

CHAPTER SIX:

Go back and re-read the passage again. Today you will work on the “Notes/Questions/Cross Reference” column of your worksheet. It is here that we use the skills of Comprehension/Discernment. Comprehension: perceiving and understanding. Discernment: Act of discrimination; acutely judging and/or understanding. Though these words are similar in definition, comprehension has the idea of taking in information and understanding its nuances, receiving and containing ideas but discernment has the meaning of being able to distinguish between good and evil, truth and falsehood. (Heb 5:14 “solid food is for the mature, whose perceptions are trained by practice to discern both good and evil.” This exercise will test your **comprehension and understanding** of what you learned yesterday. Again we want to condense. Remove all extraneous words. Your English teacher will have gray hair but in this exercise we do not use complete sentences!

What it is: Here we want to see how well you can recall the story and ask critical questions. These are your questions as well as those you think others might ask. A good way to test this is to do this in a small group by asking a student to retell a story or the passage in their own words. Then ask another listener: did they leave out anything or add anything to the passage? If you are working by yourself, on a separate sheet of paper, see if you can write out the story in long hand. Re-read what you wrote, and ask the same questions. Did you leave any important data out? Did you add any data not there? Did any new questions come up? As a challenge for yourself and any student with whom you are working, ask the students some sample questions such as: contrast the belief of the Samaritan Woman and Nicodemus.; or in another story ask, “What do you *think* this verse means.”

Hint: Think key words such as: compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify.

Ex: Read the same story in a different gospel and then ask: How does this story compare? What did Jesus demonstrate to his audience? What illustration did Jesus use to teach a principle? What did Jesus infer by his questions to the disciples?

Second rung of our “ladder”: Comprehension/Understanding

Example of how the Bible presents it: After Jesus fed the 5000 He went in a boat across the sea. In the middle of the sea a great storm arose. At the end of the story Jesus asked the disciples about their faith.

Example of how you can use it: This is the time when you ask the penetrating question: Why? Why did Jesus question Peter’s faith? What was He looking for? Why did the disciples fear and think Jesus was a ghost?

BIBLE STUDY TECHNIQUES- LEARN HOW TO STUDY THE WORD

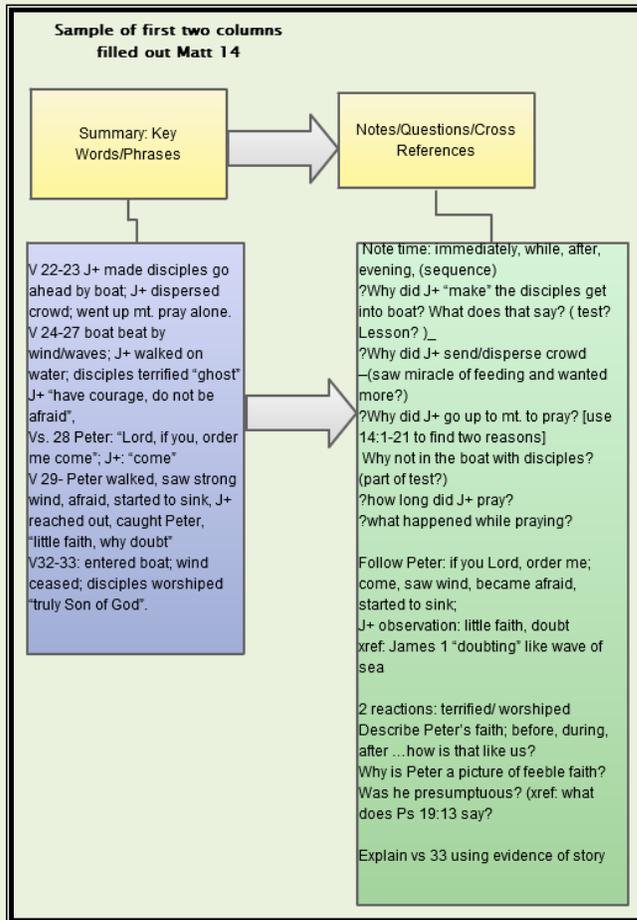


Figure 1-Summary and Notes column

In addition: As you master the storytelling of passages that pinpoint a man's need for salvation, you can pray that God prepare divine opportunities to share that story with an unsaved person. A second way is to use that skill in teaching children the Bible stories that will convict them of sin and lead them to know Jesus as their Savior.

Remember all of those marvelous questions you scribbled in the margins on your scripture work? This is the day when you transcribe those to your worksheet so that they are sequentially in the correct spot and any new verses, ideas or questions are added. So let's see what it might look like with the details column and the notes/questions; Xref included in the second column. Remember this is where you get to be "free" in your notations. (*note: see Appendix Helps for other hints*)

Why do we need to learn this strategy? To answer this we can think of a detective. What does he do when he comes upon a crime scene? He records what he has seen firsthand for himself. Then when he returns to those notes he can analyze why he recorded his ideas; because without a recorded note we forget, distort, add to details and even twist ideas and images. We "fool ourselves first." Joseph Gettys once said: "What is written on paper releases the mind to fasten its attention on something more. It graphically and clearly expresses our observations in black and white."¹ When we record these items we are "cementing" what God has taught us from His Word along with the questions the Holy Spirit reveals to us. Irving Jensen says it gives us three eyes:

- The eyes of the Holy Spirit who illuminates the scriptures.
- Our physical eyes helps us to see and to know God's hidden revelation

¹ Jensen, Irving quoted Joseph Gettys from "Teaching Pupils How to Study the Bible", Richmond: John Knox. ©1950.

BIBLE STUDY TECHNIQUES- LEARN HOW TO STUDY THE WORD

- Our “pencil eyes” takes mental interaction and physical application²

In addition we learn much from our “retelling” of the story: See this webpage for helpful hints and ways to retell a story. <http://www.gods-story.org/sts/index.asp>

Now Your Assignment: First do your Matthew passage and share it with your instructor and /or a friend with whom you are learning this technique.

Then set aside time to try another such as one of these: Luke 12:22-26, 1Tim 1:1-7 or a passage of your choice.

² Jensen, Irving. “Independent Bible Study”; Moody Press. p 124; ©1963