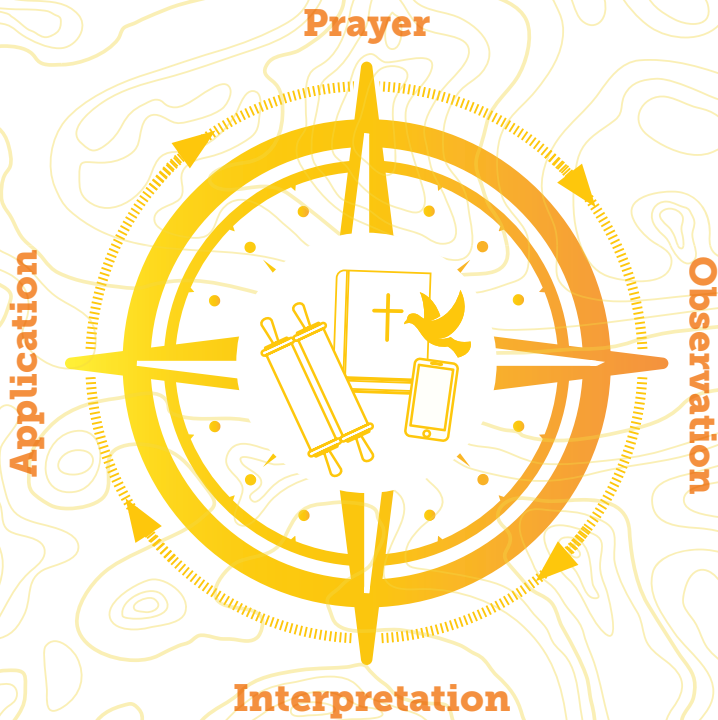


# True^North Bible Study

Disciple-making in the Word



## **Prayer:**

- Insight, knowledge, discernment into the Word.
- Phil. 1:9-11; Col. 1:9-14; Eph. 1:15-18

**Observation:** Inspect the passage in its context and shape your insight into text-driven questions.

**Interpretation:** Answer the text-driven questions discovered in the Observation with research tools.

- Word study
- Cultural-historical background
- Additional Biblical evidence
- Reading with Christian community

**Application:** Define and evaluate the practical Biblical truth(s) which arise from your study.

- Shape these truths into transformational prayers

# Observe FIRST

## All about “Asking Questions”

### 1. Examine Bible Translations

When studying any passage, please read at least two (2) translations. This will give you keen insight into what part of the passage was difficult to translate from the Greek or Hebrew. Focus attention there first.

### 2. Play “I Spy” with the Text

Using the chart on page 6 of this card, slowly move thru the passage, identifying as many “Observations” as you can. There is no need to rush. Take your time. I recommend you write them down creating a list of issues to study by yourself or with others (including scholars who have written Commentaries on the passage).

### 3. Turn “Seeing” into Questions

Reshape the “I SPY” observation into the form of a “definitional” question. For example, “What is the meaning of the word \_\_\_\_\_? Next, add to the question an “Implicational” aspect. For example, “What are the implications of \_\_\_\_\_?”

### 4. Seeing Textual “Forms”

- What literary shape is the material? This is examining “how the story is told” (its form) not “what is in it? (its content).
- What Genre is the material written in? **Narrative** – Genesis; **Law** – Parts of Exodus, Leviticus; **Poetry** – Psalms & much of the Prophets; **Prophecy** – Prophets; **Gospel** – Matt, Mark, Luke, John; **Epistle** - Letters of New Testament; **Apocalypse** - Revelation & Daniel

### 5. Seeing Textual “Limits”

A text will reveal to you its literary boundary markers. Set the beginning and end of passage with one or more of these:

- A change in characters, location, setting, or topic
- A change in verb tense or mood (normally Epistles)
- A change in genre or form of material. For example, see difference from Jonah 1 (narrative) to Jonah 2 (prayer in the form of poetry)

# OBSERVATION

Entire Landscape



Forest



Individual Trees, Rocks, etc.



## BOOK LEVEL

1. Identify 3-4 Structures
2. Text-driven Question w/ Each Structure
3. Strategic Passage w/ Each Structure

*Where is the text pointing me?*

**Read & Ask Questions**  
with Big Picture in mind.

*"How does the entire book or larger passage fit together?"*

## PARAGRAPH LEVEL

1. Structures & Content Observation
2. Text-driven Question
3. Strategic Passage

*Where is the text pointing me?*

**Read & Ask Questions**  
with a smaller unit in mind.

## SENTENCE LEVEL

1. Content & Structures
2. Qs

**Read & Ask Questions**  
with 1-2 sentences in mind.



## Structural Relationships and Text-Driven Questions

### Relationships of Logic

#### 1. RECURRENCE

- The repetition of the same or similar terms, phrases, or other elements.
- Questions: What is the meaning of this recurring element? Implications/Significance?

#### 2. CONTRAST

- The association of things whose differences are stressed by the writer.
- Key terms: But, however.
- Questions: What is the precise and specific meaning of each of these differences? Implications/Significance?

#### 3. COMPARISON

- Association of things whose similarities (likenesses) are stressed by the writer.
- Key terms: Like, as.
- Questions: What are the major points of similarity here? Implications/Significance?

#### 4. CLIMAX

- Movement from lesser to greater, toward a high point of culmination and intensity.
- Questions: How does this passage reach its climax? Implications/Significance?

#### 5. PIVOT

- The device of the pivot to produce a radical reversal or complete change or direction.
- Questions: What is the meaning of the pivotal passage, and how specifically and precisely does the pivotal passage produce this radical change of direction? Implications/Significance?

#### 6. PARTICULARIZATION

- The movement from the general to the particular.
- Questions: What is the meaning of this general statement? Implications/Significance?

#### 7. GENERALIZATION

- The movement from particular to general.
- Questions: What is the meaning of the particular statement? How is the particular statement generalized in the material that follows? Implications/Significance?

#### 8. CAUSATION

- The movement from cause to effect.
- Key terms: Therefore, thus.
- Questions: How does this cause produce this effect? What are the major elements involved in this movement from cause to effect, and what is the meaning of each? Implications/Significance?



## 9. SUBSTANTIATION

- The movement from effect to cause.
- Key terms: For, because, since.
- Questions: How does the substantiatory passage cause (i.e., support, or give reasons for) the preceding passage? What are the major elements involved in this movement from effect to cause, and what is the meaning of each? Implications/Significance?

## 10. STATEMENT OF PURPOSE

- The movement from means to end; a statement that declares the end, or purpose, and the means whereby the end is achieved.
- Key terms: In order that, so that.
- Questions: What is the meaning of the purpose statement itself? How does this purpose statement illumine the means? Implications/Significance?

## 11. INTRODUCTION

- The background or setting for events or ideas.
- Questions: What is the meaning of this background material? How does it prepare for what follows? Implications/Significance?

## 12. SUMMARIZATION

- An abridgment (summing up) either preceding or following a unit of material.
- Questions: How does this passage summarize the material that precedes (or follows)? Implications/Significance?

## 13. Problem-Solution or Question-Answer

- A problem or question, followed by its solution or answer.
- What is the meaning of the problem presented here? How is this problem solved? Implications/Significance?

## Relationships of Form

### 1. INTERCHANGE

The exchanging or alternation of blocks of material (a-b-a-b).

### 2. INCLUSIO

The repetition of the same word(s) or phrase at the beginning and end of a unit, thus producing a bracket effect.

### 3. CHIASM

The repetition of elements in inverted order (a-b-[c]-b'a').

### 4. INTERCALATION

The insertion of one literary unit in the midst of another literary unit.



<p><b>Basic Content</b></p>	<p>The readers' friends of "<b>who? what? where? when?</b>" prove most helpful. Moreover, the matters of "<b>why</b>" and "<b>how</b>" can be particularly powerful tools in probing deeply below the surface.</p>
<p><b>Key Words Word Meanings</b></p>	<p>When you first read a passage, look for the key words important to the passage. Repetition of words will sometimes give you a clue. Underline them in your Bible. <b>Make note of words which you might want to study in detail.</b></p>
<p><b>Important Connectives</b></p> <p>Conjunctions, Prepositions' adverbs</p>	<p>Connectives are very important in revealing key ideas and relationships. Be on the alert for some of the following:</p> <p><b>but</b> – introduces a contrast  <b>if</b> – introduces conditional clause (If...then...)  <b>for, because, therefore</b> – introduces reason or results clause  <b>in order that</b> – prepares for a "purpose" statement  <b>in, into, with, by, upon</b> – prepositions  <b>after, while, until, immediately</b> – adverbs</p>
<p><b>Historical / Cultural Context</b></p>	<p>Be sensitive to cultural issues and values involving either the characters in a narrative or the writer of the passage. Be alert to the historical, political, economic, and cultural framework which is foundational to a passage's 1st Century meaning. In fact, these matters are <i>always</i> at work!</p>
<p><b>Grammatical Construction</b></p> <p>Verbs, nouns, pronouns adverbs, adjectives words of scope</p>	<p>Note the grammatical construction. Be on the alert for verbs and their tenses (past-present-future), for the use of pronouns (singular-plural), and for adverbs and adjectives and the way they enhance-illuminate the passage.</p> <p><i>Note words of scope:</i> All, each, every, some, many, none, etc.  <i>Note words of time:</i> After, while, immediately</p>
<p><b>Atmosphere Tone</b></p>	<p>Note the general tone of a passage. It may be characterized by the mood of joy, thanksgiving, concern, humility, zeal, anger, or caution. Moreover, the tone of a passage may vary as a writer moves from one idea to another. Also note the use of "emotive" words, and phrases to reveal feelings.</p>



# Interpretation SECOND

## All about “Answering Questions”

### 1. CIE – Context is Everything

#### *Cultural Context*

- Read notes at bottom of page in a good Study Bible
- Read a book on OT or NT Culture (Craig Keener, *IVP Bible Background Commentary: New Testament*)

#### *Historical Context*

- Read Introductory notes on the biblical Book in a good study Bible
- Refer to the maps in a Study Bible for Geographic context.

#### *Literary Context*

- Read the book-as-a-whole. Then, address, “How is the ENTIRE story held together “logically”?”
- Gordon Fee, *How to Read the Bible: Book by Book*
- Check out [TheBibleProject.com](http://TheBibleProject.com) for videos and material on the content of the Bible.

### 2. Words have meanings

- Hebrew, Aramaic, Greek words can be found [BlueLetterBible.com](http://BlueLetterBible.com) or [BibleStudyTools.com](http://BibleStudyTools.com) or [StudyLight.org](http://StudyLight.org)
- A Bible Concordance (keyed to various translations).

### 3. Read with the “Community of Faith”

- Commentaries are the best starting point
- Free are OK. [BlueLetterBible.org](http://BlueLetterBible.org) or [BibleStudyTools.com](http://BibleStudyTools.com)
- Why not move on with a something like this:
  - Craig Keener, *IVP Bible Background Commentary: New Testament* or John Walton, *IVP Bible Background Commentary: Old Testament*
  - Tom Wright: *Matthew For Everyone* (Every NT Book)
  - *Tyndale New Testament Commentary Series* (Every NT Book)

### 4. Is this your “Final Answer?”

- Put together the answer to your Text-Driven question.
- How has all your “heavy lifting” in Observation and Interpretation provided insight into the truth laid out in the Bible?

# Application FINALLY

## All about “Living A Transformed Life”

### Application: Taking Action upon God’s Revealed Answers

- What does the text teach me/us about the Nature and Character of God? (a **theological** and **ethical** truth).
- What is new to me/us that we did not know before? (This is referring to a new **Revelation**. Can you be specific?).
- What does the text teach me about how I/we are now to be different and become more like Jesus? (This is the meaning of **Redemption** coupled with **Transformation**).
- What is the new relationship “In Christ” which is created that was not perceived before? (This is the beginning of biblical **Reconciliation**)
- What does this text teach me about how I/We should relate to one another? (This is a call to practice true **Community** and **Unity**)
- What does this new “In Christ” relationship look like embodied in me/us? (This is leaning into a **Spirit-enabled** nature of our relationships)
- What about the divine-human problem is solved? (This is a more robust definition of **Salvation**. Not a ticket to heaven but the beginning of the curse reversed.)
- How is God’s solution so different from the way most human models might appear? (What does the **Kingdom** look like as it becomes a reality in my/our midst?)

