

How to Study and Teach the Bible

Week 11

Preaching Pyramid Overview

Review

Word studies from last week

In doing what we were doing, seeking to equip you to not be dependent upon other to tell you what a word means.

Words derive their meaning from their CONTEXT.

Apart from its CONTEXT a word has no meaning.

Be your own lexicographer...

Examining the uses of a word in the scope of literature it's found in is how lexicographers develop their definitions.

Demonstrate using literal word app...

Nouns:

Titus 1:1

Elders in 1:5

above reproach 1:6

Overseer 1:7

Verbs:

Promised 1:2

exhort 1:9

refute 1:9

reprove 1:13

Pyramid overview

For today we're going to overview a weekly prep process for preaching/teaching using Rick Holland's preaching pyramid – super helpful resource/overview of the preparation process.

If you want more... come to the preaching seminar Aug 25-26 (next Fri-Sat)

In depth workshop on this process...

MOVING FROM EXEGESIS TO EXPOSITION

- HERMENEUTICS

- EXEGESIS

- WHAT THE TEXT MEANT

- "SCIENCE"

IDENTIFY THE
TIMELESS TRUTH

APPREHEND THE
TEXT'S INTENT

EXPOSE THE
TEXT'S STRUCTURE

ANALYZE THE
TEXT'S CONTENT

PERSONAL
PREPARATION

- HOMILETICS

- EXPOSITION

- WHAT THE TEXT MEANS

- "ART"

ISOLATE THE
SERMON'S INTENT

ORGANIZE THE
SERMON'S STRUCTURE

SYNTHESIZE THE
SERMON'S CONTENT

PERSONAL
ASSIMILATION



Personal Preparation – Admit(John15:5)Pray(IOUSL)Trust(2Tim3:15-4:2)

Analyze the Text's Content - Reading the text, making observations

Who wrote it?

Who did he write it to?

Why did he write it?

How is this related to the previous section?

Where does this fit in the argument of the book?

What is the text saying?

Key words?

Key Verb and their tenses (present, past, perfect, future)

Narrative

Main characters in the text

Changes in location/setting

Speaker/audience

Comments of the narrator

Who, what, when, where, why, how...

Ask and answer questions of the text

Expose the Text's Structure – Diagramming/Syntactical Analysis (See epistolary or narrative diagramming docs)

Looking for big picture structure of the passage to see the main points and argument of the author

Key structural pieces

Main verbs/clauses

Subordinate clauses (so that, for, because, in order that, according to, by, through, for this reason, therefore, etc.)

“A main clause is a clause that makes sense on its own and can also exist in a sentence on its own. A Subordinate clause is a clause that does not make sense on its own and cannot be a sentence on its own. The subordinate clause explains or completes the meaning in the main class.”

Practice/demonstrate this...

Want practice? More examples? Sermon study class....

Apprehend the Text's Intent – Word studies, commentaries, exegetical proposition, express authorial intent

What is the author intending to communicate?

What does he mean by the words he is using in this context?

Contextual circles for word studies (how is the word used in this section of the book, the book as a whole, how does the author use this word in other books, how is this word used in the NT, how is used in the OT – literal word app helpful for this step)

Using commentaries

Exegetical -> expositional -> devotional

Read until you're clear – read until you understand the passage, including the challenging parts of the passage

In 21 words or less, write an exegetical proposition: a one sentence statement of the authors' intended meaning. Will be a past tense statement, "Paul wrote to Titus..." "John wrote to his readers..."

Ie. "In Phil. 1:18b-26, Paul writes to the Philippians that lasting joy comes through..."

Identify the Timeless Truth – crown jewel, main point of the passage that applies to all people of all time, look in the main verb(s)

Bridge the gap from the original audience to your audience. From the Philippians to Summit Woods Baptist Church, from the Israelites receiving the Pentateuch, to Summit Woods Baptist Church.

Different gap sizes... Why we like epistles... Harder the further the historical context is from us... Can be harder in narrative...

What is the main point of this passage that is in line with the author's intended main point, that is for us.

Ie. Levitical sacrificial system of atonement laid out in Leviticus.

For the original audience they needed to know how to do these sacrifices and understand how to receive atonement/forgiveness from God.

For us, we don't do those sacrifices, but we can still learn from this passage about the nature of sin and atonement and God's wrath against sin, and that death is required to atone for sin, and we are pointed to the full and final atonement of Christ on the cross.

Practice using passage diagrammed...

Isolate the Sermon's Intent – Plural Noun Proposition, expositional statement (James 4 is about sources of conflict, then interrogative [what is it, where do we see this...], and answer with PNP, Intent of the message, main point of the sermon

See plural nouns from PNP doc

If the main point is "x" how does the structure of the text shape the structure of the sermon?

If Phil 1:18b-26 is an explanation of how Paul can continue to rejoice into the future (main verb in 18b, everything else is subordinate to that verb), how does the structure of the text (block diagram) point this out?

Should be present tense, for the audience and in an exhortation format...

Come up with PNP for passage used...

Organize the Sermon's Structure – Homiletical/preaching outline, should come from the exegetical outline, grammatically symmetrical, points should match the PNP

Should mirror the text's structure. Not enough that the point of the passage be the point of the sermon, the structure of the passage should be the structure of the sermon...

So in Phil 1:18b-30 there's 5 keys to persistent joy – the structure of the text points out 5 ways Paul will continue to have joy, bring/apply that to us...

- 1. Be confident in prayer (1:19)*
- 2. Be consumed with Christ (20-23)*
- 3. Be convinced to minister (24-26)*
- 4. Be concerned with Unity (27)*
- 5. Be calm in suffering (28-30)*

Synthesize the Sermon's Content – Bring it all together, manuscript, Each point: explanation-illustration-application, Intro transitions concl.

Under each point explain the passage, what does it mean, illustrate or flesh out that explanation, help the hearers understand, bring it to their level, and then apply/urge them to respond to that point (might be believe this, know this, understand this about God, behold God, live this way, do this, repent, confess, tell someone else, disciple, etc.)

Ie.

Philippians 1:18b-30

5 Keys to persistent joy

Intro

1. Be confident in prayer (18b-19)

Explain

Illustrate/flesh out

Apply/urge/response

(Transition)

2. Be consumed with Christ (20-23)

Explain

Illustrate/flesh out

Apply/urge/response

(Transition)

3. ...

Etc....

Conclusion