

2. Geographical: a study of a place
 - a. Possessing the knowledge
 - (1) Find every occurrence of the place in scripture. In order to do so, check variations in spelling or in naming. Look for meanings of names and any significance of name changes.
 - (2) Identify the type of place (i.e., region, city, town, mountain, body of water, etc.) and the location thereof.
 - (3) Identify any major events that either occurred in this place or somehow impacted the place.
 - (4) Chronicle the spiritual condition of the place.
 - a) What worship practices are connected to this place?
 - b) Are the worship practices connected to this place godly or pagan?
 - c) Did people in this place have knowledge of the true God?
 - d) What is the name of the major deity connected to this place?
 - (5) Identify the major people or people groups connected to the place.
 - a) What people reside in this place? Did this change throughout scripture?
 - b) Is this place known for giants or other supernatural beings?
 - c) List the various people who lived in this location throughout history.
 - d) Is this place named after a person?
 - e) Do this person's descendants dwell in this place?
 - (6) Learn the features of the place. Are there any landmarks established for it? What mountains, bodies of water, valleys, and other such physical features are there? Is it a dessert place or wilderness? Is it known for specific industries, crops, weather, or animal inhabitants?
 - b. Passing the knowledge
 - (1) Develop your outline.
 - (2) Pass the knowledge.
 - a) If the focus of a study or lesson is on that of a place, much effort will have to be given to ensure that the place remains in focus. People, ages, verse-by-verse studies, word or phrase studies and other such things cannot overpower the place.
 - b) Consider the overall theme or message presented by this place and how it will prove both doctrinally and practically resourceful to the audience.
 - c) Identify to the audience the historical or prophetic importance of the place.
 - d) Strive to help the audience visit the place in their minds as the lesson is being taught. If possible, present pictures of the place, show it on a map, or explain its topographical or geographical layout.

3. Historical

a. A study of an event

(1) Possessing the knowledge

- a) Find ALL accounts of the event.
 - i) The event may be found primarily in one place in the scriptures (i.e., Exodus or Numbers).
 - ii) However, one could find key verses in other places in the scripture (i.e., the Psalms, Hebrews, etc.).
- b) Consider all the details of the event.
 - i) What are the individual details of the event?
 - ii) Do some details seem to contradict other details? If so, what is the solution?
- c) Consider the nature of the event. Is it a war, a wedding, a meeting, a worship service, an act of God's provisions, or an act of God's judgment?
- d) Consider all the people associated with the event.
 - i) What major person or people group is connected to this event? How does this relate to other events involving the person or people group?
 - ii) How is each person of the Godhead involved in the event?
- e) Consider the places associated with the event. Do they have any importance or meaning in the study of the event? Is it a place commonly associated with this type of an event?
- f) Consider the time associated with the event. What else was going on in that period of time? Does this hold any significance or impact in any way the event being studied?
- g) Examine any prophetic implications associated with the event. What prophecies were given concerning this event? Have all prophecies concerning this event been fulfilled?

(2) Passing the knowledge

- a) Develop your outline.
- b) Pass the knowledge.
 - i) As with every study that turns into a lesson, a purpose for teaching on the event should be established and effort should be made to present this purpose.
 - ii) Although context, people, places, time, and other such things will work together to create or participate in the event, the focus on the event cannot be lost.
 - iii) If the event is covered in multiple passages across multiple books of the Bible, one must be careful not to spend all the time and attention of the audience turning to each passage.
 - iv) If the event speaks to a larger study on customs and manners, let the audience know that lessons learned from this study can be applied to other studies.

- b. A study of a period of time
 - (1) Possessing the knowledge
 - a) Determine the broadness or the strictness of the time to be considered in the study. For example, am I studying a period of 100 years, 1,000 years, or fifty years?
 - b) Identify the major people or people groups, places, events, religious practices, and other such details that highlight the period of time being studied.
 - i) Consider the persons or people groups.
 - (a) Is the period highlighted by the presence, practice, and prominence of Gentiles or of Jews?
 - (b) Who is the primary messenger or are there primary messengers?
 - (c) Who is the primary person or people of God's dealings?
 - ii) Consider the places of prominence in this period.
 - (a) What region of the world or place within a region was the focus during this period?
 - (b) Did the places of prominence shift during this age, and, if so, why?
 - iii) Consider the major events in this period.
 - (a) What major events took place during this period and how long did they last?
 - (b) What brought about the events and what made them come to a close?
 - iv) Consider the major religious practices of the time.
 - (a) What deities were being worshipped? What were the practices demonstrating this worship?
 - (b) How did these practices impact the age? Were there particular blessings or judgments brought on as a result?
 - c) Identify the larger role this age plays in God's plan in all ages.
 - (2) Passing the knowledge
 - a) Develop your outline.
 - b) Pass the knowledge.
 - i) In this type of a study, the teacher will have to walk the audience through the people, places, events, and other important details of this age as though telling the story.
 - ii) The teacher should work hard to find an overarching theme or purpose for the study and make an effort to bring forth that theme or purpose in the presentation.
 - iii) Much effort should be given to show the relevance of the age being studied to the present age and show how the past should change the present.

4. Biographical: a study of a person
 - a. Possessing the knowledge
 - (1) Identify the name(s) and titles of the person.
 - a) Make sure that each of the references are for the person you are studying and not another person in scripture with the same name.
 - b) Look for the meaning of a name in scripture.
 - i) Is there significance for this person's name to mean what it does?
 - ii) Was the person's name changed?
 - iii) What is the meaning of each name?
 - c) What titles are found in scripture for this person?
 - i) Are these titles descriptive (i.e., character, occupation)?
 - ii) Was it necessary for the title to be given or was it inserted for insight?
 - (2) Consider the words associated with the person.
 - a) What interpretive statements are made concerning this person? Who made these statements about the person?
 - b) What are some important sayings or statements made by this person?
 - i) Were these sayings true or false?
 - ii) Were they doctrinally correct?
 - (3) Consider the familial ties of the individual being studied. Who were the person's parents, children, spouse(s), etc.? How did this impact the person's life?
 - (4) Consider all the details of the person's life (i.e., birth and death, location in scripture, major events, strengths and weaknesses, typology, etc.).
 - b. Passing the knowledge
 - (1) Develop your outline.
 - (2) Pass the knowledge.
 - a) Identify an overall purpose for teaching on the person at hand. Are there good character traits to be learned and applied? Are there bad character traits to be learned and avoided?
 - b) Identify the circumstances on the Bible character's life and the similarities that might be shared with those in the audience. It is crucial for an audience not to feel distanced from the person being studied if the teacher hopes for the hearers to see why lessons need to be learned and applied.
 - c) Walk the audience through the person's life as though telling the story of his or her life. Put the people in the time, place, and circumstances alongside of the character.
 - d) Identify how God used the person (in spite of faults and failures) or how God would have used the person had he or she been yielded to the Lord.