We must take note of words in several contexts:**

- Cultural/Linguistic context - *how is this word used in the original language and culture?*

- Scriptural context - *how is this word used in the rest of Scripture?*

- Authorial context - *how does this particular writer use this word?*

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## Study resources

- [blueletterbible.org](http://blueletterbible.org)
- [biblehub.com](http://biblehub.com)

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## How to Study a **Book** of the Bible

### Process of Book Study

- Read the Book - *for most books a minimum of three times straight through*
- Outline the Book - *chapter divisions are helpful but not authoritative - outline according to arguments or themes. Ask what is happening in this section? Summarize it as your outline point.*
- Look for a Melodic Theme/Big Idea for the book - *sometimes this is explicitly stated (ex. John 20:30-31, 1 Tim. 3:14) is there a recurring theme, word, or doctrine presented in the book? Is there a statement that could sum up the argument, structure, or events of the book? Is your settled theme supported by your outline?*

## **Unit 3: Whole Bible View**

### ***Studying with the Whole Bible in the Background***

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Objective: integrate the Analogy of Scripture into your study

#### **Analogy of Scripture**

*The whole of Scripture is telling a single story. As we see the Scripture this way, we begin to see whatever book we're studying or text we're reading in that unfolding story of redemption. All Scripture then agrees with itself. It is consistent and does not contradict itself. Each text supports one another.*

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## Overview of Whole Bible

### Old Testament: Expectation

#### Pentateuch

Genesis - The Beginning of God's Redemption

Exodus - God delivers His people and prepares them for His presence

Leviticus - How to Live with God in Our Midst

Numbers - Israel Failing to Obey

Deuteronomy - The Second Law

#### History

Joshua - God Keeps His Word

Judges - God Keeps His Word Even When People Disobey

Ruth - God Cares for His People

Samuel - A Kingdom in the Promised Land

Kings - A Divided Kingdom - Northern Kingdom

Chronicles - When the King is Godly the Kingdom is Secure

#### *(Post Exile)*

Ezra - A Return to the Land

Nehemiah - A Restoration of Worship

Esther - A Preservation by Providence

#### Poetry

Job - God's Power in Suffering

Psalms - The Book of Praise

Proverbs - The Book of Wisdom

Ecclesiastes - Life Worth Living

Song of Solomon - God's Good Gift

#### Major Prophets

Isaiah - God will Judge and Restore

Jeremiah - Listen or Be Destroyed

#### *(Post Exile)*

Ezekiel - The Lord Still Reigns

Daniel - God is Lord of All

Lamentations - God's Mercy in Judgment

#### Minor Prophets

Hosea - God's Love Will Overcome

Joel - The Terror of the Day of the Lord

Amos - Injustice will Be Repaid by the Just Lord

Obadiah - Lack of Compassion Will Be Turned On You

Jonah - The Patience of the Lord



Micah - The Lord will Judge in Righteousness

Nahum - The Lord will Avenge

Habakkuk - Trust the Lord as He Works

Zephaniah - The Day of the Lord

*(Post Exile)*

Haggai - Consider the Lord's Priorities

Zechariah - Restoration Will Come

Malachi - The Lord will Be Feared

### **New Testament: Explanation**

#### Gospels

Matthew - Jesus is the Messiah

Mark - Jesus is the Suffering Servant

Luke - Jesus is the Perfect Man

John - Jesus is the Son of God

#### History

Acts - The Progress of the Gospel

#### Epistles

Romans - Comprehensive Doctrine of the Gospel

1 Corinthians - Instruction and Correction

2 Corinthians - Criticism and Correction for More Error

Galatians - A Defense of the Gospel

Ephesians - Doctrine and Practical Christian Living

Philippians - A Plea for Unity

Colossians - Worship Christ Rather than Lesser Things

1 Thessalonians - Encouraging a Persecuted Church to Grow More and More

2 Thessalonians - Encouraging a Persecuted Church While Correcting Eschatology

1 Timothy - How to Lead the Church

2 Timothy - Paul's Final Exhortation to Faithfulness

Titus - Leading the Leaders in Crete

Philemon - An Appeal for Christian Brotherhood

Hebrews - Christ is Better

James - Walk in the Law of Liberty

1 Peter - Be Holy in the Midst of Persecution

2 Peter - Be Patient in the Midst of Persecution

1 John - Rejoice in Right Doctrine

2 John - Zero Tolerance for False Teachers

3 John - Beware the Divisive

Jude - Contend for the Faith

#### Prophecy

Revelation - The Future of Christ's Victory

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## Cross referencing

- What are other key texts that address the same topic?
- What are other key texts that have the same/similar key words?
- What are other texts that address a similar situation?
- What are other texts that shed light on the cultural/historical background?
- What other texts will help us understand what is being taught here?

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## Cultural background/historical background

- What was the historical period in which your text takes place?
- Who was the political authority? What happened immediately before or after your text?
- Where in redemptive history does your text take place?

Most of the Bible takes place under five main empires:

1. Babylonian
2. Egyptian
3. Assyrian
4. Neo-Babylonian/Chaldeans/Persians
5. Romans

**The Babylonians** function as a blanket for most of the "Ancient Near East" of the patriarchs. There's several smaller empires the patriarchs will interact with but for the most part these don't have significant bearing on the narratives of Scripture.

**The Egyptians** are a continual presence throughout the Old Testament. The main thing to remember is that they were polytheistic (they worshipped many different gods).

**The Assyrians** were a fierce warrior people that eventually conquered the Northern Kingdom. Their policy of conquest meant that those they conquered were displaced and spread across their empire. Those they conquered were pressured to lose their cultural and religious identity.

**The Neo-Babylonians/Chaldeans/Persians** were really two subsequent empires. They would eventually conquer and destroy Judah. Their conquest policy meant they would assimilate the cultures and religions of their people. This allowed the Jews to maintain their identity and uniqueness during Exile.

**The Romans** were poly-theistic and inherited much of their cultural and religious practices from the Greeks. As a culture they were given to sensuality and a strong sense of duty towards Rome, particularly in the practice of worship towards their Emperor. They are the dominant political power during the New Testament.

*What cultural practices may influence your text?*

*What were the religious practices of your text's audience?*

*What were the cultural norms of your text's audience?*

## **Unit 4: Theology**

### **Keeping Consistent Theology in Scriptural Interpretation**

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Objectives: Be Familiar with Theological Ideas to Avoid Errors in Teaching

#### **Doctrinal Guardrails**

*Whenever we teach it is helpful to remember that there is a theological framework that we work within. This does not dictate the meaning of the text, but it does serve as a guide to remind us of helpful boundaries. We do not have to rediscover every biblical truth every text we study.*

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## Theological terms

- Theology: The Study of God & His Attributes
- Anthropology: The Study of Man
- Hamartiology: The Study of Sin & It's Effects
- Christology: The Study of Christ's Person & Work
- Soteriology: The Study of Salvation
- Pneumatology: The Study of the Holy Spirit
- Ecclesiology: The Study of the Church
- Missiology: The Study of Missions

There is a natural flow for all of these. Because of God's character, He creates man. Man in disobedience sins and needs a Savior to bring salvation. The blessing of salvation and sanctification is applied by the Spirit. Believers are gathered by the Spirit and empowered to go on the mission of Gospel proclamation.

### **Resources:**

Knowledge of the Holy - AW Tozer  
Christian Beliefs - Wayne Grudem  
Biblical Doctrine - John MacArthur

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## Teaching doctrine

### Some Warnings

- Do not be afraid to teach doctrine or use doctrinal words
- Do not teach a systematic doctrine or theology rather than the text of Scripture

Seeing theological truth in a text

Connect dots

*Our goal is not to teach a theology framework. However, when a text is helpful to understanding how a doctrine is formulated, we serve those we teach by bringing it to bear.*

*Our doctrine is always textual first.*

## Unit 5: Between Two Worlds

### Biblical Application and Exhortation

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Objective: Make Application that is Consistent with the Text

#### Agreeing with the Author

*We always are striving to bring the message of the text in such a way that if the author were sitting among us they would say, "Yes! That's exactly what I meant!" This must also include how we bring application. Our application must be consistent with the author's desired outcome from the text.*

#### Biblical Precedent

We would do well to follow the Scriptural examples:

- Use illustrations - *Biblical illustrations are always best*
- Anticipate questions or objections - *Paul was a master at this, "But one might say..."*

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## So What?

There are only two possible responses to truth:

1. Obedience
2. Disobedience

*To delay obedience is to choose disobedience for the present.*

We want to bring the teaching time to a point of recognition and decision. We are not giving a lecture. We are not providing an interesting literary analysis, we are communicating the meaning of God's Word. This demands a response. This means making practical application to the hearers.

***We bridge the gap between the initial audience and the present audience by bringing out the "timeless truth."***

### What Do I Do With This?

*Sometimes it is enough to present God's truth and call to worship Him in light of it. We call this the "wall of worship". There is not a direct command, there is not a clear pathway of response other than to be in awe of Who God is. This is no small thing.*



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## Application v. Implication

- **Application** is the direct relationship between the timeless truth of the text and the listener.
- **Implication** is an indirect relationship between the timeless truth and the listener that is broader in scope. Application is often explicit in the text Implication takes more careful consideration to see the broader impact in our context.

## Unit 6: Teaching without a Text

### Topical Teaching and Teaching from a Book

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Objective: Teach Consistent with Scripture even if Scripture isn't the starting place

#### Consistency

*Even if we are not teaching from a specific text our teaching always ought to stem from Biblical truth. This is most guarded when grounded in a particular text. When using study guides or books, examine the suggested Scriptural backdrop to verify that it is accurately interpreting the text.*

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#### Topical Teaching

Helpful Reminders:

- Be rooted to a particular text on that topic
- Use cross-references
- Carefully examine that you are not contradicting another text on that topic
- Have a clear and logical structure

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## Book Studies

### Read Well

- What is the big idea of the chapter?
- What is the structure of the chapter?
- What are stand-out statements that grab your attention?
- What are key illustrations the author uses?

A common writing structure is to open a chapter with a story or illustration then introduce the big idea of the chapter from that story or illustration. This is often done with a transition to an applicable Biblical text. The rest of the chapter will detail this point and the final paragraph will summarize the point.

#### **Struggling? Read Less.**

*If you are struggling to find the main ideas in a chapter, read the first and last sentences of each paragraph. They often will introduce and summarize the author's thoughts. The sentences in-between are there for more detail.*

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## The Author's Idea & Freedom to Deviate

**Bring it back to the Bible - especially in application. The author may be trustworthy. The content may be solid. But only one book is perfect. Only one Author is infallible.**

# Appendix

## 27 Helpful Reminders from Pastor Rick Holland

1. Note general observations
  - a. Major Themes
  - b. Genre
  - c. Questions to Research
2. Ask, what, where, why, when, how, who questions
3. Observe the passage literally
4. Observe the passage comprehensively/connectedly
5. Note synonyms (words and phrases), antonyms, repetition
6. Note key biblical phrases (e.g. in Christ)
7. Conjunctions/Disjunctions “and”, “but”, “therefore”, “for”, and others
8. Verbs-Note the tense, voice, whether singular or plural, and look up the verb in the lexicon so that you can observe its meaning
9. Patterns in context - Look for similar verb forms in the passage, such as the five participles string out in Ephesians 5:19-21
10. Words a given writer tends to use - For example, Matthew is the only gospel writer who uses the phrase “the kingdom of heaven”
11. Contrasts
12. Comparisons
13. Commands
14. Exhortations
15. Definite articles or lack of them
16. Adjectives
17. Genitives - for example in Revelation 1:1, “the revelation OF Jesus Christ”
18. Evidence of the writer’s own passion, feeling, heartbeat, and goals, or his anger, disappointment, etc.,
19. Variety in a way a writer refers to Christ, the Holy Spirit, or the Christian - For example, he may refer to Christians as saints, brethren, believers, etc.,
20. Words that need historical data which commentaries, lexicons, dictionaries, encyclopedias may furnish us - For example, the term “Nicolaitans” in Revelation 2 needs further explanation for a proper historical understanding
21. Words or phrases that may be explained in books on manners and customs, dictionaries, lexicons, encyclopedias, and good commentaries - An example of a phrase that needs further clarification is “white stone” in Revelation 2. Be prepared at times to meet with several different suggestions on what a phrase meant in the ancient situation.
22. References to geography - locale, distance, terrain, climate, vegetation, etc.,
23. References to chronology - For example, days in Genesis 1, judges’ years in the book of Judges, and certain references to timing of events in Acts 15 and Galatians 2, etc
24. How much space a writer devotes to a given subject or facet in comparison to what he gives to other aspects of the picture - For example, two chapters describe the creation, but over fourteen chapters are devoted to Abraham’s career
25. The leading and the lesser doctrinal views in a Bible book or in the writings of a given author, such as Moses or Paul
26. Features of a writer’s style - For example, Paul uses long sentences, as in Ephesians 1:3-14, and Psalm 119 is written in a section beginning with each letter of the Hebrew alphabet.
27. Contextual analysis