

# **LB 101 – Introduction to the Old Testament**



**Certificate and Diploma level**

**Student Workbook  
Nazarene Theological Institute  
Church of the Nazarene  
Africa Region**

Nazarene Theological Institute  
Church of the Nazarene- Africa Region

## **LB 101 – Introduction to the Old Testament**

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*Note to students:* To correct mistakes in future editions, please send notice of errors to: admin.itn@gmail.com

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### **Description**

This course presents the content, history and the important people of the Old Testament, and teaching based on each section of the Old Testament according to its contribution to Christian theology.

### **Course rationale**

#### *Narration*

Christian faith demands total consecration of believers to Jesus Christ as Savior and Lord of their lives. All that we can know about Jesus is revealed to us in the Bible, that is to say the 39 books of the Old Testament and the 27 books of the New Testament. One of the first tasks therefore of a minister or church leader is to share the word of God with the faithful in the church whether by preaching or by Bible studies. That teaching is aimed to increase the spiritual maturity of the faithful and to increase their effectiveness in witnessing to what Christ has done in their lives thanks to the grace of salvation which he worked through the means of the Holy Spirit.

Jesus' apostles and the first believers based their understanding of Jesus on the texts of the Old Testament as the eternal word of God. To better understand the Christian faith, the minister must begin studies of the Bible with that base. From the point of view that the story of the Bible is the story of salvation offered by God to his people, this course introduces the Old Testament as Christian writing which presents the beginnings of what God would offer in the life and ministry of Jesus.

*Program outcomes*

The following program outcomes assigned to this module are identifiable competencies required of the student in this course.

CON 1	Knowledge of the history and content of the Old Testament
CON 3	Use of the principles of Biblical Interpretation
CON 4	Appreciation of the theological foundations of the Christian faith from the Biblical point-of-view when read from a Wesleyan perspective
COM 4	Ability to teach the Word of God and make disciples that can make other disciples
COM 10	Ability to interpret and apply the Bible according to the best principles of Biblical interpretation
CAR 3	Ability to worship God by using personal and public means of grace
CAR 6	Ability to give value to relationships through openness, righteousness, and honesty.
CXT 2	Ability to understand the context within which he or she lives with objectivity
CXT 3	Ability to understand the principles of cross-cultural ministry
CXT 4	Ability to understand the differences between the worldviews of the Western world, that of Africa, and that of the Bible

*Course outcomes for this module*

For achieving the competencies listed about, this module organizes several learning activities and requirements around the following intended learning outcomes for this course. At the end of this course, the student will know/be able to:

1. Tell the principal events from the Old Testament in chronological order, including the important people and their roles in that story. (CON 1);
2. Recognize different literary genres and the necessity to read and understand the meaning of and biblical text according to the characteristics of its genre. (CON 3, 4; COM 10);
3. Appreciate how the Old Testament texts deepen the quality of our worship of God (CON 4 ; CAR 3) ;
4. Compare the cultural background and the understanding of the universe presented in the Old Testament with the local culture and the understanding of the universe held in the context of ministry. (CON 3; CXT 2, 4);

5. Prepare a sermon and/or a Bible study based on an Old Testament text which relates to the Christian life (CON 4; COM 4; CXT 3);
6. Evaluate the character and the actions of principal people in the Old Testament in relation to the level of divine revelation available in that era (CON 1; COM 4; CAR 6; CXT 4);
7. Describe the major theological concepts which underline the salvation story (CON 1, 4 ; COM 10 ; CXT 3) ;

The lessons and exercises of this course offer the following percentages of the four C's:

Content	45%
Competence	20%
Character	10%
Context	25%

### **Resources used for supplemental research**

French:

Alexander, Pat, ed. *Le Monde de la Bible*. Brépols : EBV, 1996

Carson, D. A. *Commentaire Biblique Edition du 21<sup>ème</sup> siècle*.

LeBeau, Richard. *Atlas des Hébreux : 1200 av. J.-C. – 135 apr. J.-C.* Paris : Autrement, 2003.

Mears, Henrietta. *Panorama de l'Ancien Testament*. Deerfield, FL. : VIDA, 1982.

Thompson. *La Bible Déchiffrée*

English:

Varughese, Alex, ed. *Discovering the Bible: Story and Faith of the Biblical Communities*. Kansas City, MO: Beacon Hill Press, 2006.

### **Course requirements/assignments**

*Note to the leader:* As the context of each course differs, it is desirable that you decide in consultation with the students the due date for each assignment. The requirements for the certificate level students are lighter than for those at the diploma level.

N.B. – Some useful hints for sermon preparation are found at the end of lesson three. It would therefore be good to set the date for the aforementioned draft to be set after the completion of the third lesson.

To complete the particular objectives of this module, the student must complete the following requirements:

*Diploma level*

- A. Attend all class sessions. An absence of more than 2.5 hours of class will cost a reduction of 25% of the final grade.

- B. Take the final exam (objectives 1, 2, 4, 7), 30% of the final grade
- C. Complete the exercise on the important people of the Old Testament – see the chart in the Student Handbook (objectives 1 et 6), 10%
- D. Complete the chart of the Old Testament books according to the different textual structures of the Old Testament. – See lesson 2; also the Student Handbook (objective 2), 10%
- E. Plan a worship service which includes several Old Testament readings and which is built around a precise theme (objective 3), 5%
- F. Prepare a sermon outline of a Bible study based on a text chosen from the list which is towards the end of Lesson 3 (objective 5) 10%
- G. Memorize the key verses for each lesson in the course (objectives 3 et 7), 15%
- H. Complete the exercise concerning the Old Testament world view – See the chart in the Student Handbook (objective 4), 10%
- I. Read the assigned Bible passages before each lesson – each student must confirm before the lesson that he/she has read the passages in question – 10%

#### *Certificate level*

- A. Attend all the class sessions. An absence of more than 2.5 hours will cost a reduction of 25% in the final grade.
- B. Taking a final exam -- 30% of the final grade – This exam may be given orally between the student and course leader. It is not required to be written.
- C. Plan a worship service which includes several Old Testament readings and which is built around a precise theme – 20% -- A student at the diploma level may help in writing down the service elements which the certificate level student chooses.
- D. Memorization of key verses – 20%
- E. With the help of a diploma level student (who may help with the writing), prepare a sermon outline or a Bible study based on a text chosen by the leader – 10%
- F. Complete the exercise concerning the important people of the Old Testament – 10%
- G. Read the assigned Bible passages before each lesson – each student must confirm before the lesson that he/she has read the passages in question – 10%

#### **Course Outline**

This course is designed for intensive sessions in one week – eight class sessions plus the final exam. Of course, this course could be presented in several ways according to the availabilities of the students at a particular center. The eight lessons are as follows:

Lesson 1: The Old Testament as a collection of sacred texts (religion, inspiration, universality, etc.)

Lesson 2: The structure of the Old Testament (the sections [Jewish and Christian], the genres, historic periods, etc.)

Lesson 3: The Old Testament story – Adam to Joseph

Lesson 4: The Old Testament story— Moses to David  
 Lesson 5: The Old Testament story — Solomon to the exile  
 Lesson 6: Old Testament story and from other sources—from the Exile to Jesus  
 Lesson 7: The worldview of the Old Testament authors  
 Lesson 8: Theological themes of the Old Testament (God, humanity, covenant, grace, etc.)  
 Final Exam

*Note to the student*

The leader will assign the following passages to be read *before* the first session:  
 Genesis 1-3; Exodus 3-4; Psalm 19; Isaiah 44:13-20



**Lesson 1: The Old Testament as a collection of sacred texts**

*Basic instructions for this lesson*

Objectives for this Lesson

This lesson has three primary objectives : (1) that the Old Testament be recognized as a collection of independent and separate texts ; (2) that these texts are considered sacred because they find their source in the thoughts of God as revealed to the authors of the texts, and as a revelation of God, they form a group of texts which maintain one theology ; (3) that many other religions also have texts which they consider sacred, and that the Bible is different than others because its inspiration alone is not a sufficient argument for its authority.

Memory verses: Psalm 1:1-2 (NIV)

Your teacher will take some time in class to work with you on this.

1- Blessed is the man who does not walk in the counsel of the wicked or stand in the way of sinners or sit in the seat of mockers.

2 – But his delight is in the law of the LORD, and on his law he meditates day and night.

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### ***First presentation***

#### **"A religion of a God who speaks, and of whose words were written"**

*As you listen to the lecture from your teacher, answer the following questions:*

1. Who taught the methods of biblical interpretation which permits Christians to present Jesus as the fulfillment of the promises of God?
2. According to Genesis 1, 2 & 3 what is the power of the word of God?
3. What were the two needs which required a plan of redemption?
4. What type of worship is not found in the Old Testament?
5. What was the source of the spiritual conflicts in the Old Testament?
6. Reflection: What can we preach to those who are associated with sorcery?

*Activity 1* – Familiarize yourself with the "Table of Contents" in your Bible. Be ready to participate in a game of who can find Bible passages the quickest.

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### ***Second presentation***

#### **"The Canon of the Old Testament, and the concept of inspiration"**

*As you listen to the lecture from your teacher, answer the following questions:*

1. What were the different sources of texts of the Old Testament? (at least 3)

2. To which instructions was it that the Jews saw the writing of the sacred texts as obedience?
3. Who was the first author of portions of the Bible mentioned in the Bible itself?
4. For which books of the Old Testament is it the most difficult to know the authors?
5. What historic event seemed to have the most importance for the formation of a canon?
6. What text is the first to indicate a canon of the Old Testament with three categories of books?

*Activity 2: In groups, respond to the question: "How can we be sure that what we read in our Bible is the word of God?"*

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### ***Third presentation***

#### **"The first translations, the Old testament becomes universal?"**

*As you listen to the lecture from your teacher, answer the following questions:*

1. What are the first two languages in to which the Bible was translated?
2. Why was it necessary to translate the first time?
3. Why was it necessary to translate it into the other language?

*Activity 3: Make a list of all the languages of your country in which the Old Testament was translated.*

#### **Assignment:**

- a. Memorize Ps. 1:3-4.
- b. Read Gen. 4-11.



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**Lesson 2: The Structure of the Old Testament**

Meditation – presented by a student

Song and prayer

Review Ps. 1:1-2 with your teacher, and then take time to memorize verses 3-4 of that Psalm.

3 – He is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither. Whatever he does prospers.

4 – Not so the wicked! They are like chaff that the wind blows away.

Assignments to correct

Review the correct answers to the presentation questions from the first lesson, then do the following activity:

*Activity 1: Create a list of ways that parents use to teach life truths, spiritual truths and their culture to their children.*

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***First presentation***

**“The Christian Structure of the Old Testament”**

*As you listen to the lecture from your teacher, answer the following questions:*

1. The Greek translation of the Old Testament reflects two things, which?
2. What were the four categories of texts in the Old Testament according to Christian thought?
3. Why would Genesis be included with the books of the law?

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***Second Presentation***

**“The Jewish Structure of the Old Testament”**

*As you listen to the lecture from your teacher, answer the following questions:*

1. What does the word "theo-centric" mean?
2. Why did the Jews not accept a category of texts as "history"?
3. What are the three categories of texts in the Jewish Old Testament and what expressions did people in Christ's day use to express them?

*Activity 2: Write a Table of Contents of the books of the Old Testament according to the different structures.*

Printing: Christian structure only

italics: Jewish structure only

Underline: Both structures

<b>Law</b>	<b>History</b>	<b>Poetry/Literature</b>	<b>Prophets</b>

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***Third Presentation***

**"Survey of the History and Geography of the Old Testament"**

*As you listen to the lecture from your teacher, answer the following questions:*

1. Make a list of the 8 historical periods cited in the Old Testament.
  
  
  
  
  
  
  
  
  
  
2. Place each of these important people in the correct period:  
  
David, Moses, Samson, Abraham, Solomon, Isaiah, Nehemiah, Joshua, Haggai,  
Noah, Joseph, Ahab, and Jezebel
  
3. Samuel served as a bridge between two periods – which?
  
  
  
  
  
  
  
  
  
  
4. How many years of silence are there between Genesis and Exodus?
  
  
  
  
  
  
  
  
  
  
5. What modern countries occupy the territory which sheltered the principal important people of the Old Testament?
  
  
  
  
  
  
  
  
  
  
6. What is the name given to that territory? Why is it called that?
  
  
  
  
  
  
  
  
  
  
7. Which section of Israel most resembles Rwanda? Which section most resembles the south of Ghana and Liberia?

*Activity: A geographic map.* Using the maps at the back of your Bible, find the following: Abraham's route, the route of the Exodus, the route of the Philistines; the countries of Egypt, Syria, Assyria, Babylon, the Hittites, Moab, Greece; the cities of Ur, Babylon, Nineveh, Harran, Jerusalem, Damascus and Gaza.

Assignments for the next lesson:

1. Memorize Psalm 1:5-6.

5- Therefore the wicked will not stand in the judgment, nor sinners in the assembly of the righteous.

6 – For the LORD watches over the way of the righteous, but the way of the wicked will perish.

2. Read Gen. 37- 50.

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### **Lesson 3: The Story of the Old Testament – Adam to Joseph**

Meditation – presented by a student

Song and prayer

Your teacher will review Psalm 1:1-6 with you.

Reading check: Gen. 1-11

By now you should have already read the first eleven chapters of Genesis. The teacher will ask you to give your observations about this passage.

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#### ***First Presentation***

#### **“The texts of Genesis 1-11, in their context”**

*As you listen to the lecture from your teacher, answer the following questions:*

1. What types of narration are found in Genesis?
2. Why is it thought that Genesis 1:1 – 2:3 was written during the exile? (Several possible responses)
3. How does Genesis 2:4 - 4:16 reflect the period when the Israelites lives in Palestine?

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#### ***Second presentation***

#### **“From Adam to Noah”**

*As you listen to the lecture from your teacher, answer the following questions:*

1. What was the first offering for covering the sins of human beings?
2. How does the story of Abel and Cain present the spiritual truth of God that all people should be saved?
3. Who are the sons of God?
4. The story of Noah begins with what spiritual truth?
5. What is the system that God uses that is called "the remnant"?
6. Reflection: What difference does it make that the Biblical flood account records a universal flood?
7. What are the elements of the alliance between God and Noah?

*Activity 1: Compare Lamech and Enoch and the genealogies in Genesis 4 and 5.*

*In groups, together respond to the following questions:*

1. *Prepare a description of Cain and Seth noting their relationship with God.*
2. *Notice the fact that Lamech is the 7<sup>th</sup> generation from Cain and Enoch is the 7<sup>th</sup> generation from Seth. What is the meaning of the number "7"?*
3. *What does the story of Lamech teach concerning polygamy?*
4. *What effect did sin have on Lamech's character?*
5. *What does the story of Enoch teach us about death?*

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### ***Third presentation***

#### **"From Noah to Isaac"**

*As you listen to the lecture from your teacher, answer the following questions:*

1. What is the meaning of the Tower of Babel story? (five responses)
2. What is the new thing that God introduced by his relations with Abraham?
3. What are the obligations and promises attached to the covenant between God and Abraham (cite both sides)?
4. What was the toughest test of faith for Abraham? What does that test teach us?

5. Even if the marriage between Abraham and Sarah's servant was accepted in their culture, why was God not pleased?
6. What is the only characteristic of Isaac's public life that the book of Genesis underlines?

*Activity 2: The Chart of Important People in the Old Testament*

Near the back of this student workbook is a chart labeled "Important People of the Old Testament." Fill out the row having to do with Abraham.

*Activity 3: (In groups) Find the promises that were not fulfilled during Abraham's lifetime.*

1. While reading through the texts of Genesis 12, 16 and other chapters, find a list of promises that God had given Abraham.
2. From chapters 23 and 24 and other chapters, determine which promises were not fulfilled in Abraham's lifetime.
3. Think of a message to share with the faithful of our day based on this exercise.

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***Fourth presentation***

**"From Jacob to Joseph (Gen. 25-50)"**

*As you listen to the lecture from your teacher, answer the following questions:*

1. What was the character of Jacob from his birth? How did he demonstrate this?
2. What were the two events in Jacob's life, that together, affirm the alliance between God and him?
3. Why did Jacob have four wives?
4. Why was Joseph his father's favorite?
5. What tests did Joseph face in Egypt?
6. How/Why did Jacob's family come to Egypt to stay?

*Activity 4: Presentation of a sermon outline, and the chosen passages*

a. Take notes below on your teacher's presentation concerning the elements of a sermon outline.

b. Prepare a sermon outline or a Bible study based on the text chosen by the teacher for you.

#### Other Assignments

1. Read Deut. 5-6, 30; 2 Sam. 11-12 and Psalm 51
2. Memorize Ps. 51:10-12

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### **Lesson 4: The Old Testament story –from Moses to David**

Meditation – presented by a student

Recite together Ps. 1 and then Ps. 51:10-12.

Chorus and prayer

*Basic instructions for this lesson*

Bible reading by the teacher: Acts 13:16-39

Concerning the material of this lesson, we must cover five precise periods:

- 1) Moses and the Exodus
- 2) Joshua and the conquest
- 3) The period of the judges
- 4) Samuel, the last judge
- 5) The beginning of the kingdom

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#### ***First presentation***

### **“The Exodus, the covenant, and the desert”**

*As you listen to the lecture from your teacher, answer the following questions:*

1. Why did the new king of Egypt not know Joseph?
2. What is the difference between Passover and the Day of Atonement?
3. In which books is the covenant between God and Israel found?
4. Reflection : Why did Jeremiah and Ezekiel announce a new covenant?

*Activity: Chart of important people*

Turn near the back of this student workbook, and fill out the row of the chart that has to do with Moses.



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### ***Second presentation***

#### **"From the Conquest to Samuel"**

*As you listen to the lecture from your teacher, answer the following questions:*

1. Explain the reason why a prophecy can be fulfilled several times.
2. How can the generation of Israelites that followed Joshua to the one that followed Moses be compared?
3. How many countries had been conquered when Joshua renewed the covenant between God and the people of God?
4. What element of daily life tempted the Israelites for fall into idolatry?
5. What relationship exists between the worship of Baal and the book of Judges?
6. What does the word "judge" mean (2 meanings)?
7. What were the three ministry roles that Samuel filled?
8. Why, at the end of his life, did the people ask Samuel to give them a king ?

*Activity 3: Chart of Important People*

Fill out the row of the chart labeled "Samuel."

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### ***Third presentation***

#### **Covenant with David**

*As you listen to the lecture from your teacher, answer the following questions:*

1. What is the meaning of anointing?
2. What connection is there between the Joel's prophecy cited by Paul on the Day of Pentecost and the rite of anointing as it was practiced in the Old Testament?

3. Reflect: Where does the idea of a Messiah come from and what relationship does that have with the reign of David?

4. What is the covenant between God and David?

5. What importance do the covenants play in the New Testament?

*Activity 4: Chart of Important People*

Fill out the row of the chart labeled "David."

Homework for the next lesson

1. Memorize Micah 6:8 –

"He has showed you, O man, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God."

2. Read the following Bible passages:

- 1 Kings 2:12-3:28; 8:22-43; 11:1-9
- 1 Kings 12:1-17; 18:22
- 2 Kings 2:10; 17:20, 22-23; 2 Chronicles 33
- Isaiah 5-6; Micah 6; Hosea 13-14; Amos 1-2

3. Begin to put together the ideas that you will use in the sermon.



**Lesson 5: The Old Testament story –from Solomon to the Exile**

Meditation presented by a student

Chorus and prayer

Recite together Micah 6.8. Discuss this verse with the students. According to you, what must a person do who wants to put this verse into practice?

*Basic instructions for this lesson*

Lesson objectives: Once again we will be covering too much of the Old Testament story to allow time for a deep understanding, the three objectives of this lesson are as follows:

- 1. That the students understand why God disciplined his people by the Exile;
- 2. That the students know the role of the prophets among the people of God, and how they, themselves, can exercise this role in the church today.
- 3. To note how cultural differences play into the understanding of God’s message.

Activity 1: (in groups) Discussion

In the preceding lesson we saw the difference between the worldviews of the Hebrews and the Canaanites. That is to say, the one follows a single creator God, who makes covenants with his people and guides them through time towards a blessed future; the other suggests a large number of gods who subject the world to their whims. *Discuss some differences between the biblical worldview and the cultural worldview in the context of your ministry.* Each group can choose a person to present the results of their discussion to the group.

Verification of the reading

The teacher will do a tour of the room asking the students to talk about a fascinating idea found in the Bible reading done as homework before today's lecture. The teacher will ask you why you thought it was fascinating.

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***First presentation***

**"Solomon, builder and wise, but..."**

*As you listen to the lecture from your teacher, answer the following questions:*

1. How did Solomon obtain the throne?
2. Make a list of Solomon's building projects.
3. What were the "wise men"?
4. In what way is Solomon considered the source of the wisdom literature in the Bible?
5. How did Solomon's marriages compromise his faithfulness to God?

*Activity 2:* Discussion in groups

Read 1 Kings 11 and 12, then respond to the following questions:

1. Reflect and imagine: What were the possible means that God could use to respond to Solomon's unfaithfulness?
2. Try to create a description of Jeroboam 1.
3. What do you think will happen in Israel because of the religious practices that Jeroboam established?



**Second presentation**

**"The divided kingdom and the fall"**

See the chart of the Kings and Prophets in the appendix (or in the student handbook)

Listen to the lecture from the teacher. You may take notes below the chart. Especially pay attention to the life conditions during the time of each king.

**Kings and Prophets of the Divided Kingdoms**

<u>ISRAEL</u>		(approximate dates)	<u>JUDAH</u>	
<i>Prophets</i>	<i>Kings</i>		<i>Prophets</i>	<i>Kings</i>
	930 (Kingdom divided)			930 (Kingdom divided)
Ahijah	Jeroboam			Rehoboam
	909 908	Nadab Baasha		913 910 Abijah Asa
Jehu, Son of Hanani	884 883 - 879	Elah Zimri /Omri	Azariah son of Oded	
Elijah (25 ans)	873	Ahab		870 Jehoshaphat
Micah			Jehu, son of Hanani	
Elisha (50 yrs)	852 851	Ahaziah Joram	Jahaziel	(Reigned with Jehoram)
	840	Jehu, grandson of Nimshi	Elijah	846 841 Jehoram Ahaziah/ Athaliah
	812 796	Jehoahaz Jehoash	Joel Zechariah	834 Joash
(Jonah)	780	(Reigned with Jéroboam II from 793) Jeroboam II		794 Amaziah
Amos				(reigned with Ozias from 792)
	753			765 Uzziah (Azaria) (reigned with Jotham)
	752 742	Zechariah Shallum/ Manahem Pekahiah	Isaiah (60 yrs)	750 Jotham (reigned with Ahaz)

Micah	740	Pekah
Oded		
	732	Hoshea, son of Elah
	722	<b>Fall of Israel</b>

Micah	735	Ahaz
	715	Hezekiah
Nahum	697	Manasseh
Zephaniah	642	Amon
Huldah	640	Josiah
Jeremiah		
Obediah		
Habakkuk		
	609	Jehoahaz / Jehoiakim
	598 / 597	Jehoiachin/ Zedekiah
	586	<b>Fall of Judah</b>

Source : [adventistwomensministries.org](http://adventistwomensministries.org)

### Notes on the presentation

*Activity 3: Reflection in groups – hermeneutical exercise*

*Read 2 Kings 22:1-2, the summary of Josiah's life. Replace the phrase "he walked in the way of David, his father" with "he walked in the way of Jesus, his Lord." Describe the life of a believer who "turned neither to the right nor to the left" in the context of your ministry.*

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***Third Presentation***

**“The Prophets before the Exile”**

Look again at the chart in the second presentation. As you listen to this further presentation by the teacher, note below the life conditions at the time of each prophet.

Conditions

*Activity 4: Individual work*

As a preacher, you are the voice of God in your community, therefore a prophet. You carry messages of encouragement, the good news of salvation and sanctification, etc. Sometimes, however, it is necessary to bring a message of correction against the habits and attitudes of those who present a poor witness for Christ.

Make a list of behaviors and/or attitudes that the members of the church where you are pastor demonstrated at sometime that they must stop in order to improve their Christian witness e.g. adultery, prejudice, dishonesty in financial matters, wrath – anger, practice of traditional religion, laziness, etc.

Homework for the next lesson

1. Please read: Jeremiah 29-30; 31:31-34; Ezekiel 17; 36:22-38; Ezra 1, 7; Nehemiah 2, 8-9.
2. Continue filling in the Chart of Important People through Jeremiah.
3. Memorize Jeremiah 29:11 –

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.”

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## ***Lesson 6***

### **“The Old Testament story and other sources —from the exile to Jesus”**

Meditation – presented by a student

Chorus and prayer

Recite together Jeremiah 29:11.

*Instructions for this lesson*

#### Lesson Objective

With this lesson, we will end the stories of the people of God reported in the Old Testament. The goal of this lesson is to show that even if God, through his discipline, had forever dissolved the kingdoms of Israel and Judah, he had not forgotten his promises to his people. The periods of the exile and the restoration are very difficult periods in the history of Israel, but God had prepared his people to have a much larger vision of his majesty and his reign.

At the end of this lesson, you will be able to recite Psalm 1 by heart from beginning to end. Also, you will review Micah 6:8.

#### Lesson Plan

*Activity 1: Chart of Important People —Review of the previous lesson*

Fill in the Chart of Important People for Elijah and Jeremiah. Afterward, your teacher will go over the correct responses with you.

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### ***First presentation***

#### **“The Period of the Exile”**

*As you listen to the lecture from your teacher, answer the following questions:*

1. How did many of the Jews understand the meaning of the exile?
2. What means did the Assyrians use to create loyalty to themselves?
3. Under the Babylonians, how were the Jews able to keep their life from before?

4. How did the Jews in Babylon show their obedience to God?
5. What is a synagogue?

*Activity 2: Group exercise*

In activity 4 of the preceding lesson, you made a list of the habits or attitudes that members of the church express from time to time. In groups, discuss the best way to encourage the church members to change their behavior to avoid the situation of God exercising his discipline on the local church.



***Second presentation***

**"The restoration of Israel"**

*As you listen to the lecture from your teacher, answer the following questions:*

1. What biblical text recounts the story of Babylon's fall to the Persians?
2. Why was the nomination of Sheshbazzar as the leader of the first stage of the restoration of such importance?
3. What was the role of the two prophets, Zachariah and Haggai?
4. What was Ezra's profession?
5. What task did Nehemiah accomplish and in how much time?
6. Who was Malachi and what was his message?

**Chart of the Restoration of Israel**  
(fill in the missing tasks)

<b>The restoration of Israel</b>	Date, B.C.E.	Official document	Leader	Tasks
1 <sup>st</sup> Stage	538	Proclamation of Cyrus Ezra 1:1-4	Sheshbazzar (Zerubbabel) "prince of Judah"	
2 <sup>nd</sup> Stage	458	Letter of Artaxerxes Ezra 7:12-26	Ezra, priest and expert in the law of Israel	
3 <sup>rd</sup> Stage	445	Letters of Artaxerxes Neh. 2:7-8	Nehemiah, the emperor's cupbearer	



*Activity 3: The Chart of Important People in the Old Testament*

Using the information that you just received from the lecture, complete the chart by filling in the section on Ezra and Nehemiah.

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***Third presentation***

**"Between the testaments"**

*As you listen to the lecture from your teacher, answer the following questions:*

1. What were the two roots from the period of the restoration which influenced the later transformations?
2. Which city in Egypt had a large Jewish colony?
3. What is the Septuagint?
4. The book of Daniel did not foresee which event?
5. What were the reactions of the Jews to the arrival of the Romans in Palestine?  
(There are four possible responses)

Assignment

Verses to memorize: Daniel 3:17-18

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***Lesson 7***

**Old Testament Author's Worldview**

Meditation – presented by a student

Chorus and prayer

Recite together Dan. 3:17-18.

*Basic instructions for this lesson*

### Lesson objectives

The best preachers are those who succeed in presenting biblical and spiritual truth in a manner that resonates with the cultural and philosophical context of the members of his or her church. They find ways of creating solid bridges between divine truth and daily life, and the worldview of the listener. In this lesson, we will recognize that God did the same thing in inspiring the Old Testament – he used the ideas about the world, the foundational ideas of the people of that time as objectives through which he passed the light of his word so that his people could understand as well as possible.

The goal of this lesson therefore is to recognize first that all the messages of the Old Testament (and of the New as well) take their shape according to the thoughts already existing before they were inspired. From there, we will learn the wisdom of not assuming too quickly the meaning of a passage as if we can pull it out of its historical context without changing it.

### ***Lesson Plan***

*Activity 1: Class discussion; review the first presentation of the Lesson One.*

- 1) What was the most important thing we learned through Lesson 1?
- 2) In what sense is our "God who speaks" different than pagan gods?
- 3) Discuss among yourselves the ways spiritual conflicts are expressed in your ministry context. What role do the ancestors have in this spiritual conflict, or in the so-called destiny of people in your culture?

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### ***First presentation***

#### **"A Different Conception of the Universe"**

There are no questions to answer during this lecture. However, you are encouraged to take notes in the space provided below.

*Activity 2: Chart of Worldviews*

*Instructions:*

1. All together, fill in the first column: *Biblical worldview*. You should be able to fill in up through "tools of research." The remaining categories are for the next lecture.
2. Discuss among the group what must be put in the second column (some answers are furnished below)
3. *IN GROUPS*, discuss and fill in the third column.

| Chart of Worldviews                        |               |                   |                   |
|--------------------------------------------|---------------|-------------------|-------------------|
| Element                                    | Old Testament | Modern Conception | Place of Ministry |
| <i>Size of the universe</i>                |               |                   |                   |
| <i>Sky</i>                                 |               |                   |                   |
| <i>Sun, Moon, stars</i>                    |               |                   |                   |
| <i>What happens to people after death?</i> |               |                   |                   |
| <i>Life</i>                                |               |                   |                   |
| <i>Ideal society</i>                       |               |                   |                   |
| <i>Tools of research</i>                   |               |                   |                   |
| <i>Spiritual world</i>                     |               |                   |                   |

|                            |  |  |  |
|----------------------------|--|--|--|
|                            |  |  |  |
| <i>Evil spirits</i>        |  |  |  |
| <i>Degrees of holiness</i> |  |  |  |
| <i>Pure and impure</i>     |  |  |  |

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***Second presentation***

**The Spiritual world as part of the Universe**

As before, there are no questions to answer during the lecture. Please take notes in the space provided below.

*Activity 3: Chart – Old Testament Worldviews*

Follow the instructions for Activity 2 to finish the chart. Note that the scientific worldview does not accept the world of spirits as a reality that affects the daily life of human beings. So, many Christians, especially those who live in the West, do not know what to believe about evil spirits.

Assignments

1. Read Isaiah 49 and 53.

## 2. Memorize Isaiah 53:5 –

“But he was pierced for our transgressions, he was crushed for our iniquities; the punishment that brought him peace was upon him, and by his wounds we are healed” (NIV).

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### ***Lesson 8*** **“Theological themes of the Old Testament”**

Meditation – presented by a student

Chorus and prayer

Recite together Isaiah 53:5

*Basic Instructions for this lesson*

#### Lesson objectives

During the class sessions in this course we have already presented several theological themes taken from the Old Testament. Throughout this lesson, we want to repeat some of them from the Christian point of view by recognizing that for the Christian, the Old Testament is the first two-thirds of the Bible. Certain themes Presented in the Old Testament continue in the same manner in the New Testament. Others are completed or fulfilled in the New Testament. Still other are cancelled or modified in one way or another.

The goal of this lesson is to help the preacher of the Bible to preach Old Testament texts with a particularly Christian point of view. The authors of this lesson recognize that a single lesson cannot achieve this goal for the whole lifetime of the minister. We want to however introduce the necessary items so that the students can pursue the development in this competency throughout their ministry.

Take the time to discuss the differences of the worldview in the students’ context of ministry and open the question of how to approach this worldview with the gospel. Your teacher will check your assignments during the group discussion.

#### Discussion (for review)

1. Concerning God, we began on the first day with a presentation about “the God who speaks.” Give a brief summary of what was said.

2. What else have we said about God during the course?

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***First presentation***

**Classic Theological Themes**

*As you listen to the lecture from your teacher, answer the following questions:*

1. What purpose do the Old Testament stories serve in relation to the character of God?
2. What are the three principal characteristics of God?
3. How does God react to the sins of humans?
4. What is the basic character of sin?
5. In which historical period, did the Jews most bless the other people of the world?

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***Second presentation***

**"Some special themes"**

*As you listen to the lecture from your teacher, answer the following questions:*

1. What is the largest meaning of the idea of faith?
2. What relationship is there between God's promises to Abraham and faith?
3. What are the two sides of the idea of trust?
4. What roles did the Pharisees accept in relation to the faith?
5. What is the criticism that Jesus made against the Pharisees?

6. Where did the word "Messiah" come from?
7. What are the three verses/passages that serve as the base for the teaching concerning the Messiah?
8. What did people at the time of the birth of Jesus think concerning the Messiah?
9. What gospel passage did the teacher cite as foundational concerning Jesus and his teaching about the Messiah?

*Activity 4: Compare Isaiah 53 to the image of Jesus in the gospels.*

Isaiah 53

The Gospels

### Assignment

Prepare yourself for the final exam. Your teacher will give you six questions that will help you as you study. He or she will choose only three of the six for the exam, and (of course) will not tell you which three will be chosen.

The students at the diploma level will write an essay of at least 150 words for each question (but not more than 250). The students at the certificate level will respond orally to the teacher. Each question is worth 10 points, for a total of 30 points (30 percent of the final grade). A good grade will be given to the person who uses the most details in the answer.

***The use of Bibles is permitted during the exam, but all notebooks are strictly forbidden.***

### CHART : Important People in the Old Testament

| Important People of the Old Testament |            |            |                 |            |                         |
|---------------------------------------|------------|------------|-----------------|------------|-------------------------|
| Name                                  | O.T. texts | Importance | Important tests | N.T. texts | Importance in the N. T. |
| Abraham                               |            |            |                 |            |                         |
| Moses                                 |            |            |                 |            |                         |
| Samuel                                |            |            |                 |            |                         |
| David                                 |            |            |                 |            |                         |
| Elijah                                |            |            |                 |            |                         |
| Ahab et Jezabel                       |            |            |                 |            |                         |
| Isaiah                                |            |            |                 |            |                         |
| Jeremiah                              |            |            |                 |            |                         |
| Ezra                                  |            |            |                 |            |                         |
| Nehemiah                              |            |            |                 |            |                         |