

THE BIBLE — TEACHER'S GUIDE

Objective:

- The objective of this series of lessons is to provide a foundation for future Sunday school lessons. Bible stories, verses, and lessons are more completely understood when students learn the author, background, and category of the book being studied. "Scripture must be understood according to the genre [category] of its writing."¹

Suggestions:

- **BIBLE QUIZ:** A Bible Quiz is included in each lesson. When studying for the lesson, it might be helpful to fill this out as new information is sometimes included in this section. Younger classes might need to work on Bible Quiz together in class.
- **STUDENT BINDERS OR FOLDERS:** Teachers might consider giving students a binder or a folder to keep lessons in. If students take lessons home to fill out questions or complete Daily Bible Reading, ask students to bring lesson back to class to add to binder. Previous lessons might be a good reference while teaching future lessons.
- **CHARTS:** Charts are included with this Teacher's Guide to provide additional visual aids. It might be helpful to give each student their own copy.
- **STUDY AIDS:** The Thompson Chain Reference Bible (Analysis of Books and various charts).
- **DEPTH OF MATERIAL:** Several lessons have quite a bit of material; perhaps more than can be covered in one Sunday school class. Younger classes will only need an introduction to material. Older classes might be able to study lessons in greater depth. It is the teacher's responsibility to bring the lesson down or up according to the class level of understanding.

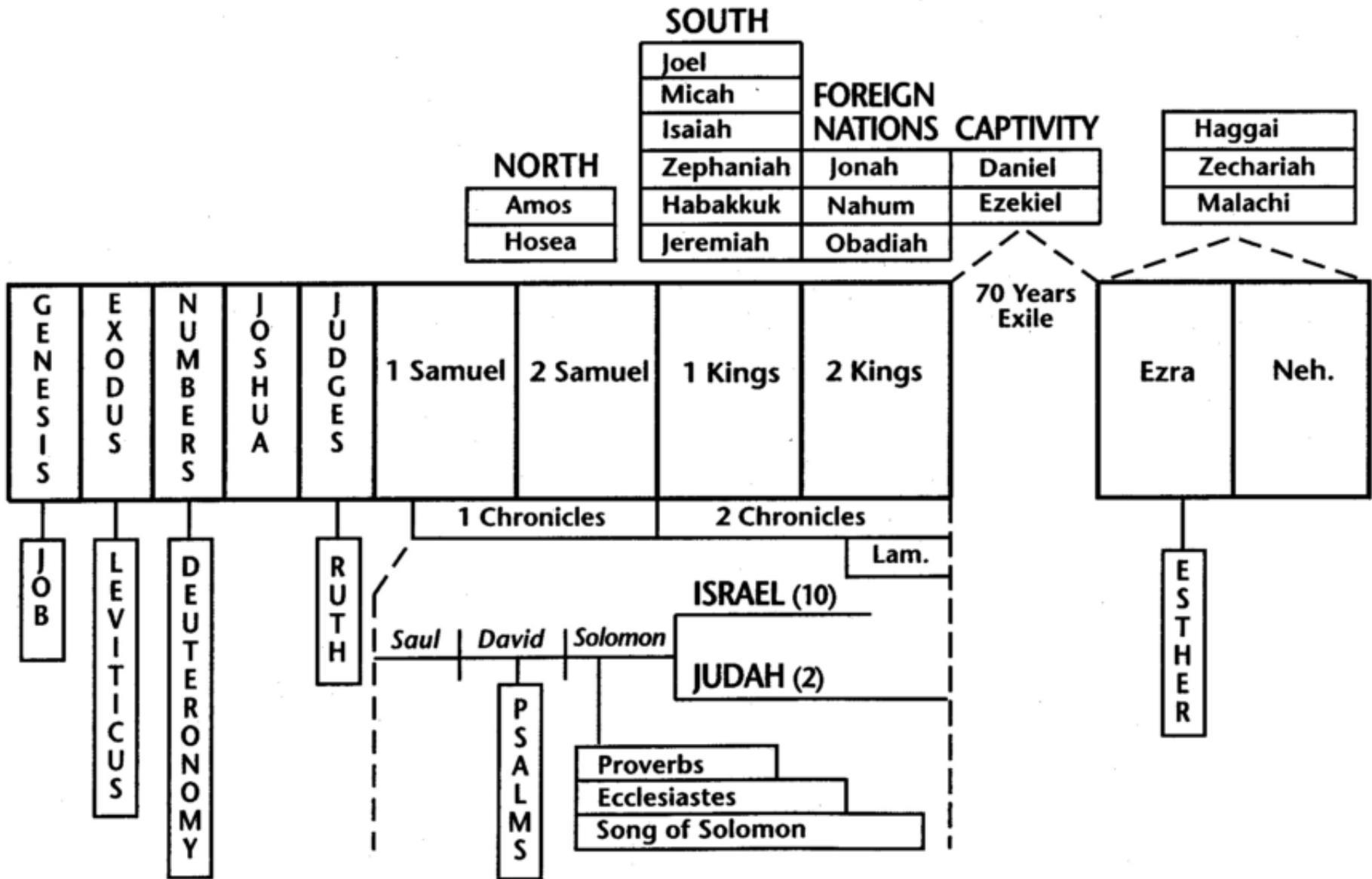
Notes on Selected Individual Lessons:

- **LESSON #1: THE BIBLE — WHAT IS IT?**
 - This lesson briefly touches on the arrangement of the Bible. This is covered in greater detail in future lessons. Often the lessons build on previous lessons, with material being introduced in one lesson, then covered in greater depth later.
- **LESSON #3: THE BIBLE — OLD TESTAMENT HISTORY**
 - Due to the lack of space in the lesson and uncertainty concerning authors, authorship of each book is not always included in the book summary.
- **LESSON #4: THE BIBLE — POETRY**
 - When discussing *parallelism*, it might be of interest to note that Jesus also used parallelism (some examples: Matthew 7:7-8; Mark 3:24-25; 2 Corinthians 12:9).
 - When comparing Hebrew poetry (thought rhythm) to today's poetry (word rhyme), you might discuss how thought rhythm can be preserved from one language to another but rhyme and rhythm cannot.
 - **Deeper Study:** The *Midrash* (ancient Jewish commentary) on Psalm 1:1 says; "Moses gave to the Israelites the five books of the Law; and corresponding with these David gave them the five books of the Psalms." Each of the five books comprising the Book of the Psalms corresponds to the five books of Moses, in both its subject and in their endings.
 - Chapters 1-41; The Genesis Book: Concerning Man
 - Chapters 42-72; The Exodus Book: Concerning Israel as a Nation
 - Chapters 73-89; The Leviticus Book: Concerning the Sanctuary
 - Chapters 90-106; The Book of Numbers: Concerning Israel and the Nations of the Earth
 - Chapters 107-150; The Book of Deuteronomy: Concerns God and His Word

¹ *An Introduction to the Pauline Letters* by Henry Wansbrough

- **LESSON #5: THE BIBLE — THE MAJOR PROPHETS**
 - Today a prophet might be thought of as someone who tells the future (foretelling), but God's prophets were to speak "forth" God's will and judgment (forthtelling).
- **LESSON #10: THE BIBLE — THE GENERAL EPISTLES**
 - Although some Bibles (including the Thompson Chain) state the author of Hebrews was Paul, since the early days of the Church, there has been much controversy about this. The 1611 King James Bible says the author was Timothy. The lesson reflects the uncertainty of the authorship.
- **LESSON #11: THE BIBLE — NEW TESTAMENT PROPHECY**
 - This lesson is a brief overview of a spiritually deep book. The objective is to acquaint students with the material, setting a foundation for future studies.
- **LESSON #12: THE BIBLE — HOW DID WE GET IT?**
 - An additional note regarding the canon of the New Testament: many of the books of the New Testament were accepted as Holy Scriptures almost immediately after they were written. Because they were written while many eyewitnesses to the events of the New Testament were still alive, any false information would have been disputed.
 - Only a few of the many translations/versions are mentioned in the lesson. Information concerning other important translations can be found in the Thompson Chain Study Bible (*Outline Studies of the Bible*).
- **LESSON #13: THE BIBLE — IS IT ACCURATE?**
 - *"Archaeologists do indeed find the Bible a valuable reference tool, and use it many times for geographical relationships, old names, and relative chronologies."* (Dr. George Stuart, National Geographic Society, Washington, D.C.)

CHRONOLOGICAL ORDER OF BOOKS



To Be Used With Lesson #12: The Bible—How Did We Get It?

Bible editions timeline

-400 -200 A.D. →

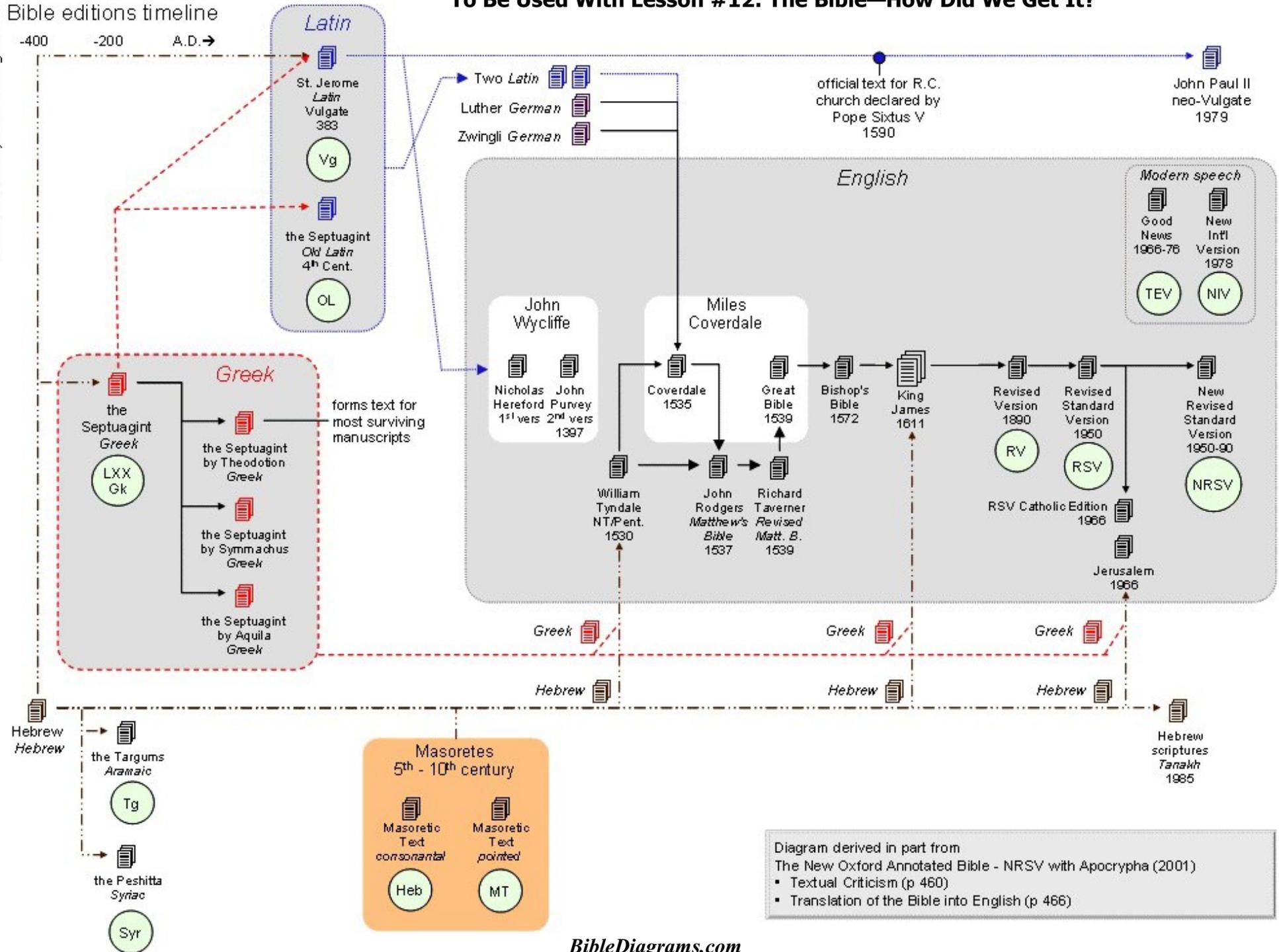


Diagram derived in part from
The New Oxford Annotated Bible - NRSV with Apocrypha (2001)
• Textual Criticism (p 460)
• Translation of the Bible into English (p 466)