

WHAT IN THE WORD: LESSON FOUR

Engaging our Minds

When we engage our minds to study the Bible, we put into practice the skills we have been learning as we've discussed the Bible's _____, _____, and _____.

Tool #1: Literary Styles

- **Narrative:** _____
"Purposeful stories retelling the *historical events* of the past that are intended to give meaning and direction for a given people *in the present*"¹
- **Epistles:** _____
Typically have an identified _____ and _____
_____ – they are prompted by a specific circumstance
- _____
Common aspects: _____, alliteration, assonance, onomatopoeia, _____
Often utilizes a specific _____
- _____ **of Jesus (in the gospels)**
Intended to _____ a truth
- _____
Dealt with _____ events, though many are not _____ anymore

¹ Fee, Gordon D. and Douglas Stuart. *How to Read the Bible for All Its Worth*. (Zondervan: Grand Rapids, MI, 2014). Page 94.

- _____ **Literature**
Reveals God's actions and coming judgments in symbolic language

- _____ **Literature**
Not promises but _____

Tool #2: _____

Goal: "To try to understand as precisely as possible what the author was trying to convey by his use of _____ word in this context."²

A concordance will give you the _____ of a particular word – anything the word *could* mean.

2 Common Problems:

- "Overload fallacy"
- "Time-Frame Fallacy"

Tool #3: _____

² Fee, Gordon D., *New Testament Exegesis: A Handbook for Students and Pastors*, 3rd ed. (Louisville: Westminster John Know, 2002.) Page 79. (Quoted in *Grasping God's Word* by Duvall and Hays. Page 132.)