

2. A study of a passage or a chapter
 - a. Possessing the knowledge
 - (1) Note: It goes without saying, but principles applied in the study of a verse tend to apply here as well.
 - (2) Become familiar with the passage or chapter by reading it through several times both carefully and meticulously.
 - (3) Study the passage or chapter by looking at it several times with different considerations each time.
 - a) Organize the passage or chapter.
 - i) Divide the passage chapter into paragraphs and give each paragraph a title.
 - ii) Give the section a title. Make it one that points to the main theme of the passage or chapter and ties into the paragraph titles.
 - iii) Look for natural divisions or unity in the text.
 - iv) Look at the surrounding passages or chapters to see if there is a significance for the chapter's location.
 - v) In the case of an event, check the parallel passages for variations of the text (Mark 5:1-5; Matthew 8:28; Luke 8:26-27).
 - b) List important items in the passage or chapter.
 - i) List the people who play roles and describe the part each plays. If there are long lists of names in a passage or chapter, only list those who play a major role.
 - ii) List the places found. Briefly describe their significance in the passage or chapter. If there are long lists of places, limit your listing to those most important.
 - iii) What objects play a special part? Comment on their importance.
 - iv) What are the major relationships? They may be sequential, logical, chronological, cause and effect, etc.
 - v) What types or figures are found? Explain their importance.
 - c) List the keys to the passage or chapter.
 - i) Choose one or two verses you believe to be the key verse(s). Defend your choice. Why do believe this verse(s) to be the key verse(s)?
 - ii) List key words or phrases. These are words or phrases that play a key role in the development of the passage or chapter. Usually, they occur more than once.
 - (4) Look at the passage or chapter and consider the text in its proper historical, doctrinal, and practical applications.
 - a) What does it say? This must take into account the actual words of the passage including vocabulary, grammar, and immediate context.

- b) What does it mean?
 - i) Doctrinal application—This involves scriptural comparison, doctrinal development, and dispensational differences.
 - ii) Historical application—Scripture must be studied in the context of its relationship to history, geography, and customs.
 - c) What does it mean to me? How can we apply the lessons from the passage or chapter to make changes in our practice?
- b. Passing the knowledge
- (1) Develop your outline.
 - (2) Pass the knowledge.
 - a) As stated previously, context is KING. Note: The study of some places in the book of Proverbs (as well as a couple of other places in scripture) may not need the consideration of context at all.
 - i) Depending upon the size of the passage or chapter being studied, more or less time might be able to be given to the survey of the context, but the context is not to be ignored or betrayed.
 - ii) If the passage or chapter is large enough, the context will be a large part of the teaching and will naturally guide the major and minor points made.
 - b) Stay on point.
 - i) It is likely that there will be much to be covered directly in the passage at hand.
 - ii) Unless there is a parallel passage that needs to be discussed (i.e., the gospels, Samuel and Kings and Chronicles), leaving the passage to study individuals, places, events, etc. will likely prove more harmful and distracting than helpful.
 - c) Give priority to the most important aspects of the text.
 - i) As stated before, one should always ask (in order) what does the Bible say, what does it mean, and what does it mean to me.
 - ii) The passage has to be taught by giving priority and preference to this order and these questions.
 - iii) Generally speaking, teaching a passage or a chapter involves:
 - (a) Laying a foundation of the context and the historical setting of the text
 - (b) Discussing the meaning of the passage whether doctrinally or practically at the time of the writing or occurrence of the text
 - (c) Considering and referencing how the passage applies in the present to the audience at hand

3. A study of a book of the Bible
 - a. Possessing the knowledge
 - (1) Become familiar with the book of the Bible.
 - a) Read through the book. This is done without the purpose of study, but rather for familiarity.
 - b) Read through the book again.
 - i) Continuously: this means that you sit down and read the book all the way from start to finish in a single sitting. This may seem difficult, but the Book of Psalms can be read in approximately four hours.
 - ii) Repeatedly: this means that you go through the continuous reading several times. If possible, read through the book at least three times.
 - (2) Breakdown the basics. Read through the book again. This reading is going to incorporate questions and answers.
 - a) People, places, and events—Who is the author? To whom was the book written? About what was the book written? What places, dates, people, and events are mentioned?
 - b) Order, structure, doctrine, and practice—What is the order of the book? What doctrines are dealt with? What are the major topics? Is there a statement of purpose? What are the key words or phrases? What is the key verse or passage? Are there any key shifts in the text? Are there any natural divisions? What is the general feel? What is the theme?
 - b. Passing the knowledge
 - (1) Develop your outline.
 - (2) Pass the knowledge.
 - a) Consider the length of the book of the Bible and the number of lessons available to teach the book.
 - b) This will dictate the depth at which you can teach.
 - i) If the lesson or lessons are more akin to a survey:
 - (a) Less time will be able to be given to the actual reading of texts and more time to referencing key passages that show forth the overall theme and purpose of the book.
 - (b) Key moments, shifts, divisions, persons, and such should be mentioned and discussed so as to prove the overall purpose and theme of the book.
 - (c) Offer a title for each chapter of the book that somewhat provides the overview of the chapter.
 - (d) The focus will be more on the historical and doctrinal implications of the book rather than on the practical applications thereof.
 - ii) If the lesson or lessons are able to be more in-depth, the study and teaching thereof would be more in line with the section above on the teaching of a passage or chapter.

4. A study of a section of books within the Bible
 - a. Possessing the knowledge
 - (1) Before we proceed, perhaps a quick mention of Bible sections would be helpful.
 - a) Law—Genesis through Deuteronomy
 - b) History (Old Testament)—Joshua through Esther
 - c) Poetry—Job through Song of Solomon
 - d) Prophecy (Old Testament)—Isaiah through Malachi
 - e) History (New Testament)—Matthew through Acts; This section can be divided numerous ways.
 - f) Epistles—Romans through Jude
 - g) Prophecy (New Testament)—Revelation
 - (2) As stated previously, established principles apply.
 - (3) For obvious reasons, this can be one of the most difficult approaches of study and instruction.
 - a) Consider an overarching theme.
 - b) Consider the mentions of and importance of various people, places, and things.
 - i) People
 - ii) Places
 - iii) Events
 - iv) Time
 - b. Passing the knowledge
 - (1) Develop your outline.
 - (2) Pass the knowledge.
 - a) This study and teaching approach will most certainly need to be handled in a survey format (unless talking about Revelation). To try to do this in any other way will likely have the audience in one narrower section of the scripture for too long of a period of time.
 - b) If this study and teaching is going to incorporate multiple lessons, it might be handled as a survey of books of the Bible.
 - c) For some basic guidance on a survey of a section, consider the following:
 - i) Little time will be able to be given to the actual reading of texts and more time to referencing key passages that show forth the overall theme and purpose of the section and the books within the section.
 - ii) Key moments, shifts, divisions, persons, and such should be mentioned and discussed so as to prove the overall purpose and theme of the section and books within the section.
 - iii) The focus will be more on the historical and doctrinal implications rather than on the practical applications thereof.