

# Contents

Introduction .....	1
BIB 101 Through the Bible 1 – Law .....	13
BIB 102 Through the Bible 2 – History I .....	45
BIB 103 Through the Bible 3 – History II – Divided Kingdom.....	75
BIB 104 Through the Bible 4 – Poetry Books .....	103
BIB 105 Through the Bible 5 – Major Prophets .....	133
BIB 106 Through the Bible 6 – Life of Christ .....	165
BIB 107 Through the Bible 7 – Acts and Epistles.....	193
BIB 108 Through the Bible 8 – Epistles and Revelation .....	221



## Recommended Videos

*The lesson plans included in this guide refer to videos by Rev. Paul Schenck. These videos are currently unavailable. However, cassettes have been made from the soundtracks of the videos, and these are available from Christian Leadership University. The cassettes have the same names as are given for the videos in the lessons in this book. You may use the cassettes for your own personal class preparation, and present the material in a more lamad fashion. Or, if you have a fairly small group, you may listen to the cassettes as part of the class session in place of the recommended video. This may be difficult for people who are strongly visual learners, however.*



# Introduction

*Through the Bible* is a wonderful tool designed to meet the heart cry of every growing Christian. It helps you move devotionally and academically through the whole Bible in a small discussion-oriented group where there is a sharing of insight and life from each individual, and guidance and oversight from an instructor. You learn to *listen* to the Bible, rather than simply studying it. The focuses are on sensing the pulse of God, so that you may flow more fully in Him, and applying Truth to your life.

The *Through the Bible* text emphasizes illumination, insight, and Scripture memorization. It provides a blend of academic information, Spirit-life, and guided group interaction. It guides students into the personal discovery of truth, rather than telling them what other people have discovered. It emphasizes the voice of the Holy Spirit speaking firsthand to each student. The “Discussion Questions” stimulate integration of the *Logos* into your life. If the focus

of sharing life one with another is maintained and encouraged, you will have radiant students whose lives are being transformed by daily interaction with the Spirit and the Word.

The *Through the Bible* series includes eight courses, all of which are covered in this *Teacher’s Guide*. Each of these courses can be used in a Bible School, a home Bible study, Sunday School, or a cell group. The class outlines are designed for twelve 2 1/2 hour class periods. You may adjust these as necessary to meet your individual group needs. This *Guide* is for use by the instructor or group leader, and need not be made available to the students.

The *Through the Bible* series is designed so that once a person has completed it himself, he may become a group leader, and with the *Handbook of Answers, Teacher’s Guide*, and adequate oversight, teach what he has learned.

## 2 Through the Bible Teacher's Guide

### The Bible Speaks on Teachers and Teaching

The following material is offered in the interest of helping you realize your desire to be an effective teacher/leader. Your effectiveness will be reflected in your students as you observe their growing understanding of the Word of God and the integration of these understandings into their life in Jesus. Seeing this occur in your students brings great reward and makes all of your efforts worthwhile.

Rather than instructing you in the Twentieth Century American concept of teaching, let's study what God says teaching is all about. His directions are authoritative and absolute.

#### A. Being a Teacher

James 3:1 - Teachers incur a stricter judgment.

Colossians 3:16 - Let the Word of God richly dwell within you so you can teach with wisdom.

II Timothy 2:15 - Be a diligent workman and handle accurately the Word of Truth.

Titus 1:9 - Hold fast the faithful Word so you can:

- 1) exhort in sound doctrine
- 2) refute those who contradict.

#### B. Duties of the Teacher

Ephesians 4:15 - Speak the TRUTH in **love**

I Thessalonians 5:14 - With **patience**

- 1) admonish
- 2) encourage
- 3) help

Galatians 6:1 - Restore in a spirit of **gentleness**

#### C. Goal of Teaching

I Timothy 1:5 - To produce in the hearers:

- 1) **love** from a **pure heart**

2) a **good conscience** (toward God and man)

3) **sincere faith** (in God and the Bible)

If your teaching does not develop one of these three results, prayerfully adjust your teaching.

I Timothy 1:8 - The Law (Bible) is good when used lawfully.

Corollary - It is not good when not used properly.

The Bible can be used to give grace to the hearer, or it can be used to condemn. Grace is the power and desire of God placed within.

Our goal always is to use the Bible lawfully and increase the grace experienced by our students.

#### D. Reasons for Missing the Goal of Teaching

I Timothy 1:6,7 - Having a fruitless discussion because you:

- 1) do not understand what you are saying, or
- 2) make confident assertions without full understanding.

I Timothy 1:4 - Paying attention to myths and endless genealogies which:

- 1) result in mere speculation, and
- 2) do not further the provision of God (which is by faith).

II Timothy 2:14 - Wrangling about words which:

- 1) is useless, and
- 2) results in ruin of hearers.

II Timothy 2:23 - Discussing foolish and ignorant speculations which produce quarrels.

Titus 3:9 - Discussing foolish controversies and genealogies, resulting in strife and disputes about the law. Such discussion proves to be:

- 1) unprofitable, and
- 2) worthless.

E. Application

Meditate on exactly what God is speaking to you through each of these verses. Record any adjustments you have to make in your understanding of good teaching principles.

Make a decision now to begin practicing biblical teaching. Tell it to God.

## 4 Through the Bible Teacher's Guide

### *Lamad* Classrooms

We have discovered that the greatest deterrent to adult students in church-centered Bible schools taking courses for credit is a fear of taking tests. It is unfortunate that the educational system of our country has convinced so many people that they are inadequate and unable to succeed. Too many Christians are programmed for failure. You, as their Bible school instructor, have an awesome opportunity to retrain their minds and spirits for victory. You can lovingly lead them into the truth that with Christ, all things are possible - even passing tests! You can re-program them for success!

The Hebrew language has one root (*la mad'*) for the two English concepts of "to teach" and "to learn". To the Hebrew mind, teaching does not occur unless learning also occurs. Simply presenting information is not teaching. Teaching must involve change in the student. He must be confronted by truth and interact with it in such a way that he is changed. Only when this happens can one truly say he has taught a lesson. This being true, you as a teacher cannot be content with traditional adult teaching methodologies which place the entire burden for learning on the adult student. While it is true that the student does have a significant responsibility in learning, if you are a true teacher, you will pour your heart and soul into leading your students into the joy of learning.

Traditionally, teachers of young students, especially preschool and lower elementary grades, have been encouraged and trained to make learning fun. Songs, games, competitions, and stories are integral parts of the early education package. Then, as the child grows older, it is no longer seen as important that he have fun or enjoy learning. It is his responsibility to learn what we have decided he should know, and he should just "bite the bullet" and do it. Rarely will a high school or college student describe his classes as "fun." But why should that be? Lifelong learning is one of the great joys of being human. How else can we continue to grow? And if we are not growing, how do we know we are not dying?

But even more significantly, as servants of the Lord, we are expected to increase our abilities. Whatever talents we have received, we are to develop more to present back to our Lord. That is the only acceptable expression of faithful stewardship (Matt. 25:14-30). And how can we increase our talents and abilities without learning new things every day? How can we improve our skills if we have no teacher? How can we increase our gifts if we don't stretch ourselves to become more effective every year of our lives? And why, why should the process of learning and growing be boring, painful, fearful, or irrelevant?

So, let's make our classes fun! Let's do everything in our power, and call upon the power of the Holy Spirit, to restore the joy of learning to our students! Let's nurture our students' confidence that they can succeed in this Bible school, even if they have struggled in every other educational experience of their lives! Let's accept the vision that we have not taught a class unless every person in that class has encountered the Spirit of Truth and been changed.

Following are some ideas that we hope will help you help your students find success in your classes. They are general principles which can be applied to nearly every CLU-developed course.

#### **Recommended Ingredients in All Classes**

- 1) Praise and worship, welcoming your Teacher, the Holy Spirit.
- 2) Review the previous weeks' academic objectives.
  - ✦ Review all memory verses.
  - ✦ Review all facts, lists, definitions, etc.
  - ✦ Use the blackboard, whiteboard, or overhead. Some of your students are visual learners who **need to see it**, and all students increase retention by receiving input through more than one sense.



- 3) Review the previous weeks' attitudinal and behavioral objectives. Get feedback and testimonies. Encourage and help each other to be changing as desired.
- 4) Teach the new lesson.
  - ♦ At least part of the lesson should highlight the stated lesson objectives. Again, use your blackboard, whiteboard, or overhead transparency. If you don't have legible penmanship or spelling, enlist a student to assist you by writing the important points.
  - ♦ Don't hesitate to clearly state, "This is important. This will be on your test." CLU tests are not designed to trick, surprise, or undermine students. Tests are given to encourage students to learn the facts and skills they need for success in the subject area. Tell them clearly what they need to know for the test, and you will be telling them clearly what they need to know for success. Helping them learn the required material is not a waste of classtime. It is part of teaching.
- 5) Review before sending the students home.

## 6 Through the Bible Teacher's Guide

### Further Practical Recommendations

Do not try to slavishly obey the recommendations given in this *Teacher's Guide*. They are given to help you and stimulate your thinking, but the Holy Spirit is your true Teacher's Guide. Ask Jesus what He wants you to do and how He wants you to do it in every class. Like Jesus, do only what you see the Father doing, and speak only what you hear the Father saying. Spend time meditating well ahead of the classtime, and be listening and watching the movement of the Spirit with your inner senses while you are teaching.

#### BE PRACTICAL

Everything taught in the course should be taught in light of, "How will this affect my students' lives?" Jesus' teaching was always practical, never for head knowledge only.

#### BE OPEN

Encourage openness throughout the course. Begin during the first session to establish an intimate, sharing relationship within the group. Encourage the development of a loving, caring community in which people feel acceptance and freedom from threat. Encourage people to share their insights and problems, and deal with them corporately. Such an atmosphere is best established through the example set by the teacher. Demonstrate what you desire to see in them. Be real, be honest, be transparent, and you will see good fruit.

#### BE REAL

Feel free to stray from the topic in order to deal with personal problems brought up in conjunction with the topic. (If you sense a need to do so, do not hesitate to deal with problems not related to the topic.) However, be cautious about straying to theological questions which have no practical significance.

#### LEADING DISCUSSIONS

It is your responsibility to serve as the leader during class discussions. You are to facilitate the flow of

class interaction while students share the personal revelations they received in their study. This should be an exciting flow of life, built upon freshly applied insights from the Word of God.

As the discussion leader, you can make the study alive and exciting, rather than dull and dry.

Following are some suggestions to assist you in leading successful discussions:

1. Never teach the class by lecture something they can discover by themselves. Help them to **discover** truth through their own study and research and through discussions, guided by your questions.
2. **Listen** to the class discussion and answers so that you are prepared to emphasize and expand on especially important points.
3. By example and instruction, help the students develop the habit of beginning answers to questions by reading the pertinent verses in the Bible whenever possible. *In this way, you will always be discussing the Bible*, not merely the thoughts of man. This simple step will make your study much more beneficial and cause much greater growth.
4. Establish the atmosphere by sharing your deep conviction of the truth and authority of God's Word, and your dependency on Him for help in understanding it.
5. Help the students stay in focus. The primary activity of the course is reading through the Bible and filling in the chapter titles. The discussion questions have been added as a secondary focus and are not to become primary. The goal of our study through the Bible is to **hear from God**, not to struggle with difficult questions.
6. Stay away from meaningless doctrine and nit-picking questions. They minister death, not life. Don't take time trying to answer questions that God hasn't answered. When we ask the wrong questions, God will not provide a clear answer (Judges 13:3-14).

### Recommended Videos

The lesson plans included in this guide refer to videos by Rev. Paul Schenck. These videos are currently unavailable. However, cassettes have been made from the soundtracks of the videos, and these are available from Christian Leadership University. The cassettes have the same names as are given for the videos in the lessons in this book. You may choose to use the cassettes for your own personal class preparation, and present the material in a more *lamad* fashion. Or, if you have a fairly small group, you may listen to the cassettes as part of the class session in place of the recommended video. This may be difficult for people who are strongly visual learners, however.

### Homework

Students are expected to spend a minimum of three to five hours in study each week. Strongly encourage the students to complete their homework, on schedule, and to at least attempt to answer all questions to the best of their ability. The questions are designed to be open-ended so that they may be answered at almost any level, from beginner to Bible School graduate.

### Memory Work

Most people do not memorize Scripture unless they are required to do so. The memorization requirement in each of the eight Through the Bible courses will be of immeasurable value to students, especially because they will select the verses through which God is speaking to them.

While every Christian will agree that it is important to know the Bible, many will also offer excuses why they are unable to do so. As a teacher, it is your responsibility and your privilege to help your students do what each of them really longs to do – memorize Scripture. The Spirit within stirs them with the desire to know His Word. He has drawn them into your classroom so that you may help them fulfill this yearning. This will involve several steps, the first of which is motivation. While all believers want to know God's Word, many are unwilling or afraid to make the effort to learn God's Word. Therefore, you will need to stir up the courage and desire within them to do what they know is right.

### Why Memorize Scripture?

1) God wants you to know His Word. Let's look at what God has to say about learning the Word.

"Do not let this Book of the Law depart from your mouth; meditate on it day and night, so that you may be careful to do everything written in it. Then you will be prosperous and successful." Joshua 1:8

"I have hidden your word in my heart that I might not sin against you. Praise be to you, O Lord; teach me your decrees. With my lips I recount all the laws that come from your mouth." Psalm 119:11-13

"I meditate on your precepts and consider your ways. I delight in your decrees, I will not neglect your word." Psalm 119:15, 16

"...Your servant will meditate on your decrees. Your statutes are my delight; they are my counselors." Psalm 119:23b, 24

"I have chosen the way of truth; I have set my heart on your laws." Psalm 119:30

"Do not snatch the word of truth from my mouth, for I have put my hope in your laws." Psalm 119:43

"I will walk about in freedom, for I have sought out your precepts. I will speak of your statutes before kings and will not be put to shame; for I delight in your commands because I love them. I lift up my hands to your commands, which I love, and I meditate on your decrees." Psalm 119:45-48

"Your decrees are the theme of my song wherever I lodge." Psalm 119:54

"The law from your mouth is more precious to me than thousands of pieces of silver and gold." Psalm 119:72

"Your word, O Lord, is eternal; it stands firm in the heavens." Psalm 119:89

"I will never forget your precepts, for by them you have preserved my life." Psalm 119:93

"Oh, how I love your law! I meditate on it all day long. Your commands make me wiser than my enemies, for they are ever with me. I have more insight than all my teachers, for I meditate on your statutes. I have more understanding than the elders, for I obey your precepts." Psalm 119:97-100

"How sweet are your words to my taste, sweeter than honey to my mouth!" Psalm 119:103

"Your word is a lamp to my feet and a light for my path." Psalm 119:105

"The unfolding of your words gives light; it gives understanding to the simple; I open my mouth and pant, longing for your commands." Psalm 119:130,131

Psalm 119 could be quoted in its entirety, but the representative verses chosen here give you the idea. God thinks it is important for you to know His Word.

2) If God called you to take this course, He no doubt expects you to succeed and even excel in it. Memorization is necessary for success in the course. Therefore, it is necessary for you to memorize the assigned Scriptures and other memory work in order to be fully obedient to God.

If God called you to take this course, it is because He wants you to learn what is taught in the course and be transformed by meeting Him in it. The course was designed by leaders in the field who are only interested in creating a new generation of leaders to follow them as they follow Christ. No frivolous assignments are included. What you are asked to learn and do in this course will provide the framework through which the Spirit can transform you into the leader God wants you to be.

- 3) Don't ever forget: Where God guides, He provides! God has called you into this classroom. Therefore, His grace is available to give you the strength and ability you need to succeed. Ask Him to help you learn what you need to know. He will!

One student recently shared with a staff member that he had really been struggling with learning the memory work. It had been many years since he had been to school, and he had not been a good student while in school. The thought of all the required memorization nearly overwhelmed him. Finally he realized that he had been trying to accomplish the work in his own strength. He simply lay his need before the Lord, asking Him to help him hide the Word in his heart. Since then, he has found it much easier to do the memorization required and his confidence has soared.

Don't let your students overlook the simple step of asking God to help them.

Here are some ideas to help your students memorize their verses. Remember, we want to make this fun and painless.

- 1) Have the students cultivate the habit of always "sandwiching" their verse between the reference. For example, "I John 4:8 - He that loveth not, knoweth not God, for God is love - I John 4:8."
- 2) Encourage your students to put their verses to

music. Our minds find it easier to memorize songs than sentences. The melodies don't have to be terribly fancy or musically sophisticated; just simple and helpful.

- 3) Each week, require each student to write his chosen verse on at least one 3x5 card for use in the following ways:
  - Tape one card to the bathroom mirror. Read it when brushing your teeth, curling your hair, shaving, etc.
  - Tape one card to the cereal box to read during breakfast.
  - If you are usually a passenger in your car, tape one card to the dashboard in front of your seat and read it whenever you are riding.
  - Carry one card with you everywhere to read during those short, unproductive pauses in life.
- 4) Before all tests, spend time helping students review all memory work in class.

**General Memorization:** Develop acronyms to help with the memorization of lists or necessary facts. Work on creating them together in class. Don't be afraid to be silly. Sometimes, the silliest things are remembered the longest!

Always remember that your purpose is to teach and your goal is the success of all your students. Encourage and help as much as needed.

Even with all your help and encouragement, there will probably be some students who simply refuse to take the course for credit. That is fine. Try to gently encourage them to at least take the tests for their own information. You may even send the tests home with them to go over on their own. They may discover that they could have done well on it and be stimulated to try the next course for credit.

If you have found other ways to help your students memorize and do all the required work, please send your ideas to CLU headquarters so we can share them with other classroom instructors. God bless you richly as you prepare the leaders of tomorrow!

## 10 Through the Bible Teacher's Guide

### Preparation For Teaching

Do not simply come to class assuming the *Teacher's Guide* and *Handbook of Answers* are adequate for teaching. Your personal preparation is absolutely critical.

The *Handbook of Answers* has purposely been left incomplete, requiring you to read and study along with the students. Read the Bible as assigned, praying for a spirit of revelation and recording your insights and observations to share in class. Only look to the *Handbook of Answers* after you have thoroughly answered the discussion questions on your own, and add to your answers anything you missed. Use your personal *Through the Bible* text to teach from, not the *Handbook of Answers*.

Thoroughly know the material you want to cover. You must have *clearly* in mind the *important points* that should be brought out in the meeting. Especially ask, "What is God speaking to us through this passage of Scripture?"

This *Teacher's Guide* gives suggestions of places to look for discussion questions and additional information. If you walk into class planning to simply read the *Guide* for the lesson, you and your class will be very disappointed.

The *Serendipity Bible* is a primary source of questions to stimulate class discussion. These questions are found in the margins and the print is *very* small. We recommend that, while preparing for class, you read all of the questions in the margins of the assigned Scripture, praying for the Spirit's leading to show you which ones will be especially meaningful, interesting, and helpful to your class. Refer to the recommendations given in this *Guide* if you feel you need more input.

Once you have selected the questions you believe you should use, transfer them to individual 3x5 cards or write them out on paper. Include the reference for the related Scripture passage. Read

the passage together in class before beginning your discussion using the questions.

A teacher's guide is never to be the focus of a teaching session. It may be studied ahead of time and referred to during the teaching session, but that is all. The living truth among those present is the focus, and don't forget that the Holy Spirit is One of those present. Don't be concerned if every last detail is not discussed; simply ensure coverage of the major concepts.

The subject must be living within the instructor. Throughout the course, he cooperates with the Holy Spirit to bring the subject to life within the students. The classroom is the place for corporate sharing of this living truth. You cannot teach and impart life above or beyond what *you* are living. Classroom time is devoted entirely to the corporate sharing of life.

According to Jesus, truth is very personal: "I Am...the Truth" (Jn. 14:6). The classroom is a place for conveying prophetic truth. Prophetic truth is that truth which interacts between the heart of God, the heart of the teacher, and the hearts of the students. Prophetic truth is the living Word for the moment in which we are living. It is that which is alive within us. It is that which we are experiencing. It is not simply the truth found in a text. It is that truth which is found fleshed out in our lives. Therefore, class time is focused on the experiences we are living, in light of the truths presented in the Scripture set before us. Use the text as a springboard for classroom interaction concerning our experiences with God and life as they touch on the truths mentioned in the texts.

The focus is not merely on covering the material, but most importantly, on interacting with the Spirit and the Word so that it becomes life. Therefore, the detailed information given in this *Guide* may not necessarily be totally covered.

Never fall into the trap of feeling you know the material and therefore you can lead the class well on your own. *You* cannot minister life from yourself. You must remember you are continuously dependent on the Spirit, and so come to each class with a heart open to Him and seeking His empowering.

### **Suggested Materials**

To give you a greater background and deeper understanding, we recommend that you regularly refer to:

*Willmington's* or other author's *Bible Handbook*

*Manners and Customs of the Bible* by James Freeman, published by Bridge

*Our Jewish Friends* by Louis Guldberd, published by Moody Press

A large (flip chart) map set at the front of the classroom

Explore your local Christian bookstore to find a Bible survey transparency set. Several excellent ones are available. The author of the *Bible Handbook* recommended in this course, Harold Willmington, has developed such a resource.





# BIB 101 Through the Bible 1 – Law

In addition to the materials recommended in the Introduction, you should purchase the set of 24 transparencies entitled “The Tabernacle of God in the Wilderness” from G. T. Luscombe Co. Inc. These beautiful, full-color transparencies will be extremely helpful to you in your study of the Pentateuch. (\$39.95 - available from Christian Leadership University)

## Class 1

### **I. Welcome (25 min.)**

Begin with a time of praise and worship to help the class center down, individually and corporately, into the presence of God. If you do not have excellent musicians available to lead, use a prepared portion of a worship tape/CD. Good worship is energizing; attempting to sing without adequate leadership can be deadly.

Include songs of praise and worship which are drawn from the Scripture passage being studied in the lesson which will be assigned.

Welcome the Holy Spirit’s presence as your Teacher, asking Him to reveal the Word to you (Eph. 1:17; Ps. 119:18).

Have a “hug break.” This is an important ingredient in the establishment of openness and a family atmosphere.

Welcome the class. Briefly introduce yourself, including why you are excited about teaching/moderating this course. Also indicate when and how students may contact you with questions or problems.

Have the students briefly introduce themselves.

### **II. Introduction to the Course (35 min.)**

Guide the students through the course syllabus, because many of them will not read it themselves and may therefore be surprised by course requirements down the road.

## 14 Through the Bible Teacher's Guide

### Description:

It will be important in this first class to introduce the Through the Bible series to your students, helping them become familiar with its purposes and procedures. Use the "Introduction to the Bible Survey" section found at the front of the *Through the Bible* text. This is packed with important information and ideas. Be sure the students understand this section and begin practicing the recommendations therein. Review them as needed throughout the course.

Explain to the students the advantages and values of this type of study, which helps them to look at the whole forest, rather than at individual trees. By so doing, when they later look at the trees (individual passages and verses), they will be better prepared to interpret them in the context of the thoughts and ideas of the whole book and Book.

Remind the students that this is a *survey* course, *not* an in-depth study of each verse. You may have to remind them of this several times during the course. Some students feel they have not covered the Scriptures if they have not carefully examined every single verse. This is not possible nor is it to be encouraged in a Bible survey course. If the student can grasp the concept that the survey course offers a unique opportunity for him to see books as whole units, he will find this study a blessing rather than a frustration.

### Course Objectives:

Read through all of these objectives so students will clearly know what academic information they will be required to learn and ways in which they will want to cooperate with the Holy Spirit's efforts to bring changes in their lives.

### Course Texts:

The graphs of each book of the Bible form the foundation of the *Through the Bible* text, and of the students' coursework. Therefore, spend some time explaining why graphs are especially useful in a survey course, and how they clarify large quantities of material allowing the student to more easily apply the laws of relationship and proportion. These explanations may be found in the Introduction of the text. Also explain how to read and use graphs most effectively. Demonstrate the principles of "Helpful Hints for Understanding Graphs" by guiding the class through the "Master Overview of the Bible" graph.

"1. Start with any captions over or under the graph."

You will notice that this is an overview of the entire Bible. Point out the titles which identify the information found in each column.

"2. Look at the largest divisions next."

Which column has the fewest subdivisions? (the far right) This will be true of all of the

graphs you will encounter in this text. Explain how the diagram in this column illustrates “The thread of history = God’s desire for a people to worship and obey Him.” God created Adam, with whom He enjoyed fellowship until sin entered. From Adam came the “Nations of the World” who did not worship the true God but disobeyed and turned to other gods. Out of all of the nations, God called one man, Abraham, with whom to make a covenant of restoration and blessing. The Nation of Israel grew from father Abraham, a people called and chosen to worship and obey and fellowship with God. But they, too, fell into disobedience, rejected their destiny, and were carried away into captivity. Yet there remained a Remnant who were faithful to their God, and out of them, in the fullness of time, God brought forth His own Son Who was fully obedient even unto death on the cross. Through Him, God once again is calling out a people who will worship, obey and fellowship with Him. God’s plan has always remained the same; God has always had a people.

“3. Then work toward smaller divisions noting relationships, and how parts fit together. Also note the proportion of material the author has spent on different topics.”

Moving left across the graph, you will come to the “Date” and “# Years” columns. As noted in the Introduction, evangelical scholars basically agree on the order of biblical events. However, dates cannot be precisely determined and there may be a discrepancy of up to 100 years between sources. The dates given in the *Through the Bible* text are according to *The Companion Bible*.

Notice the number of years from Adam to Abraham and from Abraham to Jesus. Then move further left to the “Bible Sections” and “# Chapters” columns. Point out how the Law of Proportion is seen in these relationships, and what that means.

Finally, move to the bottom of the page and examine “More Keys to Unlock the Bible.” Have students read aloud the supporting Scriptures referred to.

Cover the “Master Overview of the Old Testament” graph in the same manner, moving from the largest right-hand columns left to the individual book column. Students are strongly encouraged to fill in the name and date of each book as they complete their study of it. This will help them monitor their progress through the Old Testament, while keeping before them the place of the book under current study in the context of the history of Israel and the overall Scriptures.

Finally, discuss the idea of writing a “chapter title” for each chapter into their personal graphs. After reading a chapter, they are to write a phrase which summarizes the overall theme or content of that chapter. Encourage them to develop their own titles, rather than simply copying them from their Bibles. This forces them to maintain focused attention on

## 16 Through the Bible Teacher's Guide

their reading, helps them to see how the passage under study fits into the larger divisions of the book, and creates their own personal outline of each book of the Bible for future reference.

Talk about the "Discussion Questions," referring to a few samples from different books. Encourage every student to at least make an attempt to answer every question. Many of the questions are purposely open-ended, allowing students of all levels of ability and biblical background to answer to some extent. Brand new Christians may have shorter answers which come only from the passage being examined. Believers with some years of good teaching and study behind them should be able to dig deeper, drawing in principles from passages throughout the whole of Scripture. As long as each does his best, his answers are received and honored.

Especially if you have young believers in your class, you will want to demonstrate how to use marginal references and chain references to trace themes through the Bible.

Spend a bit of time introducing the *Willmington's Bible Handbook* and demonstrating how it will be used in conjunction with their Bible reading.

### **Course Requirements:**

Read through all of these, answering any questions the students may have. If you are not an affiliate school and none of your students are taking this course for credit from Christian Leadership University, you may modify these requirements at your discretion.

### **Recommended Collateral Books:**

Show the class copies of the recommended books and briefly discuss their benefits and use. If they are available in your church library, clearly explain where they may be found.

### **Standards for Grading Assignments:**

These are the grading standards used by Christian Leadership University for all students desiring credit for their coursework. We encourage you to maintain these high standards. However, if none of your students are seeking credit, you may adjust these standards to meet the needs of your students.

### **Course Schedule:**

It will be helpful to your students if you take the time here to give them the dates when each lesson must be completed and will be due, especially if there will be any gaps in your schedule. Encourage them to write in the date due as you give it to them. For example, Lesson One is to be completed by the date of your second class, Lesson Two by the date of

your third class, etc. Especially highlight the dates the two tests will be taken and when the final papers will be due.

### **III. Interpreting Scripture (15 min.)**

Cover the introductory material on “Interpreting Scripture” from the beginning of the *Through the Bible* text. Look up the Scriptures together as a class and discuss their application to the art of hermeneutics (biblical interpretation).

Before class, study other resources you have and include additional insights and principles to supplement your teaching as you feel the need.

### **IV. Break (10 min.)**

### **V. Introduction to Genesis (45 min.)**

Study the introduction to Genesis, pages 1 - 4 of *Willmington's Bible Handbook*, the graph of Genesis with its attendant information in *Through the Bible*, the “Invitation to Genesis” in the *Serendipity Bible* and any other sources you have to create an informative and inviting introduction to the book of Genesis. View *Video 1 - Introduction* by Paul Schenck prior to class and decide how you will incorporate his introduction with yours. You may want to present your own introduction involving student interaction first, then follow it with the video to bring out anything missed in the class discussion and draw together all that has been said.

### **VI. Assignment (15 min.)**

Assign Lesson One to be completed as homework. Especially in this first lesson, read through the discussion questions with the class, restating them in your own words to be sure everyone understands what is being asked of him.

Question 4 requires the student to “Trace the ‘tree of life’ through Scripture....” Be sure everyone has a marginal or chain reference Bible and knows how to use it. You may want to help them get started, finding together the next reference.

Question 12 is a standard question they will be asked in every lesson of the *Through the Bible* series. It is *the* most important “Discussion Question” because it requires the student to quiet himself in the presence of God and allow the Holy Spirit to make application directly to his life. It is only as the students’ lives are changed by an interaction with the

## 18 Through the Bible Teacher's Guide

Word and the Spirit that Bible study has value. Our goal is not an intellectual knowledge of the Bible as literature, but a life-changing encounter with God.

Encourage the students to write down any questions they have about what they study during the week, any new things they discover, any truths which are renewed to their hearts, anything that strikes them as particularly interesting. The in-class sharing stimulated by this question can be the most exciting part of classtime, if students will take the question seriously.

Discussion questions will be answered on separate paper and filed in the appropriate place in their Student Notebooks.

Also assign pages 4 - 14 of *Willmington's Bible Handbook*. Make it clear that they may not agree with everything said in this text, and that is okay. Encourage them to include their questions and disagreements in their answer to Question 12 so the class can explore them together.

Specific memory verses are not assigned in this course. Instead, each student is to choose a verse from the weekly assignment for memorization. He is encouraged to select a verse which God is illuminating to him and seeking to apply to his life. He should come to the next class prepared to give his verse from memory, as well as a (very) brief explanation as to why he chose that verse and what it means to him.

Recommend that the student write out the verse on several 3x5 cards and place them where they will be regularly before him: on the bathroom mirror; on the cereal box; in his wallet or her purse; on the dash of the car (ONLY if they are usually a rider, not the driver!); and any other place they know they will see it frequently.

Use the Scriptures quoted in the Introduction to this *Guide* to create a brief personal teaching on the importance and joy of memorizing Scripture to help motivate any who may be daunted rather than challenged by this assignment.

### VII. Filler (open)

These are ideas to use if you have covered everything you planned for a given class period, the students have no more questions, and you still have time left. Have something prepared in this category each week, something that will be interesting and beneficial to the students but which won't cause future problems if missed.

- ❖ Choose questions from the Serendipity Bible that you find especially interesting and which you will be able to carry into a lively discussion. The “Dig” or “Reflect” questions from any of the first 11 chapters (which they will be reading this week) would be appropriate. Being ready with different kinds of questions from different sections of the passage will make it easy for you to move on if the discussion begins to lag or never really takes off.

*You should read through all of the Serendipity exercises relating to the assigned Scripture and allow the Holy Spirit to lead you to the ones that will minister most effectively to your class.*

Do not attempt to read the questions from the *Serendipity Bible* during classtime. The writing is much too small and compact to see clearly. Type or write out the questions you are led to use on separate cards or paper, along with your personal thoughts and meditations which the Spirit indicates He wants brought out in the class.

- ❖ If you have enough time, read together Genesis 1:1 - 2:3 and use the “Bible Study for Beginning Groups” on page 37. Make enough copies of the questionnaire to pass out to everyone. Have them complete them on their own, then come together and discuss their answers. More than one of the multiple choice answers may be correct so encourage students to circle as many as they believe apply. Keep it light and fun.

### **VIII. Closing (5 min.)**

Open the floor for lingering questions about the course or the assignment for next week. When everyone is satisfied, close the class with a prayer of blessing upon the students.