**Mark 15:25-39 NIV Notes**

25It was nine in the morning when they crucified him.26The written notice of the charge against him read: The King of the Jews.

27They crucified two rebels with him, one on his right and one on his left. 29Those who passed by hurled insults at him, shaking their heads and saying, “So! You who are going to destroy the temple and build it in three days, 30come down from the cross and save yourself!”31In the same way the chief priests and the teachers of the law mocked him among themselves. “He saved others,” they said, “but he can’t save himself! 32Let this Messiah, this king of Israel, come down now from the cross, that we may see and believe.” Those crucified with him also heaped insults on him.

33At noon, darkness came over the whole land until three in the afternoon. 34And at three in the afternoon Jesus cried out in a loud voice, *“Eloi, Eloi, lema sabachthani?”* (which means “My God, my God, why have you forsaken me?”).

35When some of those standing near heard this, they said, “Listen, he’s calling Elijah.”

36Someone ran, filled a sponge with wine vinegar, put it on a staff, and offered it to Jesus to drink. “Now leave him alone. Let’s see if Elijah comes to take him down,” he said.

37With a loud cry, Jesus breathed his last.

38The curtain of the temple was torn in two from top to bottom. 39And when the centurion, who stood there in front of Jesus, saw how he died, he said, “Surely this man was the Son of God!”

***Observations:***

•Note: Where would you place the paragraph breaks? Where does logic start and stop?

•Note: Who, What, Where, When, Why, How. Recurring Words, interesting Words

•Grammar, phrasing, Comparison (*like*), contrasts (*but*), causation (*therefore*)

•Structure (what holds this passage together?) Causation, contrast, comparison?

•Historical/Cultural issues to investigate?

•Question(s): What question(s) would you ask and want to answer from this text?

**Observations at a Glance**

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| **General Structure**  **Repetition and**  **Progression**  **of Ideas** | 1. The key issue to keep in mind is the general structure or logic of the passage. What holds it together “logically?” Where are the major breaks in the flow of the passage? And explain how they are connected? Maybe diagram the passage.  2. Be alert for repetition of words, ideas, or statements. This often will give you a clue as to the author’s purpose in a passage. Take special note of lists of item or ideas. Compare the items and see if there is any significance in the order. Is there a progression of ideas toward a climax? Note the arrangement of the ideas in a passage, the relationship of verses to each other. Sometimes the author makes a general statement, then explains it with examples (e.g., 1 Tim 2:1). |
| **Basic Content** | The readers’ friends of “**who**? **what**? **where**? **when**?” prove most helpful. Moreover, the matters of “**why**” and “**how**” can be particularly powerful tools in probing deeply below the surface. |
| **Key Words**  **Word Meanings** | When you first read a passage, look for the key words; those words you think are important in the passage. Repetition of words will sometimes give you a clue. Underline them in your Bible.  Each word can be lifted up and examined from different angles like a gem. Too often we either overlook the rich implications of words, or download heavy theological meaning into unsuspecting words. **Make note of words which you need to perform detailed studies upon** |
| **Important**  **Connectives**  conjunctions  prepositions  adverbs | Connectives are very important in revealing key ideas and relationships. Be on the alert for some of the following:  *but* – introduces a contrast  *if* – introduces conditional clause (If…then…)  *for, because, therefore* – introduces reason and results  *in order that* – sets forth a purpose  *in, into, with, by, upon*  – important prepositions  *after, while, until, immediately* – important adverbs |
| **Historical / Cultural Context** | As a careful, be alert for matters pointing to:  1) Specific cultural issues and values involving either the characters in a narrative or the writer of the passage;  2) Historical, political, economic, and cultural framework of the passage. In fact, these matters are *always* at work! |
| **Grammatical**  **Construction**  Verbs, nouns, pronouns  Adverbs, adjectives  words of scope | Note the grammatical construction of some statements. Be on the alert for the verbs and their tenses, for the use of pronouns, and for the use of adverbs and adjectives and the way they describe things.  Note words of scope: All, each, every, some, none, etc.  Note words of time: After, while, immediately |
| **Atmosphere**  **Emphatic**  **Statements** | Note the general tone of a passage. It may be characterized by the mood of joy, thanksgiving, concern, humility, zeal, anger, or caution. The tone of a passage may vary as a writer moves from one idea to another. The way a writer addresses readers often reveals the mood.  Also note the use of emphatic words, and phrases to reveal feelings. |