

# **BI 110R UNDERSTANDING THE OLD TESTAMENT**

## **STUDENT'S MANUAL 4.0**



“Hear, O Israel: The Lord our God is one.”  
Deuteronomy 6:4 (ESV)

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# Course Syllabus

## I. Course Description

A survey of the various types of literature in the Old Testament (OT), examining samples of each and applying appropriate methods of interpretation specific to each literary genre.

## II. Course Overview

In this course, we will trace the history and examine the literature of the Israelite people from the time of Abraham through the development of Judaism. The topics treated include canon, criticism, content, interpretation, and unity of the Old Testament. Three hours.

1. This course will expose the student to the history and geography of the OT. Many of the names and places should become clear, and the timeline of events should crystallize the student's understanding of the progress of redemption. Along the way, insights from comparative studies will be discovered.
2. At appropriate points in the study of the material, the questions that generations of modern scholars have asked of the text will be raised and their answers supplied and critiqued. The strengths and weaknesses of these approaches will be considered, including the "grammatical-historical" method of interpretation.
3. The student will gain adeptness at relating the OT revelation to its fulfillment in Christ's person and work. How the NT influences our reading of the Old is an important consideration in this course. The "grammatical-historical" method is not the all-in-all of interpretation. The centrality of the gospel and the culmination of all the OT motifs and themes in Jesus will be discussed.
4. Finally, the importance of the OT in the formation of the believer's personal spiritual life, will also be explored.

## III. Course Purpose and Objectives

Trinity's special mission is to do what the great Western universities have ceased to do—provide excellence in academics, as well as preparation for ministry and professions—all within the context of a Christian worldview and a Christian community. Trinity's calling is to glorify the Triune God as a learning community "entrusted with the gospel." The university serves the church by preparing students to fulfill their divine calling through the study of his Word and his world.

Part of this mission includes the study of the Bible in its own literary, historical and theological settings, so that the student may interpret it with relevance and meaning applicable for today. Thus, the overall purpose of this course is to enable students to understand and appreciate the 39 books of the Old Testament.

By the end of the course, the students will be able to:

- Identify the individual parts of the Old Testament.
- Recognize key cities and geographical landmarks from biblical Israel.
- Explain the structure and themes of several books of history, poetry, and prophecy found in the Old Testament.
- Explain the role of world history and Israel's history in the Bible.
- Describe the division, captivity, and restoration of Israel as unique time periods in Israel's existence.
- Identify the poetic books of the Old Testament and the elements that are specific to biblical poetry.
- Explain the circumstances surrounding the dividing of Israel into northern and southern kingdoms.
- Define the role and position of a prophet from the Old Testament era.

#### **IV. Required Texts**

- Arnold, Bill T. and Bryan E. Beyer. *Encountering the Old Testament: A Christian Survey*. Grand Rapids: Baker, 2008.
- Zondervan NIV Study Bible (rev. ed.). (2008). Grand Rapids, MI: Zondervan. ISBN: 978-0310938965

#### **V. Course Requirements**

##### A. Session One

###### 1. Readings

A. *Encountering the Old Testament*, Pages 1-76

B. Read Genesis chapters 1-50.

###### 2. Complete Worksheet #1 (see p. 12)

##### B. Session Two

###### 1. Readings

A. *Encountering the Old Testament*, Pages 77-156

B. Read Exodus (the entire book), Numbers 6:22-27 (i.e. chapter 6, verses 22-27), Deuteronomy chapters 1, 4-6, and 27-34.

###### 2. Complete Worksheet # 2

C. Session Three

1. Readings

A. *Encountering the Old Testament*, Pages 157- 278

B. Read Joshua chapters 1-7 and 24; Judges chapters 1-5 and 19-21; Ruth (the entire book); 1 Samuel (the entire book), 2 Samuel chapters 6-12; 1 Kings chapters 1-12.

2. Complete Worksheet # 3

D. Session Four

1. Readings

A. *Encountering the Old Testament*, Pages 281-336

B. Read the following passages: Job chapters 1-3, 38-42; Psalms chapters 1, 2, 19, 22-23, 46, 51, 69, 90, 110; 133, 137, 139, 145-150; Proverbs chapters 1, 7, 8, 9, 31; Ecclesiastes (the entire book); Song of Solomon (the entire book).

2. Complete Worksheet # 4

E. Session Five

1. Readings

A. *Encountering the Old Testament*, pp. 339-476

B. Read the following passages: Isaiah chapters 1-2, 6-12, 40, 45, 47, 53, 65 and 66; Jeremiah chapters 1, 9, 11, 29, 31, 39; Ezekiel chapters 1-4, 37; Daniel chapters 1-3; Hosea chapters 1-5.

2. Complete Worksheet # 5

F. Applied Learning Paper (ALP) Is Due One Week After Session Five. If this course is a Saturday elective, the paper is due two weeks after Session Five.

## VI. Course Policies

### 1. APA Documentation

All written work (e.g. worksheets/essay questions, reflection papers, final projects, etc.) in the REACH Program must conform to the APA parenthetical notation style. This includes:

- an APA title page (including a running header and page number)
- an “Abstract” page with a 1-2 paragraph summary of your paper (an abstract is only necessary for your Applied Learning Papers, but not for your smaller assignments)
- In-text citations (with author(s), date, and page number (if applicable))  
Note Well: Even discussion board postings and PowerPoint presentations, for example, must use in-text citations when you cite another person’s work or ideas.
- a “References” page (it is not called a “bibliography”)
- one inch margins
- 12 point font
- double spaced

Failure to use and cite others’ work or ideas properly will lead to charges of academic dishonesty. See below for more information.

### 2. Academic Integrity

As a member of the Trinity community, we ask you to hold yourself and others to the highest standards of academic integrity and honesty. Violations take many forms, which include, but are not limited to, the following:

- Plagiarism: using another’s work or ideas without proper documentation, which requires citing the author or authors’ name(s), date of publication, and page number (if applicable)
- Cheating: using notes, books, or crib sheets during closed-book quizzes or exams, or copying from another’s student’s work
- Submitting Previous Work: submitting your work that was previously turned in for credit
- Ghosting: writing a paper or taking a quiz (or any other evaluation) in place of another student
- Aiding and Abetting: helping others to commit acts of academic dishonesty, or failing to report those who have or plan to commit dishonest acts

Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. If a violation is confirmed, the student may receive an “F” for the assignment and the course. In such a case, the student may not drop the course. The faculty member will document the case of dishonesty, explaining the incident and the action taken. The Associate Dean will receive a copy of this report, and a copy will be placed in the student’s file. In serious cases of academic dishonesty, the Associate Dean may choose to meet with the student and faculty member to review the case. Multiple violations may lead to a student’s dismissal from the program.

### 3. Late Work

All assignments must be turned in on or before the date they are due. Any assignment turned in late will be deducted as follows:

- a. 10% off for up to 24 hours late
- b. 20% off for up to 48 hours late
- c. assignments more than two days late will receive a zero

An extension on the time needed to submit final course requirements (such as the ALP) will be granted only in unusual circumstances and if the instructor and the Associate Dean grant the request.

### 4. Attendance Policy

Because of the accelerated and collaborative nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of contact with the instructor and the learning community has been lost.

For face-to-face courses, students missing one class session will be penalized between one-half and one full letter grade. Students missing two class sessions will receive an “F” for the course. Any student missing more than 30 minutes of a course session will be considered absent for the full course session.

## VII. Grading Criteria

Percentage	Grade	Percentage	Grade
92-100	A	72-77	C
90-91	A-	70-71	C-
88-89	B+	68-69	D+
82-87	B	62-67	D
80-81	B-	60-61	D-
78-79	C+	0-59	F

# Grading Sheet

*BI 110R: Understanding the Old Testament*

**Turn this sheet in with your ALP Paper**

Student Name: \_\_\_\_\_

1. Reading (35 points) \_\_\_\_\_
2. Student Worksheets (40 points per worksheet = 200 Points)
  - A. Worksheet #1: \_\_\_\_\_
  - B. Worksheet #2: \_\_\_\_\_
  - C. Worksheet #3: \_\_\_\_\_
  - D. Worksheet #4: \_\_\_\_\_
  - E. Worksheet #5: \_\_\_\_\_

Worksheet Total: \_\_\_\_\_
3. Applied Learning Paper (100 points) \_\_\_\_\_
4. Class Participation (25 points) \_\_\_\_\_
  
- Total Points (360) \_\_\_\_\_
- Final Course Grade \_\_\_\_\_

## STUDENT ASSIGNMENTS AND ACTIVITIES

### Applied Learning Paper

The major assignment for this course, known as the Applied Learning Paper, will be due one week after session five. You can choose from one of the options listed below, or you can come up with your own topic. Please make sure to let your instructor know after week two of the class.

#### **Option #1: Inspiring Figure of the Old Testament**

Who inspires you in the Old Testament? Who do you want to know more about? Is there a woman or man whose life and character is special to you? If so, do a study of this person's life. Find out as much as you can about the person in question. Create an outline and let your instructor review it before you begin writing. Include a section that addresses how this person's life lessons are relevant to your own spiritual journey.

#### **Option #2: The Story of the Old Testament**

How would you summarize the message of the Old Testament? What is the storyline from beginning to end? What are its central events? What are its key themes? How did the story end? How is your life (and in what ways) is your life a continuation of that story?

### Instructions for Applied Learning Papers

For the ALP, students should rely on the textbooks, commentaries, and other reference sources like a concordance and dictionaries or encyclopedias of the Bible. The student must interact with these commentaries and resources by evaluating interpretations of the Bible.

The paper should have a clear introduction explaining what you intend to accomplish and what you will address in your study. The paper should end with a concluding paragraph which either summarizes what was accomplished or suggests further implications of your study.

See Diana Hacker's *A Pocket Style Manual* for proper APA referencing and formatting procedures.

The ALP should be between 8-10 pages (typed, double-spaced) and must include an additional References page, with at least three additional sources besides your class textbook. Considerations for determining the grade, in descending order of importance from most to least, include:

- Original written expression with attention to format/grammar/spelling
- Coherence: clarity of thought and organization of contents
- Depth of analysis of the data
- Integration of experience/observations with applied learning outcomes
- Practicality of application points
- Reference to a broad array of written sources

### Instructor Evaluation for Written Work

<b>Student's Name</b>	<b>Course Number</b>	<b>Assignment</b>
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<b>Specific Requirements</b>	Percentage Distribution Determined by Instructor	Percentage Earned by Student	<b>Instructor Comments</b>
<b>Organization</b> <ul style="list-style-type: none"> <li>▪ Introduction<sup>i</sup> and Conclusion<sup>ii</sup></li> <li>▪ Section Titles<sup>iii</sup></li> <li>▪ Section Introductions and Conclusions<sup>iv</sup></li> <li>▪ Organizing Words, Phrases, and Sentences</li> </ul>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">10</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	▪
<b>Research / Sources (pp. 91-102<sup>v</sup>)</b> <ul style="list-style-type: none"> <li>▪ Credibility (academic vs. non-academic)</li> <li>▪ Number of Supporting Viewpoints</li> <li>▪ Number of Opposing Viewpoints</li> <li>▪ Primary Research</li> </ul>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">10</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	▪
<b>Discipline-Specific Knowledge/Content</b> <ul style="list-style-type: none"> <li>▪ Explanation (restate, define, describe, illustrate)</li> <li>▪ Analysis (reasons, causes, effects, purposes)<sup>vi</sup></li> <li>▪ Critique (agree, disagree, strengths, weaknesses)</li> <li>▪ Synthesis of Existing Ideas and/or Theories</li> </ul>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">20</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	▪
<b>Discipline-Specific Application</b> <ul style="list-style-type: none"> <li>▪ Contextualization (individual, group, organization, sub-culture, culture, etc.)</li> <li>▪ Recommendations (stop, start, continue, modify)</li> <li>▪ Creation of New Ideas and/or Theories</li> </ul>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">20</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	▪
<b>Christian Worldview (and Other Worldviews)</b> <ul style="list-style-type: none"> <li>▪ Use of Scripture (interpretation and application)</li> <li>▪ View of Scripture</li> <li>▪ View of God, gods, or Ultimate Reality</li> <li>▪ View of Humanity</li> <li>▪ View of Birth, Life, Redemption, &amp; Death</li> <li>▪ View of Creation/Origin, History, the Present, &amp; the End Times</li> <li>▪ View of Knowledge</li> <li>▪ View of Ethics</li> </ul>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">20</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	▪
<b>Documentation (pp. 155-195)</b> <ul style="list-style-type: none"> <li>▪ APA Paper Format</li> <li>▪ APA Title Page (with Header) &amp; Abstract</li> <li>▪ APA Integration of Sources<sup>vii</sup></li> <li>▪ APA "References" Page</li> </ul>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">10</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	▪
<b>Composition (pp. 1-90)</b> <ul style="list-style-type: none"> <li>▪ Clarity and Concision</li> <li>▪ Grammar, Punctuation, and Mechanics</li> <li>▪ Voice (Academic vs. Non-academic)</li> <li>▪ Tone (Assertive vs. Passive or Aggressive)</li> </ul>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">10</div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	▪

Total Possible	Total Percentage Earned by Student	Total Possible Points for Assignment	Total Points Earned	Final Grade for Assignment
100%		x		

Explanatory Notes

<sup>1</sup> An effective introduction: (1) grabs attention through a quote(s), statement(s), statistic(s), question(s), and/or story, (2) states the thesis or claim (which needs to be clear, concise, arguable, & controversial(?)), and (3) previews/outlines the paper.

<sup>2</sup> An effective conclusion: (1) summarizes the paper and ties its main points together and (2) ends with final thought(s), question(s), quotation(s), warning(s), challenge(s), and/or action points.

<sup>3</sup> Section titles are often as follows: Title of the Paper (not the word “Introduction”), Background or Organizational Context or..., (Main Sections of the Paper), and Conclusion.

<sup>4</sup> Section introductions and conclusions are usually not necessary in shorter papers (e.g., 1-2 pages).

<sup>5</sup> All page references refer to Hacker, D. (2008). *A pocket style manual* (5<sup>th</sup> ed.). Boston: Bedford/St. Martin’s.

<sup>6</sup> Other categories for analysis include: assumptions, problems, solutions, and predictions.

<sup>7</sup> There are three strategies for integrating sources into a paper: quotation, paraphrase, and summary.

## Session 1 Worksheet #1 Introduction to the Old Testament

### Session 1 Objectives

After reading the specific chapters in EOT, answering the specific study questions and attending the lecture, the students will be able to:

- Identify the individual parts of the Old Testament.
- Describe the theories of inspiration for scripture and defend the one that is best supported by the Bible.
- Recognize key cities and geographical landmarks from biblical Israel.
- Describe the role of Archeology in supporting the Bible accounts of the Old Testament.

### Reading Assignment

A. *Encountering the Old Testament*, Pages 1-76

B. Genesis chapters 1-50.

**Note Well:** For each session, you will do three things: (1) read a portion of the course textbook, (2) read large sections of the Old Testament, and (3) complete a worksheet. When you read the passages directly from the Bible, please read them *slowly and thoughtfully*. The readings from the Bible are long enough that we ask you to *read them in smaller portions throughout the week*. If you read them all at once, you will have a difficult time understanding and applying the passages to your own life.

### Study Questions

As you read each chapter in *Encountering the OT* and the biblical text, look for answers to the following questions. Please make sure to restate each question, and then answer it in two to three paragraphs. Answers should be typed and formatted correctly according to TIU guidelines.

1. Up to this point in your life, how much do you know about the Old Testament? How did you learn about it? What mental associations come to mind when you think about the Old Testament?
2. What is the Old Testament? How is it similar to the New Testament? How is it different from the New Testament?
3. What is the canon? What are its tests? How did it form?
4. What does it mean that the Bible is inspired? Describe and critique (i.e. the advantages and/or disadvantages) each of the following theories of inspiration:
  - Neo-Orthodox Theory

- Dictation Theory
  - Limited Inspiration Theory
  - Plenary Verbal Inspiration Theory
5. What role did Egypt play in early Israelite history? In order to answer this question, please explain the storyline of the nation of Israel starting with Abraham in Genesis 12 and then moving to Isaac, Jacob, and Joseph. For help answering this question, watch the animated film “The Prince of Egypt”!
  6. What is “topography”? Describe the topography of Israel. How is that important in Israel’s history?
  7. Explain the four major events that the Old Testament describes.
  8. Find a map of ancient Israel. Photocopy it and circle the major cities. Attach this sheet to your homework.
  9. What role does archeology play in understanding the biblical text? How does archeology support the historical nature of the Old Testament?
  10. How do you think the Old Testament is relevant for your own life? How would you respond if someone told you that the Old Testament is *irrelevant*?
  11. What percentage of the required reading from the textbook and the Bible did you complete prior to class?

## Session 2 Worksheet #2 The Patriarchs

### Session 2 Objectives

After reading the specific chapters in EOT, answering the specific study questions and attending the lecture, the students will be able to:

- Define “The Pentateuch,” its structure, and major themes in redemptive history.
- Discuss the term “Torah” along with its implications and cultural ramifications in ethnic Israel.
- Differentiate between the theories of evolution and creationism that claim support from Genesis chapters 1-5.
- Explain the life applications taken from Genesis 11: The Tower of Babel narrative.
- Apply principles from the life of Moses to their own lives.
- Explain the timeline of Moses’ life.

### Readings

A. *Encountering the Old Testament*, Pages 77-156

B. Read Exodus (the entire book), Numbers 6:22-27 (i.e. chapter 6, verses 22-27), Deuteronomy chapters 1, 4-6, and 27-34.

### Study Questions

As you read each chapter in *Encountering the OT* and the biblical text, look for answers to the following questions. Please make sure to restate each question, then answer it in two to three paragraphs. Answers should be typed and formatted correctly according to TIU guidelines.

1. Summarize the overarching storyline of the Pentateuch - from Genesis to Deuteronomy.
2. Read Genesis 3. What strategies did the serpent use to tempt Eve? How did Adam and Eve respond after they had sinned? What was God's response to Adam, Eve, and the serpent?
3. Summarize what happened at the Tower of Babel in Genesis 11. What spiritual lessons can we learn from the story? How does it apply to 21<sup>st</sup> century America?
4. How do scholars understand the authorship of the Pentateuch?
5. What is the significance of the term *TORAH*? What role did it play in the lives of the Israelite nation?
6. Summarize the structure, contents, and themes of the book of Exodus.
7. Summarize the structure, contents, and themes of the book of Leviticus.
8. Summarize the structure, contents, and themes of the book of Deuteronomy.
9. What spiritual lessons can we learn from the life of Moses? What were his biggest successes? What were his biggest failures? How can you relate to him?

10. What percentage of the required reading from the textbook and the Bible did you complete prior to class?

## Session 3 Worksheet #3 The Historical Books

### Session 3 Objectives

After reading the specific chapters in EOT, answering the specific study questions, and attending the lecture, the students will be able to:

- Explain the role of world history and Israel's personal history in the Bible.
- Describe the structure and themes of Joshua, Judges, Ruth, Ezra, and Nehemiah.
- Discuss and narrative flow of 1<sup>st</sup> and 2<sup>nd</sup> Kings.
- Identify key events in the lives of King David and King Saul, noting the impact they had on Israel and how the principles of those actions can be applied to life today.
- Describe the division, captivity, and restoration of Israel as unique time periods in Israel's existence.

### Readings

A. *Encountering the Old Testament*, Pages 157- 278

B. Read Joshua chapters 1-7 and 24; Judges chapters 1-5 and 19-21; Ruth (the entire book); 1 Samuel (the entire book), 2 Samuel chapters 6-12; 1 Kings chapters 1-12.

### Study Questions

As you read each chapter in *Encountering the OT* and the biblical text, look out answers to the following questions. Please make sure to restate each question then answer it in two or three paragraphs. Answers should be typed and formatted correctly according to TIU guidelines.

1. Explain the role of history in the Bible.
2. Explain the structure and contents of the book of Joshua. What are its key themes? What lessons from Joshua's life can you apply to your own life?
3. Explain the structure and contents of the book of Judges. What are its key themes? What pattern repeats itself throughout the entire book? In what ways do you relate to God in a similar fashion?
4. Explain the structure and contents of the book of Ruth. What are its key themes? What do you appreciate the most about the character Ruth?
5. Summarize the life of King Saul. What lessons from his life can you apply to your own life?

6. Summarize the life of King David. What lessons from his life can you apply to your own life?
7. What is the Davidic Covenant?
8. Summarize the life of King Solomon. What lessons from his life can you apply to your own life?
9. What is the overarching purpose of the books of 1 Kings and 2 Kings? How and why did Israel split into a northern kingdom and a southern kingdom? Trace the storyline of Israel from the end of Solomon's life forward to the end of these books.
10. Explain the structure of the books of Ezra and Nehemiah. As you do so, explain what is happening to the Israelite nation during this time period.
11. What percentage of the required reading from the textbook and the Bible did you complete prior to class?

## Session 4 Worksheet #4 The Poetical Books

### Session 4 Objectives

After reading the specific chapters in EOT, answering the specific study questions, and attending the lecture, the students will be able to:

- Identify the poetic books of the Old Testament and the elements that are specific to biblical poetry
- Recognize the narrative theme of Job and its poetic devices
- Apply the teachings of Job when interacting with people who are suffering
- Describe the wisdom of Ecclesiastes and Proverbs and their modern relevance
- Discuss the Songs of Songs as a literary work, description of a godly marriage, and an image of perfect love.

### Readings

A. *Encountering the Old Testament*, Pages 281-336

B. Read the following passages: Job chapters 1-3, 38-42; Psalms chapters 1, 2, 19, 22-23, 46, 51, 69, 90, 110; 133, 137, 139, 145-150; Proverbs chapters 1, 7, 8, 9, 31; Ecclesiastes (the entire book); Song of Solomon (the entire book).

### Study Questions

As you read each chapter in *Encountering the OT* and the biblical text, look for answers to the following questions. Please make sure to restate each question, then answer it in two to three paragraphs. Answers should be typed and formatted correctly according to TIU guidelines.

1. What are the characteristics of Hebrew poetry? Provide examples.
2. Explain the story found in the book of Job from start to finish. Include the role of God, Satan, Job, and Job's "counselors."
3. When someone is suffering, Christians can sometimes act like Job's "counselors" Eliphaz, Bildad, and Zophar. How can we offer advice and comfort to those who are suffering in a God-honoring way? What does it mean to offer advice to those who are suffering in a God-dishonoring way?
4. Name some of the ways in which God communicates to Job. How, if at all, do you think God communicates to you?
5. What are the Psalms? Name and discuss several ways in which Christians should use the psalms.

6. Summarize the teaching of Psalm 1. Assess your own life in light of its teachings.
7. Do you believe that contemporary worship styles are similar or different from those found in the Psalms? Defend your position.
8. Name several reasons why believers should read the book of Proverbs. After reading portions of the book, name at least two specific ways you can follow its teachings.
9. What is the significance of the book of Ecclesiastes? How can you identify with its teachings? What is the conclusion/main teaching of the book (hint: re-read the final chapter of the book)?
10. What is the Song of Solomon? What is its significance for followers of God?
11. What percentage of the required reading from the textbook and the Bible did you complete prior to class?

## Session 5 Worksheet #5 The Prophetical Books

### Session 5 Objectives

After reading the specific chapters in EOT, answering the specific study questions, and attending the lecture, the students will be able to:

- Explain the circumstances surrounding the dividing of Israel into northern and southern kingdoms.
- Describe the structure and teachings of Isaiah along with an understanding of the questions concerning who wrote the book as a whole.
- Define the role and position of a prophet from the Old Testament to New Testament to the modern era.
- Identify the key themes in the books of Ezekiel and Hosea.
- Recognize the distinct message and style of Jeremiah, the ‘weeping prophet.’

### Readings

A. Encountering the Old Testament, pages 339-476

B. Read the following passages: Isaiah chapters 1-2, 6-12, 40, 45, 47, 53, 65 and 66; Jeremiah chapters 1, 9, 11, 29, 31, 39; Ezekiel chapters 1-4, 37; Daniel chapters 1-3; Hosea chapters 1-5.

### Study Questions

As you read each chapter in *Encountering the OT* and the biblical text, look for answers to the following questions. Please make sure to restate each question, then answer it in two to three paragraphs. Answers should be typed and formatted correctly according to TIU guidelines.

1. What is an Old Testament prophet? What is the difference between forthtelling and foretelling? Do you think prophets exist today? Why or why not?
2. What are the characteristics of a true prophet vs. a false prophet? How can we know the difference?
3. Explain the *vineyard* parable in Isaiah. How is it relevant for your own life?
4. Summarize the book and message of Isaiah. How is Isaiah chapters 1-39 different from Isaiah chapters 40-66?
5. Do you believe that people can be miraculously healed like Hezekiah was in the book of Isaiah? If so, please state your reasons why you hold this position.
6. What is the Messiah? How does Isaiah explore that theme?

7. Summarize the book and message of Jeremiah. Why is Jeremiah known as “The Weeping Prophet” (hint: he also wrote Lamentations!)?
8. Summarize the book and message of Ezekiel. What was the significance of his visions?
9. Summarize the book and message of Hosea. In what ways is its message relevant to you?
10. At the beginning of this course, we asked you this question: “How do you think the Old Testament is relevant for your own life?” In light of what you have learned in this course, answer it again!
11. What percentage of the required reading from the textbook and the Bible did you complete prior to class?

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