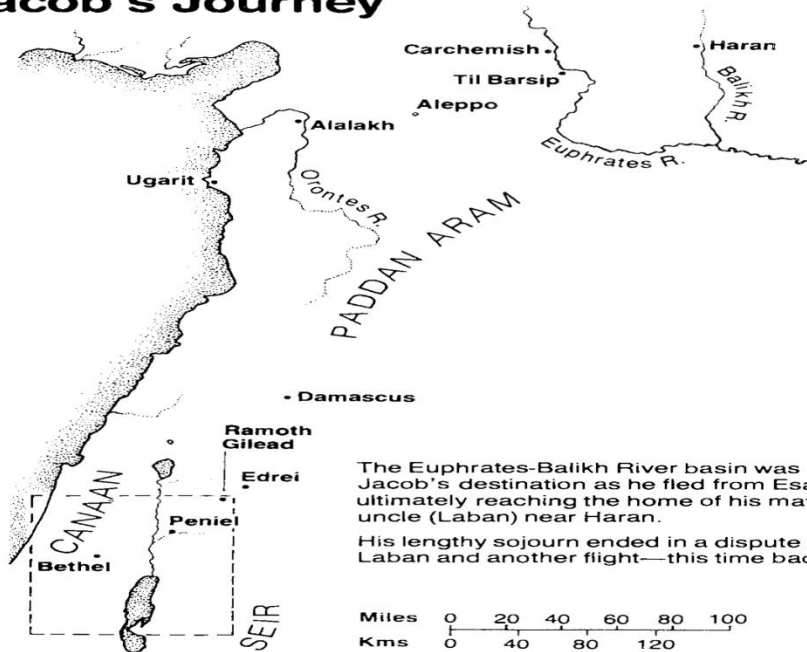
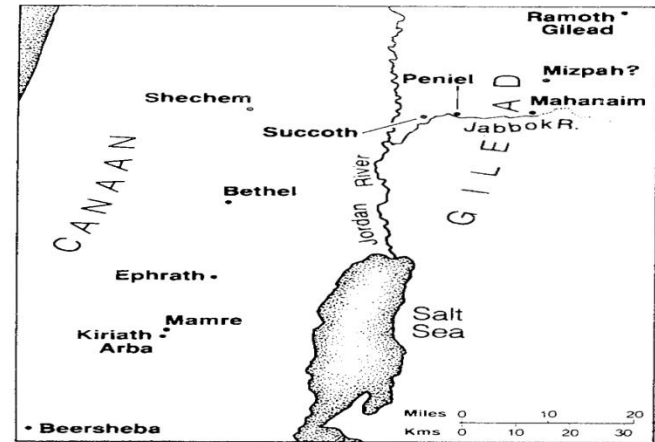


Jacob's Journey



The Euphrates-Balikh River basin was Jacob's destination as he fled from Esau, ultimately reaching the home of his maternal uncle (Laban) near Haran.

His lengthy sojourn ended in a dispute with Laban and another flight—this time back to

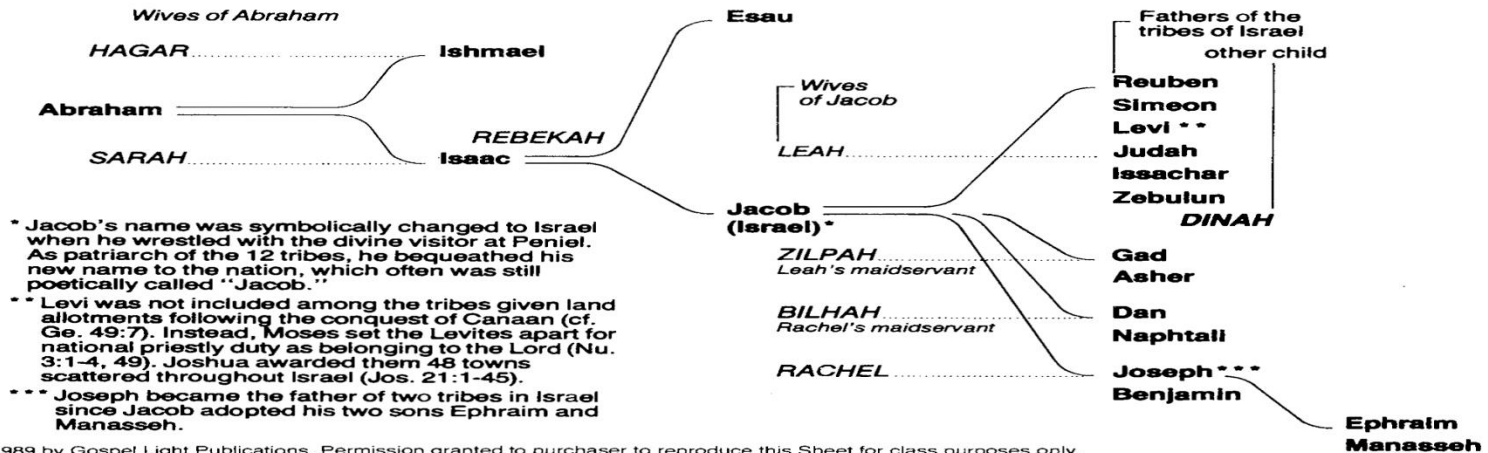


Canaan. His route likely took him toward Aleppo, then to Damascus and Edrei before reaching Peniel on the Jabbok River.

He and his dependents reached the hill country of Gilead before their caravan was overtaken by Laban. The covenant at Mizpah was celebrated on one of the hills later used as a border station between Aramean and Israelite territories.

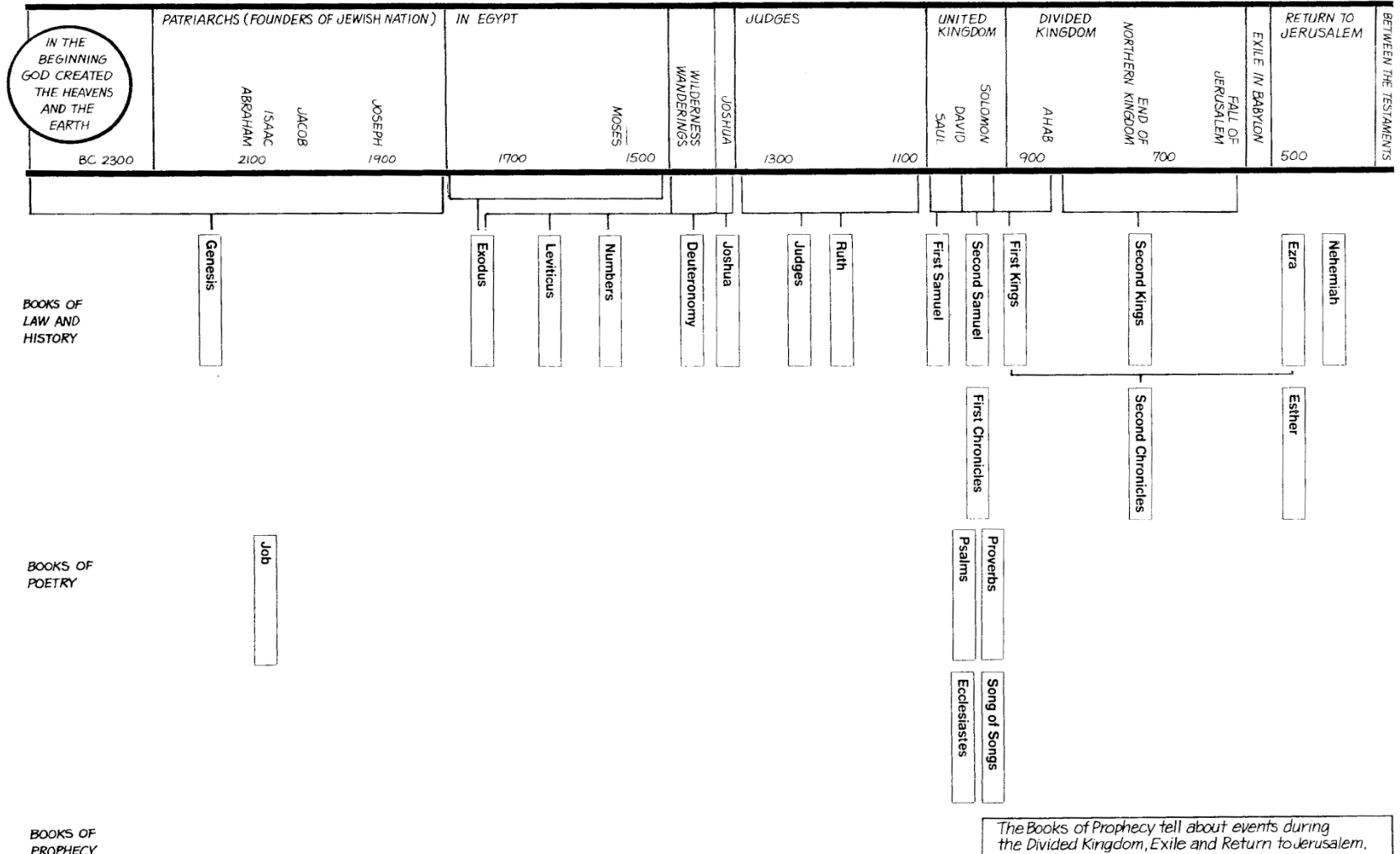
Jacob tarried at Succoth, entered Canaan and proceeded to Shechem, where he erected an altar to the Lord.

The Tribes of Israel



When Old Testament Events Happened

APPROXIMATE TIMES WHEN EVENTS IN EACH BIBLE BOOK HAPPENED



BOOKS OF
PROPHECY

Hermeneutics – Homiletics Model

Exegesis

Intent

Proclamation

Past

Forever

Now

Sender

Text

Receiver

Paul
Preacher

Book of Roman
sermon

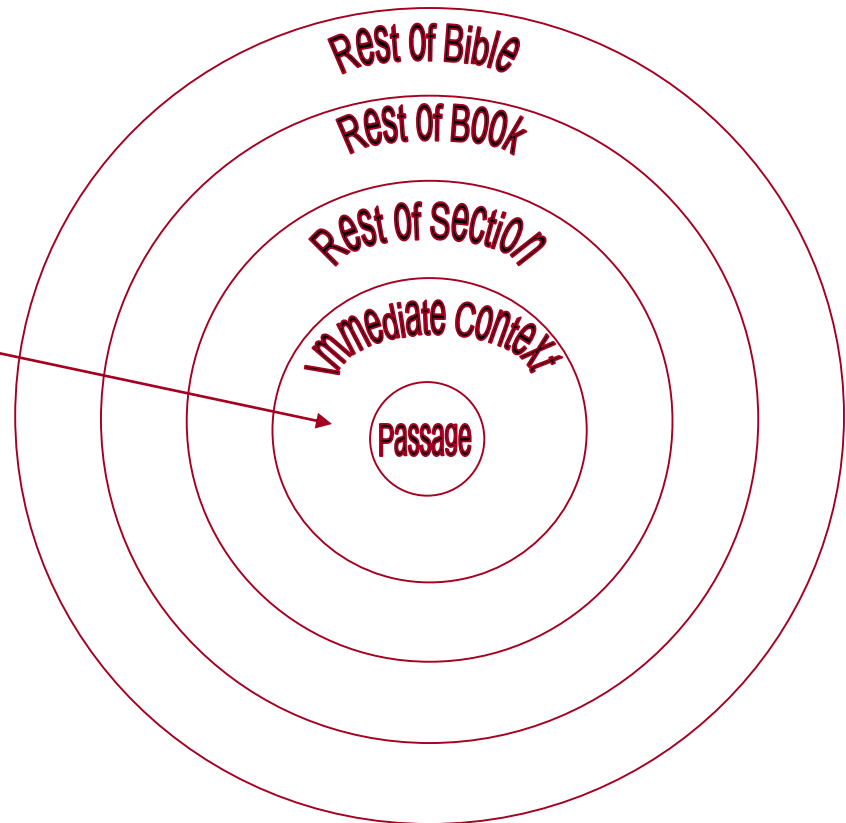
Roman Church
Congregation

Language, custom, culture, text of original Text
Theological Grid (Scripture–Text)

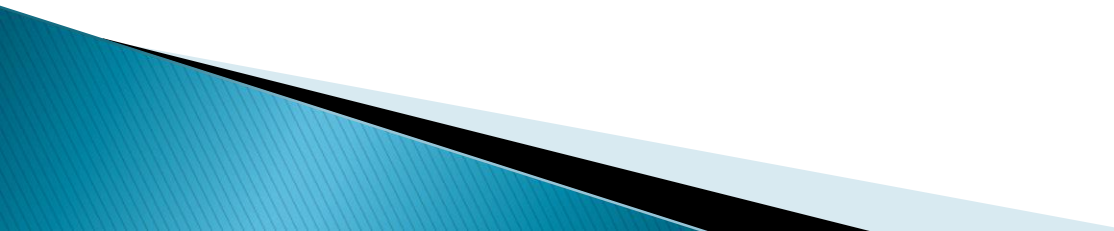
□ What is the surrounding context?

▣ Any passage that *surrounds* your passage

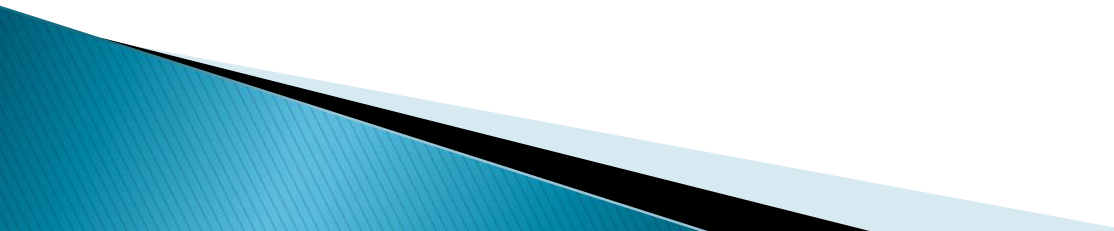
- Give the highest priority to immediate context



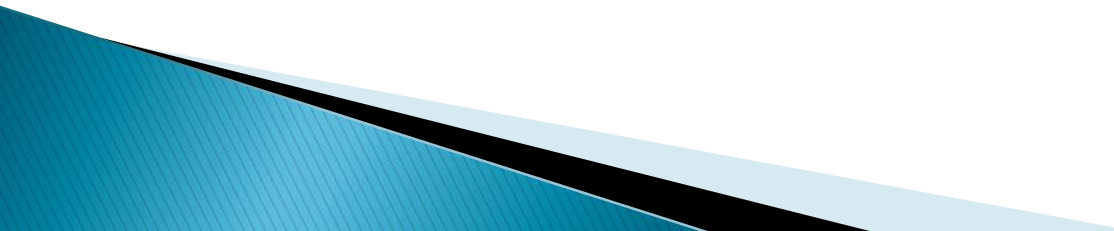
DOING THE RESEARCH CHECK LIST FOR TEACHING AND PREACHING

- ▶ Listen to God.
 - ▶ Pray throughout the process.
 - ▶ Ask God to give you an understanding of his intent in the Scripture unit.
 - ▶ Select the Scripture unit.
 - ▶ Analyze the Scripture unit.
 - ▶ Select an accurate text.
 - ▶ Choose a translation.
 - ▶ Identify the genre of the Scripture unit.
- 


DOING THE RESEARCH CHECK LIST FOR TEACHING AND PREACHING

- ▶ Read the Scripture unit in several translations, and in the original language if possible.
 - ▶
 - ▶ Examine the immediate and wider context of the Scripture unit.
 - ▶
 - ▶ What is the major purpose of the writer of the book? How does this Scripture unit help achieve the purpose?
 - ▶
 - ▶ How is it related to the whole Bible?
 - ▶
 - ▶ Look for the diversity and the unity.
 - ▶
 - ▶ Ask questions about the Scripture unit.
 - ▶
 - ▶ Why did the original writer write this?
- 

DOING THE RESEARCH CHECK LIST FOR TEACHING AND PREACHING

- ▶ What was his purpose?
 - ▶ What is he asking his readers to do?
 - ▶ What is God's (the ultimate author's) purpose for this Scripture unit?
 - ▶ Look for eternal principles.
 - ▶ Examine the Scripture unit in detail.
 - ▶ Outline the Scripture unit if it can be outlined.
- 

DOING THE RESEARCH CHECK LIST FOR TEACHING AND PREACHING

- ▶ Study the sentence structure of the Scripture unit.
 - ▶ Study each word in the Scripture. Discover how each word was used in the culture. Think about how this author uses the words. Examine the sentence structure and grammar.
 - ▶ Discover any archeological or cultural information that may shed light on the Scripture unit.
 - ▶ Write down your own ideas. Your ideas, thoughts and experience related to the Scripture unit are important.
- 

DOING THE RESEARCH CHECK LIST FOR TEACHING AND PREACHING

- ▶ Read the commentaries. Take notes. Look for the historical setting. Look also for how this Scripture unit has been interpreted by people throughout history.
 - ▶ Read everything you can that relates to the Scripture unit. Take notes.
 - ▶ Brood. Think. Spend time in the Scripture unit.
- 