



CAROLINA COLLEGE  
*of* BIBLICAL STUDIES

## **How to Study the Bible**

# **PS 121**

**WORKSHOP 1-4**

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# WORKSHOP ONE

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## WORKSHOP ONE OBJECTIVES

**At the completion of this workshop, the student should be able to:**

1. Describe the inductive Bible study approach.
2. Explain key terms to the inductive Bible study approach.
3. Identify common mistakes to reading the Bible.

## WORKSHOP ONE CHECKLIST

<b>Preparation</b>	<ul style="list-style-type: none"><li>• Read the Introduction and Chapters 1-2 of the Korver textbook</li><li>• Read Chapters 1-7, 28 of the Hendricks &amp; Hendricks textbook</li><li>• Read the book of Philippians</li></ul>
<b>Discussion</b>	<ul style="list-style-type: none"><li>• Introductions</li><li>• Inductive Study Discussion</li></ul>
<b>Submissions</b>	<ul style="list-style-type: none"><li>• Inductive vs Deductive Case Study</li><li>• Common Errors Interview</li></ul>

# WORKSHOP ONE ACTIVITIES

## ONE: INTRODUCTIONS

### **Instructions**

This course is focused on developing specific Bible studying skills. This week we will lay a foundation with key definitions of the inductive method in a hands-on approach. For the course as a whole, note that you follow the instructions set forth in the weekly Workshop Guides and not what are assigned in the textbooks. One other tip is that when completing assignments, rely heavily on the Korver textbook.

For Workshop One, an interview is required. You will need to make the proper arrangements immediately in order to complete the assignment by the end of the week.

As you enter this course, prepare to introduce yourself in an *Introduction Sharing* experience.

## TWO: INDUCTIVE STUDY DISCUSSION

*Describe the inductive Bible study approach.*

### **Instructions**

Since the heart of this course is the inductive approach, being able to describe and explain it is a clarifying process to comprehending its meaning. Assimilating the key definitions and expanded upon by a clear description of the inductive approach will assist your success throughout the course. More importantly, it will guide your personal Bible studies.

- **Discuss** the inductive Bible study approach as if you are directly responding to your friend's question in the scenario below.

*You step out of the classroom, having just finished reading the introduction and chapter 1 of our Korver textbook. A friend stops and asks, "What are you reading?" You reply with excitement, "This awesome book is describing the inductive Bible study approach!" Your friend gives you a blank stare and asks, "What is that?"*

General Instructions for All Discussions Boards:

- o Comments:

- In each discussion board, you will be required to post a significant, substantive response to the topic presented. Your response must be submitted first, before you will be able to see your classmates' interactions. Thus, do not wait until they have commented before you submit your own work.
- Students must submit their original comment no later than the 4<sup>th</sup> day of the week (this is what Populi means by "due"). All discussions are due by 11:59 p.m. ET.
- The student's original comment should meet the minimum word count of 150 words, unless otherwise stated in the post itself.
- For full credit, be sure to show course integration by referencing/citing the reading and/or videos as appropriate.
- o Replies:
  - After classmates have submitted their posts, you should reply to at least 2 other classmates. These interactions must be substantive, and they must be at least 50 words per response. Replies such as, "I agree!" will not receive credit.
- o Grading:
  - Discussions comments and replies will be graded using the Discussion Board Rubric available in Populi.

### **THREE: INDUCTIVE VS DEDUCTIVE CASE STUDY**

*Explain key terms to the inductive Bible study approach.*

#### **Instructions**

Many important aspects of the inductive approach are presented and described within the Introduction and Chapter 1 of the Korver textbook. Because of their importance, two key terms must be defined as they express the heart of this approach. They distinguish an inductive approach from a deductive approach. Clearly understanding the key terms is crucial to grasping foundational ideas for the inductive Bible study approach.

- **Read** the scenario provided below.

*A wife, wakened in the night, overhears her husband talking on the phone. She hops out of bed, heads to the living room, and demands to know who he is talking to. "I am talking to a salesman," the husband says rather sheepishly. "Oh, really?" the wife says as she yanks the phone, shouting "who is this?" "This is your car insurance agent." The wife refuses to believe it and shouts, "At 1:00 AM?" "Yes ma'am, it is only 5:00 PM here." The wife slams the phone down and hollers at her husband, "She sounds hideous!" The husband offers a response. "Well, she is a he. That was our car insurance agent. I am an hour late on a policy payment and he had just said he would drop the late fee when you ran in here jumping to conclusions."*

- **Reflect** on the case study's consequences of deductive reasoning.
- **Write** a 1-page response explaining how an inductive approach can avoid these consequences. Make a connection to Bible study by noting the results of deductively studying the Bible. Conclude your analysis by providing definitions from the Korver textbook for the two key terms of hermeneutics and the inductive method.

## **FOUR: COMMON ERRORS INTERVIEW**

*Identify common mistakes to reading the Bible.*

### **Instructions**

Numerous mistakes can be made in violation of the principle of plain meaning. These mistakes are usually not intentional but are quite common. Ignoring the principle of plain meaning can be a dangerous practice with many ill-effects for ourselves and for those to whom we communicate. By identifying these common mistakes, you can make a commitment to avoid repeating them.

- **Conduct** an interview with a spiritual leader, perhaps at your church. Ask the interviewee who you select the following questions:
  - o Why do people often misquote Scripture in attempting to make their point?
  - o Why do so many easily read social media updates, but put off seriously reading the Bible?
  - o In your opinion, what is the most challenging part of Bible study?
- **Write** a 1-page response reflecting on the answers from the interview, expressing your personal commitment to studying the Bible, and determination to avoid the common errors of Bible study.
  - o Include at least one Scripture reference that is relevant to your commitment.
  - o Also include an introductory paragraph describing the spiritual leader and setting, using a first name only.
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# WORKSHOP TWO

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## WORKSHOP TWO OBJECTIVES

At the completion of this workshop, the student should be able to:

1. Defend the importance of context.
2. Discover the literary context.
3. Clarify the theological context.

## WORKSHOP TWO CHECKLIST

<b>Preparation</b>	<ul style="list-style-type: none"><li>• Read Chapters 3 &amp; 6 of the Korver textbook</li><li>• Read Chapters 15, 29-31, 33 of the Hendricks and Hendricks textbook</li><li>• Read the book of Philippians</li></ul>
<b>Discussion</b>	<ul style="list-style-type: none"><li>• Importance of Context Discussion</li></ul>
<b>Submissions</b>	<ul style="list-style-type: none"><li>• Literary Case Study</li><li>• Theological Context Chart</li><li>• Writing Structure Exercise</li></ul>

## WORKSHOP TWO ACTIVITIES

This week, let's learn how to honor and respect the Bible by acknowledging context. Learn all you can about context. This is the heart of inductive Bible study. Specifically, we will concentrate on the Literary and Theological context boxes. Additionally, we will begin a review of grammar noting its importance in the inductive Bible study approach.

### ONE: IMPORTANCE OF CONTEXT DISCUSSION

*Defend the importance of context.*

#### **Instructions**

In the inductive, exegetical approach to studying the Bible, context is key. Indeed, context is king. But why is that true? What difference does context make? How important is context when biblical words have more than one meaning (i.e., save)? When Bible words have more than one meaning, how familiar are you with the "range of meaning" concept also known as the semantic range?

- **Read** why context is all-important as explained by Korver and Hendricks & Hendricks.
  - o First, do you agree that context as key?
  - o Second, can you describe its importance from your own personal conviction?
  - o Third, recognize we will follow Korver's context boxes (Literary, Theological, Historical, and Book) understanding Hendricks and Hendricks' labels (Literary, Historical, Cultural, Geographic, Theological) are contained within them. Provide a one-sentence summary of each of Korver's four context boxes.
- **Discuss** context's importance in this discussion forum.

### TWO: LITERARY CASE STUDY

*Discover the literary context.*

#### **Instructions**

Once you realize the types of literature the Bible uses, the literary context is perhaps the easiest context box to recognize. Knowing the types of literature contained within the Bible gives you the ability to confidently declare the type of literature for any given Bible text. A discovery mentality will assist you in consistently setting this context box first.

- You are preparing to teach the concept of the Literary Context at Carolina College of Biblical Studies. Your opening section is to provide the dominate type of literature for these books of the Bible.
- **List** the predominant type of literature for the following Books: Genesis, Exodus, Leviticus, 1 Chronicles, Psalm, Proverbs, Ecclesiastes, Isaiah, Jeremiah, Zechariah, Malachi, Matthew, Acts, Ephesians, Philippians, Colossians, Hebrews, and Revelation.

List the books like this:

- Genesis - Story/Narrative
- Exodus - Story/Narrative

### **THREE: THEOLOGICAL CONTEXT CHART**

*Distinguish the historical context.*

#### **Instructions**

Several aspects of the theological context must be distinguished in order to inductively interpret a Bible text. A classical dispensational viewpoint in setting the theological context for the Book of Philippians is to set the dispensation as the Church Age, sometimes referred to as the Age of Grace. It also commonly views the New Covenant applying certain spiritual benefits to believers in the Church Age. The people are identified as the Church.

Being a careful observer of what the Bible actually says is an important prerequisite to interpreting what the Bible means. To develop a keen sense of observation skills, read the Bible honoring the principle of plain meaning. Taking the words at face value enables the careful reader to view the theological context throughout the Bible. The Theological Context box focuses on the relationships between the dispensations, covenants, and people groups. Remember, there are three main people groups throughout the Bible (1 Cor. 10:32). Though we all retain our own individual identities, contextually, there are three main groups.

- Following Korver's example in Chapter 3 (page 50), **use** the chart to list the dispensation, covenant, and people group for each of these books in the Bible.
- **Complete** the Theological Context Chart

<b>Bible Book</b>	<b>Dispensation</b>	<b>Covenant</b>	<b>People Group</b>
Leviticus			
Isaiah			
Ephesians			
Colossians			

## **FOUR: WRITING STRUCTURE EXERCISE**

*Demonstrate effective sentence and paragraph structure.*

### **Instructions**

Every sentence and paragraph have structure that forms the foundation and specific shape of the paragraph. Gaining experience in observing sentence and paragraph structure is invaluable to your inductive practice. Sharpen your skills of Bible study by improving an ability to observe grammatical structure.

- Following the explanations of the Korver textbook in chapter 6, **provide** two examples of each of the following from the Book of Philippians. An example is provided for you.

Explanations:

- 1.
- 2.

Contrasts:

- 1.
- 2.

Continuations

- 1.
- 2.

Repetitions

- 1.
- 2.

Comparisons

- 1.
- 2.

Summarizations:

1. "Therefore" 2:1
- 2.

# WORKSHOP THREE

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## WORKSHOP THREE OBJECTIVES

**At the completion of this workshop, the student should be able to:**

1. Distinguish historical context.
2. Clarify key concepts of English grammar
3. Discover biblical details through the rules of English grammar.
4. Discuss the importance of the principle of grammar in Bible study.

## WORKSHOP THREE CHECKLIST

<b>Preparation</b>	<ul style="list-style-type: none"><li>• Read Chapters 4 &amp; 7 of the Korver textbook</li><li>• Read Chapters 9 &amp; 15 of the Hendricks and Hendricks textbook</li><li>• Read the book of Philippians</li></ul>
<b>Discussion</b>	<ul style="list-style-type: none"><li>• Historical Context Discussion</li></ul>
<b>Submissions</b>	<ul style="list-style-type: none"><li>• English Grammar Definition Chart</li><li>• English Grammar Observation Exercise</li><li>• English Grammar Interview</li></ul>

## WORKSHOP THREE ACTIVITIES

This week, let's continue to learn how to honor and respect the Bible by acknowledging context. Specifically, we will concentrate on the Historical Context box. Furthermore, we will continue our review of grammar.

For Workshop Three, an interview is required, so you will need to make the proper arrangements immediately in order to complete the assignment by the end of the week.

### ONE: HISTORICAL CONTEXT DISCUSSION

*Distinguish the historical context.*

#### **Instructions**

Being a careful observer of what the Bible actually says is an important prerequisite to interpreting what the Bible means. To develop a keen sense of observation skills, a thorough review of the historical context will open many doors to promoting the inductive approach and to preventing a deductive approach. Train yourself to avoid rushing through setting the historical context by repeatedly reading a particular text exercising careful observation skills.

- **Read** the book of Philippians
- **List** 15 observations of the author's situation. A chapter and verse are required for each observation. Follow this example and begin your list with these:

Observations of the author's situation.

1. The author is joyful. 1:4
2. The author is in prison. 1:7

- **List** 15 observations of the (original) readers' situation. A chapter and verse are required for each observation. Remember, you are not recording any instructions the readers received. Importantly, always observe to see if there are indications the author is writing to believers. Follow this example and include these in your list:

Observations of the readers' situation.

1. There were inter-personal problems. 4:2

2. They supported Paul financially. 4:15
3. They supported Paul at least twice. 4:16

## TWO: ENGLISH GRAMMAR DEFINITION CHART

*Discover the literary context.*

### Instructions

Paragraphs are the key unit of thought in written communication. Every paragraph consists of one or more sentences. A sentence is different words connected together to form a structured thought. Grammatical laws govern that structure. Like the standards for bricks, plywood, and studs in the building code, so grammatical laws bind sentences together. Grammar largely determines what the sentence means.

- **Provide** a brief definition or description of each element of grammar below. Note that some of these terms were covered in the preceding Workshop and found in Korver Chapter 6. Two examples have been provided for you.

### English Grammar Definition Chart

TERM	Meaning
Subject	Who is doing the acting?
Verb	
Object	
Modifier	
Preposition	
Conjunction	
Noun	A person, place, or thing, or quality, that may be used as either the subject of the sentence or the object of the sentence.
Gerund	
Pronoun	
Adjective	
Adverb	

## THREE: ENGLISH GRAMMAR OBSERVATION EXERCISE

*Discover biblical details through the rules of English grammar.*

### Instructions

Written communication has many rules too. A good writer will know and adhere to these rules. God the Holy Spirit wrote the Bible using people (2 Tim 3:16; 2 Pet. 1:21), and He knows and understands how humans communicate and since He desires those who read the Bible to understand it. He revealed God's message to us using rules of written communication. These rules include, though they are not limited to, grammatical principles.

To assist our progress with improved observation skills moving us along to interpretation, complete this exercise as instructed:

1. Find at least 5 nouns in the book of Philippians. Note the chapter and verse for each.
2. Find at least 5 proper nouns in the book of Philippians. Note the chapter and verse of each.
3. Find at least 3 gerunds in the New Testament letters. Note the chapter and verse for each.
4. Find at least 5 verbs/participles in Philippians. Note chapter, verse, AND tense (past, present or future).
5. Locate at least 5 adjectives in Philippians. Note chapter and verse for each.
6. Find at least 3 adverbs in Philippians. Note chapter and verse for each.

#### **FOUR: ENGLISH GRAMMAR INTERVIEW**

*Discuss the importance of the principle of grammar in Bible study.*

##### **General Instructions**

If you are to read the Bible well, you must discover and appreciate the grammatical relationships of words in the sentences. Grammatical rules govern the flow of sentences and largely determine sentence meanings. A healthy discussion of the importance of the principle of grammar in Bible study continues your search of the inductive Bible study approach.

- **Conduct** an interview with a former or current teacher (or someone similar), perhaps at your church.
- Ask the interviewee who you select the following questions:
  1. Why is grammar important?
  2. What are two recommendations for a refresher in grammar?
  3. How can a general understanding of grammar help in studying the Bible?
- **Write** a 1-page summary reflecting on the answers from the interview, expressing your personal opinion of grammar's importance in Bible study.

- o Provide an introductory paragraph describing the setting and the interviewee, using a first name only.

# WORKSHOP FOUR

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## WORKSHOP FOUR OBJECTIVES

At the completion of this workshop, the student should be able to:

1. Summarize the overall book context.
2. Outline the immediate book context.
3. Interpret figure of speech meanings.

## WORKSHOP FOUR CHECKLIST

<b>Preparation</b>	<ul style="list-style-type: none"><li>• Read Chapters 5 &amp; 10 of the Korver textbook</li><li>• Read Chapters 8-12, 24-25, 36 of the Hendricks &amp; Hendricks textbook</li><li>• Read the book of Philippians</li></ul>
<b>Discussion</b>	<ul style="list-style-type: none"><li>• Overall Book Context Discussion</li></ul>
<b>Submissions</b>	<ul style="list-style-type: none"><li>• Immediate Book Context Exercise</li><li>• Figure of Speech Case Study</li></ul>

## WORKSHOP FOUR ACTIVITIES

This week, let's continue to honor and respect the Bible by acknowledging context and in particular, the Book context box. Learn all you can about context. This is the heart of inductive Bible study. Additionally, we will learn how to honor the principle of plain meaning even when interpreting figures of speech.

### ONE: OVERALL BOOK CONTEXT DISCUSSION

*Summarize the overall book context.*

#### **Instructions**

This assignment continues with the heart of your chosen text of study. It is the context box labeled as most important as it looks at the surrounding portions of your text of study. By continuing to exercise the skill of observation you will open the doors leading you inductively into the very text of your study.

- **Read** the book of Philippians
- **Discover** the Overall Book context for Philippians by establishing two parts.
  - o First, discover the book theme and state it in 15 words or less.
  - o Second, discover the book purpose and state it in 15 words or less.

Pay special attention to the Korver textbook pertaining to this subject and literally follow the 15 words or less limits. Provide the theme for the book of Philippians in 15 words or less. Provide the purpose for the book of Philippians in 15 words or less. Remember this about the theme and purpose:

Theme answers the question, "What the book is about?"

Purpose answers the question, "Why was the book written?"

- **Discuss** the theme and purpose you identified for Philippians.

## **TWO: IMMEDIATE BOOK CONTEXT EXERCISE**

*Outline the immediate book context.*

### **Instructions**

This assignment continues in the heart of your chosen text of study. By continuing to exercise the skill of observation you will open the doors leading you inductively into the very text of your study.

- **Discover** the Immediate Context by dividing the book of Philippians into paragraphs using Hendricks Chapters 24-25 as a guide, though you are not required to use a chart form.
- **Assign** references for each paragraph and provide a theme for each paragraph in eight words or less. You may simply list the paragraphs if you would prefer. The NASV recommended for this class gives you a suggested guide by indicating paragraphs by placing the numbers in bold. For example, in chapter one, their recommended paragraphs are as follows: vs 1-2, 3-11, 12-26, and 27-30. Note also their recommendation sometimes crosses chapter divisions (2:19-3:1). This can serve as a guide but is not absolute. There simply is no one answer for how many paragraphs are necessary except you definitely should have more than 4 paragraphs. See the example below for simply listing the paragraph divisions with themes.

### Immediate Context

1. **1:1-2** Paul's greeting to the church at Philippi  
(Note the theme is eight words or less)
2. **1:3-11** Paul's prayer of thanksgiving for the Philippians

## **THREE: FIGURE OF SPEECH CASE STUDY**

*Interpret figure of speech meanings.*

### **Instructions**

Even though the Bible employs figurative language in numerous figures of speech, each one has a literal meaning in context. In order to understand the message conveyed in the figure of

speech, certain inductive steps must be practiced. Learn these simple, but important steps in order to gain the meaning of any biblical figure of speech.

The Korver textbook reading provides the steps to inductively interpreting figures of speech.

- **Provide** the interpretation for 1 of the figures of speech listed below.

“...among whom you appear as lights in the world”  
(Philippians 2:15, NAS).

“...holding fast the word of life ...” (Philippians 2:16).

- o **Select** the image or figure of speech.
  - o **Select** the referent.
  - o **Supply** the meaning of the figure of speech that includes the point of the figure of speech (comparison, contrast, etc.).
- **Write** this assignment from the perspective that you are teaching this point to a small youth group.
  - **Conclude** your case study assignment by providing a chart following the example of the Korver textbook. The expected length is 1 page.